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Introduction

The evidence is convincing; families have a major influence on children's achievement in school and through life. When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. (Henderson and Mapp 2002: 16)

In collaboration with the California Department of Education (CDE), Parent Institute for Quality Education (PIQE) proposes to serve as California's Statewide Family Engagement Center (CA SFEC) as part of the U.S. Department of Education's (ED's) SFEC grant program. Through this partnership, PIQE and CDE will undertake robust family engagement efforts throughout the state, with a focus on: (1) family engagement for English Learner (EL) and migrant families; (2) social-emotional learning (SEL) and culturally responsive family engagement; (3) capacity building and technical assistance for local educational agencies (LEAs) and county offices of education (COEs); and (4) building coalitions with other SFECs and community-based organizations (CBOs).

The project comes at a particularly advantageous time, as California is on the cusp of making important strides in family engagement, and PIQE is positioned to be the perfect partner to disseminate and implement new programs, initiatives, and policies throughout the state. In 2020, State Superintendent Tony Thurmond created the first ever family engagement office within CDE to facilitate statewide leadership, guidance, and support in the area of family engagement and youth development in order to build the capacity of educators and parents to establish effective home-school partnerships to improve student outcomes. The CA SFEC will leverage several initiatives under this office to increase family engagement, including:

- Family Engagement Toolkit: The California Comprehensive Center at WestEd partnered with CDE to develop the CDE Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. This toolkit includes key questions to help

district family engagement teams apply an equity lens, dig deeper and strengthen the engagement of all the diverse groups of families in the district.

- Community Schools Partnership Program (CCSPP): In 2021, the California Legislature dedicated resources to community schools, a “whole-child” school improvement strategy where teachers, students, CBOs and families work together to understand the unique needs, assets, and aspirations of the school community. The CCSPP will build a cohesive statewide approach that mitigates the disparate impacts of COVID-19 on student learning, development, and emotional well-being, while accelerating efforts to reimagine schools in ways that are aligned with the equity goals of racial and social justice movements and that support the hopes, dreams, and aspirations of California’s families.
- California Collaborative for Educational Excellence (CCEE) – Community Engagement Initiative: The CCEE is an inclusive-minded statewide agency designed to help deliver on California’s promise of a quality, equitable education for every student by working collaboratively with other state agencies, partner agencies, county offices of education (COEs), and stakeholders to address the most pressing needs of California’s local educational agencies (LEAs).

In order to carry out the proposed scope of work, PIQE will:

- Create a statewide advisory committee made up of families (the majority of members), education professionals with expertise in improving services for disadvantaged children, representatives of local elementary and secondary schools, including students, SEAs, LEAs, and business community partners. The advisory committee will inform the project from start to finish, and will be a key component of sustaining systemic changes in family engagement throughout the state.
- Partner with selected LEAs to provide assistance to SEAs, LEAs, and CBOs that support family members in supporting student achievement through PIQE’s Signature Family Engagement, Social Emotional Learning (SEL), Early Literacy, and

Early Math programs to schools with high concentrations of EL and migrant students across the state;

- Provide educators with professional development focused on culturally responsive family engagement;
- Partner with CDE and The National Association for Family, School and Community Engagement (NAFSCE) to develop a statewide family engagement framework and provide family engagement technical assistance for selected LEAs and COEs;
- Create a statewide family engagement collaborative and a community of practice (CoP) among educators, schools, LEAs, CBOs, and IHEs to promote best practices;
- Work with SEAs, LEAs, schools, educators, and caregivers to determine family needs and the best means for delivery of services to address such needs;
- Conduct sufficient outreach to assist families, including families who the applicant may have a difficult time engaging with a school or LEA;
- Conduct outreach to low-income students and families, including low-income students and caregivers who are not proficient in English;
- Conduct training programs in the community to improve adult literacy, including financial literacy;
- Partner with an external evaluator to broaden the evidence base around family engagement, track progress, understand key outcomes, and inform programming through the project period.

PIQE's mission is to build parent leaders by providing families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. We have more than 35 years of experience empowering families to benefit their children's education. We will leverage this experience and the many relationships we have formed over the years across the state to provide high-quality, **evidence-based** technical assistance and direct services to families and schools in order to increase the overall levels of family engagement in our education system. Technical

assistance and training to LEAs and COEs will solidify systemic and effective family engagement policies, programs, and activities that improve student development and academic achievement.

In response to the wide-spread impacts of the COVID-19 pandemic, and in alignment with PIQE's own work around mitigating those impacts over the past two years, the CA SFEC will aim to **address the impact of COVID-19** on, students, educators, faculty, and families. Harnessing family engagement to reduce social isolation and learning loss, PIQE will focus on the communities hit hardest by the pandemic to **promote equity** in student and family access to educational resources and opportunities.

The project will **increase collaboration** between state educational agencies (SEAs), LEAs, CBOs and families, and will build the capacity of both educators and families to engage in shared decision-making and advocacy to improve academic outcomes.

A. Project Design (up to 25 Points)

PIQE will partner with CDE and NAFSCE to bring quality family engagement programs to California schools through a three-pronged approach:

- *Building capacity for educators:*
 - Partner with NAFSCE to provide technical assistance to educational agencies in creating systemic change around family engagement.
 - Partner with CDE and NAFSCE to create a Family Engagement advisory committee, and to develop a statewide family engagement framework, integrated through new and existing policies and practices.
 - Provide culturally responsive training to COEs, LEAs, and schools on best practices implementing family engagement programs to support families and students.
 - Partner with CDE and NAFSCE to incorporate the Pre-service Educator Preparation Framework (PEPF) statewide and provide technical assistance to LEAs and COEs.

- Develop and support a statewide community of practice (CoP) in partnership with CBOs and LEAs as part of a capacity-building effort including establishing a statewide family engagement conference.
- *Building capacity for families:*
 - Implement PIQE's signature family engagement program, inclusive of the dual-capacity building framework, in partnership with LEAs and schools throughout the state to empower and increase families' agency in their children's education and develop the school and family relationship.
 - Administer PIQE's social emotional learning program in partnership with LEAs and schools throughout the state to increase families' capacity in supporting their student's academic success.
 - Conduct ELA and Math Literacy programs for families throughout the state, aligned with the newly developed CA Math Framework and addressing content standards for English Learners and including literacy and financial literacy for adults.
 - Engage families as members of the statewide advisory committee and community of practice with SEA, LEA, and CBO partners.
 - Incorporate technical assistance for families as part of the statewide family engagement conference establishing the essential process conditions of the dual capacity building framework.
- *Building capacity and evidence for the field:*
 - Conduct a rigorous evaluation to strengthen evidence around family engagement, while create a replicable model for statewide collaboration.
 - Partner with **the University of California, Irvine's School of Education** as an external evaluator to evaluate annual progress of the project utilizing mixed methodologies and approaches, and provide additional infrastructure support.

- Work with other SFECs, parent training and information centers, and community parent resource center as defined under IDEA.

PIQE will work with CDE to select six LEAs and six COEs in rural, urban and suburban districts each year based on the needs of the schools, districts, and the student population. Selected schools will have a high percentage of underserved students, including English learners (ELs), low-income students, and students of color. ELs are a significant portion of California public school students, at 17.7% of the student population,¹ and the majority of California’s students come from families with incomes of less than 185% of the federal poverty level and qualify for free- and reduced-price meals.² Almost 73% of California students are youth of color. These students often face obstacles to succeed in school. PIQE assures that we will operate a SFEC of sufficient size, scope, and quality to ensure that the center is adequate to serve the SEA, LEAs, and CBOs targeted.

PIQE will address the Office of Elementary and Secondary Education’s Competitive Preference Priorities as noted in Table 1:

Competitive Preference Priority	Strategy
Evidence-Based Activities	<ul style="list-style-type: none"> • PIQE will provide our evidence-based curricula to families and school personnel. • PIQE will incorporate the Dual Capacity-Building Framework and What Works Clearinghouse evidence in educator and family facing programming. • NAFSCE will provide evidence-based technical assistance to school personnel

¹ CDE, 2022.

² EDSource: Low Income Students. February 16, 2022.

<p>Addressing the Impact of COVID-19 on Students, Educators, and Faculty</p>	<ul style="list-style-type: none"> • PIQE’s SEL program supports families with strategies to address students’ social and emotional needs and academic success. • PIQE’s digital literacy program helps build skills necessary for families to successfully navigate online learning and assist students with reengaging with learning.
<p>Promoting Equity in Student Access to Educational Resources and Opportunities</p>	<ul style="list-style-type: none"> • PIQE Family Engagement program will be offered to families in early learning, elementary school, middle school, and high school to build capacity around advocacy and leadership. • PIQE will partner with LEAs to deliver programming for, but not limited to, EL and migrant families in rural, urban, and suburban districts. • PIQE will provide technical assistance to educators to increase culturally responsive practices in family engagement. • Parent leaders affiliated with PIQE will continue to build capacity to affect school site and districtwide policies through active participation in the statewide family engagement collaborative and conference. • PIQE will work with families to address digital literacy through equitable broadband access and digital literacy education. • NAFSCE and PIQE will build cross-agency collaboration to address family engagement needs through the statewide family engagement collaborative and the advisory

	committee.
<p>Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change</p>	<ul style="list-style-type: none"> • PIQE will work with CDE and NAFSCE to create systemic collaboration with LEAs and COEs. • PIQE will create an advisory committee to include relevant stakeholders and inform policy and practice decisions. • PIQE will develop a CoP to provide ongoing training, technical assistance, and networking opportunities for families and education partners. • CDE and NAFSCE will develop a Family Engagement Framework inclusive of all statewide stakeholders. • PIQE will develop and host a statewide family engagement conference with cross-agency strands of focus including family and student success, ELA and math literacy, pre-service educators, technical assistance for educators, and other SFEC best practices.

Theoretical and Conceptual Framework and Current Knowledge. The project design is based on research that shows that robust family engagement achieved by providing professional development and technical assistance to educators can improve educational outcomes and student achievement (Mapp and Bergman, 2021). True to the intent of ED’s goals, PIQE believes that families must be active partners in their children’s education through collaborative partnerships between families and schools. Rather than focus solely on technical assistance to schools and educational agencies, we believe that to be truly effective we need to arm families with the knowledge and skills to advocate on behalf of their children. By preparing schools to embrace family

engagement while simultaneously preparing families to be engaged, we will increase the effectiveness of the project and improve educational outcomes for students.

PIQE's work is centered on moving families up the Parent Involvement Continuum (Cervone & O'Leary, 1982), from passive recipients of information to active partners in the educational process. We developed our family engagement curriculum based on several theories that demonstrate that family engagement is a beneficial practice for the achievement and behavioral outcomes of all students, including social capital theory, Overlapping Spheres of Influence, Types of Family Involvement, and The Hoover-Dempsey and Sandler model of the family engagement process.

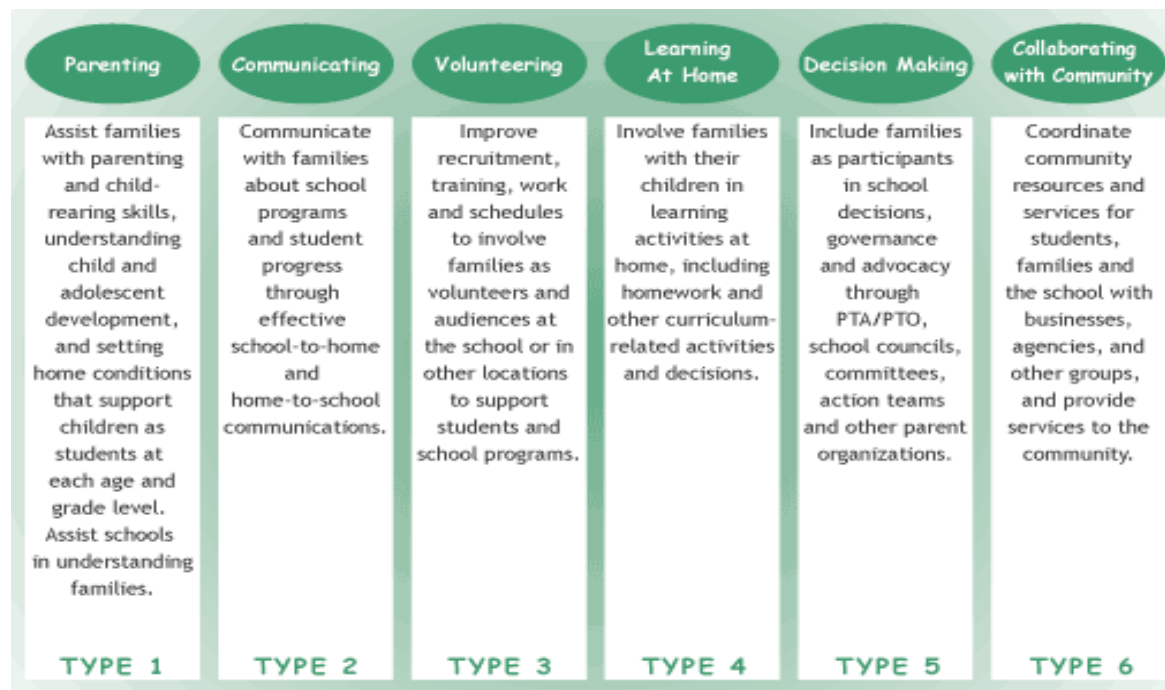
Social capital theory states that when families have more social capital, they develop positive academic norms through mechanisms of social influence and feel comfortable advocating for their children. Family involvement as a form of social capital is positively associated with college enrollment (Perna and Titus, 2005),³ and strong school-based relationships positively contribute to school engagement and achievement among recent immigrant children (Suarez-Orozco, Pimental and Martin, 2009).⁴ PIQE harnesses social capital by working directly with families to educate them on academic issues, processes and requirements, encouraging family engagement and building their capacity to serve as advocates for their children.

Epstein et al.'s Theory of Overlapping Spheres of Influence focuses on the partnerships among families, schools, and the community to bring the three closer together (Epstein, J. L., 2011). Epstein identifies three major contexts within which children develop and learn: the family, the school, and the community. Successful partnerships must be forged between these three spheres in order to best meet the needs of the child. When a school

³ Perna LW and Titus M. (2005). The Relationship between Parental Involvement as Social Capital and College Enrollment: An Examination of Racial/Ethnic Group Differences. *The Journal of Higher Education*. 2016;76(5):485-518. <https://doi.org/10.1080/00221546.2005.11772296>.

⁴ Suarez-Orozco, Pimental A, Martin M. The Significance of Relationships: Academic Engagement and Achievement among Newcomer Immigrant Youth. *Teachers College Record*. 2009;111(3):712-749.

limits family engagement to a particular type of involvement (e.g. fundraising, committee membership) it limits family engagement and negates the benefits from their involvement



(Dietz, 1997). A more comprehensive model of family engagement provides more benefits to the child (Dauber & Epstein, 1993).

Figure 1: Dr. Joyce Epstein's 'Six Types of Family Involvement'.

The theory works in conjunction with Epstein's typology of family engagement, a conceptual framework that focuses on six types of involvement that are instrumental to a child's development and their school and educational success. The Six Types of Family Involvement (Epstein, 1992) categorizes the variety of involvement activities that can engage families (figure 1). According to Epstein, each of the six types of involvement are likely to lead to successful partnerships between families, schools, and communities. Through this project, PIQE will address each of the six types of family engagement. Technical assistance and training will target both educational agencies and families:

- **Parenting (Type1):** PIQE's Family Engagement program, while not focused on general parenting skills, includes education on creating a strong home environment

for learning, while the SEL program helps families understand child and adolescent development and how to best support their children in life and in school. Both Early Literacy and Early Math programs provide families with evidence-based strategies on developing and increasing their child's math and language literacy skills before third grade. In addition, our training for school personnel helps teachers and administrators understand family dynamics, cultural perspectives, and effective methods of working with the whole family.

- **Communicating (Type 2):** One of the unique accomplishments of PIQE is that our relationship with the families we serve is truly a partnership. PIQE engages families in culturally and linguistically responsive, two-way communication through a variety of channels, including one-to-one communications, an informative web site and social media platforms, and our new **SchoolCNXT** mobile app (see page 20 for more information). Incorporated in the family programming are approaches to building families' digital literacy skills as an essential tool for communicating with their child's school and accessing critical resources. Caregivers are provided information on school programs and how to proactively communicate with teachers and counselors to determine student progress. Using the NAFSCE Professional Learning Programs model, the project will also work with schools and districts to develop communication protocols for better school-family support.
- **Volunteering (Type 3):** Through PIQE's Family Engagement program, families are encouraged to actively participate in the school community through volunteer involvement on school committees and civic engagement opportunities. Additionally, families will be invited by PIQE to participate on the statewide family engagement collaborative, SFEC advisory committee, and have the opportunity to volunteer as presenters at the statewide family engagement conference.
- **Learning At Home (Type 4):** One of the key elements of PIQE's Family Engagement program is teaching families how to support their children's education at

home. This includes helping families further develop the skills needed to access online materials and use computer technology, coaching them on the types of questions they should be asking of teachers and counselors, and providing resources to help with homework and activities that reinforce classroom learning in the home. In addition to providing training on these techniques, PIQE will also provide families with English Language Arts and Math Literacy Programs which emphasizes incorporating ELA and Math literacy throughout everyday activities such as cooking and driving. For more information, see page 17.

- **Decision-Making (Type 5):** Through our training and technical assistance, LEAs and COEs will strengthen family engagement efforts to ensure families have decision-making roles in school issues. Technical assistance will focus on helping schools create the culture and structure necessary for maximal family engagement on committees, including English Language Advisory Committees (ELACs), Local Control and Accountability Plan (LCAP) committees and organizations like the Parent Teacher Association (PTA). As schools create better mechanisms to engage families, PIQE family programming will equip caregivers to participate in committees with decision-making responsibilities.
- **Collaborating with Community Partners (Type 6):** The California SFEC's Community of Practice will bring community partners together to increase family engagement and build capacity among LEAs and COEs throughout the state. In addition, we will leverage existing relationships with community partners to help families build awareness through various communication modes and activities, create access points to engage in advocacy actions, create alliances, and collaborate with key stakeholders to educate and champion change. Through the statewide family engagement collaborative, families and community-based organizations will partner on community facing events.

Capacity Building. The CA SFEC will build capacity of both school personnel and families as well as for the field in general, creating additional resources, evidence, and collaboration around enhancing family engagement throughout the U.S. All work will follow the Family Engagement logic model created by Dr. Steve Constantino (see figure 2), who is one of the nation's leading authorities in the area of family and community engagement. PIQE has embedded the Family Engagement logic model throughout its programming both with families and educators, working to empower families, assist educators with developing and implementing effective communication strategies, and engaging families in the greater school community. We work to create a culture in schools that engages families, encourages effective communication and shared decision-making, and empowers families to be active participants in their children's education. We will also engage the community in partner events including community fairs that provide access to local resources beyond academic resources.



Figure 2: Dr. Constantino's logic model.

In addition, PIQE considered The Hoover-Dempsey and Sandler model of family engagement when designing this project. This model suggests that family engagement is a process that begins with families' decision-making about being involved and culminates with student outcomes (Whitaker, 2018). PIQE designed both its family engagement training and its professional development training to increase families' self-efficacy and encourage them to make the decision to engage with educational systems, properly armed with the skills and knowledge to do so. Our training encourages family engagement through encouragement, modeling, reinforcement, and instruction.

Project Description. The backbone of the project will be training and technical assistance (TA) to educators. Using PIQE's National Best Practices Model, we will provide LEAs and COEs with training and TA to help develop policies and implement programs designed to increase family engagement in schools. The Best Practices Model is designed for school districts that wish to implement the entire PIQE experience but are not located near a PIQE Regional Office. The Model was developed over the past ten years and has enabled successful capacity building in districts across the country. Through the Model, PIQE provides training on our parent training curriculum and dedicates ongoing support to districts for one entire year. Districts are able to modify and adjust the curriculum to meet local district needs. Nationally, PIQE has partnered with 13 states in addition to California, to provide technical assistance on best practices and capacity building in family engagement for SEAs and LEAs. Working with the CDE, PIQE will identify six new LEAs to work with each year of the project. PIQE will select LEAs and schools that have high concentrations of EL and migrant students, and training and TA will focus on culturally responsive family engagement.

At each selected school, PIQE will provide a three-day Family Engagement Strategies Seminar to train teachers, administrators, and school staff in our best practices to strengthen their family and school partnership. During these three-day intensive sessions, PIQE will work with educators to increase the effectiveness of family

engagement within their own educational system. The program covers topics including culturally relevant family engagement strategies, implicit biases in work with students and families, and effective communication strategies. A key component of the program is training teachers and school administrators on how to effectively engage families from diverse socioeconomic and cultural backgrounds. The training was designed in collaboration with the Stanford Research Institute (SRI) with national research on family engagement best practices. Topics include: obstacles to family engagement, language and cultural differences, and research supporting teachers' and families' efforts.

In addition, to leverage ongoing system development work that supports the development of a TA system, PIQE will partner with NAFSCE to build the family engagement capacity of LEAs, COEs, and CBOs through the development of a Statewide Family Engagement Framework. Each year of the project, three LEAs and three COEs will be identified to expand the implementation of the TA. Technical assistance will be designed to build capabilities, connections, cognition, and confidence that in turn will build the capacity of families to engage in effective family-school partnerships that support student achievement and school improvement.

In addition, NAFSCE will work with the CA SFEC to conduct the Family Engagement Opportunity Canvas (OC), which will help partners build on their state-level family engagement assets, while addressing opportunity areas for growth through CDE infrastructure, standards, policies, programs and activities. NAFSCE has conducted the Opportunity Canvas with 13 SEAs. The resulting customized report will provide current research supporting best-practice family engagement, consolidate information regarding family engagement policies and practices currently in place within CDE, identify how CDE can be a driver of change, share opportunities to enhance its work, and provide resources and examples from other states. Once the Opportunity Canvas report is delivered, NAFSCE will conduct two debrief sessions with CDE leadership (including a one-on-one meeting with the Superintendent), staff, and stakeholders to discuss the

findings and recommendations, as well as next steps toward implementing them, as the impetus for development of a statewide family engagement framework.

The statewide family engagement framework will be developed in collaboration with stakeholders, such as families, school and district representatives, community partners, educator preparation programs, out-of-school-time programs, and others. NAFSCE will provide consultation to the CA SFEC on ways of integrating the framework into existing policies and practices, as well as to identify priorities for future work. One content area of interest within California is integrating the emerging family math movement within this framework and aligning that strand to the work of NAFSCE's to-be-launched National Center for Family Math. PIQE has been a leading organization and advocate of the family math movement during the incubation period for this center and will leverage their role as a member of the Center's new National Alliance for Family Math.

To support ongoing capacity building and improvements to the field, PIQE will also create a Community of Practice (CoP) around family engagement and a statewide family engagement collaborative. Working with the CDE's Family Engagement Office (formed in November 2020), PIQE will enlist educators, LEAs, CBOs, families, and other SFECs from around the U.S. to participate in professional development, online seminars, and discussion around how we can better engage with families from diverse backgrounds. The CoP will provide opportunities to share promising practices, lessons learned, and resources for supporting families in various settings. Professional development options will be research-informed and practical for immediate implementation. The goals of the CoP will be:

1. Learn about research and promising practices for impactful family and community engagement
2. Explore strategies to lead with equity and help families access resources to support their children's education

3. Design family engagement within partnerships across networks to address opportunities and challenges
4. Share learnings and new strategies for family engagement, and consider hybrid models of engagement
5. Develop a work plan with partners to foster more equitable and inclusive family and community engagement.
6. Increase awareness and improve support around building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making

Participants will attend six sessions annually where participants will review research and promising practices for family engagement and develop an action plan to implement in their context. Members will be presented with research and articles, videos, etc. on the topic of family engagement, and will participate in at least one coaching session with a focus on developing deeper family engagement across Network partners with equity and access as priorities. The makeup and scope of the CoP will be informed through collaborations with the SFEC advisory committee, CDE, and other partners.

The CA SFEC will assist CDE with the identification and dissemination of state and local family engagement best-practices, through NAFSCE's newsletter, webinars, blog, and NAFSCE's searchable Resource Library. This will include providing partners with NAFSCE organizational memberships and professional development packages and an invitation to participate in a private online CA SFEC network and learning community. In addition to educator-facing programming, PIQE will offer four programs directly to families to help build capacity to participate fully in the educational process. Programs include PIQE's Signature Family Engagement Program, Social Emotional Learning Program, Early Family Literacy Program, and Early Math Literacy Program. We will deliver six family-facing programs – one at each of the newly identified LEAs per year – and six additional family-facing programs at six of PIQE's existing partner LEAs, serving

a total of 480 families per year. We will target schools serving high concentrations of EL and migrant students. At the conclusion of the project, we will serve 2,400 families at 60 unique LEAs. PIQE will host workshops in families' preferred home language with schools and districts in which families gain new skills, tools, and resources to help their student(s) succeed in school today and into the future.

The Family Engagement training consists of an 8-week program, with 75-minute sessions once per week, including social-emotional learning with digital literacy and adoption components. Topics include strategies to build student's positive self-esteem, tools to navigate the school system, preparing a college-going plan, family resources and academic supports, working with the school counselor, and preparing for the future and staying on track for a career. The training educates, empowers, and inspires families to take an active role in their child's education while building community and a peer-to-peer network. Using the Dual Capacity-Building Framework for Family-School Partnerships⁵ as a compass, we will support the development of family engagement strategies, policies, and programs. The Framework lays out the goals and conditions necessary to chart a path toward effective family engagement that is linked to student achievement and school improvement.

The SEL program informs families on the importance of SEL and its impact on students' success in school and life. The curriculum covers the five domains of social-emotional health and provides implementation strategies to help support SEL at home. Families will learn how to help children recognize and cope with their emotions, work with their children to practice self-confidence, and gain tools to help them guide children in responsible decision-making. The SEL program is offered over the course of nine weeks and was developed in response to families' requests for support in reducing the social isolation experienced by many children during the pandemic shutdowns.

⁵ <https://www.dualcapacity.org/>

In addition to these two critical programs, PIQE offers programming around increasing ELA and Math Literacy for all families including for those whom English is a second language. These programs introduce key elements of literacy, equipping families with strategies to support literacy at home. Each course is a nine-week program offered once a week in 60 minute-sessions. While not formally part of our family engagement strategy, we feel that leveraging these two resources for this project will increase the likelihood of family participation while also providing a value-added proposition for LEAs in need of support in these important academic areas. Each of the family-facing programs incorporate strategies to increase participants' digital literacy skills including navigating the internet, effectively utilizing email, and social media awareness.

A recent innovation to our family-facing programs is our new mobile app, **SchoolCNXT**, which allows instructors and caregivers an easy way to share news and events, send reminders, and participate in two-way messaging in the family's home language. All participating families will have access to the app, with training included as part of the family workshops. In addition to news posts with information and links relevant to their PIQE workshop, schools, and children's education, **SchoolCNXT** allows families to send private messages to their Family Engagement Program instructor and fellow classmates to share resources or ask other questions about their school community. All content can be translated into a family's language for seamless two-way communication between those who speak different languages, and voice recording and text-to-speech features are also available, even where machine translation is not available. **SchoolCNXT** is fully compliant with FERPA, COPPA, and other state data privacy standards.

In addition to Educator-Facing and Family-Facing interventions, the third prong of our strategy is a comprehensive evaluation of both direct services and the collaborative effort as a whole. It is our intention to elevate knowledge in the field of best practices around family engagement, cross-sector collaboration, and teacher preparation through this project. For more information on our evaluation plan, see page 35.

Evidence Based Programs. All of PIQE's programming is evidence-based and backed by numerous research studies related to family engagement.⁶ Time after time, the findings prove that PIQE's programs are effective. In a study conducted by San Diego State University and Claremont Graduate University Longitudinal Study in 2013, Ms. Chia Her, doctoral candidate, found that PIQE was successful in increasing high school graduation rates and establishing a college going culture among families. Likewise, the California Partnership for Achieving Student Success (Cal-PASS) found in 2011 that students of families served by PIQE performed better than similar students in high school. Significantly more PIQE students achieved a higher GPA in high school English and math courses. In 2008, the University of California, San Diego and Sanger High School found that students whose families graduated from PIQE programs had considerably higher rates of completion of certain courses required for university admission.⁷ These are but a few of the studies that have demonstrated that our approach to family engagement has yielded positive results on student performance. The multi-faceted approach of the CA SFEC will build capacity on many levels, creating a sustainable movement around family engagement. The coordinated efforts of the CDE, detailed above, will dovetail with the educator and family capacity-building, and the CoP and statewide family engagement framework will codify the best practices we establish into common practice throughout the state. This will enable the CDE, as well as participating LEAs, schools and families, to continue to build on the practices introduced by the grant funded efforts for years to come.

B. Quality of the Management Plan (up to 20 Points)

The California SFEC will be led by a robust team of experienced professionals. PIQE's SFEC Director, who will oversee the CA SFEC project, will provide leadership and fiscal

⁶ Henderson & Mapp, 2002; Henderson et al. 2011; Ochoa, 1990; Mapp & Kutter, 2013; Allen et al., 2020

⁷ Chrispeels, J.H., Bolivar, J.M. & Vaca, R.C. Parent Institute for Quality Education High School Study: Research Progress Report #2. July 5, 2008.

oversight of California's SFEC throughout the grant period to ensure that **all objectives are achieved on time and within budget**. The SFEC Director will report to the VP of Program and Impact, who reports to the President/CEO. The SFEC Director will work with PIQE Deputy and Associate Directors located across the state, providing operational and on-the-ground management of the project, working with partner site leads to coordinate and monitor the effective delivery of all SFEC services in the logic model, including training. These Deputy and Associate Directors will oversee programs at the local level, along with local program staff. Together, the team will meet regularly to ensure proper coordination in providing technical assistance to COEs and LEAs.

As the CA SFEC Lead, PIQE will form an SFEC advisory committee, which will include caregivers, educators, students, SEA, LEA representatives, and community members. This family-majority committee will encompass a diverse array of perspectives, providing feedback and guidance on the SFEC initiative. To recruit participants, PIQE will use its existing networks of families and educators, leverage relationships with key partners, and conduct outreach through established groups like the PTA. The SFEC Director will be responsible for convening and overseeing the advisory committee, which will meet quarterly to report on implementation progress.

The partnership will be monitored through collaborative meetings with partner agencies, or through phone and/or e-mail contact as necessary. A policies and procedures manual will be created for the project to cover areas where issues are anticipated, so we can standardize our response to them; issues that were not anticipated beforehand will be discussed with partners, and a protocol will be established and codified in the manual. Meetings will be held monthly, and all partners will be required to attend. Meetings will be facilitated by the SFEC Director, and locations will rotate between partner sites or be held virtually to allow for demonstration of program implementation, staff capacity, and documentation of processes and outcomes.

The SFEC Director will ensure that all partners are trained on the processes by which they will report and be supervised on this project. They will conduct mandatory monthly partner meetings and collect monthly reports on process objectives such as numbers of educators and families impacted, the number who complete the trainings, pre- and post-survey data, and outcome measures. LEA partners will keep records of participants in a database designed for this project, and will also keep records of consent forms, sign-in sheets and survey results in a confidential manner. Table 2 shows a timeline for accomplishing key milestones for the first year of the project.

Key Tasks	Deadline	Responsible Party
Formalize partnerships with signed contracts	Oct. 2022	VP Program and Impact
Hire and train needed Staff	Nov. 2022	VP Program and Impact
Establish Communication channels for Statewide partners and stakeholders	Dec. 2022	Communication Associate
Finalize Evaluation Plan	Dec. 2022	Evaluator
Select Local Education Agencies to partner	Jan. 2023	SFEC Director
Deliver services to selected LEAs	Jan. 2023 - Ongoing	Deputy Directors
Select SFEC Advisory Committee	Jan. 2023	SFEC Director
Complete SFEC Website	March 2023	Communication Associate
Convene SFEC Advisory Committee. Anticipate meeting every 2 months	March 2023 for first meeting	SFEC Director
State-level Opportunity Canvas Report	Sept. 2023	Technical Assistance Partner

Establish the Statewide Family Engagement Collaborative	Sept. 2023	VP Program and Impact
Evaluate programs	Jan. 2023 – Sept. 2023	Data and Evaluation Manager
Year End Report	Sept. 2023	SFEC Director

PIQE will collaborate with partners to **ensure feedback and continuous improvement** of the SFEC initiative. This will entail reviewing and integrating state and local policies, existing family engagement initiatives, and state academic standards, and identifying parent needs to determine how to best embed the SFEC into the state system. PIQE's VP of External Relations will coordinate regularly with CDE to ensure dissemination of findings to the field. CA SFEC staff will also convene COEs, LEAs, and school leaders on a monthly basis to check in on the implementation of programming and technical assistance, share findings and best practices, and work through challenges. The advisory committee will play a key role in providing feedback and identifying areas of improvement (see page 3)

The evaluator and appropriate PIQE staff will use the Liaison Model for interacting with the project partners and staff, where a point person from each school and partner will serve as the liaison to the project. This entails having monthly check-ins using soft touch emails and telephone calls, as well as the mandatory monthly meetings that will garner feedback and information on program implementation. These communications will center on reinforcing dates that deliverables are due, confirming the evaluation requirements of the grant, and providing technical assistance if obstacles should arise. Ultimately, these communications will reinforce the specific process information that local partners are required to provide to make sure that the broader project can meet the goals and deadlines for progress reports to the U.S Department of Education (ED).

The Evaluation lead will need to be kept abreast of the frequently moving parts to ensure adjustments are documented and later shared with ED.

CA SFEC will use continuous quality improvement strategies, collecting data based on the evaluation plan and conducting preliminary analyses each year to allow us to modify the program design if necessary to improve outcomes. In the fifth year of the project, we will analyze all data to determine the success of our programs.

To **ensure high-quality products and services**, PIQE will use established, evidence-based best practices around family engagement, and enlist the support of our partners and the advisory committee. All trainings and materials will be carefully evaluated for cultural and linguistic appropriateness, and will be reviewed by CDE, NAFSCE, PIQE and advisory committee members.

PIQE and its partners have a great deal of experience providing high-quality services and products to increase family engagement in education. PIQE has served families and educators since 1987. Through our evidence-based program model, families are empowered to create stronger relationships with teachers, principals, college counselors, and other families to advance their children's academic success. PIQE program participants no longer only dream about a better future for their student but learn how to make those dreams a reality. We have worked with **2,421 schools in 42 school districts and have graduated 721,000 families.**

PIQE offers a variety of programming options including family engagement and culturally responsive educator trainings. All our work supports our goals to:

- Enhance family engagement and education by coordinating family workshops and outreach opportunities based on identified needs;
- Increase families' awareness and capacity to access services and provide support to their children; and
- Create opportunities for families and teachers to build trusting relationships and partnerships to support student success.

Overall, since our inception more than 721,000 families have graduated from our programs, positively impacting approximately 1.9 million students. PIQE has regional offices throughout California that serve 36 counties, and we have established programming across 13 states. Programs have been delivered in 16 languages.

To **ensure appropriate time commitments** to the project, PIQE will dedicate 19 personnel, including a full-time SFEC Director who will oversee all implementation. This position will be responsible for planning, coordination, and implementation of the project, including data collection, training and technical assistance delivery and scheduling of classroom teachers, report creation for metrics, as well as other metrics specific to SFEC. In addition, a full-time professional development associate will assist with training development and implementation, and other staff will support communications, evaluation, curriculum development, and program facilitation (see budget narrative for more details).

The Principal Investigator, our VP of Program and Impact, will dedicate 25% of their time to overseeing the project, and will work with the external evaluation team to develop and implement the project evaluation. In addition, a professional development associate (1 FTE) will be responsible for developing and providing training, technical assistance and outreach activities to families and professionals to support family engagement. They will work with SFEC team to develop and implement project activities, collaborate with CA SFEC and its partners to provide agreed upon training, webinars, technical assistance, related materials and outreach to professionals and families, lead the development of training and outreach materials, run existing Train the Trainer modules and support trainers and outreach staff in delivering trainings. They will have at least a Master's degree and knowledge of and experience working with families, including diverse families, educators and administrators.

There are several ways in which the CA SFEC will solicit a **diversity of perspectives** to inform the project. One of the first tasks for PIQE and its key partners will be to form an

advisory committee of families, educators, community members, representatives from various state agencies, and LEAs and COEs. This committee will convene quarterly and will assist in program development, product creation, implementation, program improvement, and evaluation. In addition to advisory committee members, who will be representative of the target student/family population, PIQE will ensure that all stakeholders have a voice in the project using participant polls, focus groups, key informant interviews, and our semi-annual survey/needs assessment of all our families and educators, which informs each aspect of the work we do. The survey has yielded strong recommendations on training content, gaps that need to be addressed, and equity issues. PIQE will administer this survey to SFEC program participants throughout the project period as one means of collecting diverse perspectives about the project and the systems within which educators and families interact.

The project is designed to address a need defined by the CDE. In a report released in July 2020, CDE found that family engagement requirements across California vary across preparation programs, with general education teacher programs having the weakest requirements. The report suggested that the lack of consistency in program requirements leads to a wide variance in the amount of time spent on the subject, the content that is covered, and type and rigor of the fieldwork. The CA SFEC builds on these findings and aligns with the resulting advocacy efforts by CDE to strengthen standards around family engagement in California.

C. Project Personnel (up to 15 Points)

PIQE is committed to **diversity, equity, and inclusion** throughout our organization. We believe that a staff comprised of diverse people who have a wide range of backgrounds, experiences, perspectives, and skills will enhance the organization's work toward its mission while driving innovation and creativity. Together, our seven offices across California foster a collaborative approach internally and externally to ensure all our connections are unique and welcoming.

The CA SFEC will retain staff with the requisite training and experience to serve families in the state. We employ qualified leadership and staff members who are dedicated to improving outcomes among students, families and schools, and are an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees. We are committed to hiring and staff development processes that support the goals of equal employment opportunity and diversity and provide equal consideration for all qualified applicants. PIQE's commitment to non-discrimination in its employment activities is set forth in our policies and procedures. PIQE's Human Resources Department is responsible for overseeing the Equal Employment Opportunity Plan. When hiring staff, PIQE prepares a workforce analysis, and reviews job templates, postings, descriptions, specifications, and other job-related statements with appropriate staff to ensure compliance with equal employment opportunity requirements. Selection, retention, and promotion criteria are also reviewed regularly to ensure that neither qualified nor qualifiable candidates are excluded from consideration. In addition, Human Resources increases the applicant pool for a position by assisting with recruitment and devising ways and means of helping to increase the number of qualified members of historically underrepresented groups. We develop in-service and Equal Employment Opportunity Plans for the organization and comply with applicable ADA regulations. Applicants and employees requiring reasonable accommodation may contact the Human Resources Manager with any special needs. The **principal investigator** will be Elizabeth Zamudio, Vice President of Program and Impact. A first-generation college graduate herself, Elizabeth holds bachelor's degrees and master's degrees from Loyola Marymount University, is a graduate of USC's Non-Profit Resilient Leaders program, and is currently a doctoral candidate in Organizational Leadership at Pepperdine University. Elizabeth works from the PIQE Regional Office in Los Angeles. She has overseen PIQE's Family Engagement Programs since October 2020.

In addition, PIQE will hire an **SFEC Director** to oversee the project who demonstrates understanding of family engagement and its impact on school success and family well-being. Minimum requirements include a bachelor's degree or equivalent, project management experience, an understanding of Family Engagement frameworks and its importance to effective education of youth, and significant training experience.

Key personnel includes the Professional Development Associate, who will report to the SFEC Director. They will have at least a Master's degree and knowledge of and experience working with diverse families, educators and administrators.

Our **external evaluation** will be led by Dr. Frances Contreras, dean of the School of Education from the University of California (UC) at Irvine. Dr. Contreras is widely acclaimed for her research on academic diversity and access from preschool to Ph.D. She served as the associate vice chancellor for equity, diversity and inclusion, and was a professor of education studies at UC San Diego. In this position, she provided leadership to support a positive campus climate, including faculty recruitment and retention. Contreras has more than 15 years of administrative experience at UC San Diego and the University of Washington's College of Education, where she directed the higher education program. A first-generation college student, she is the first Chicana/Latina dean to head a school of education in the UC system. Contreras has a bachelor's degree from UC Berkeley, and she holds a master's degree from Harvard University and a Ph.D. in education from Stanford. Her research focuses on diversity and access for underrepresented students and the role of public policy in ensuring student equity. Her work has been published in leading education journals, and her books include *Achieving Equity for Latino Students*, *The Latino Education Crisis* and *High-Achieving African American Students and the College Choice Process*. She has served as a co-principal investigator on three advancing-faculty-diversity grants funded by the UC Office of the President and is co-chair of the UC Chicano/Latino Advisory Council and on the UC Hispanic-Serving Institutions Initiative advisory board.

Contreras was recognized as an emerging scholar and among the top 25 U.S. academicians to watch by *Diverse* magazine. She was selected by The Rockefeller Foundation as a scholar in residence at the Bellagio Center in Italy. In 2013, for her work addressing Latino student equity, Contreras received a lifetime achievement award from the Washington State Commission on Hispanic Affairs.

Project consultants and subcontractors include CDE staff and NAFSCE. Our representative from CDE will be Lisa Borrego, the Director of Family Engagement at CDE, who will serve as the liaison to the project. She has more than 20 years of experience facilitating, coordinating and developing innovative strategic approaches to complex community problems, with full integration into practical action, in the sectors of education, non-governmental organizations and business. Prior to her job at CDE Lisa was the Director of Family Engagement and Partnership Development for the San Juan Unified School District, the School Smarts Director for the California State PTA, where she worked to advance the goals of the PTA, with an emphasis on leading and advancing the School Smarts Parent Engagement Program and developing and implementing a nonprofit business model to enhance delivery of the program to an expanding number of school sites throughout California.

The Family Engagement Office is guided by family-school partnerships, community connections, and community-led systems change for equity. Their role is to create partnerships with stakeholders such as COEs, LEAs, students, and families to coordinate resources, supports and professional development opportunities that support needs of students, families and practitioners at the local level. For this project, CDE will provide support and guidance related to family engagement best practices, frameworks, and trending research/data, and help to coordinate opportunities to collect voices from the field including, students, families, practitioners, and external partners to advocate for the needs of students. They will help us leverage the statewide system of support for family engagement to provide TA and training to targeted LEAs and schools.

Reyna Hernandez, NAFSCE's Senior Director of Research and Policy, will represent NAFSCE on the CA SFEC. She will be responsible for consulting with PIQE and partner schools to provide individual TA. Hernandez is a longtime community advocate who supports education, leadership development, and capacity-building in the Latino community. Prior to joining NAFSCE, Reyna worked as the Community Wellness Director at Latinos Progresando. She also provides strategic support to nonprofits, startups, and school districts independently and as a Changemaker with Innovare SIP. She is adjunct faculty at DePaul University, teaching on issues of Latinos, English learners, and education. Reyna previously served as an Assistant Superintendent at ISBE for five years, overseeing the Division of English Language Learners, Early Childhood, and family and community engagement efforts. Her previous experiences include Research and Policy Associate at the Latino Policy Forum, Community Education Parent Facilitator at Waukegan CUSD 60, and educational director and trustee at the National Hispanic Institute. She graduated with a J.D. from New York Law School and an A.B. from Harvard University.

NAFSCE, founded in September 2014, provides the necessary platform for advancing high impact practices, promoting evidence-based policies, building capacity and leadership in the field, and upholding family, school and community engagement as a core strategy for improving child development, student achievement, and school improvement. NAFSCE will provide TA services to SFEC Consortium Partners and SEA to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition.

D. Adequacy of Resources (up to 20 Points)

Each partner in the CA SFEC has **demonstrated significant commitment** to the project. PIQE will serve as the project lead, and be responsible for project coordination, educator training, and family training and engagement. Since 1987, PIQE has provided evidence-based programs to California families and schools. Serving nearly 400

schools from 130 school districts and more than 18,000 families annually, we most commonly work with English learners (ELs), immigrants, refugees, and low-income families. We help enable families' capacity to engage in their children's education and strengthen family-school-community collaboration. In addition, PIQE has partnered with school leaders since 2002 to deliver our evidence-based model, which enhances family engagement nationally, providing educator seminars to implementing parent training curricula. PIQE has well-established relationships with schools and districts throughout California, and enjoys broad community support from several schools who view PIQE as a trusted community partner and have experienced the positive impacts resulting from our programming.

Key partners for the California SFEC include CDE, NAFSCE, **Evaluator Dr. Frances Contreras from University of California at Irvine (UCI)**, and several LEAs (to be named). CDE will play an essential role in fostering cross-agency collaboration between this project and other statewide initiatives and priorities, activating and convening partners in this work, and building the infrastructure required to carry out statewide technical assistance to LEAs and counties. The California Department of Education (CDE) oversees the state's diverse and dynamic public-school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE serves our state by innovating and collaborating with educators, schools, parents, and community partners, preparing students to live, work, and thrive in a highly connected world. CDE's infrastructure is organized into five branches that address the internal and external needs of LEAs, COEs and other external partners. This includes, but is not limited to, technology, student support, special services, facilities, operations, curriculum and instruction.

CDE has several interagency collaborations that help support students, families, schools and communities, including the Dept. of Social Services, The Dept. of Health Care Services/Behavioral Health Services, and The Commission on Teacher

Credentialing, where they are an active partner in ensuring that family engagement is a part of pre-service credentialing. Our partnership will be with the CDE's Family Engagement Office (FEO), which is responsible for creating partnerships to support the needs of students, families and practitioners at the local level. FEO provides support and guidance related to family engagement best practices, frameworks, and trending research/data; and coordinates opportunities to collect voices from the field including, students, parents, practitioners, and external stakeholders to advocate for the needs of students. For this project FEO will:

- Participate in collaborative meetings with PIQE to support the TA system.
- Co-create deliverables including, but not limited to, evidence-based professional learning opportunities, videos, tools, resources, and other publications.
- Engage in peer-to-peer collaborative opportunities
- Engage, partner and coordinate subject matter content experts from CDE to participate in TA system.
- Assist in coordination of capacity building efforts across these systems, so that educators and families can effectively partner.

CDE will utilize their internal communication infrastructure to communicate and disseminate information to LEAs, COEs and other educational partners. CDE is committed to updating all standards to ensure that all educators are effectively prepared on family and community engagement. In addition, CDE will work to raise awareness about and elevate the status and central role these issues play, building on the lessons of the pandemic to stakeholders (i.e., Institutions of Higher Education, labor unions, county offices of education, the State System of Support, and the California Collaborative for Educational Excellence).

NAFSCE will work with PIQE to provide technical assistance for continuous improvement of the statewide system of support for family engagement, as described above on page 16. NAFSCE will participate in ongoing planning meetings to support the

evaluation program, as well as implementation for the comprehensive CA SFEC initiative. NAFSCE will facilitate a cross-agency planning process that includes state agencies for education, human services, health, early childhood, child welfare, libraries, and other agencies, with the goal of identifying shared family engagement objectives, aligning those objectives with individual agency initiatives and priorities, identifying action steps for advancing family engagement, and developing a plan. NAFSCE will also provide consultation to agencies to build staff capacity and support planning. Our external evaluator will oversee the creation of the evaluation plan, and work with PIQE's in-house evaluation team to assess the effectiveness of the program as a whole and its individual pieces. For more information on the evaluation plan, see page 35.

The costs of the project are directly related to our objectives, and are aligned with the number of persons to be served. PIQE assures that we will use at least 65% of the funds in each FY to serve LEAs, schools, and CBOs that serve high concentrations of disadvantaged students, including ELs, minorities, student with disabilities, homeless children and youth, children and youth in foster care, and migrant students. We will also use at least 30 percent of funds received for each FY to establish or expand technical assistance for evidence-based family education programs. We anticipate needing funding for 19 staff positions in order to carry out the programmatic elements of this project, including dedicated staff members to oversee the project (CA SFEC Director), provide professional development (Professional Development Associate), and oversee the day-to-day implementation of programming (Associate Directors). This project will be unique in its scope, scale, and ambitions, with broad implications for how to implement widespread statewide family engagement efforts across a wide-variety of regions and contexts. We anticipate reaching roughly 480 families and 150 educators per year through our outlined programming, for a total of 2,400 families and 750 educators throughout the course of the grant. Additionally, we anticipate working with additional COEs and LEAs through the TA we will be providing. Given this scope we anticipate seeing widespread increases in the

implementation of robust family engagement programs at schools and LEAs, family participation in their students' education, capacity for family engagement support at the state, COE, LEA, and school level, all positively impacting student achievement and outcomes.

E. Quality of the Project Evaluation (up to 20 Points)

PIQE will conduct a robust mixed methods evaluation to measure both outputs and outcomes of the project as well as the experiences of all stakeholders (i.e., participants). The goal of the evaluation is to assess the effectiveness of this project, overall impact on project participants and stakeholders, and to provide additional evidence to support best practices in the field of family engagement. To that end, we will employ a multi-tiered evaluation approach.

The evaluation design is based on best practices in institutional assessment in higher education settings and relies upon mixed methods and data sources. The assessment is based on the overarching goals identified by the lead agencies as core objectives, as well as the Conceptual Framework of this project. PIQE will partner with **The University of California, Irvine** to collect and analyze evaluation data for all program outcomes. The evaluation will assess how the project is meeting the stated goals and objectives, which align with the goals outlined in the initiative. Both formative and summative evaluation processes will be implemented to ensure PIQE is meeting participant needs. We will utilize feedback and these findings to inform program changes or improvements. The evaluation is guided by six questions:

1. Is PIQE meeting the stated objectives of increasing family engagement in schools?
2. Is PIQE contributing to greater synergy, diversity, and connection between partners, schools, and families?
3. Is the Project impacting the local policies and practices of participating schools around family engagement?
4. Is the project increasing family capacity to engage fully in their students' education, including improving digital literacy and technological access?

5. Is the CA SFEC leveraging the strengths of resources in schools, teachers, campus partners and contributing to a value-added approach to engaging family participants?
6. Is the collaboration between the DOE and PIQE stronger as a result of the CA SFEC?

Together, these questions will guide the data collection to better understand the impact the CA SFEC is having on schools and families. **Objectives** of this project are that, by the end of the project period:

Level 1: Evaluating impact at selected LEAs/COEs

- The majority, 75%, of participating personnel will indicate satisfaction with the effectiveness of the technical assistance received and the evaluation will show 75% goal attainment of plan objectives.
- Over 95% of participating educators will demonstrate an increased understanding of the need for family engagement enhancements.
- 100% of participating schools will enhance policies and procedures around family engagement.
- 95% of educators will report increased competence in implementing family engagement programs at local schools
- 100% of educators will demonstrate the ability to implement family engagement programs with fidelity
- 85% of caregivers will demonstrate an increase in understanding of school policy, opportunities for involvement, and key concepts like GPA, SATs, etc.
- 90% of caregivers will report increased feelings of connectedness to and support from schools
- 15% of PIQE parent leaders will participate in Schools Action Team (SAT) collaborative leadership development activities.

- 15% of PIQE parent leaders will participate in strategic communications activities related to LCFF and parent engagement
- 10% of PIQE parent leaders will actively participate in collaborative advocacy efforts related to influencing policy and increasing support from decision-makers for systemic change that benefits low income, English learners, immigrant families and family engagement.

Level 2: Evaluating statewide collaboration

- PIQE will engage between 80 to 100 LEAs, COEs, CBOs, and state agencies in the CA SFEC.
- Increase the number of agencies and organizations who participate in family engagement initiatives in the target communities by 40% within five years.
- To increase by 30% the understanding of community and state stakeholders of the issues involved with family engagement in education, and the best practices available to address them, as measured by stakeholder surveys and key informant interviews.
- To increase the capacity of partner organizations by 50% to select, implement and evaluate evidence-based family engagement programs within five years.

Level 3: Evaluating best practices

- Increase participation in the statewide family collaborative by 10% each year of the project.
- 80% of LEAs and COEs will report sustainable family engagement practices within their sites.
- Statewide preparation programs will incorporate family engagement best practices into requirements at a rate of 5% annually.

The evaluation will utilize multiple data sources in order to fully understand the effectiveness of the project. Both quantitative and qualitative data will be collected, including: participant feedback, access to secured technology, digital literacy levels

achieved via program staff and self-reported data, and internally developed surveys as well as existing surveys. For all components of the program, formative data will be provided about the immediate and short-term outcomes of the SFEC, and will include the Program Measures of quality, relevance, and usefulness. Summative data on the impact of the CA SFEC on statewide, or targeted schools and districts/local educational agencies (LEA), family engagement and measures of effectiveness reaching SFEC goals of improving LEA capacity to continue improving family engagement (sustainability) will be provided. Data on the annual performance measures will also be collected and used for both formative and summative information.

During the first year of the project, we will concentrate on process evaluation. This will consist of:

- Tracking meetings, trainings, and technical assistance provided to partner organizations.
- Documenting all processes, including the creation of evaluation instruments, development of project policies and procedures, forming of an advisory committee and launching all Core partner groups and panels, conducting initial needs assessments and finalizing the goals, objectives and strategies for the project, and pilot testing the intervention.
- Recording specs for databases and other tools created for the project.
- Recording all meeting minutes and attendees.

This type of process evaluation will continue throughout the life of the project so that **replication** of the model can be seamless.

In subsequent years, we will conduct outcome evaluation for intermediate outcomes.

Outcome evaluation will be conducted on all components of the intervention, as follows.

Component 1: Educator Capacity Building. Training and capacity-building for educators will be evaluated on the number of LEA/COE partners enlisted, the number of participants at each LEA/COE, the number of training and TA events held, and the

impact of our activities (Table 3).

Activity	Instrument	Data Collector	Time
National Best Practices Model	Pre/Post Survey	PIQE Educator	Immediately before and after trainings
CoP	Key informant interviews, focus groups, online survey of participants	External evaluator	Quarterly during the first year; semi-annually after that
Advisory Committee	Self-evaluations	Panel members,	Semi-annually

Component 2: Family Capacity Building. Our training and capacity-building for families will be evaluated by recording the number of activities conducted, attendance or reach, increases in knowledge or perception of the issue as important, and demonstrable changes in policies and procedures around family engagement (Table 4).

Activity	Instrument	Data Collector	Time
Family Education	Pre/Post Survey	Parent Educator	Immediately before and after trainings
Community Workshops	Pre/Post Survey	Facilitator	Immediately before and after trainings
Advisory Committee	Self-evaluations	Panel members, COS	Semi-annually

Program outcome data is collected through family retrospective surveys at the conclusion of all programs. Learning outcome data collected through these surveys are

analyzed and measure participant's knowledge gained, attitude change, and behavior change. For example, 75-85% of PIQE's Family Engagement Program participants report measurably greater understanding of how school systems function overall, their students' grades, what A-G means, what resources exist for financial aid, how to help their student attend a university, and how to support their student's self-esteem and social emotional needs. The evaluation will concentrate on understanding the impact of family engagement efforts on families and their students.

Component 3: Field Capacity Building and Evidence Base: To **increase the evidence base around family engagement**, and to build capacity in the field to successfully implement these programs, PIQE will conduct a high-level evaluation of practices among and between partner sites to determine what factors contribute to successful family engagement programs. Using data garnered through our educator and family capacity-building components, our evaluators will compare our target sites to determine the relative effectiveness of the program in different target populations, with different district policies and personnel. This data will be supplemented with qualitative data, to investigate the impact of the program.

The evaluation will consist of linguistically appropriate surveys given to partner sites. Survey data will be collected at 1) baseline (a pre-survey given at the start of our engagement with each partner site), and 2) post-intervention (a post-survey given immediately after the final event/activity has been held for both educators and family members). In addition, a six-month follow-up survey will be administered to determine the duration of effect.

Our evaluation metrics are informed by existing data we can draw upon to understand how impactful this project's efforts have been on cultivating and engaging parent participants. Evaluation findings will be shared regularly with staff and key project sites as data becomes available with the investigators, participating partners, and relevant key stakeholders. Additionally, data and outcomes will be shared during annual retreats,

SFEC convenings, and leadership team meetings in order to share results, promising practices, and efforts to serve students, families, and educators through this partnership.

Data will be collected and reported annually on: 1) the number of families who are participating in CA SFEC activities designed to provide them with information to more fully engage in their students' education; 2) the number of high-impact activities and services provided to build a statewide infrastructure for systemic family engagement that includes support for SEA- and LEA-level leadership and capacity-building; 3) the number of high-impact activities and services implemented to ensure that families are trained and can effectively engage in activities that will improve student academic achievement, including how to support learning in the classroom through activities at home and participate in state and local decision-making. The evaluation will provide rapid, honest feedback to CA SFEC Leadership Team and Team Leads to drive continuous improvement and objective reports of results.

The evaluator will work closely with the SFEC Director and team throughout Year 1 to develop milestones aligned with the logic model to support the execution of the CA SFEC T&TA/PD, tool and template development, knowledge development, and coordination and communication activities.

Data will be collected through several instruments in order to develop conclusive results. These instruments include: (1) the use of a rubric to review tools, templates, and trainings for alignment with needs; (2) rapid feedback surveys immediately after LEAs or family groups use a tool, template, or receive TA; (3) in-depth annual online surveys to all LEAs receiving services to track changes in understanding of best practices and improved school and LEA capacity; (4) follow up interviews with selected schools/LEAs and family groups to understand gaps or changes in knowledge/understanding of best practices in family engagement, changes in policies and practice, and capacity; and (5) case studies of selected intensive TA LEAs'

changes to policies, programs, practices, or operations that contribute to increased LEA capacity to engage families.

Rubrics to analyze the alignment between SFEC-developed trainings, tools, and templates and the needs of the audience will ensure a strong foundation for improvement of family engagement. PIQE's advisory committee will conduct external reviews of materials and provide feedback to SFEC staff so they can provide the highest quality, most relevant, and useful materials, trainings, and technical assistance. Rapid feedback surveys allow stakeholders in an initiative to react when their experience is fresh. Participants are able to share feedback on the style, tone, content, and effectiveness of an experience. They can also begin to anticipate how they will use the information. With rapid feedback, the CA SFEC team can continually refine their materials and approach so that they effectively improve school/LEA and parent group stakeholder capacities to increase and improve the quality of family engagement. For example, rapid feedback surveys may be used to provide feedback after a training session, a presentation, or use of a template or tool.

The longer, in-depth annual surveys and follow up interviews will work in tandem. In the first year, the Evaluation team, in collaboration with the SFEC Director, will provide input into the recruitment tool questions so that, when appropriate, questions in the recruitment tool will also be utilized as a baseline assessment of knowledge, capacity, and quality for evaluation purposes, in addition to T&TA/PD planning for the CA SFEC. In subsequent years, LEAs will first receive an online survey that will then be followed within a few weeks by an in-depth interview by PIQE's evaluators with a sub-set of LEAs. LEAs selected for the in-depth follow up interviews will be obtained from a purposeful sample based on LEA family engagement characteristics and/or other unique characteristics derived from the survey responses. This two-phase, mixed methods approach directly connects qualitative and quantitative methods to complement each other and build a more in-depth and accurate assessment. Through

this method, evaluators will develop initial findings from each survey and use those results to design interviews to dig deeper into specific areas of need. This method looks at each developmental stage of the family engagement framework as a layered process and adds a feedback loop to allow us to immediately integrate any initial findings into the data collection process as they emerge. The evaluators have found that this method both allows deeper, comprehensive analysis, and builds buy-in from stakeholders because they have been heard in the process.

In-depth case studies will be completed with a sub-set of LEAs and families receiving intensive T&TA/TPD to monitor changes in statewide capacity. The number of LEAs to be studied will be determined in coordination with the SFEC Director and the advisory committee. To conduct these case studies, evaluators will develop field-visit guides that include interviews with representatives from LEAs and families, an in-depth review of existing data, and guided, group discussions that help explain context. These case studies will help evaluators understand both experiences with CA SFEC and the outcomes experienced by select LEAs and families.

Findings will be strengthened by use of mixed-method design with multiple sources of data. This use of multiple data collection methods across different groups, asking several of the same questions, opens the analysis to richer, more reliable information to use for improvement and accurate reporting. Both qualitative and quantitative data will be used for this evaluation to ensure reliability and power. The mixed-method approach, analysis methods, and statistical tests will help control for and mitigate Type I and Type II errors (i.e., finding outcomes when there are none and not finding outcomes when there are some). The analysis of the data collected for the SFEC evaluation will be carried out as follows:

Data review and preparation is a critical first step in any analysis. Before analyses are performed on any data, data quality will be reviewed, and data will be prepared for

analysis. Technology will be used when possible to minimize data entry errors (such as administering surveys online).

Quantitative data, information expressed in numbers, will be analyzed using statistical approaches that summarize data (such as frequencies) and group results by population, program, or organization/agency (such as cross tabulation). Data summaries can help validate data; for example, if one record seems unusual, it can be cross-checked with program staff to confirm accuracy.

Descriptive statistics methodology will be used, including frequencies, percentages, means, and standard deviations to describe outcomes across all schools/LEAs and families. In addition, cross tabulations with significance tests will be conducted to compare results across focus areas, systems, and school/LEA characteristics. Sample size estimation will be used to determine how many schools/LEAs and families should be included in the analysis for a deeper dive into documenting changing practices and outcomes. Analysis of variance (ANOVA) will be used to determine the extent to which different groups experienced different outcomes, such as those receiving universal versus intensive T&TA. ANOVA tests will be run on means of survey and interview items that are the same across protocols and populations (i.e., families, teachers, leaders).

Qualitative data, information expressed in words and images, will be highly valuable to understanding the impact of the program and contextual factors that promote or hinder success. Qualitative data will be analyzed to understand the central themes that emerge from the interview and focus group data. This process uses four steps: (1) prepare the data by organizing items as responses to key questions, usually in a spreadsheet; (2) review a sample of the data (e.g., notes from 3 of 15 interviews) and generate a list of themes to watch for in the full dataset; (3) review all the data and code to note where the data lines up with themes from Step 2, and note additional themes that emerge.

Assign all data to one or more themes; (4) determine if any of the themes can be aggregated in to master theme(s) or finding(s).

Using Evaluation Results to Examine CA SFEC Implementation: In developmental evaluation, the evaluator uses synthesis (bringing together multiple sources of data) and intervention (helping implementers use data to refine initiatives). The CA SFEC evaluation will serve multiple purposes. **Data will be used for continuous improvement** - available at regular intervals and reviewed with partners and other key stakeholders. Each month, the evaluator will participate in monthly coordination meetings with the Leadership Team that will help ensure the availability and quality of data. Quarterly, the evaluator will present brief data summaries and make recommendations for improvement. **Data will inform decisions about sustainability** - through analysis of which strategies led to the greatest outcomes, allowing the partners to determine which aspects of its services to sustain, improve, or eliminate. **Data will be used to demonstrate outcomes** – with quarterly progress reports, annual performance reports, and a final performance report describing cumulative impact. **Data will be available to assist in replication** – including detailed descriptions of implementation and the efficacy of different strategies. This will be particularly valuable where other large, systems-change efforts need guidance about strategies that were effective.

Building Sustainability. Evaluating the capacity of partner organizations to engage in evidence-based family engagement will take many forms. We will assess the skills of partner staff, both during the planning phase to identify the initial capacity of the local program to deliver the program and create our Training and TA plan, and throughout the project to ensure that we're making progress on this component. By using internal program staff to train other staff, when their capacity for such training is well developed, the program can have an internal cadre of “experts” that other staff can access via telephone or email for informal assistance on an as needed basis on a specific topic. The ultimate goal will be to establish a foundation to share information using a

networking model (similar to common social networks) so that all program staff can observe the technical assistance requests being, that the response are reviewed for completeness and accuracy, build a level of cohesion among all staff across all sites and program venues.

We will also assess our sustainability efforts using key informant interviews, focus groups, stakeholder surveys, and community assessments. Table 5 shows the activities we will take.

Activity	Instrument	Data Collector	Time
One on one technical assistance	Partner satisfaction surveys, self reports	Project Director	Assessments at onset of project; follow-up semi-annually and as needed.
Group trainings	Pre/post surveys	Training facilitator	Immediately before and after training
Long-range plans	Completed plans, partner surveys	Project Director	Yearly to re-evaluate