Office of Elementary and Secondary Education

84.310A

GRANT PROPOSAL
FOR
INDIANA

STATEWIDE FAMILY ENGAGEMENT CENTER

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Indiana Statewide Family Engagement Network Application CFDA 84.310A

A. QUALITY OF PROJECT DESIGN

It is not difficult to find research on the importance of family engagement to student success. Despite every school administration textbook addressing the topic, family involvement may be viewed by school leadership teams with little more than casual acknowledgment and cursory event planning. However, now two years into a pandemic where schools have had to depend on families to take on educational responsibilities, the system's foundation has been rocked to its core. At the writing of this, 6% of Indiana students[1] continue to learn in a virtual environment due to COVID-19. The critical importance of family engagement in educational progress is indisputable.

In a June 2021 report from the Carnegie Corporation of New York entitled *Embracing the New Normal,*[2] Karen L. Mapp and Eyal Bergman assert that the combination of COVID-19 and systemic racism has forced the examination of how power and privilege differentially impact learning opportunities based on the status of the family. They advocate for rejecting deficit-based views of families and for appreciating family engagement as a core pillar of school improvement. They call on schools to use this time as a reboot opportunity for significant positive change.

This project will use the Dual Capacity-Building Framework for Family-School Partnerships, a research-based model designed by the same authors in 2013. Essential processes and organizational conditions identified in that framework will be operationalized so as to measure systemwide progress. Interventions will include staff development opportunities and family support activities that will be adapted based on LEA needs. Facilitation will be structured using change management tools provided by the SWIFT Education Center, University of Kansas.[3]

Using baseline data from the 2021 Academic Impact Study[4] (an analysis of the disproportionate effect of the pandemic on student achievement across Indiana), one LEA in each of the five regions of the state (N, S, E, W, C) with a higher concentration of students not meeting grade level standards or absent from instruction will be selected for this project. The LEAs will receive direct project support and participate in the required activities of the study. Parent, youth, and school representatives of each of these identified LEAs respectively will be brought together to form five Regional Stakeholder Groups (RSGs). Representatives from each RSG will serve on the statewide Advisory Committee (AC) that includes researchers, agencies, resource partners, businesses, and content experts.

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[1] [An Update From the Indiana Department of Education for January 28, 2022 (govdelivery.com)](#)
[2] [fe_report_fin.pdf (carnegie.org)](#)
[3] [Transformation in Action Playbook | SWIFT Schools](#)
[4] [7.14.21-sboe-presentation.pdf (in.gov)](#)

Logic Model Components

SITUATION	PRIORITIES	INPUTS	OUTPUTS		OUTCOMES - IMPACT		
			Activities	Process	Short Term	Mid-Range	Long Term
(1) The 2021 Academic Impact Report of the impact of COVID-19 on schools in Indiana illustrates the disproportion-ate effect of the pandemic and systems of inequality on the success of students across Indiana.

(2) Inadequate systemic support systems for family engagement exist in Indiana. | (1) Provide family engagement support for school communities with the greatest proportion of families in crisis as measured by numbers of students not meeting grade level standards or absent from instruction.

(2) Empower families through the strategic application of family engagement best practices. | (1) The strength of families.

(2) The resilience of schools.

(3) Existing resources, agencies, assets.

(4) The statewide infrastructure of IN*SOURCE.

(5) The synergy and resources of the AC, and the RSGs leadership and collaboration.

5) Expertise from existing and new sources. | (1) Organize and share on website accessible resources for families.

(2) Provide parent training and family development opportunities.

(3) Identify tools/methods to standardize the measurement of family engagement.

(4) Facilitate policy and process development in school communities.

(5) Share training tools and delivery systems successfully used by LEAs. | *(See process outputs and quality metrics in chart below.)*

Benefits to participants:

(1) School personnel develop knowledge and skills.

(2) Family members develop knowledge and skills.

(3) Agencies and community resources increase impact through membership in a network. | (1) There will be an increase in the number of families reporting enhanced capacity to work with schools.

(2) There will be an increase in school personnel reporting positive engagement with families.

(3) Improved attendance and academic performance will be measured for students in targeted, underserved communities that take a systemic approach to family engagement. | (1) Policies and practices that demonstrate intentional engagement of all family members in the educational process, particularly those of marginalized cultures, will become critical components of school improvement efforts

(2) Parents will increase their skills and knowledge related to engaging with their children, their school, and agencies so that their children thrive.

(3) Intellectual, social and human capital investments will be designed to be sustainable as measured by the capacity for school systems to maintain family engagement programming in absence of federal assistance.

(4) A research article that statistically compares the relationship between measures of family engagement with student outcome data will be published based on the findings of the project. | **Systems capacity to develop every child from cradle to career is maintained with equitable access to resources and support through effective family engagement policies and practices.**

Indiana sites will join the national District Leaders Network on Family and Community Engagement to assure ongoing and sustained commitment. |

Process Outputs aligned to Goals of the Dual Capacity-Building Framework

GOALS	DETAILS ON PROCESS OUTPUTS
CAPABILITIES: Family and school members will develop their skills and knowledge related to effective family engagement. **QUALITY CONTROL:** Surveys will be collected after each event with the goal of 80% reporting an increase in understanding how to support academic development through family engagement strategies learned at the event. The attendance goal is 100 in the first year growing by 20 more for each subsequent event.	Starting with the spring of year one, monthly staff development opportunities will be provided at LEA sites. Starting year two, family engagement programming will be scheduled to develop the skills and knowledge of family members. Each year in collaboration with the IDOE, the SFEC will sponsor two virtual one-day conferences that family and school personnel at partner LEA communities will attend. Topics and content are outlined in the action plan and will be adapted to the priority needs of the LEA partners.
CONNECTIONS: Family and school members will develop and maintain productive and positive networks to support the development of families, the achievement of children, and the success of schools. **QUALITY CONTROL:** Annually, members of the AC, the RSGs, and a broader partner consortium will be asked to access the website and rate it on the following qualities: (1) visually appealing, (2) easy to navigate, (3) high quality content, (4) accessible information, and (5) easy to understand.	The IN*SOURCE website will be expanded by the end of year two to present the results of the asset mapping. The goal is that every community in Indiana has access to relevant, linked, and coordinated agency contacts; parenting resources; school choice information; free adult education classes opportunities; English learner support; and sample activities, training, policies and procedures created by the growing partnerships. A video will be produced each quarter featuring the steps and the progress that is being made at each LEA partner site. These videos will be made available on the

	IN*SOURCE website as a means of journaling the phases of development to be used in future training. Indiana LEAs will apply to join the District Leaders Network on Family and Community Engagement through the Dual Capacity Program and will actively share their work on the national stage.
COGNITIONS: Family and school members will shift their beliefs and values to appreciate the positive benefits of meaningful family engagement. **QUALITY CONTROL:** Surveys will be collected annually with the goal of 80% of staff and parents reporting an increase in understanding the value of family engagement strategies in providing positive benefits for the students and the general community.	Planned monthly at each site beginning year two will be family empowerment activities designed in alignment with strategic goals. These will give opportunities for family members to develop their leadership capacity and system impact alongside the work of school leaders while collaboratively doing the meaningful work of developing policies and processes.
CONFIDENCE: Families and staff from diverse backgrounds are comfortable in positions of leadership. **QUALITY CONTROL:** At least half of the active members of the AC and RSGs will be family members with attendance of any one member being at least 60% of the opportunities.	Family leaders at each site will participate with school personnel in monthly activities, milestone meetings, training, and material review activities, and facilitated conversations integrated into the routine onsite strategic planning processes.

Impact Through Systemic Services for Family Engagement in Education

This project will promote family engagement through three distinct but interrelated efforts at the systems level. The first establishes five model sites where exemplary policies and practices will be developed through the provision of research-based support and state-level guidance. To simulate the impact of the first effort using data from five LEAs that expressed preliminary interest, there is a total enrollment of 85,000 students. Poverty, special needs, and racial equity issues affect 50-70% of that collective student body based on a review of the data presented on INview,[5] the Indiana Department of Education (IDOE) website providing data on Indiana Schools. Once these LEAs scale up to include all of their schools, this program has the potential to impact over 50,000 targeted students and their families, a number that is a rough calculation of 50-70% of the total student body living in the five sample districts. This table of simulated sites will be updated after LEAs have been confirmed and have completed project agreements following confirmation that the grant has been awarded to Indiana. Student attendance, student achievement, and family engagement data will also be captured and tracked over the duration of the project.

	Total	Poverty	SpEd	EngL	Race				
					AA	Hisp	Mult	Oth	W
Indiana	1,135,199	48.3%	15.9%	6.4%	12.5%	13.2%	5.2%	3.0%	66.1%
LEA North	16,297	64.8%	18.4%	10.5%	37.6%	23.6%	10.2%	1,2%	27.4%
LEA West	13,674	56.6%	20.4%	1.1%	5.3%	4.0%	8.2%	1.4%	81.1%
LEA East	28,460	65.9%	16.3%	11.5%	25.0%	19.7%	10.0%	6.8%	38.5%
LEA Central	16,473	66.9%	13.5%	19.5%	37.5%	29.7%	5.8%	0.8%	26.1%
LEA South	10,483	34.6%	6.0%	3.3%	6.0%	6.3%	7.4%	5.1%	75.2%

With the 300 traditional LEAs and hundreds more charters and nonpublic school communities having access to the asset mapping and professional resource sharing, the impact of the infusion of this program in Indiana will reach areas that are far beyond this calculation. Success through these efforts will perpetuate the impact even more as the IDOE references the network in future guidance and support to other school communities persisting beyond the period of federal assistance.

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[5] IDOE | INview

The second commitment is to promote the successes at these sites and scale up best practices through sharing materials and videos. Lastly, resources for families will be organized into a statewide asset map to include educational options, health and wellness agencies, adult education training opportunities, related businesses, and other local social service programs to support families. This potentially will impact all families in the state.

Competitive Priority 1 - Evidence-Based Activities

The Principal Investigator, Dr. Dawn McGrath, brings expertise in creating standards-based measures, having written and served on federal grant teams that created the state's first alternate assessment, modified assessment, and early childhood assessment as well as leading State Personnel Development Grants (SPDGs). Appreciating that all school communities are in different places in the process of leveraging family engagement tools, she will facilitate a consensus process. Representatives of the sites and expert volunteers from the AC will participate in a review of available tools and an item analysis to agree upon a rubric or set of rubrics. These will be used by all communities in a standardized manner to measure the construct of "family engagement." Allowing creative buy-in[6] in this manner is more difficult than imposing a packaged system, but is critically useful for sustainable systems change. The single protocol will be identified based on the (1) research evidence, (2) ease of administration, and (3) utility of companion work that may guide next steps. Conceptual frameworks and existing measurement tools will be reviewed and possibly adopted in whole or part, including examples like these:

- The Dual Capacity-Building Framework for Family-School Partnerships mentioned earlier.
- Epstein's Framework of Six Types[7]: (1) Parenting, (2) Communicating, (3) Volunteering, (4) Learning at home, (5) Decision making, and (6) Collaborating with the community.
- The National Standards for Family School Partnerships[8] which identify six standards: (1) Welcoming all families into the school community; (2) Communicating effectively; (3) Supporting student success; (4) Speaking up for every child; (5) Sharing power; and (6) Collaborating with the community.
- The Ed School Climate Surveys (EDSCLES),[9] endorsed by the National Center for Educational Statistics (NCES) where the engagement domain measures three subtopics: cultural and linguistic competence, relationship, and school participation

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[6] The Systems Thinker – Buy-In: A Radical Approach to Change Management - The Systems Thinker
[7] Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. Fourth edition. Thousand Oaks, CA: Corwin Press
[8] National Standards (pta.org)
[9] ED School Climate Surveys (EDSCLS) - Overview

- In their 5Essentials Project, the Illinois SBOE surveys for measuring (1) Effective leaders, (2) Collaborative teachers, (3) Involved families, (4) Supportive environment, and (5) Ambitious instruction. [10]

- The four principles of family engagement from the National PTA Center for Family Engagement[11]: (1) Inclusive, (2) Individualized, (3) Integrated, and (4) Impactful.

- The five key components of the SWIFT Education Center model of family and community engagement and trusting family partnership[12]: (1) Families in leadership roles; (2) Information sharing on systems, practices, and student progress; (3) Accepting and celebrating cultures and ethnicities; (4) Cooperative decision making; and (5) Parents as influential participants in important school decisions and teams.

- The University Consultant for this project, Dr. Judith Gross, is a former member of the SWIFT Education Center and has published substantial research on this topic. In one of her qualitative studies from 2016 entitled, *Culture in Inclusive Schools: Parental Perspectives on Trusting Family-Professional Partnerships,*[13] Gross identified five cultural themes: (1) Culture of inclusion; (2) Positive administrative leadership; (3) Attributes of positive partnerships; (4) Opportunities for family involvement; and (5) positive outcomes for all students.

Gathered in the spring months following systemic interventions, these annual data sets will track changes in conditions, variables, and perceptions related to family engagement in each school community. These data will be referenced in a pretest/posttest correlational study investigating patterns in family engagement measures related to longitudinal student performance data provided as secondary data sets by the IDOE and participating LEAs.

LEAs will be expected to select and use research-based models to develop new routines, practices, and policies; integrate families into systemic roles in capacity building; empower all collaborators to support school improvement; participate in data collection requirements; and serve as a state model site once successful. The team of experts and the AC will review the interventions that the LEAs intend to use and make recommendations. For example, one of the potential LEA partners is enthusiastic about working with the research-informed practice of "Be Strong Families Cafe."[14] Another likes the CAFE (Collaborative Action for Family Engagement) from the Statewide

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[10] 5Essentials Survey (isbe net)
[11] The Center for Family Engagement | National PTA
[12] SWIFT Shelf for Research | SWIFT Schools
[13] Education and Training in Autism and Developmental Disabilities, 2016, 51(3), 281–293
[14] Parent Café Evaluation — Be Strong Families

Family Engagement Center (SFEC) serving Maryland and Pennsylvania, MAEC[15]. A third has developed their own FACE (Family and Community Engagement) hybrid model to encourage family engagement. RSGs at each LEA will provide rationale to support how their proposed activities address the root causes that were hypothesized in their data analysis; draw a logical line from planned activities to the data collection plan; and provide any available research that supports their intentions. To assure the intended procedures offer the necessary validity to draw conclusions expert consultation will be provided by ██████████ Indiana University and from the external evaluators, the Institute for Educational Leadership (IEL).

Competitive Priority 2 - Addressing the Impact of COVID-19

The Academic Impact report done in collaboration with the National Center for the Improvement of Educational Assessment specifically contains data related to state tests for reading in grade 3, math and English in grades 3-8, science in grades 4 and 6, social studies in grade 5, WIDA Access for English learners, and the graduation qualifying exam. This is available disaggregated by ethnicity, socioeconomic status, special education, English learners and gender. The state also has attendance rates and modes of instruction by LEA and NWEA Map data where available. The report defines significant impact when "recovery time exceeds one school year and where supplemental academic support is required". As a mandate of House Enrolled Act 1514 during this year's legislative session, the study found that statewide, students in elementary and middle school experienced significant academic impact in mathematics and moderate to significant impacts in English/language arts, with academic impacts also likely in other content areas. Significant gaps persist among Indiana's racially and ethnically diverse, low-income, special education, and English language learner students.[16]

It is clear from the Academic Impact Study that COVID-19 has had a disproportionate impact on students of color and students with disabilities. Many families with challenges before the pandemic are functioning from a place of ongoing crisis now, unable to compensate for the loss of in-person services from the school system. Extreme evidence of the situation is illustrated in a statistic from the Indiana Coalition Against Domestic Violence which reports domestic deaths in Indiana are up 85% from the year before COVID-19.[17] Additional data sets that specifically speak to the effect of COVID-19 on our children and families are featured throughout the 2021 Indiana

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[15] Cafe Partners - MAEC, Inc.
[16] DOE: Indiana Department of Education Presents COVID-19 Academic Impact Analysis, Spring 2021 Assessment Results
[17] Coalition reports deaths related to domestic violence up by roughly 85% in Indiana | Fox 59

KIDS COUNT Data Book.[18] The traumatic events experienced during COVID-19 disproportionately affect those who are disadvantaged and marginalized. Children and individuals who already had experienced any adverse childhood experiences prior to COVID-19 are more likely to experience the COVID-19-induced traumatic events more than their peers who have not experienced any adverse childhood experiences. This report also explains that the isolation and economic uncertainty of the pandemic is likely to threaten the mental health and safety of children, particularly in vulnerable family situations. It contrasts this with the 44.3% drop in calls handled by the Department of Children Services hotline from April 2019 to the same time in 2020.

The work of this project will focus on regions in the state with evidence of the greatest loss of learning and greatest interruptions in participation in instruction during the past two years using data tracked in the Academic Impact report. It will require LEAs to examine disproportion related to attendance patterns, suspected violence, educational neglect, and other issues. They will chart the health and safety needs of families and staff and take stock of resources that are in place to meet those needs. The Regional Coordinator (RC) at each LEA will reference the asset maps and resources available in their community to address the findings by matching needs to delivery systems. Each LEA will share with the project the intentional policies, processes, and strategies that they are implementing to address the needs that have been compounded by disruptions in in-person attendance. These data will track "COVID-19 cohorts" using the original data sets from 2021 that show the impact of the pandemic. Along with the information from the teams in the schools, attendance and academics will be captured annually. These data will be considered in aggregate for baselining and progress monitoring and in disaggregate for differentiated comparisons. Qualitative data will also reveal dynamic patterns as these emerge through prompted reflections.

Competitive Priority 3 - Promoting Equity in Student Access

This project will promote access to resources and opportunities for underserved students in early learning, elementary, middle, and high school settings beginning with five partner LEAs. This work will also impact the high school students from each LEA who are participating in the programs at career and technical centers, alternative schools, and correctional facilities. The membership of the AC and the RSGs include participants from the Adult Education centers, who will contribute to mapping free educational opportunities for parents of these children. LEAs will be asked to take stock of their student government programs to evaluate the extent to which underserved

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[18] 2021_IYI_Databook_FINAL.pdf (iyi-website.s3.amazonaws.com)

categories of students participate in leadership roles in the school setting. Meaningful and accessible programming for family leadership opportunities and engagement activities will be required in each district at the rate of one per month after the first year, thus giving both empowerment and involvement access to underserved families.

Ensuring Diversity of Perspectives

At the state level, the AC membership will include representatives from every underserved category in the state. The RSG in each region will be structured with representation from every underserved category in the specific communities served. To ensure diversity within the composition of these leadership teams, demographic data of the community will be referenced and characteristics of the members will be aligned and reported. Parents and youth of transition age will make up the largest proportion of each leadership team to ensure that equity in student access is a priority. Language and other accessibility barriers will be addressed by services either already available within the LEA, currently provided by IN*SOURCE, or supplemented through discretionary LEA access to the grant. Being that IN*SOURCE has vast experience in the provision of special education services, the effort of accommodating needs of people with disabilities is a routine assumption in all work done by the organization. This includes efforts like providing written material in multiple languages, writing information in plain language at a 5th grade reading level or lower, providing ASL for webinars when needed, assuring materials are accessible for the visually impaired, and routinely asking if participants have any other special needs.

Targeting services to low-income students and parents

According to the 2021 Indiana KIDS COUNT® Data Book,[19] Indiana is rated 30th in the nation for youth living in high poverty areas at 10%. It is estimated that 17.5% of all children in Indiana struggle with food insecurity. The distribution of wealth is unsurprisingly uneven, with some schools serving 100% of their students free and reduced lunches. Also unsurprising is the strong correlation between poverty and school performance. The authors of this grant suspect that one obstacle in past efforts to reach underserved families has been the creation of a framework that requires the parents to have access to resources that they do not have in order to access the family engagement opportunities. In contrast, the approach intended with this project is to seek out families where they are. Even with the strength of the concepts designed into the Dual Capacity framework, the researchers clarify that to be effective

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[19] 2021_IYI_Databook_FINAL.pdf (iyi-website.s3.amazonaws.com)

the methods should be customized only after studying and understanding the complexities of the community where systems change is planned. With this work, it is often said, "From the Community, To the Community."[20] In this spirit, the ability to serve families that are the most negatively impacted will be a product of the strategic work of the RSGs with expert facilitation. These family outreach methodologies will be thoughtfully designed to be culturally responsive. They will employ strategies to reach families who are traditionally marginalized and impacted by systemic oppression and community expectations. As an example of intentional sensitivity, encouragement to participate may come from a neighborhood event, a local social opportunity, a familiar community organization (e.g., church, community, or cultural center), or direct contact with a trusted person who is culturally similar.

There will be checkpoints in the process for schools to take stock of what services they provide to encourage family engagement and what creative approaches can be taken to bring more families into the school community. IN*SOURCE has experience helping schools to establish Parent Teacher Organizations and can bring that experience to this process. LEAs may elect to direct unrestricted funds that IN*SOURCE secured through fundraising projects to pay parents for their participation or to pay for meals to encourage attendance. For large scale projects, IN*SOURCE will help LEAs with strategies and ideas to generate funds, possibly connecting them with local philanthropic organizations or other fundraising mechanisms. For family events, LEAs may schedule childcare services delivered during the activities and provided by responsible students who are seeking service credit under the supervision of an adult. Events may be arranged at housing complexes. School buses or city transit could be scheduled to shuttle participants to events or help adults get to classes for their own learning experiences. These are all examples of strategies that will be generated through collaborative creativity at the level of the local RSGs who understand the specific needs of their community members and the pairing of these needs with local assets.

B. QUALITY OF MANAGEMENT PLAN

Competitive Priority 4 - Strengthening Cross-Agency Coordination and Community Engagement

IN*SOURCE, the lead agency for this project, has been Indiana's Parent Training and Information Center since 1975. As a statewide organization, IN*SOURCE is a member of Indiana Resource Network, a consortium of agencies assembled and funded by the IDOE to provide services to school corporations identified for improvement.

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[20] Anonymous

With an existing infrastructure of 30 liaisons and trainers on regional teams throughout Indiana; a staff of administrative leaders; a team of bilingual specialists, youth trainers, and outreach coordinators; and a network of hundreds of trusted partners and trusting parents across state, IN*SOURCE is well positioned to scale up quickly and establish a broad and diverse network of agencies, businesses, and local resource providers. It will be a natural extension to promulgate research-based comprehensive approaches to improve family engagement practices, programs, and policies.

As IN*SOURCE expands scope to become a Statewide Family Engagement Network, the focus on family engagement will impact the broader system in which all families operate, with particular focus on all designations of underserved families. Historically, IN*SOURCE has focused exclusively on providing information and support to parents of students with disabilities so that they could advocate for their children. Becoming Indiana's SFEC will give IN*SOURCE a greater role in impacting the lives of all students and families who are underserved. IN*SOURCE looks forward to sharing experiences and resources with the national network of SFECs as well.

Understanding the importance of intentionally deepening the strengths of each community, a broad based Partner Consortium (PC) will be assembled as the first step of an asset mapping process. PC contacts will be selected specifically for what they can bring to build a sustainable knowledge base and the resources they can contribute. Two Outreach Coordinators will lead a formalized asset mapping process[21] of collecting, evaluating, culling, organizing, cataloging, and plotting statewide and regional-specific assets to assure the availability of high-quality, relevant, and useful family engagement resources. This will result in a robust clearinghouse directory of easy-to-find resources and information for families and schools, provided as an expansion of the existing IN*SOURCE website.

An impressive number of statewide agencies, organizations, and businesses have already agreed to contribute resources, information, and additional connections from their network sources. The following agencies and organizations have accepted a collaborative role in providing information and resources to the project. They will either participate on the Advisory Committee if they have a leadership or oversight interest, or they will simply join the broader Partner Consortium to ensure the project has quality information for family use. The initial set of signed agreement forms can be found in Part 6: Letters of Support. More regional partners will be added to this list upon project initiation:

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[21] Participatory Asset Mapping Toolkit (communityscience.com)

- **Indiana School Boards Association,** Dr. Terry Spradlin, Executive Director

- **Indiana PTA,** Rachel Burke, President

- **Association of Public School Superintendents,** Dr. Robert Taylor, Executive Director

- **Indiana State Teachers Association**, Dan Hulob, Executive Director

- **Indiana Non-Public Education Association,** John Elcesser, Executive Director

- **Indiana Family and Social Services Administration**, Christina Commons, Director

- **Indiana Department of Corrections,** Randall Koester, Chief of Staff

- **Indiana Department of Corrections,** Dr. Kristen Dauss, Chief Medical Officer

- **Indiana Vocational Rehabilitation,** Jonathan Kaeszig, Director of Youth Services

- **Indiana University Online Parent Training Program**, Dr. Mike Beam, Assistant Vice President

- **Indiana Council of Administrators of Special Education**, Angie Bayles, President

- **Civil Rights Heritage Center,** Dr. Darryl Heller, Director

- **Adult Education Services**, Robert Moore, Director

- **NAACP**, Trina Robinson, President; Michael Falker, Local NAACP Community Coordinator

- **The ARC of Indiana**, Kim Dodson, Chief Executive Officer

- **La Casa de Amistad,** Juan Constantino, Director

- **Institute for Quality Education**, Cesar Roman, Director of Community Education

How the SEA and LEAs are committed to support the SFEC

From the Indiana Department of Education, Dr. Charity Flores, Chief Academic Officer; Nancy Holshapple, Director of Special Education; Adam Pitt, Assistant Director of English learners; and Courtney Hott, Director of Student, School and Family Engagement with Assistants Michelle Clarke and Kelsey Peaper have committed to provide SEA leadership for this project. IDOE representatives will plan training for their teams at the state level on family engagement strategies. The IDOE will also (1) participate in AC meetings and collaborations, (2) provide data on family perspectives and student needs, (3) collaborate in the identification and removal of barriers to family engagement, (4) support the development of resources, (5) participate in and advise on the dissemination of state information to stakeholders, and (6) review new research from this project to inform policy development.

Final LEA selection will take place at the time of the award. Priority will be given to LEAs that (1) serve students with the greatest academic need; (2) offer evidence of the greatest diversity and inequity; (3) can demonstrate 80% buy-in from building staff where the project will be initiated; (4) can identify diverse parent leaders and community members who are eager to participate on the Regional Stakeholder Groups and the Advisory Committee; (5) intend to have a strategic framework of family engagement that includes a transformative plan to extend successful programming across the district; (6) agree to collect and analyze data to measure the impact of the program; and (7) are willing to serve as a model site for other LEAs in the state and nation as a member of the District Leaders Network on Family and Community Engagement. Once the project is funded, MOUs will be finalized for the LEAs that are selected. All of the sites in total will offer urban, suburban and rural neighborhoods with diverse communities and underserved families. All LEAs understand that they will engage school staff from all academic levels in the leadership of the effort and that they will facilitate an inclusive local stakeholder group called an RSG.

Plan for building a statewide infrastructure for family engagement in education

Over the last 47 years, IN*SOURCE has built a statewide infrastructure for supporting families. As required of Parent Training Information Centers in the U.S., IN*SOURCE has an active Board of Directors, executive officers, and a full set of bylaws, policies, and procedures. The reach of the organization is established border-to-border. The diversity of the Board membership is calculated for broad representation. The organization contracts for an annual audit that is consistently without findings. Under the leadership of the Executive Director who will serve as the Principal Investigator for this project, IN*SOURCE currently operates with a budget of around $2 million, with about $1.6 million coming from state funding. The Assistant Director of Community Outreach and the Business Manager will dedicate proportional time to the project. Services in each of the five regions in the state are coordinated by a newly created position of Team Leader. These Team Leaders will participate on the RSGs to assure families in the disability community are represented. A Project Director and an Administrative Assistant will be hired to provide the day-to-day leadership, support, and federal accountability to the project. Two statewide Outreach Coordinators, one being a Bilingual specialist and the other being an Equitable Access Specialist, will round out the state level team. The following outline clarifies the designated roles and responsibilities:

Statewide Leadership, Roles, and Acronym Reference

INDIANA SFEC: IN*SOURCE, Indiana's Parent Training and Information Center, Fiscal agent for the grant.

IN*SOURCE Board of Directors: Provides governance for the fiscal agent, provides assurances, embraces and promotes mission, no cost.

IN*SOURCE Executive Director: Reports to the Board of Directors, serves as the Principal Investigator, responsible for all activities and accountabilities of the SFEC grant. Has capacity to dedicate 1/3 of position.

INDIANA DEPARTMENT OF EDUCATION (IDOE): Primary State Education Agency partner

PARTNER CONSORTIUM (PC): Broad group of statewide and local agencies and experts who have interest in the success of the project expressed through networking, providing resources, sharing information, and offering recommendations. Partner contributions will be represented in the asset mapping project, no cost to grant as this is an extension of the intended purpose and advances the established missions of the partners.

ADVISORY COMMITTEE (AC): One statewide group made up of parents, youth, and LEA representatives from the Regional Stakeholder Groups and the most active leaders from the Partner Consortium. Provides consultation and recommendations to leaders and project staff through consensus building. Also formulates policy proposals for consideration at the SEA level. No cost to grant as this is an extension of existing purposes of participating agencies and is captured in MOU agreements.

LOCAL EDUCATION AGENCIES (LEAs): One from each of five regions commits to at least five years of work with the project with an eye on sustainability and expansion in exchange for access to assets of the SFEC. Each is receiving funds to offset the cost of a Regional Coordinator and for investments in professional development.

REGIONAL STAKEHOLDER GROUPS (RSGs): Assembled at the LEA level, these teams will be made up of parents, youth, school personnel, and representatives from local community agencies and businesses. Meet monthly to engage in activities such as facilitated needs assessment, strategic planning, asset mapping relevant to local services, training, and local leadership recommendations, no cost to grant.

REGIONAL COORDINATORS (RC): Selected by the LEAs to manage the project components and execute required grant activities at the LEA level. Preference will be given to the hiring of a parent or educator who represents an underserved population. They will participate in data collection; provide school level information used by the external evaluators; schedule and promote all local events; maintain accountability for the work for the RSGs; and serve as the liaison between district and project leadership. Cost of positions is written into the grant.

IN*SOURCE STAFF: Report to the Executive Director and assist at all levels. Most work is in-kind. The exception includes the Outreach Coordinators who are dedicated to managing the asset mapping process and will serve half time on this project, half time with IN*SOURCE. Also at 1/3 salaries, the Business Manager and the Assistant Director of Community Programming will help manage web development and promotion.

PROJECT DIRECTOR (PD) and ADMINISTRATIVE ASSISTANT: Will be hired to run the day-to-day operation of the grant project. Salaries are written into the grant.

REGIONAL TEAM LEADERS (TL): Current project staff providing leadership in each of the five regions. Will participate in RSG meetings, representing the concerns of students with disabilities, no cost to grant.

EVALUATION TEAM (EV): from Institute for Educational Leadership (IEL), a national capacity-building organization with expertise in family engagement. Preliminary MOU written into the grant.

UNIVERSITY CONSULTANT (UC): from the Center on Community Living and Careers at Indiana University. Preliminary MOU written into grant.

Network Diagram

Theory of Change - Annual Milestone Narrative for LEAs

The process that is captured holistically in the logic model for the entire project must be managed at the local level with attention to detail so that improvements occur in the neighborhood schools. In order for change to happen, those who are leading change and those impacted by the change must (1) agree on the vision, (2) believe it is possible, (3) believe they have the tools, (3) sense when there is progress, and (4) be excited about the future. For this reason, the RCs will receive training and guidance from the PD and work with the RSGs to structure their activities around a "Theory of Change" Framework.

The context of the social climate in our country right now provides unique pressures that must be addressed. Schools are in crisis. There is a teacher shortage that has resulted from years of depressed wages and diminishing respect for the profession. Teachers are resigning and retiring at rates that are greater than the numbers of graduates coming out of colleges with credentials. Indiana is currently following the path of other states in considering bills that would require teachers to have their lessons and all materials posted a year in advance so that the public can judge the content. There is potentially a new law that threatens that teachers will lose their jobs if they have any moment in a lesson where a white child might feel uncomfortable about their ancestors' roles in oppression. School Board meetings are becoming a stage for national discord. It is hard to find educators who are enthusiastic or even encouraged, let alone those who have the vision and energy to contribute to change.

Families are also in crisis. They have been serving as their children's teachers while maintaining responsibilities of their jobs and caring for their family through sickness and loss. The degree to which parents are available to support their children's learning falls into patterns by race, poverty, and generational educational disadvantage. For some families, virtual learning is a serious inconvenience while for others it is a stress-inducing impossibility. Advantage and disadvantage patterns are evident in the connectivity and availability of technology in the homes. The transparency into what is being taught has led to criticism and conflict. Some families have taken advantage of privatization of education in the name of "choice" as a way to exert their privilege. Others have used the chaos as a way to slip out of an experience that was repressive and inequitable to their families. The resulting learning loss shows a clear divide in the impact of the situation on families in different circumstances.

Theories of change suggest that change only happens when the current state of affairs becomes so undesirable that the discomfort of change is worth the effort. First recorded as a Churchill quote but said many times since, "Never waste a good crisis." If for no other reason, we should all have hope that a new model has much potential because the current one is so completely unacceptable. The first step in the process is to be honest about the circumstances.

Year One

A key question that will be asked of potential LEA partner sites is simply, "Do you believe that increasing family engagement in collaborative decision making for our school will afford us better student outcomes?" To get a foothold in implementation, only schools that can demonstrate that at least 80% of the school staff believe that increased family involvement has the potential to improve their circumstances will be selected to participate.

The next step will involve identifying who will serve on the RSG at the selected sites. The team must be made up of at least 50% family members and students. It must include individuals from the categories of underserved populations present in the school community, preferably in proportion. The individuals must hold the belief that increasing family engagement will increase outcomes for students. Specific members will be selected because they can build relationships, bring positive energy, help influence others, and have the capacity to serve.

At one of the first meetings of the RSGs, the group will conduct an informal situation analysis. They will identify the dynamics in their community and define what has been done to address family engagement. They will collect information on any particular models or processes that have been used and make recommendations on ways that they could measure family engagement as a construct. They will begin to build a consensus around a statement of what needs to change. Following these meetings, a select group of volunteers from the RSGs and the AC will participate in a process led by the Outreach Coordinators to design a tool that will be used by all participants in order to measure family engagement in a standardized way. All participating LEAs must agree to collect data using the tool that was determined would be used for the project.

The sites will then use the next month to collect the data that would objectively measure the level of family engagement in their schools. This will set the baseline and the process will be repeated annually. Once the data is collected, the next step for each RSG is to identify their specific impact targets for long-term change, outcomes for short-term results, and the activities that they will commit to doing. This strategic planning will be conducted over a

three month period by the experts team including the PI, the PD, and the UC. Each site will identify their "change mechanisms" defined as the experiences that will be planned so that community members will feel the qualities of ownership, choice, progress, and achievement. Before the end of the first year, each site will have developed a clear sequence of activities captured in a diagram or model that makes sense to all stakeholders.

In the springtime of year one, there will be kickoff activities directed at developing awareness of the issues and the potential of the plan. Training experiences will build a foundation of the knowledge and skills that will need to be developed in the future years and the strategies that have been put in place to move the community forward.

Year Two

The second year will begin with a recommitment to the project by the players in each participating school community and a review of the plans that were made in year one. The RSGs will review if any circumstances have changed that might impact the plans. Through a process facilitated by the PD in collaboration with their RC, each RSG will look critically at the factors internally and externally, adjusting those that could be improved and acknowledging those variables that are out of their control. The feasibility of the upcoming activities will be critiqued and adjusted so that progress will be attainable.

This second year will be filled with well-planned learning and development experiences that have been charted out monthly. Family members will gain exposure to how schools operate and will develop skills in communicating and relationship building. School personnel will learn mechanisms to set family leaders up for success. Teachers will begin to demonstrate changes in daily interactions with parents that will lead to greater student outcomes down the road. Trusting relationships will strengthen. New policies and procedures around inclusive family engagement will be drafted and introduced. RCs will seek the opportunity to present to the Local School Board. By the end of year two, the schools will be well on their way to achieving the process goals related to developing foundational skills and knowledge.

Year Three

This will be the year where it will be important for RSGs to attain the personal investment of those who are committed to increasing family engagement in a meaningful way. There will be challenges, of course, when the processes are expected to produce outcomes. This will be a time to realize the genuine intention of school leaders to

invite family members to a place of empowerment. This will be a time to verify that families have the will and the capacity to invest in the educational system. Teacher buy-in will be tested as talk turns to action. There will be tangible results in this phase of the change model in terms of how individuals are reflecting on their experiences. Is everyone feeling supported, trusted, safe, heard, and motivated to continue? One key product from year three will be the attainment of a consistent message that is recognized and resonates with community members.

Year Four

In the fourth year, there will be a growing sense that the progress is sustainable. The RSG will be able to explain their progress in a way that shows how the investments are feasible and beneficial. Family members and school personnel will be able to reflect on success and setbacks in a way that gives confidence that they have established procedures and policies that they value and will maintain. The monthly events and training efforts will move to plans to reinforce the strengths that have been established as well as practices to address new challenges that come along. There may be some student outcomes that can be qualitatively shared as being related to the growing capacity of the system and some measurable changes in attitude surveys even if there is not yet a substantial change in student test scores.

Year Five

The fifth year will focus on plans of how to scale up and bring more schools into the network of Dual Capacity Partners. Teams will consider lessons learned, important discoveries, corrections they had to make, and essential steps that must be taken in order to be successful. They will develop presentations and training experiences for other sites. The data collected during this year will be used to make research-based correlations between specific activities at the sites and outcomes. This will include policy changes, attitude surveys, scores on the family engagement measure, and trends in improved student outcomes. Sites that have attained the standard of functioning as models will consider what they could do to provide professional development to other schools that have developed an interest in attaining similar success. They may come up with a fee schedule for that provision so as to provide the site with the revenue needed to maintain the momentum. Each site will prepare and submit their sustainability plan.

Capacity-Building and Sustainability

This project is designed to be sustainable after the period of federal assistance. Specifically, the PC and the AC can be maintained as a function of IN*SOURCE networking. The website of resources will be completed and can be updated with minimal effort. Model sites will be established and will be encouraged to join the National Districts Leader's Network on Community Engagement. These model sites will be able to generate revenue by providing training to developing sites. The systems for measuring the construct of family engagement will be established for the SEA to use in advancing state and local practices and developing policies. Additionally, IN*SOURCE is committed to ongoing stewardship of the mission of the project.

The following data sets will be collected by the RCs and reported by the PD as aligned to the grant requirements and the quality controls offered in the process goal chart.

Annual Performance Measures	Target
The number of parents who are participating in SFEC activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement under section 1116 and other related ESEA provisions.	50 per site starting year two
The number of high-impact activities or services provided to build a statewide infrastructure for systemic family engagement that includes support for SEA- and LEA-level leadership and capacity-building.	10 per site per year or 50 per year
The number of high-impact activities or services implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement, to include an understanding of how they can support learning in the classroom with activities at home or outside the school generally, as well as how they can participate in State and local decision-making process.	5 per site per year or 25 per year
The percentage of parents and families receiving SFEC services who report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children.	80%
The number of high-impact activities or services implemented to ensure that LEA, school, and community-based organization staff are trained and can effectively engage in activities with families that will improve student academic achievement, to include an understanding of how they	5 per site per year or 25 per year

can support families with activities at home or outside the school generally, as well as how they can help families participate in state and local decision-making processes.	
The percentage of school staff receiving SFEC services who report having enhanced capacity to work with families effectively in meeting the academic and developmental needs of their children.	80%
The percent of active members of the AC and RSGs who are family members with "active member" defined as an attendance rate of at least 60% of the opportunities.	50%
The percentage of participants at each event who report an increase in understanding how to support academic development through family engagement strategies.	80%
The percentage of staff and parents reporting an increase in understanding the value of family engagement strategies in providing positive benefits for the students and the general community.	80%
Ratings of 1-4 by the members of the AC, the PC, and the RSGs of the website on the following qualities: (1) visually appealing, (2) easy to navigate, (3) high quality content, (4) accessible information, and (5) easy to understand.	15/20 rubric points possible

Blueprint of Action Steps

By When	By Whom	What
PHASE 1: PREPARATION (If award is not announced until October, these activities will move to 09/2022)		
▮	PI , UC & EV	Principal Investigator (PI) and University Consultant (UC) confirm plans for External Evaluation.
▮	PI	Hire Project Director (PD).
▮	PI	Reorient existing staff to the larger scope of the agency. Distribute revised job descriptions and adjust routine guides to each position that is maximized.
▮	PI & BM	Work with Business Manager (BM) to set up grant accounting and HR details. Secure supplies for new positions and purposes.
▮	PI , OCs & IDOE	Outreach Coordinators (OCs) and Indiana Department of Education (IDOE) chart diverse target groups and critical state offices and agencies to identify and secure commitments for AC and PC membership.
▮	PI & IDOE	Study Academic Impact data, LEA criteria, **Invite LEAs, Secure MOUs.**

	PI & OC	Facilitate analysis of current investments in family engagement initiatives with each LEA. Identify conditions that need to change. Study research-based models, strengths, needs, solutions, and services. Commit to a conceptual framework and implementation that takes the region to the next level of accountability. Identify key transition points and community partners.
	PD, OCs & PCs	Use chart of diverse target groups and critical community players to identify and secure commitments from Regional Stakeholder Groups (RSGs).
	PI & ADCP	With Assistant Director of Community Programming (ADCP) from IN*SOURCE, outline plans for website enhancement to accommodate asset mapping.
	PI & ADO	With Assistant Director of Operations (ADO) from IN*SOURCE, make plans to expand data management system to increase capacity of contact data tracking.
	PI, UC, & OCs	Prepare materials for Family Engagement Assessment Tool. Distribute to AC.
	PD	Report activities and budget to Board of Directors for IN*SOURCE.
	PD & OCs	Identify one Regional Coordinator (RC) for each of 5 sites.
Phase II: PLANNING		
	PI, UC, PD, & OCs	Facilitate the first AC Meeting: (1) Introductions; (2) Expectations; (3) Assignment to review material and provide feedback on the proposed Family Engagement tool by 09/23/2022.
	PI & PD	Schedule and hold kick-off meetings at each site: (1) Review expectations; (2) Verify diverse RSG; (3) Align grant and cross-agency resources with 5-year vision; (4) Diagram site scale-up plan;
	PI, PD, & OCs	Facilitate standard-setting process for voluntary participation of content experts from the AC and family members and regional representatives from RSG to develop a consensus on the content/structure of the family engagement tool.
	PD	Initiate baseline data collection at every site that is participating in year one with a deadline of completion being 11/31/2022.
	PI & PD	Lead a strategic planning session with each RSG that begins with a situational analysis and then sets (1) specific impact targets to effect long term change, (2) outcomes for short term results, (3) activities to which they will commit in the

		coming year, (4) monthly milestone meetings; and (5) the monthly training schedule for year one.
▮	PD	Status update to IDOE on process outputs and deliverables.
Phase III: CAPACITY BUILDING		
10/14/2022	PI, UC, & PD	VIRTUAL CONFERENCE ONE - Kick off concepts, intro to research, mission, and requirements of grant participation. Sessions on "Mechanisms of Change" and workshops to develop a clear sequence of activities in a diagram or model.
11/09/2022	PI, UC, & PD	Training for Train-the-Trainers - Managing project, facilitating meetings.
11/17/2022	PI	Report activities and budget to Board of Directors for IN*SOURCE.
11/30/2022	PD and ADCP	Complete first video for website, showing anticipation of project
12/2022	PI & PDs	First round of quarterly milestone meetings, baseline data establishment, verification of inclusion of target groups for equitable engagement.
12/2022	PI, PD, ADCP	Second AC meeting, Kick off of Asset Mapping Project.
12/2022	PI, PD, EV	Virtual review of progress by External Evaluator (EV).
12/2022	PD	Status update to IDOE on process outputs and deliverables.
01/2023 02/2023	PI, UC, & PD	Four workdays are planned with each RSG through the months of January and February to review preliminary plans and improve strategic approach and specific methods to reach families based on data analysis and hypothesis of root causes. (5 Whys, logic model).
02/16/2023	PD	Report activities and budget to Board of Directors for IN*SOURCE.
02/2023	PI, UC, AC	Virtual review of progress at half year mark.
03/14/2023	PI, UC, PD, & OCs	VIRTUAL CONFERENCE TWO - Igniting Family Engagement: benchmarking progress, highlighting promising practices, setting targets, planning for Kick Off Awareness activities.
03/2023	PI, PD, ADCP	Third AC meeting, Resource Mapping Status.
03/2023	PD	Status update to IDOE on process outputs and deliverables.
04/2023 05/2023	PI, UC, & PD	Four work days are planned with each RSG through the months of April and May to (1) check in on progress, (2) identify policy change targets, and (3) finalize the family engagement plan for fall.
05/18/2023	PD	Report activities and budget to Board of Directors for IN*SOURCE.

	RCs	Seek opportunity to present to Local School Boards
███	PI & PD	Fourth AC meeting, Presentation of site plans for year two.
███	PD and ADCP	Complete second video for website, showing first year progress
███	PI, UC, PD & EV	Summative evaluation report, Year One.
███	PD	Check-in meetings with all sites, confirm schedules of RSGs, intended outcomes for the year, scale up plans, family engagement schedule.
███	Supervisors	Complete annual performance evaluations of staff.
███	PD	Status update to IDOE on process outputs and deliverables.
Phase IV: IMPLEMENTATION (Schedule will repeat for years 2-5; 2023-2027)		
February, May, August, November	PD	Report activities and budget to Board of Directors for IN*SOURCE.
September, December March, June	PI, UC, PD, & OCs	Quarterly AC meetings.
October March	PI, UC, PD, & OCs	VIRTUAL CONFERENCES: Topics to be determined by recommendations from the AC and the RSGs.
November June	PD and ADCP	Complete videos for website, showing continuous progress
January, March, July, October	PD	Status update to IDOE on process outputs and deliverables.
Ongoing	PI, UC, and IDOE	Provide updates and deliver training to SEA.
Ongoing	PD w/PI, UC	Maintain site monitoring schedules, meeting facilitation of RGAs,

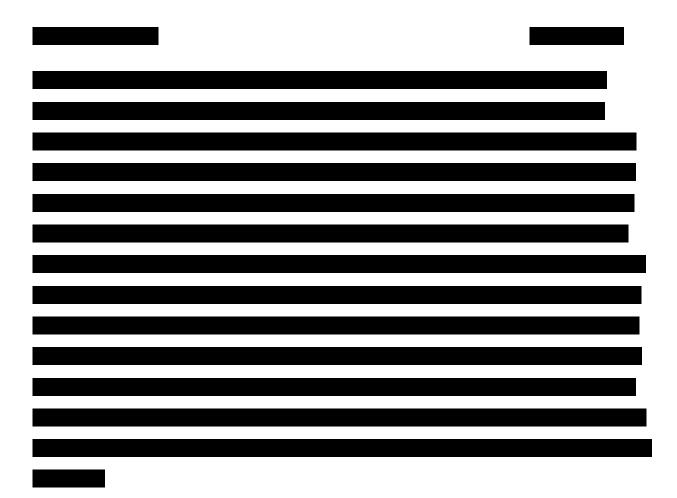|		implementation of strategic plans, policy development, training and support.
Ongoing	PD & ADCP	Enhance and improve website resources and add to asset mapping.
December July	PI, UC, PD & EV	Virtual review of progress at half-year mark; Summative evaluation report for Year Two, Three, Four, and Five.
July	PD & IDOE	Identify model sites, share resources developed by the project, and establish a TA plan for IDOE to invite additional LEAS to invest in the process.
August	Supervisors	Complete annual performance evaluations of project staff.
████	PI & UC	Produce white paper, submit for publication.
Phase V: SUSTAIN (Schedule will repeat for Year Six and beyond)		
February, May, August, November	ED	Executive Director (ED), former PI, report activities and budget to Board of Directors for IN*SOURCE.
September, December March, June	ED &OCs	Quarterly AC meetings.
October March	ED and LEAs	VIRTUAL CONFERENCES, potential revenue.
Ongoing	ED and IDOE	Provide updates and deliver training to SEA.
Ongoing	Model LEAs	Provide TA for other districts through Title II and other PD funding.
Ongoing	ED & ADCP	Maintain website resources, videos and update asset mapping.

C. PROJECT PERSONNEL

Demonstrated experience in providing training, information, support, outreach

IN*SOURCE has provided training, information, and support to Indiana since 1975. Collectively, the seven staff members providing statewide management services have given 192 years to training, information, support, and outreach. The support has been delivered in the format of presentations, staff development, family information nights, webinars, web materials, and numerous examples of individual assistance. The grants that currently support IN*SOURCE require the agency to conduct outreach to families with limited English proficiency, in poverty, without homes, disenfranchised due to minority status, on Native American reservations, and in the military. As one of the first of the five original Parent Training and Information Centers in the nation, IN*SOURCE has supported hundreds of thousands of families and school personnel over the last 47 years.

Principal Investigator   **Dr Dawn McGrath**

As the new Executive Director for IN*SOURCE beginning in May of 2021, Dr. McGrath previously served as a district administrator for three diverse school corporations in Indiana, specifically responsible for the oversight of entitlement programs and strategic school improvement plans. Most recently, she was the Deputy Superintendent for a district with both urban and rural challenges. She served the IDOE for a decade and was appointed to serve as Indiana's Special Education Director where she was responsible for the performance and compliance monitoring of all schools in Indiana and the annual distribution of a billion dollars of special education funding. Dr. McGrath has taught graduate and undergraduate education courses at universities since 2010 and has served on the dissertation committees of a dozen doctoral students. She has successfully written and directed numerous competitive and formula state and federal grant awards over the last three decades, presenting at national and local conferences and providing professional development for educators throughout her career. Dr. McGrath will be responsible for the success of this project and is accountable for all deliverables. At the conclusion of federal assistance, Dr. McGrath will continue to enact sustainable infrastructure practices by leveraging established state networks and initiating other funding sources which will include facilitating LEAs support of each other.

[REDACTED]

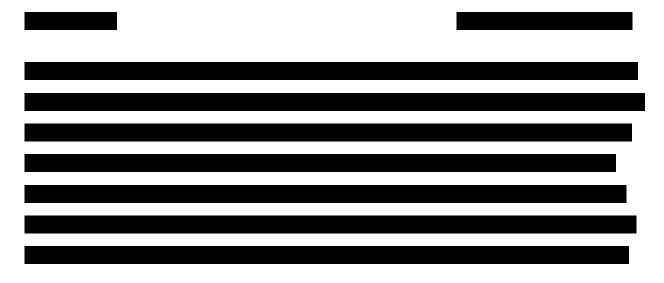**External Evaluator**   **Dr. Helen Janc Malone**

Dr. Helen Janc Malone is the Vice President for Research and Innovation, Director of the Education Policy Fellowship Program (EPFP), and Secretary of the Board. Her work focuses on scaling promising practices through research and data, supporting a national network of leaders for equitable education policy, growing research-practice networks, and program evaluations. Her areas of expertise include education policy and leadership, school-family-community partnerships, out-of-school time learning, and systems-level change in both national and global contexts. She is the series editor of the Information Age Publishing book series "Current Issues on Out-of-School Time." Her recent publications include: Bridging Educational Change Through Partnership (Journal of Educational Change, 21, 2020); The Growing Out-of-School Time Field (Information Age Publishing, 2018, co-edited book); The Future Directions in Educational Change (Routledge, 2018, co-edited book). She serves as a peer reviewer on several academic journals and has served on editorial boards across out-of-school time, youth development, and education leadership journals. She has given lectures domestically and abroad and has appeared in mass media.

External Evaluator **Dr. Emily Cheng**

Dr. Cheng is skilled in statistical analysis, database management, and program evaluation. Her dissertation focused on transformative learning and curriculum internationalization of public service programs. At IEL, Dr. Cheng oversees internal and external data capacity building for education and workforce development. She is one of the co-authors of the Youth Transition Report, which provides the first data report specifically on WIOA defined youth ages 14-24. Prior to joining IEL, Dr. Cheng led a project to analyze the gap between academic training and job requirements for FAA Center of Excellence for Technical Training and Human Performance (TTHP); managed a state-funded college mentoring program which was launched for academically and economically disadvantaged high school seniors and first-year college students; and prepared an annual accreditation data report for NASPAA, a global accreditor of master's degree programs in public policy, public affairs, public administration, and public & nonprofit management.

Outreach Coordinator, Bilingual Specialist **Jane Fuentes**

Ms. Fuentes has over 25 years of experience as an English-Spanish interpreter and translator. Her experience includes writing curriculum for language courses. She has been a bilingual program specialist with IN*SOURCE since 2010 and conducts the interpreter training courses for interpreters throughout Indiana. Ms. Fuentes is a board member of APAC (Autism Program at Ancilla College), the Transition Advisory Council, and the Heminger House (shelter for domestic violence victims and their families). Ms. Fuentes will facilitate parent education, teach parents

to participate in decision-making, secure interpreter services, and generally provide consultation and leadership for the project activities.

Outreach Coordinator, Equitable Access Specialist   **Wilner Cusic**

Ms. Cusic has been employed as a Transition Coordinator and Regional Program Specialist for IN*SOURCE since 1994, serving on several statewide counsels and advisory boards including the Governor's Planning Council. She is a graduate of Partners in Policy Making and testified before the Indiana legislature concerning special education rights. Ms.Cusic is a founder of CAFÉ (Community Action for Education), an acting member of Community Forum, and an active member of the NAACP's (National Association for the Advancement of Colored People) education committee. She has provided training for number groups and currently serves as an "ACEs" (Adverse Childhood Experiences) trainer. Ms.Cusic will coordinate asset mapping, facilitate parent education, teach parents to participate in decision-making, and provide networking, consultation, and leadership for the project related to appreciating diversity in systems change.

D. ADEQUACY OF RESOURCES

In preparation for this grant application, it became clear through discussions with SEA officials, LEA leaders, agencies executives, university personnel, and parent groups that there is much untapped potential of strategically

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leveraging family engagement programming as a statewide project. Some effort has been made in some sectors, but the work is disparate, uncoordinated, or disconnected from research. The greatest benefit to writing and executing a grant of this magnitude is that the process calls upon the state to organize existing resources and initiatives for greater efficiency and effectiveness. It requires the orchestration of a strategy that begins and ends with the assets that exist, scaling up a network that can continue to function indefinitely. The process adds to the knowledge base through the collection of evidence, the interaction of the players, and the adherence to accountability measures for reaching the next level of impact. By virtue of simply focusing on the process, the statewide network strengthens.

The Preliminary MOU section is a testament to the volume of high level commitments that have already been secured. The number and positions of IDOE officials who have agreed to engage is comprehensive. Additionally, there is much interest from LEAs who hope that once the grant is funded, that they may be selected to receive the most intense support during the timeline of the grant. The infusion of accountability to a state that has not had this reward in the past will yield great gains from baseline to long-term outcomes. The leaders who have agreed to the major roles of the grant have a proven record of doing high volume, high quality work. The project goals can be met given the support in the grant award for a single Project Director, one Administrative Assistant, and five Regional Coordinators along with proportional engagement of existing IN*SOURCE staff.

Awarding the SFEC grant to this established and state-funded organization would allow IN*SOURCE to efficiently multi-purpose existing positions and processes, leaving greater financial capacity to provide resources to the LEAs. For example, the Business Manager will support the accounting, the Assistant Director of Operations will support data collection, and the Assistant Director of Community Partnership will include the SFEC information on existing platforms. Three assistants run a call center. An established data collection system for contacts is used by all staff members which will easily scale up to the volume expected in this expansion. Because of a recent reorganization of IN*SOURCE with much needed reduction in redundancy and clarification of tiers of responsibilities, individuals in these positions have the capacity to include the SFEC responsibilities in their regular functions and still be within the scope of the current state and federal awards.

The current reach of IN*SOURCE for the half-year of July 2021 to December 2021 involved delivering 40 training sessions with 472 in attendance and 8,283 additional contacts. It would be reasonable to anticipate that the annual contact numbers would double to 160/2,000/32,000 when IN*SOURCE becomes the SFEC. The added synergy will

come from aligning existing assets into a network of information and promoting access in an organized manner to the resources currently serving families in the communities. It has been calculated that the strategic design of this project in size and scope will not only allow this center to continue to provide excellent leadership for quality outcomes but give greater efficacy to the efforts that are currently being invested.

As required in this award, not less than 65% of the grant funding will be used for services to the LEAs and agencies that serve families and not less than 30% will be used to establish and expand evidence-based parent education programs. With the leadership and management efficiencies that IN*SOURCE can provide as an existing organization, a greater percentage of funding can be distributed to directly support programming for educators and families in need. Decisions on what is best will be made one community at a time. Interventions will include: (1) training programs to improve parenting skills related to supporting both academic and emotional development, (2) technology skills related to their children's education, (3) opportunities for high school equivalency and college prep, and (4) experiences to include the development of English and financial skills of the adult family members. Many of these programs already exist as Adult Education classes free to the public. Programs like these that have a sustainable impact or that can be maintained beyond the period of federal assistance will be given priority.

Budget Narrative

The budget has been structured to have the greatest infusion of support early in the five years with a staged decrease in the funding request to build toward sustainability. The following is an explanation of each cost projection.

In-Kind Contributions   **$115,373**

In additional to proportional sharing of positions, IN*SOURCE will dedicate one third of an Assistant Director to assure operational oversight and data management work is incorporated into existing functions, a call center staff who will direct inquiries and collect data, and Regional Team Leaders who will participate in RSG meetings. The organization currently manages a $2M project and the SFEC would become about one-third of the total, so the value is estimated at one-third for each position. Additionally, the University of Notre Dame has agreed to provide an intern who will support marketing efforts across the state. IN*SOURCE has unrestricted funds through donations that may be used by LEAs to support local activities that are otherwise not an allowable grant expense. Because no additional space will be needed to do the work of SFEC, IN*SOURCE considers the cost of operations and office

space to be in-kind. Additionally, the work of this project will be included in the marketing materials that are already shared broadly throughout the state with a weekly newsletter that currently reaches 17,000 subscribers.

Personnel   **$492,799**

A Project Director and an Administrative Assistant will be hired to provide the day-to-day leadership, support, and federal accountability to the project. According to Salary.com,[23] a Project Director's salary range is from $67,586 to $99,233. Therefore, the salary of $80,000 is within that range. The Principal Investigator work will be done by the Executive Director at 1/3 the salary. The Assistant Director of Community Programming and the Business Manager will also dedicate 1/3 of their time to the project. The Administrative Assistant is hired at $15/hour for 40 days a week or $31,200. Two Outreach Coordinators, one being a Bilingual specialist and the other being an Equitable Access Specialist, will dedicate time to networking with underserved populations and coordinating the asset mapping. This position currently exists in our organization at a salary of $41,600. Half of the two positions is written into the budget. A Regional Coordinator will be hired at each of the five sites at a salary of $55,000.

Benefits   **$164,266**

The benefits are added on to this at one-third again, which is the proportion currently in existence at IN*SOURCE for their employees. This includes health insurance, FICA, and a 501K plan after 6 months of employment.

Travel   **$22,680**

The travel expenses for the PD and the RCs will be covered; currently the rate is $0.56 per mile. The state is 250 miles north to south and 145 east to west. If the PD drove one day a week to an endpoint of the state, that could total 13,000 miles or $7,280 with meal allowance of $50/day. One hotel stay a week would be $6,000 a year. Each RC may make trips within 20 miles a day, or $5,200. There may be a National Project Directors meeting each year, which might be $300 for flight, $50/day for meals, and $300 for hotel or $1600 for two individuals.

Supplies   **$7,000**

Six new staff members will each be provided $1,000 to order what they need to establish a home office, no items exceeding the $500 limit which would classify the purchase as equipment. Many supplies including repurposed

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[23] Grant Project Manager Salary | Salary.com

laptops and printers are available from existing IN*SOURCE reserves. The Administrative Assistant will be provided with a station and supplies from IN*SOURCE. In subsequent years, this budget will be used for the dissemination of materials.

Contractual   **$250,000 / $238,000 / $207,300 / $176,000 / $166,000**

External Evaluators: To track the fidelity, quality, and fulfillment of the proposed program activities and understand the extent to which the proposed program achieves its goals, the external evaluation from the Institute for Educational Leadership (IEL) will offer both formative and summative evaluation. A formative evaluation will provide performance feedback and a semi-annual assessment of progress toward achieving program outcomes. A summative evaluation will document promising evidence about the project's effectiveness by documenting the short-term outcomes of the proposed program and the statistical analysis of the program outcomes. The external evaluator has provided estimates for their services that begin at $95,000 the first year and decrease each year to $80,000 and then back to $95,000 for the final year. Over the five years, the following six components will total $445,000: (1) Partner project meetings: 3-6 virtual sessions per year with project leads and/or the advisory board. $37,610.58; (2) Instruments review: At the beginning of year 1, review the data collection system and ensure its alignment with the project goals. Delivery includes a review summary. $13,719.75 (3) Data college systems review: Review the existing data collection system and make adjustments if needed at the beginning of the following years (years 2, 3, 4, 5). Delivery includes a review summary. $40,493.39; (4) year project implementation review: Review the program implementation at the mid-point of the year and provide recommendations to meet the goals via meetings. Delivery includes a PowerPoint to show in the meeting. $127,405.98; (5) End-of-year project evaluation: At the end of each year, conduct the data analysis and prepare the end-year evaluation report. Delivery includes a datasheet, analyzed data, and a year-end evaluation report. $205,945.68; (6) Dissemination of the final evaluation: Dissemination work: Prepare findings from the project evaluation for dissemination to various partners/audiences. Delivery includes a published page. $19,825.08

University Consultant: The contract with the University Consultant will also show a decrease as the years progress. In the first year, roughly 208 hours of support is valued at $15,000. Year two, 112 hours of support is valued at $8,000. Year three is about 100 hours at $7,300 and years 4 and 5 are roughly 80 hours at $6,000. LEAs may choose to dedicate their discretionary allotment to secure additional hours from the University Consultant.

LEA Discretionary: LEAs will be allowed to designate contractual funds to cover the cost of experts who will work with them on site. Each is given a reserve of $20,000 the first and second year with the amount decreasing by $5,000 in years three through five.

Conference Hosting: IN*SOURCE has typically budgeted $5000 for virtual conference hosting services, including the cost of interpreters to assure that all individuals have access to the conference information. That is $10,000 per year for the duration of the project.

Software enhancement and Web design Contracts: The current website was created for $15,000 and similar work will be done to expand it. The data management system will also need to be expanded for this project, and preliminary pricing suggests an annual rate of roughly $15,000 hosting expenses.

Total Budget Request

	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	$492,799	$492,799	$492,799	$492,799	$492,799
Benefits	$164,266	$164,266	$164,266	$164,266	$164,266
Travel	$22,680	$22,680	$22,680	$22,680	$22,680
Supplies	$7,000	$7,000	$7,000	$7,000	$7,000
Contractual	$250,000	$238,000	$207,300	$176,000	$166,000
Indirect	$49,279	$49,279	$49,279	$49,279	$49,280
TOTALS	**$986,024**	**$974,024**	**$943,324**	**$912,024**	**$902,024**

E. QUALITY OF THE PROJECT EVALUATION

The Institute for Educational Leadership (IEL) supports the District Leaders Network on Family and Community Engagement,[24] a peer learning and action network, which began in 2009 and has grown to include leaders from over 190 school districts. Current members are responsible for coordinating their district's efforts and are working together to move family and community engagement from "Nice to Necessary." The LEAs that are engaged in this project will be encouraged to join the network. IEL supports the District Leaders Network through a host of gatherings and professional development opportunities including federal policy updates and local Learning Labs.

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[24] District Leaders Network — Dual Capacity

IEL also hosts the only national family and community engagement conference. The mission of IEL is "to partner with under-resourced communities to equip leaders to better prepare children, youth, adults, and families for postsecondary education and training, rewarding careers, and civic and community engagement."[25]

Objective Performance Measures and Expected Outcomes

To better understand the extent to which the proposed program reaches its goals regarding family engagement and the Dual Capacity model, IEL will provide formative and summative evaluation for this project. IEL will provide feedback regarding the performance measures and data collection tools at the beginning of the project to ensure the alignment of the intended outcomes. Continuous improvement throughout the five year project will be monitored at mid-year and end-year.

The project evaluation will use both qualitative and quantitative evidence such as the project blueprints and milestones offered in this grant proposal, strategic plans at the local level, contracts with expert facilitators, data collection instruments such as perception surveys and family engagement rubrics, training materials, training feedback forms, meeting records, and data tables. The PD will work with the RCs to collect all relevant data. IEL will analyze secondary data that has been provided to them to first verify that the project is proceeding as promised in the application. Secondarily, IEL will provide feedback on the quality of the activity. Finally, IEL will perform statistical analysis to examine to what extent the proposed program activities contribute to the intended program outcomes.

Goals

1. CAPABILITIES: Family and school members will develop their skills and knowledge related to effective family engagement.

2. CONNECTIONS: Family and school members will develop and maintain productive and positive networks to support the development of families, the achievement of children, and the success of schools.

3. COGNITIONS: Family and school members will shift their beliefs and values to appreciate the positive benefits of meaningful family engagement.

4. CONFIDENCE: Families and staff from diverse backgrounds are comfortable in positions of leadership.

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[25] About IEL - Institute for Educational Leadership

G O A L S	OUTPUTS		OUTCOMES - IMPACT		
	Activities	**Participants Served**	**Short Term**	**Mid-Range**	**Long Term**
1 3	Parent training and family development opportunities	50 parents per site **served** annually starting year two	25 parents per site **completed** the training	At least 80% of parents **increased** their skills and knowledge related to effective family engagement At least 10% of parents **developed** their leadership capacity to support family engagement via policy and process development	An increase in the number of families reporting enhanced capacity to work with schools Students improved attendance and academic performance
1 2	Monthly staff development opportunities at LEA sites	75 LEA staff **served** annually per site	50 LEA staff **participated** in the development opportunities	At least 80% of staff **increased** their understanding of how to support academic development through family engagement strategies At least 75% of LEA staff **developed** their leadership capacity of developing policies and processes to support family engagement	An increase in school personnel reporting positive engagement with families Students improved attendance and academic performance
1 2	Two virtual one-day conferences	100 parents and 100 LEA staff **participated** annually	50 parents and 50 LEA staff **attended** at least one virtual conference annually	At least 80% of all participants **increased** their skills and knowledge related to effective family engagement At least 80% of participants had opportunities to **connect** with other parents and/or LEA staff	An increase in the number of families reporting enhanced capacity to work with schools An increase in school personnel reporting positive engagement with families
2	Organize and share on website accessible resources for families by the end of year two	90 members of the AC, PC, and the RSGs **accessed** the website	80 members of the AC, PC, and the RSGs **provided** their feedback regarding the accessibility of the website	At least 90% respondents **believed** the website and resources shared are accessible	Intellectual, social and human capital investments will be designed to be sustainable as measured by the capacity for school systems to maintain family

		and resources shared		engagement programming in absence of federal assistance
2	Video will be produced each quarter journaling the phases of development to be used in future training.	100 parents and 100 LEA staff **viewed** the videos	25 parents and 25 LEA staff **provided** their feedback regarding the quality and usefulness of the videos	At least 80% respondents **believed** the videos are useful in increasing skills and knowledge related to effective family engagement	intellectual, social and human capital investments will be designed to be sustainable as measured by the capacity for school systems to maintain family engagement programming in absence of federal assistance
2	Research study that statistically compares the relationship between measures of family engagement with student outcome data		A research study that statistically compares the relationship between measures of family engagement with student outcome data **completed**	A research study **published** based on the findings of the project.	Intellectual, social and human capital investments will be designed to be sustainable as measured by the capacity for school systems to maintain family engagement programming in absence of federal assistance
4	Family leaders at each site will participate with school personnel in monthly activities, milestone meetings, training, and material review activities, and facilitated conversations integrated into the routine onsite strategic planning processes		50% of the members of the RSGs **participated** in program site activities	At least 50% of the AC and RSGs members **participated** in at least 60% of the program site activities	Policies and practices that demonstrate intentional engagement of all family members in the educational process, particularly those of marginalized cultures, will become critical components of school improvement efforts Systems capacity to develop every child from cradle to career is maintained with equitable access to resources and support through effective family engagement policies and practices

Feedback for Continuous Improvement and High-Quality Products and Services

(1) **A virtual review and conversation mid-year with the project staff**. This will occur between November and January each year and will begin with a virtual call that includes the Project Director, the Outreach Coordinators, the Administrative Assistant, and the five Regional Coordinators along with staff from IEL. The evaluation team may ask for additional information and follow up meetings at their discretion.

(2) **An evaluation report at the conclusion of each year.** This will occur during the summer months with year five concluding before the close of the grant. The evaluators will inform the Project Director of the information that they will need presented to them in order to complete the annual evaluation report.

At the beginning of the first year, the evaluators will be provided with the instruments that are being used and will be given the opportunity to examine data collection systems and the format of how the results will be presented at the conclusion of the year. At the beginning of the following years, the evaluators will be provided an opportunity to review the existing instruments to ensure the alignment of the data collection system with the program goals. IEL will look at the strategic plans created by the LEAs as these relate to the project framework and ask clarifying questions regarding the constructs intended to be measured. LEAs will have analyzed their circumstances based on the components of the Dual-Capacity Framework and each will be collecting information as to: (1) What challenges to effective practice exist locally? (2) What is the state of the essential process and organizational conditions at their site? (3) What policies and programs currently exist? (4) What data is being collected to show evidence of capacity outcomes? The evaluators will verify the alignment of goals and the measures for success and will provide formative feedback including recommendations to strengthen the project.

The summative year-end evaluation will examine program planning, implementation, and overall organizational effectiveness. The evaluators will consider the intended program impacts provided in the logic model, the process outputs, and the annual performance measures. The usefulness and fidelity of the data collected each year will be reviewed. Consideration will be given to the overall project impact. By years three, four, and five, the annual reports will focus beyond the fidelity of the process to begin to draw connections with actual program results and lessons learned. The evaluators will provide feedback on what needs to be done to continuously improve the program performance and to reach sustainability. To the extent actionable, the impact will be considered based on the four

goals of the Dual Capacity Model: (1) Capabilities - skills and knowledge; (2) Connections - networks; (3) Cognitions - shifts in beliefs and values; and (4) Confidence - self-efficacy.

Results of activities with the external evaluators will be communicated with the SEA, the statewide AC, and the RSGs. Additionally, LEAs' family and community engagement leaders will be encouraged to join the District Leaders Network on Family and Community Engagement.

Promising Evidence

The university consultant and the primary investigator will conduct a five-year study that will add to the body of knowledge on the impact of family engagement initiatives on the capacity to increase student development. The intention is to produce promising evidence of intervention that would be considered by What Works Clearinghouse as "having a positive effect" and by the Department as "including at least one statistically significant and favorable effect on school success." They envision a set of findings that could be submitted as a conference proposal for national conferences such as the National Community Schools and Family Engagement Conference that IEL leads.