

Family Engagement Technical Support Center
Statewide Family Engagement Centers Grant Competition
U.S. Department of Education, Office of Elementary and Secondary Education

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A. Quality of the Project Design

The EdVenture Group, Inc., West Virginia Department of Education (WVDE), and WVDE core partners propose the *Family Engagement Technical Support Center (TSC)*, a statewide family engagement center that will provide technical assistance and training to the State Education Agency (SEA) and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement best practices, programs, and activities in all 55 counties in West Virginia. The Family Engagement TSC will carry out parent/caregiver and family engagement education programs and provide comprehensive training and technical assistance to the SEA, LEAs, schools identified by the SEAs and LEAs, organizations that support family-school partnerships, and other statewide programs. The project evaluation will produce promising evidence of project effectiveness with a multi-year, quasi-experimental study designed to meet What Works Clearinghouse (WWC) standards with reservations. The Family Engagement TSC addresses Competitive Preference Priorities 1-4 of the Statewide Family Engagement Centers competition (see Other Attachments for programmatic alignment to competitive preferences).

The EdVenture Group, Inc. will establish the Family Engagement TSC in partnership with the WVDE to provide family engagement strategies, programs, and services via a train-the-trainer model to five targeted core partners, which are developed, managed, and funded by WVDE. Core partners include two Technical Assistance Centers (TACs): 1) the Early and Elementary Learning Technical Assistance Center at the June Harless Center, and 2) the Accessibility and Transition Technical Assistance Center. Additional core partners include the state entities of 1) Communities In Schools, 2) 21st Century Community Learning Centers, and 3) Parent Education Resource Centers (PERCS).¹ See Other Attachments for detailed information

on core partner priorities and scope of work. Each partner has identified needs for a strong family engagement component, particularly with parents/caregivers. Core partners collaborate throughout the state and collectively encompass all 55 counties and all public schools within their service regions. Should the grant be funded, the WVDE will serve as the statewide liaison to assist in the facilitation of services and communication provided to the core partners by the proposed Family Engagement TSC to the schools.

The purpose of the Family Engagement TSC is to provide comprehensive training and technical assistance directly core partners through a train-the-trainer model and supplementary programs to LEAs, schools, students, and families. The vision of the Family Engagement TSC incorporates a unified responsibility among all entities in supporting high-impact, cradle-to-career student achievement and school improvement through collaborative family, school, and community engagement. Project partners adopt a shared vision that learning and student success take place not only inside of the classroom setting, but also wherever the children learn—at home, in school, and in their community. This robust cross-agency collaboration and unified commitment to strengthen family, school, and community engagement in West Virginia will aid in advancing systemic change and improving outcomes for underserved students and families across the state.

The Family Engagement TSC will develop a collaborative leadership team comprised of key personnel at The EdVenture Group, Inc., the WVDE, and WVDE core partners. This team will meet monthly to assess needs, plan services to be delivered by the Family Engagement TSC and coordinate the family engagement efforts to the targeted groups, with a focus on providing services to low-income students and parents/caregivers as defined by each LEA alongside the SEA. In addition to the leadership team, a Special Advisory Committee will be established

whose membership will include: 1) parents and caregivers constituting a majority of the members; 2) representatives of education professionals with expertise in improving services for disadvantaged children; 3) representatives of local elementary schools and secondary schools, including students; 4) representatives of the business community; and 5) representatives of the SEA, LEAs, and core partners.

Conceptual Framework Underlying Proposed Research

The Family Engagement TSC will utilize the Dual Capacity-Building for Family-School Partnerships (Other Attachments) as the primary conceptual framework for its programming. The SEA, LEAs, core partners, and schools within each of the 55 counties across the state will receive training and technical assistance grounded in the Dual Capacity-Building Framework for Family-School Partnershipsⁱⁱ in which families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in school. Within the Dual Capacity-Building Framework for Family-School Partnerships, families and school staff are equal partners in decisions that affect children and families, and together inform, influence, and create policies, practices, and programs.

Through this conceptual framework, family engagement will be embedded into the entirety of the educational and school improvement process throughout all West Virginia schools, where families are encouraged to be actively involved in their student's education at school and become full partners in educational planning for their children. The Family Engagement TSC's commitment to statewide family engagement training and technical assistance is grounded in the evidence-base that an inclusive family-school environment creates a culture of learners that involve families and the school community in meaningful contributions to improve the educational results of its students.

The state of West Virginia is presented with a unique set of challenges, often creating barriers in implementing successful family-school partnerships. A wide range of challenges in West Virginia stemming from extreme poverty and an unprecedented drug epidemic make the need for family-school partnerships, alongside the embedment of the Dual Capacity-Building Framework for Family-School Partnerships into all West Virginia schools, more vital now than ever before. There is considerable promise in the family, school, and community partnerships that can be cultivated through the implementation of the statewide Family Engagement TSC in West Virginia, which will enable an expansion and deepening of state-level collaborative partnerships for family engagement. Through the robust partnerships and cross-agency coordination of the Family Engagement TSC, the achievement gap could also be lessened among students and families experiencing poverty and/or addiction related stressors. Key programmatic elements in support of Competitive Preference Priorities 1-4 are detailed in the Other Attachments.

A key component of the Family Engagement TSC's use of the Dual Capacity-Building Framework for Family-School Partnerships will be to promote education equity and adequacy in resources and opportunity for West Virginia's underserved students and families through training and technical assistance programming for early learning, elementary school, middle school, high school, and out-of-school time settings. Further, the Family Engagement TSC will build upon the current family leadership work of West Virginia Schools' Local School Improvement Councils (LSIC) and the West Virginia Parent-Teacher Association (PTA) by both expanding and improving the engagement of underserved students and families in informing and making decisions that influence best practice at the school, district, or state level and by elevating their voices and participation through access to opportunities to serve in training and leadership

capacities. The Family Engagement TSC leadership will determine, customize, and approve services based on needs of core partners, students, families, and schools to provide much needed services that enhance family engagement throughout the state. The Family Engagement TSC will incorporate evidence-based and evidence-informed programs of proven success grounded in the family-inclusive tenets of the Dual Capacity-Building Framework for Family-School Partnerships, including but not limited to 1) Leaders Investing in Family Engagement (L.I.F.E.), 2) Strategic Doing Ecosystem Development, 3) Breaking the Cycle Prevention Program, 4) Connected Culture program, and 4) Building a Family of Leaders. Additional information on these programmatic elements is referenced on Pages 21-23.

Proposed Services Reflecting Up-to-Date Knowledge from Research & Effective Practice

Recent data collected by the WVDE demonstrates an increased need for enhanced family engagement throughout the state. In a 2021 survey of the West Virginia Superintendent's Education Advisory Team, members reported that the third most prevalent issue facing public education was engaging, supporting, and being supported by parents/families and school communities. Some Advisory Team members cited concerns about what they saw as a families' lack of support for education. Others cited students' unstable family situations as detrimental to children's education and stated a need to engage families and communities in more meaningful ways.ⁱⁱⁱ

Additionally, recent school-based studies conducted by the West Virginia Family Engagement Center, which is operated by The EdVenture Group, Inc., have demonstrated that parent/caregiver, family, and community involvement in education correlates with higher academic performance, student wellbeing, and school improvement.^{iv} Recent West Virginia school culture surveys have shown that children whose families are involved in their learning

earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.^v Ultimately, when schools collaborate with families to help students learn, and when families participate in school activities and decision-making about their student's education, children do better in school and schools improve.

The EdVenture Group, Inc. has extensive family engagement experience from working alongside schools, students, families, and communities in West Virginia in the development, management, and implementation of the West Virginia Family Engagement Center, funded by the U.S. Department of Education's Statewide Family Engagement Centers program. Family voice has been at the core of the development and implementation of this program and continues to shape the future of family engagement in West Virginia schools. The Family Engagement TSC would greatly expand upon the scale and scope of the work of the West Virginia Family Engagement Center, from reaching the 100 lowest performing schools in the state over five years to reaching all 55 counties in the state through collaboration with core partners. Not only would the Family Engagement TSC greatly expand upon the current family engagement efforts of The EdVenture Group, Inc. in West Virginia Schools, but would also expand and strengthen partnerships at a state level by creating a statewide infrastructure to support family engagement.

In 2021, The EdVenture Group, Inc. partnered with the Flamboyant Foundation, a national leader in best practices for family engagement^{vi}, to conduct the Rural Family Voices Listening Tour throughout four high-need, regionalized locations in West Virginia. The Rural Family Voices Listening Tour elevated both the voices and lived experiences of families to inform schools of challenges and opportunities related to family engagement. In addition, the listening tour built a context for the importance of family engagement within underrepresented rural communities in West Virginia. The information from these families, as well as triangulated

data from the schools, supported improved learning outcomes along with opportunities for enhanced trust, transparency, and communication—amplifying the often unheard rural voices in family engagement.

Capacity-Building and Results Beyond Period of Federal Financial Assistance

Despite widespread endorsement of family-school partnerships to support student learning, most educators in the United States have received little or no training in working effectively with families.^{vii} The Family Engagement TSC will support the WVDE and core partners in providing training and technical assistance for educators, administrators, and school staff on best practices for family engagement, as well as training and technical assistance for parents and caregivers in participating effectively in their children’s education and helping their children meet state academic standards. In partnership with the WVDE, the Family Engagement TSC will develop and implement statewide best practices to provide services that will help remove barriers for family engagement as well as develop and implement parental involvement policies required in Section 1116 of Every Student Succeeds Act (ESSA). Consistent with Section 1116, the Family Engagement TSC and WVDE will ensure that the required school-level parent and family engagement policy meets the requirements of Section 1116 of the ESSA, and includes, as a component, a school-parent compact consistent with Section 1116(d). Additional supports will include a variety of evidence-based programs to provide student support, academic enrichment, extended learning and afterschool programming and family engagement programming, with a focus on underserved students.

The Family Engagement TSC will build the capacity of all stakeholders to engage in effective partnerships that support equity, student opportunities and achievement, and students' and families' social and emotional needs. The TSC Leadership Team meetings will build the

structure for project capacity. WVDE Project Lead, David Lee will assist Family Engagement TSC Project Leadership in assuring all services are offered to the targeted core partners and other state programs. They will: 1) assist the Family Engagement TSC in determining the needs of these targeted groups, 2) support easy access and communication channels to the core partners and other state programs, and 3) provide trainings to WV schools through core partner channels in partnership with Family Engagement TSC staff. The staff of the Family Engagement TSC will serve as subject-matter experts to work with and train the WVDE, core partners, and other program staff via a train-the-trainer model to ensure they are implementing family engagement strategies that are: 1) embedded in core partners and other state programs' thinking and programming, and 2) sustainably offered to WVDE staff, core partners and ultimately West Virginia schools and families. Each core partner will provide a lead contact who will work with the Family Engagement TSC to conduct needs surveys around the targeted services and coordinate the services selected by their respective organization. Through this train-the-trainer approach, the Family Engagement TSC will provide technical support and training directly to core partner staff to be utilized in their work with schools, families, and communities, as well as embedded throughout school Action Plans and Comprehensive Support and Improvement Plans.

This train-the-trainer model will be implemented through the SEA and core partners to reach all 55 counties in West Virginia, along with supplemental programs focused on specific family engagement interventions. Integration of family engagement will be incorporated into the support structures and processes at the SEA and LEA levels, including training, professional development, teaching and learning, resource development, and community collaboration, as shown in the Dual Capacity-Building Framework for Family-School Partnerships. This ensures meaningful and effective strategies that have the power to impact student learning and

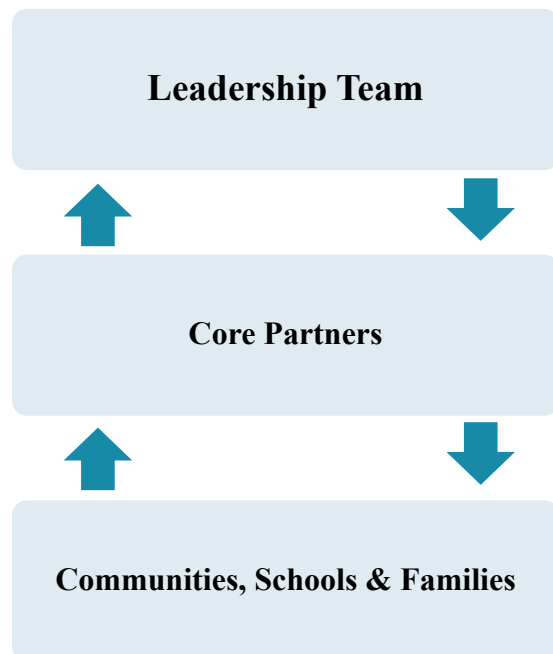
achievement are guiding programmatic decisions. Equity will remain a key focus of the training and technical assistance provided, with a commitment to increase diversity through robust family and community involvement including racial and socioeconomic diversity of families recruited for interventions, trainings, webinars, and advisory committee attendance with these specific priorities in mind. To create a solid foundation for capacity-building and sustainable and replicable results beyond the period of Federal financial assistance, the Family Engagement TSC will immediately begin meeting with Leadership Team, core partners, and other project partners.

B. Quality of the Management Plan

To ensure customized family engagement strategies, programs, and services across all 55 counties, ultimately benefiting the schools, families and communities in these high-need areas, the project will incorporate a robust management plan informed by regular communication and feedback cycles across each key stakeholder group, as detailed in Figure 1.

Urgent need exists for a strong evidence-based family engagement component across each level designed specifically to serve families in rural West Virginia. The Family Engagement TSC initiative will increase and enhance equitable family engagement through evidence-based training and resources and ensure family engagement strategies are sustainably embedded through training of existing core partners and WVDE staff.

Figure 1. Project Feedback Structures



Adequacy of Management Plan, Responsibilities, Timeline and Milestones

Overall grant management, development, and implementation of the Family Engagement TSC will be led by The EdVenture Group, Inc. Through monthly meetings and thorough needs assessments, the Leadership Team will collaborate to: 1) coordinate development of customized, evidence-based resources for family engagement; 2) disseminate subject matter expertise and training to core partners, 3) identify, recruit, and deliver supplemental programs in local schools and communities; and 4) provide overall management and thought leadership for all project processes and implementation. The diverse perspectives of the Leadership Team ensure the project's ability to pivot and consistently re-assess best practices related to all program planning and implementation for continued improvement.

The Leadership Team will assess current needs of core partners, schools, families, and communities throughout the life of the project utilizing existing data collected during Rural Voices Listening Tours, all programs, and past and current WVDE data collection in all program development. The EdVenture Group and the WVDE have identified a comprehensive list of focus areas and trainings to be implemented through the Family Engagement TSC. Utilizing the train-the-trainer model described in the Project Design ensures sustainability beyond the life of the grant. All training and services will be offered through a blended virtual and face-to-face model to address the challenges made prevalent by the COVID-19 pandemic. The Family Engagement TSC's Training and Technical Assistance service offerings in four core areas: 1) P-12 Education, including learning strategies and literacy/numeracy efforts, 2) Family Engagement Education, including effective family engagement strategies and engaging families post-pandemic, 3) School Training & Professional Development, including family engagement enhanced school culture and enhancing trust with families, and 4) Family & Caregiver

Education, including social emotional learning and competence and evidence-based programming to support caregivers in eliminating Adverse Childhood Experiences (ACEs). A comprehensive list can be found in the Other Attachments.

This list is inclusive of WVDE identified needs and includes proven, evidence-informed programs offered by The EdVenture Group. Additional offerings will be determined throughout the life of the grant by the Leadership Team through data collection and needs assessments. The Family Engagement TSC team experts are equipped to deliver and facilitate the majority of service offerings but recognize the importance of delivery via subject matter experts in all areas. The Family Engagement TSC will utilize new and existing partnerships with state and national organizations to outsource as needed to assure quality and continuity of all offerings. Consultant and SME funding is requested in each project year for ongoing partnership development as needs are identified.

These partnerships include but are not limited to the Flamboyant Foundation and the West Virginia Parent Teacher Association. The *Flamboyant Foundation* works to ensure students most impacted by inequity are prepared to succeed in school and beyond. Flamboyant specializes in family engagement and overcoming educational inequity. The EdVenture Group has an existing partnership with the Flamboyant Foundation to enhance family and student voice in family engagement efforts throughout rural West Virginia. Specifically, through the proposed Family Engagement TSC project, Flamboyant will support professional development efforts through established bias and mindset equity training and technical assistance to all project partners. The *West Virginia Parent Teacher Association* (WV PTA) strives to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. The organization values collaboration, commitment, accountability, respect, inclusivity, and integrity.

Through this valuable partnership, the WV PTA, guided by WV PTA President Rose Rosanna (resume included in Other Attachments), will provide Family Engagement training to the core partners.

Family Engagement TSC Project Goals and Objectives

The Family Engagement TSC is grounded in two primary goals: 1) Increase family engagement knowledge and application in 55 West Virginia counties through evidence-based comprehensive training and technical assistance and 2) Increase family well-being, educational connections, and stability through family engagement opportunities customized to rural families. Programmatic goals, objectives, and outcomes are shown in Table 1. For detailed inputs, activities, outputs, outcomes, and impacts, see the Logic Model in Other Attachments. Measurement tools are described in Section E.

Table 1: Programmatic Goals, Objectives, and Outcomes

Goal 1: Increase family engagement knowledge and application in 55 West Virginia counties through evidence-based comprehensive training and technical assistance.	
Objectives:	Outcomes:
1. Develop and implement train-the-trainer programming for all core partners based on identified WVDE needs. 2. Embed family engagement in school culture and strategic plans through a school culture initiative delivered directly to LEAs.	<ul style="list-style-type: none"> ● Increased FE across the state ● Improved integration of FE through core partner delivery ● Inclusion of FE as a component of school culture and strategic planning ● Increased infrastructure to support effective school-family partnerships

<p>3. Develop and conduct an annual family engagement conference to core partners and LEAs.</p> <p>4. Deliver cohort-based LIFE programming to school leaders.</p> <p>5. Develop a comprehensive website and digital resources to support effective family engagement.</p>	<ul style="list-style-type: none"> • Increased family participation in academic programming • Increased community-building around FE efforts • Increased school leader focus on impactful FE • Increased access to evidence-based resources on FE
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Goal 2: Increase family well-being, educational connections and stability through family engagement opportunities customized to rural families.

<p>1. Deliver family-facing Breaking the Cycle prevention programming.</p> <p>2. Develop comprehensive digital resources to support family stability and well-being.</p> <p>3. Develop COVID-19 recovery resources to support high-need families.</p> <p>4. Facilitate Advisory Committee meetings quarterly; including families, educators, and community representatives.</p>	<ul style="list-style-type: none"> • Increased family well-being and stability • Increased family education on breaking the cycle of adverse childhood experiences • Increased access to evidence-based resources to support the well-being of high-need families • Increased responsiveness to the needs of families and educators as a result of the COVID-19 pandemic • Increased family and community knowledge based on rural family engagement
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Iterative programmatic assessment, feedback, and continuous improvement are embedded into the Family Engagement TSC’s implementation and evaluation. The Family Engagement TSC Programmatic Planning and Intervention Timeline (annual) is shown in Table 1. The detailed, quarterly timeline is included in Other Attachments.

Table 2. Family Engagement TSC Programmatic Planning and Intervention Timeline

Timeline	Milestones/Activities	Responsibility
Project Timeline: October 2022- September 2027		
Ongoing/ Iterative	<ul style="list-style-type: none"> -Ongoing collaboration with new & existing partners and SMEs around training needs and delivery (Y2-5) -Ongoing Site Visits (Y2-5) -WV Family Engagement Conference (Y1-5) 	<ul style="list-style-type: none"> -LDR Team -FETSC -FETSC
Year 1: 10/22-09/23	<ul style="list-style-type: none"> -Initial meetings between project directors and key personnel -Leadership Team establishment and meetings -Introductory core partner meetings and service convos -Planning/development of FETSC specific programming -Core partner selection of trainings; development and implementation plan -Advisory Council recruitment, selection & quarterly meetings 	<ul style="list-style-type: none"> -FETSC -FETSC -LDR Team -LDR Team -LDR Team -FETSC

	<ul style="list-style-type: none"> -Delivery of 2 (min) selected trainings per (5) core partners (minimum 10 trainings Y1) -Connected Culture & Strategic Doing Programs (Y1) -Cohort 1 recruitment, selection: LIFE, Breaking The Cycle (BTC) and Building a Family of Leaders (BFL) -Baseline FLFG/RVLT and Triangulation of Data -Baseline partner survey -Annual family/school engagement survey 	<ul style="list-style-type: none"> -FETSC -FETSC -FETSC -FETSC -Eval Team -Eval Team -Eval Team
Year 2: 10/23-09/24	<ul style="list-style-type: none"> -Monthly Leadership Team meetings & collaboration -Advisory Council recruitment, selection & quarterly meetings -Delivery of 3 (min) selected trainings per (5) core partners (minimum 15 trainings Y2) -Connected Culture & Strategic Doing Programs (Y2) -Recruitment, selection (Cohort 2) and delivery (Cohort 1): LIFE, BTC & BFL -Baseline FLFG/RVLT and Triangulation of Data -Baseline partner survey -Annual family/school engagement survey 	<ul style="list-style-type: none"> -FETSC -FETSC -FETSC -FETSC -FETSC -Eval Team -Eval Team -Eval Team
Year 3: 10/24-09/25	<ul style="list-style-type: none"> -Ongoing collaboration with new & existing partners and SMEs around training needs and delivery -Monthly Leadership Team meetings & collaboration 	<ul style="list-style-type: none"> -LDR Team -FETSC

	<ul style="list-style-type: none"> -Advisory Council recruitment, selection & quarterly meetings -Delivery of 3 (min) selected trainings per (5) core partners (minimum 15 trainings Y3) -Connected Culture & Strategic Doing Programs (Y3) -Recruitment, selection (Cohort 3) and delivery (Cohort 2): LIFE, BTC & BFL -Baseline FLFG/RVLT and Triangulation of Data -Baseline partner survey -Annual family/school engagement survey 	<ul style="list-style-type: none"> -FETSC -FETSC -FETSC -FETSC -Eval Team -Eval Team -Eval Team
Year 4: 10/25-09/26	<ul style="list-style-type: none"> -Ongoing collaboration with new & existing partners and SMEs around training needs and delivery -Monthly Leadership Team meetings & collaboration -Advisory Council recruitment, selection & quarterly meetings -Delivery of 4 (min) selected trainings per (5) core partners (minimum 20 trainings Y4) -Connected Culture & Strategic Doing Programs (Y4) -Recruitment, selection (Cohort 5) and delivery (Cohort 4): LIFE, BTC & BFL -Baseline FLFG/RVLT and Triangulation of Data -Baseline partner survey -Annual family/school engagement survey 	<ul style="list-style-type: none"> -LDR Team -FETSC -FETSC -FETSC -FETSC -FETSC -Eval Team -Eval Team -Eval Team

Year 5: 10/26-09/27	-Monthly Leadership Team meetings & collaboration	-FETSC
	-Advisory Council recruitment, selection & quarterly meetings	-FETSC
	-Delivery of 4 (min) selected trainings per (5) core partners (minimum 20 trainings Y5)	-FETSC
	-Connected Culture & Strategic Doing Programs (Y5)	-FETSC
	-Cohort 5 delivery: LIFE, BTC & BFL	-FETSC
	-Baseline FLFG/RVLT and Triangulation of Data	-Eval Team
	-Baseline partner survey	-Eval Team
	-Annual family/school engagement survey	-Eval Team
-Final delivery of trainings & dissemination of eval	-FETSC	

Procedures Ensuring Feedback and Continuous Improvement

Iterative programmatic assessment, feedback, and continuous improvement are embedded in the Family Engagement TSC’s implementation and evaluation. Implementation is phased by the number of trainings provided for to core partners over the life of the grant. The Family Engagement TSC will be developed, refined, and evaluated through a rigorous process utilized in previously funded Department of Education grants led by the Principal Investigator and research team and supported through an iterative process for research-based learning. The SEA, LEAs, and core partners will provide several data inputs during Years 1-5 of programmatic iteration and intervention through their participation in surveys and focus groups. Findings will be shared with the Family Engagement TSC Leadership Team and Advisory Committee for additional insight. Collectively, these data will inform necessary modifications to the Family Engagement TSC towards scalability and sustainability. This iterative process of change and ongoing

programmatic improvement will be implemented during all years of the program and will repeat each year using new data to assess modifications.

The factors described above will provide a continuous performance feedback process regarding programmatic scalability and sustainability. The Family Engagement TSC has developed an iterative process for ensuring feedback and continuous improvement including: 1) *Leadership Collaboration and Guidance* by defining the scope of work, guidance and information sharing, and project monitoring and evaluation of effectiveness; 2) *Ongoing Knowledge Development* assuring the project foundation is grounded in research, policies and statutes; and best practice, evidence-based intervention 3) *Technical Assistance and Professional Development* through needs assessment, the Plan-Do-Study Act Cycle (described below), and the multi-tiered system of support through Tier 1 (general), Tier 2 (specialized) and Tier 3 (exclusive) core partner support; and 4) *Monitoring and Evaluation* based on specific project goals, quality of implementation and value of measured outcomes.

For example, SEA and LEA feedback on Family Engagement TSC facilitation will assist in defining variables and skills necessary for replication and expansion and will allow for continued improvement of programmatic facilitation. Additionally, fidelity measures will be integrated into the evaluation to identify optimal approaches for program facilitation and vital components to scaling, sustaining, and replicating results.

Mechanisms Ensuring High-Quality Services

The Family Engagement TSC creates the opportunity for expanded family engagement throughout all 55 counties in the state of West Virginia. Mechanisms for ensuring high-quality services for family engagement will be grounded in the Family Engagement TSC's robust partnership with the West Virginia Department of Education, LEAs, and core partners. The Plan-Do-Study-Act (PDSA) Cycle will be implemented into the Family Engagement TSC in order to provide an iterative testing of changes to improve the quality of training, technical assistance, and programming. The PDSA Cycle is an integrated learning-improvement model which will ensure high-quality services throughout programmatic planning and implementation. The

learning generated throughout the PDSA Cycle can be used to adjust the goal, change methods, redesign theories, or broaden learning as the Family Engagement TSC moves from its pilot to full implementation. The four steps of the PDSA Cycle are repeated in a continuous sequence of learning and improvement. Within this statewide infrastructure of the Family Engagement TSC, the SEA, LEAs, and WVDE Core Partners will frame family engagement as the work of everyone—not only specified staff—that is embedded into schools' Action Plans and Comprehensive Support and Improvement Plans. Utilizing the PDSA Cycle will ensure high quality services throughout the entirety of program implementation by continually monitoring the effectiveness of family engagement programming and practice.

Diversity of Perspectives

All efforts of the Family Engagement TSC specifically target underserved, high-need, rural families. Recruitment strategies for families and community members in all programs are focused on representation of the diverse population of each county. Family Engagement TSC programs incorporate diverse perspectives from families, school leadership and educators, WVDE and communities in the following programs:

- *Leaders Investing in Family Engagement (LIFE) Program.* The Leaders Investing in Family Engagement (LIFE) program focuses on leadership capacity, effective family engagement strategies, and connected supportive networks to elevate and promote strong leadership. Participating school leaders are selected through an intensive application process that assesses specific school needs in addition to individual goals. The program focuses on a variety of leadership topics as they relate to family engagement in the school setting. Collaboration is a main focus of the LIFE program and participating school teams are paired to promote space for problem solving and development. The LIFE program has been successfully piloted with 18 schools and has created connection and collaboration between 47 school leaders, building resources to assist and support school-level family engagement across the state of West Virginia.
- *Building a Family of Leaders Program.* The Building a Family of Leaders program is an immersive leadership program providing high-needs, rural students and families with opportunities to learn and grow in personal leadership by promoting relationship building and community collaboration. The program is an expansion of The EdVenture Group's proven school-based student leadership programming funded by the Appalachian Regional Commission. This program includes professional development for employability skills,

leadership skill development, and community-based collaboration to enhance family and community capacity. Participants of the Building a Family of Leaders Program will be recruited from participating LIFE districts to strengthen family-school partnerships. The program will culminate with a collaborative project to be implemented in partnership with LIFE school leaders to benefit their local community, increasing both their sense of pride in the local community and perceived relationships between families and schools.

- *Connected Culture Program.* The Connected Culture program is a collaborative school culture and strategic planning initiative that supports school leaders in integrating family engagement as an essential component of the school plan. The project supports actionable objectives in building a family engagement culture into school plans. Project experts will share their expertise on culture to lead participants through strategic planning via small group coaching and technical assistance. Schools will that complete the Connected Culture program with a comprehensive school plan that identifies academic priorities and school culture through the lens of family engagement. Graduates of this program will be recruited for Strategic Doing Cross-Agency Collaboration in Years 3-5 of the grant.
- *Breaking The Cycle Program.* Breaking the Cycle is an evidence-based program that considers the lasting impact of Adverse Childhood Experiences (ACEs). Curriculum will be developed through collaboration with Subject Matter Experts with diverse backgrounds and experiences related to trauma informed practice, substance use disorder in family units, and rural community prevention efforts. The program, tailored to rural communities and their needs, ultimately helps to break the cycle of addiction, abuse, neglect, and poverty across West Virginia by elevating family voice, increasing knowledge, and connecting to resources through family focused, trauma informed delivery. Groups of ten families (per county, scaled

from five-ten counties throughout the life of the proposed project) will participate in one-hour sessions over the course of eight months, with ongoing access to resources and mental health supports.

- *Special Advisory Council.* The Family Engagement TSC Special Advisory Council will meet quarterly and includes parents and caregivers, representatives of education professionals with expertise in improving services for disadvantaged children, representatives of local elementary schools and secondary schools, including students, representatives of the business community, and representatives of the SEA, LEAs, and core partners. The Special Advisory Council provides participants with the opportunity to share concerns and identify solutions to all family engagement efforts across West Virginia.
- *Strategic Doing Cross-Agency Collaboration.* Strategic Doing is an agile collaboration strategy that supports local ecosystems in forming collaborations quickly, moving them toward measurable outcomes, and adjusting along the way. The systemic challenges faced by West Virginia communities require the investment and action of a diverse network of stakeholders. Strategic Doing helps activate these change agents in a common direction using a proven strategy that is lean, agile, and fast – supporting the adoption and scaling of innovation solutions. The project will conduct Strategic Doing workshops with core partners in Y1-2, then expand to provide this service to LEAs through identification by core partners in Y3-5.

C. Project Personnel

The Family Engagement TSC Leadership Team is composed of diverse representation from The EdVenture Group, WVDE, core partners, and Rockman et al. The EdVenture Group will be solely responsible for grant management and will share program management

responsibilities with the Leadership Team. REA will oversee all aspects of quantitative evaluation, with EdVenture focusing on qualitative research and evaluation measures. Evaluator qualifications are included in Section E. Key personnel qualifications for The EdVenture Group, Inc. staff is provided, with full resumes for all personnel including WVDE Key Personnel, provided in Other Attachments.

The EdVenture Group/Family Engagement TSC Key Personnel

Project Director: Kayla Benson, MPA (Project Co-Director: 85%)

Kayla Benson is the Chief Executive Officer and Family Engagement Specialist with The EdVenture Group. Kayla received her Master's degree in Public Administration from West Virginia University, supported by a B.A. in Multidisciplinary Studies with an emphasis in Leadership Studies, Entrepreneurship, and Communication. Kayla led community-based growth efforts at the Monongalia County Child Advocacy Center and most recently, as the Executive Director at CASA For Kids of Monongalia and Preston Counties. Kayla has 10+ years of experience in grant and project management and development and has delivered Family Engagement: Inquiry for Growth trainings to principals across WV. Kayla leads development of prevention programming and resources to decrease the occurrence of adverse childhood experiences (ACES) through education and intervention.

- ***Trainings & Certifications:*** Executive Leadership Program at Duke University's Fuqua School of Business- Executive Education, Darkness to Light Stewards of Children Facilitator, Certified Mandated Reporter through Team for WV Children

Lydotta Taylor, Ed.D. (Project Co-Director: 40% in Y1, 240 hours annually Y2-5)

Dr. Lydotta Taylor is the Founder, President, and CEO of The EdVenture Group and serves as the Project Director for the West Virginia Family Engagement Center. Dr. Taylor holds

a Doctoral degree in Curriculum & Instruction with a specialization in STEM Professional Development from West Virginia University. Dr. Taylor was recognized as the 2019 Distinguished Alumnus by Leadership West Virginia, and is the author of *Transforming 21st Century Learning Environments and the Who Took My Chalk?™ culture model*. Dr. Taylor has implemented more than 10,000 workshops for educators and impacted over 100,000 students; and has managed over \$25 million in federal, state, and private funding. Dr. Taylor taught at the collegiate level in Leadership Studies for the College of Arts & Science, the MBA, eMBA and MSIR programs at the College of Business & Economics at WVU.

- ***Trainings & Certifications:*** Advanced Management Program at Duke University's Fuqua School of Business Executive Education; Life Success Consulting and Coaching Certification; Certified Strategic Doing Workshop Leader

Amber Ravenscroft, MS.Ed (Strategic Doing Expert: 30%)

Amber Ravenscroft is the Chief Innovation Officer and Family Engagement Specialist with The EdVenture Group. Amber is a graduate of the University of Pennsylvania's Masters in Education Entrepreneurship Program. Amber is the Ecosystem Development: Co-Chair of United States Association of Small Business and Entrepreneurship's K-12 Connections Special Interest Group and Co-Chair of National Entrepreneurship Week. Amber has extensive experience managing federal awards, including four Appalachian Regional Commission grants, is lead trainer and facilitator on ecosystem development and school innovation efforts, and the Project Director for ARC-funded student leadership development programs.

- ***Trainings & Certifications:*** Certification in High Performance Leadership from the University of Chicago Booth School of Business, Certified Strategic Doing Workshop Leaders, Certified Intuit Education Design for Delight Innovator

D. Adequacy of Resources

Commitment of Partners for Project Support and Sustainability

The EdVenture Group Inc., founded in 2001, has managed a robust portfolio of education and community development initiatives totaling over \$25 million in competitive funding awards to serve West Virginia and beyond. The group portfolio highlights proven success in innovative solutions for a network of stakeholders, including schools, educators, school leaders, students, families and communities. Their portfolio of federal awards has led to program development supported by the U.S. Department of Education, Appalachian Regional Commission, National Science Foundation, and the U.S. Department of Commerce. The organization currently operates with an annual budget of over \$2 million dollars, distributed to a vast network of stakeholders engaged in educational programming across different regions of the United States.

The organization utilizes external accounting and law services to ensure all systems and processes abide by federal and state regulations for non-profit management. These services also provide review of all grant awards to ensure the organization qualifies and is eligible to receive an award under applicable laws and regulations. Additionally, The EdVenture Group completes an annual audit as a record of credible and honest business processes and financial procedures.

The EdVenture Group currently manages and operates the statewide West Virginia Family Engagement Center (WVFEC) through a strong partnership with the WVDE. The WVFEC, through evidence-based practices in the field, engages schools, families, and the community in transforming family engagement across West Virginia. The efforts of the WVFEC ensure families and schools understand that the responsibility for children's educational development as a collaborative effort is critical to school improvement and long-term student success. The WVFEC provides a wide variety of programmatic supports through current,

evidence-based practices in the field. The WVFEC currently provides these services, through collaboration with SEA and LEAs, to families, students and schools within the 100 lowest performing schools in the state, in turn targeting the most rural and high-needs populations across the state.

The WVFEC collects initial data through family leader focus groups, school staff interviews, and the Rural Voices Listening Tours. This data is used to design and implement school-specific, customized programming and solutions to address the most urgent family engagement needs and identified challenges. Specific evidence-based programming provided to these at-risk populations by the WVFEC includes literacy and numeracy efforts; prevention efforts centered around social-emotional learning, mental health, and trauma; the Leaders Investing in Family Engagement (L.I.F.E.); educator professional development; and school-based programming. The successful efforts of the WVFEC serves as the programmatic exemplar of past performance and efforts directly related to the scope of work proposed by the Family Engagement TSC initiative.

Additionally, The EdVenture Group, WVDE, and core partners have remained agile in the face of the COVID-19 pandemic, working collaboratively with partners across the state to serve and support WV schools, students and families during difficult and challenging times. The EdVenture Group and partner organizations operate with a customer-centric focus, ensuring that any pivots to programming are considerate of challenges and responsive to the unique needs of those who are being served. All organizations have successfully pivoted existing programming as a result of COVID-19 and will continue to bring these technological and programmatic innovations to the Family Engagement TSC project as needed.

Reasonable Costs in relation to Objectives, Design and Significance

The Family Engagement TSC will increase family engagement knowledge and application in all 55 West Virginia counties through evidence-based comprehensive training and technical assistance and increase family well-being, educational connections, and stability through family engagement opportunities customized to rural families. The project's unique implementation structure of providing technical assistance and training directly to WVDE core partners for dissemination to schools, families, and communities presents a sustainable and scalable approach to ensure the project objectives continue to be met beyond the life of the grant. Building the internal capacity of these core partners ensures family engagement becomes a common, integral thread across all WVDE educational supports. Further, the project will inform the larger academic community of proven, evidence-based family engagement interventions for rural families, an under-served and underrepresented community in current literature.

Reasonable Costs in relation to Persons Served and Anticipated Results

The project is anticipated to serve all 55 counties and a minimum of 750 participants through core partner train-the-trainer programs, an investment of nearly \$76,000/county over the duration of the grant. Supplemental programming will serve an additional 1,035 families and community stakeholders and 420 educators. A significant portion of the budget is direct support to participants, including training stipends, incentives, and technology purchases, that are designed to allow equitable access to programming for underserved participants across the state that live in the most remote, disconnected regions. These supports ensure long-term improvement and economic stability of participating regions. As a tangible example, Breaking the Cycle is designed to reduce the instances of Adverse Childhood Experiences (ACEs) through family-focused prevention efforts. A 2018 report from the Journal of Child Abuse and Neglect reported the per-victim lifetime cost of a child experiencing ACEs to be \$830,928/victim.^{viii} A

total of 200 families will participate in the programming over the five-year grant period. If even 50 of these families succeed in preventing ACEs for one child, the Return of Investment (ROI) for this program alone is 831%, as calculated below.

Figure 2. ROI Calculation

$\frac{(\$830,928^* \times 50 \text{ children} = \$41,564,400) - \$4,462,856 \text{ (project budget)} \times 100}{\$4,462,856 \text{ (project budget)}} = \mathbf{831\% \text{ ROI}}$

E. Quality of the Project Evaluation

The evaluation team will conduct a robust project evaluation designed to produce promising evidence of the Family Engagement TSC effectiveness on enhancing family-school engagement. The mixed-methods, multi-year evaluation will use a quasi-experimental design (QED) with a matched comparison group that, if well-implemented, would be eligible to meet WWC standards for group design with reservations. Evaluation of project effectiveness will also include systematic assessment of the fidelity of project implementation.

Researchers from Rockman et al (REA), an independent research and evaluation firm with extensive experience in conducting field-based causal research in education, and Meaghan Cochrane, Ph.D., Senior Education Researcher at EdVenture, will conduct the evaluation. The REA team will be led by Adam Moylan, Ph.D., a Senior Research Principal at REA. Dr. Moylan is an educational psychologist with over 20-years of experience in conducting education research and evaluation from Pre-K to post-secondary levels and in formal and informal education settings. He is a certified reviewer of WWC group design standards and has designed and implemented numerous multi-site RCTs and QEDs for evaluations of projects funded by ED programs, including Education Innovation Research (EIR), Investing in Innovation (i3),

Supporting Effective Educator Development (SEED), and Teacher Quality Preparation (TQP). Meaghan Cochrane, Ph.D. will coordinate data collection efforts among Rockman et al (REA) and EdVenture and lead the qualitative research. Dr. Cochrane is a qualitative research methodologist with ten-years of experience in conducting education research and evaluation in West Virginia Schools. Dr. Cochrane has extensive knowledge of best practices for family engagement in rural West Virginia through her work with the West Virginia Family Engagement Center program. Dr. Cochrane has served as the Assistant Director of the West Virginia Family Engagement Center program since it was awarded as one of the U.S. Department of Education’s Statewide Family Engagement Centers in 2018, providing evidence-based technical assistance, school-based support, and outreach to the 100 lowest performing schools in West Virginia. The resumes and biographical sketches for the evaluation team are included in Other Attachments.

Research Questions and Hypotheses

Impact questions

RQ1. To what extent does FETSC increase Core Partners’ capacity to enhance and implement systemic, effective family engagement efforts? It is hypothesized that FETSC model will lead to increased (a) knowledge among Core Partners for family engagement efforts, (b) self- and collective-efficacy among Core Partners for family engagement efforts, and (c) implementation of family engagement policies, programs, and services. **[PROJECT GOAL 1]**

RQ2. Do school communities receiving FETSC support exhibit higher family engagement than school communities without FETSC support? It is hypothesized that FETSC model will lead to increased numbers of (a) LEA staff, (b) school staff, and (c) families participating in family engagement efforts. Effects of both one-year and multiple-year involvement will be examined. The research will also explore whether FETSC programs,

resources, leadership opportunities are associated with reductions in families' perceived barriers to engagement in their child's school. **[PROJECT GOAL]**

Implementation questions

RQ3. To what extent are the key components of the FETSC model implemented with fidelity, and how does implementation vary for different school-family communities? [PROJECT GOALS 1 &2]

RQ4. How well do the key programs, activities, and resources align to the needs of families, schools, LEAs, and statewide partners (including content, quality, and access)? In particular, how well are families being authentically engaged as co-creators of educational equity? [PROJECT GOALS 1 &2]

E1. Performance Measures

Self-report measures will be a primary data source for family, school staff, and partner staff outcomes. The table below lists key measures and data sources, which prioritizes standardized instruments currently in use in West Virginia (<https://wvde.us/data-management-information-systems/wvsles/>) and elsewhere in the U.S. (<https://www.panoramaed.com/family-school-relationships-survey>). The leveraging of existing family engagement measures/indicators with well-established validity and reliability evidence will support their meaningfulness and utility for stakeholders and the sustainability of efforts beyond the grant cycle. These quantitative-focused measures will be complemented by the inclusion of qualitative approaches through the inclusion of open-ended response items on the surveys, observations of meetings and engagement activities, and periodic interviews and focus groups conducted with families and staff of schools, LEAs, and statewide organizations.

Table 3. Key Performance Measures and Instruments

Measures	Instruments
<p>Family engagement – school staff</p>	<p>WV School Learning Environment Survey for Staff (e.g., <i>This school is welcoming to and facilitates parent involvement.</i>)</p> <p>Survey was partially developed from the California Healthy Kids Survey (https://calschls.org/about/the-surveys/)</p> <p>West Virginia Family Engagement Center School-Facing Focus Groups (West Virginia Family Engagement Center, 2021)</p> <p>(e.g., <i>Do you feel that your school communicates and connects well with families? What types of things does the school do well? What could the school improve upon?</i>)</p>
<p>Family engagement – families</p>	<p>Perceptions: WV School Learning Environment Survey for Parents; (e.g., <i>This school allows input and welcomes parents' contributions, This school encourages me to be an active partner with the school in educating my child</i>)</p> <p>West Virginia Family Engagement Center Family Leader Focus Groups (West Virginia Family Engagement Center, 2021)</p> <p>(e.g., <i>Do you feel that all families are aware of events taking place at your child's school? How can the school ensure that all families are being reached and engaged in their child's academic and personal growth?</i>)</p> <p>Behavior (the extent that families interact with their child's school): Family-School Relationships Survey (Panorama Education, 2022, https://www.panoramaed.com/family-school-relationships-survey) (e.g., <i>In the</i></p>

	<p><i>past year, how often have you helped out at your child's school? In the past year, how often have you discussed your child's school with other parents from the school?)</i></p> <p>The Family-School Relationships Survey is based on a rigorous and extensive evidence base (Panorama Education, 2020).</p>
<p>Family efficacy</p>	<p>West Virginia Family Engagement Center Family Leader Focus Groups (West Virginia Family Engagement Center, 2021)</p> <p><i>(e.g., What needs do you currently have that are supported by your child's school or community organizations? In addition to your child's school, which community organizations currently best support these needs? Do you currently have any unmet needs that are not supported by your child's school or community organizations? If so, what are those needs? How can your unmet needs best be supported?)</i></p> <p>Family-School Relationships Survey (Panorama Education, 2022, https://www.panoramaed.com/family-school-relationships-survey)</p> <p><i>(e.g., How confident are you in your ability to support your child's learning at home?, How confident are you in your ability to make sure your child's school meets your child's learning needs?)</i></p>
<p>Barriers to engagement</p>	<p>West Virginia Family Engagement Center Family Leader Focus Groups (West Virginia Family Engagement Center, 2021)</p> <p><i>(e.g., Do you feel that there is mutual trust and transparent communication with educators and school administrators at your child's school? How does</i></p>

	<p><i>the school support mutual trust and transparent communication? What could the school improve upon?)</i></p> <p>Family-School Relationships Survey (Panorama Education, 2022, https://www.panoramaed.com/family-school-relationships-survey)</p> <p><i>(e.g., How big of a problem are the following issues for becoming involved with your child's current school?... You do not feel a sense of belonging with your child's school community, You feel unsure about how to communicate with the school.)</i></p>
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E2. Periodic Feedback for Assessing Progress Towards Outcomes

To help address implementation research questions RQ3 and RQ4, REA will collaborate with the TSC and other partners to establish a systematic system of measurable indicators and defined thresholds for full implementation of each key component of the intervention at the appropriate unit level, which are outlined in the FETSC logic model and in the project objectives, and to identify an overall acceptable threshold for meeting fidelity of program implementation. Data sources will include program attendance records (e.g., train-the-trainer programming, L.I.F.E. programming, and Breaking the Cycle programming), program materials and resources, policies and strategic plans, and facilitator surveys and interviews. Researchers will conduct semi-structured interviews with facilitators to solicit their experiences with each of the intervention components and overall implementation. Gathering of implementation fidelity data will begin in year 1 and continue throughout the project to provide an ongoing feedback loop for monitoring project progress and opportunities for improvement. As the project progresses, REA will continue to collaborate with project partners to refine the logic model and

measurement of implementation fidelity as needed. Monthly meetings will be used to coordinate and monitor evaluation activities and to review findings. The researchers will produce both memos for timely sharing of findings for project leaders as well as other project stakeholder groups from recent evaluation activities and annual summary reports of project progress and outcomes. Additionally, the West Virginia Department of Education will provide aggregate data aligned with their 2021 Strategic Plan for West Virginia Public Schools^{ix}, including priority indicators of school-readiness, literacy, ELA and math, early learning engagement, middle school engagement, high school engagement, CTE, graduation rate, and post graduate self-reported data. Detailed information on WVDE Priority Indicators may be found in Other Attachments.

E3. Methods for Producing Promising Evidence About Project Effectiveness

To assess the effectiveness of FETSC in improving family-school engagement outcomes, the QED study will commence in project year 2 and be completed in year 5. Year 1 will be used for further research planning, securing of research approvals, and pilot-testing and refinement of research instruments and protocols. The multi-year impact study design will enable investigation of both one-year and cumulative effects over time. The implementation evaluation is designed to produce information that can be used to interpret the applicability of the findings of the study of FETSC on improved family-school engagement outcomes. In addition, the implementation evaluation will generate insights about individual components of the model and their relations to impacts, including descriptions of these factors for different subgroups and settings with special attention to the most marginalized communities.

REA will employ propensity score matching to develop a matched comparison group of schools that did not utilize FETSC supports for family engagement. The FETSC schools will be

matched to similar schools based on demographic characteristics such as grade levels, gender, race/ethnicity, free or reduced lunch status.

Individual regression models will be used to test FETSC effects on each outcome (RQ1 and RQ2). Family and school staff outcomes will be analyzed using school-level data. A multi-level regression approach will be used to account for the nesting of schools within counties/LEAs. Both the baseline outcome measures and the school and district demographic variables will be included in the impact models to increase precision of impact estimates. Case deletion will be used in the case of missing baseline or outcome data. Prior to each impact analysis, REA will conduct separate tests for baseline equivalence with each analytic sample in alignment with WWC standards. REA will use similar models as used for the impact analyses, but the baseline outcome measure will become the dependent variable and no covariates will be included.

Purposeful sampling (Patton, 1990) will be the primary approach for the interview and focus group recruitment. Several existing protocols from prior family engagement research in West Virginia will be adopted or modified for the proposed project. The semi-structured interview protocols will also be partially modified as the project progresses, reflecting changes such as iterative program improvements, emergent research questions, and increasing exposure to family engagement efforts over time. The approach to the qualitative data collection of the proposed Family Engagement TSC project will involve collecting, analyzing, and disseminating data related to family attitudes and perceptions regarding family engagement in West Virginia schools. Family-facing data will be triangulated with semi-structured interviews with LEA and school-level employees, representative of a diverse range of LEA employees, school level administration, educators, and school staff. These data will be utilized by the Family

Engagement TSC, West Virginia Department of Education, WVDE Core Partners, and LEAs to both elevate and amplify family voice throughout all stages of family engagement program planning and implementation. The qualitative components of the proposed evaluation will involve five regionalized sessions of Family Leader Focus Groups and five regionalized sessions of Rural Voices Listening Tour annually. These sessions may be conducted on site or virtually, and will each be 60-90 minutes in length. Family Leader Focus Group participants will be chosen via a purposeful sampling process based upon participant recommendations from LEA and school-level administration. Rural Voices Listening Tour participants will be selected through an open-enrollment process for all parents, guardians, and caregivers of students currently enrolled West Virginia Schools within each of the five regionalized locations. These data will be utilized by the Family Engagement TSC, West Virginia Department of Education, WVDE Core Partners, and LEAs to both elevate and amplify family voice throughout all stages of family engagement program planning and implementation.

Prior to data collection, the impact study plan will be submitted to the Registry of Efficacy and Effectiveness Studies (<https://sreereg.icpsr.umich.edu/sreereg/>). Interim and final findings will be shared by project partners with project stakeholders and the SFEC grantee community; submitted for presentations at professional annual meetings, including the American Educational Research Association and Society for Research on Educational Effectiveness; and submitted for publication, including peer-reviewed journals such as *Educational Researcher* and *Sage Open*. Research findings will also be shared by REA, EdVenture, and other project partners through their networks and websites, in blogs, and via Twitter and other social media.

ⁱ The WVDE has not selected the STEAM and Wellness TACs for participation during initial implementation of the West Virginia Family Engagement TSC program; however, participation may be added in Y2-Y5.

ⁱⁱ U.S. Department of Education Dual Capacity-Building Framework for Family School Partnerships <https://www2.ed.gov/documents/family-community/partners-education.pdf>

ⁱⁱⁱ West Virginia Department of Education SEAT Survey <https://wvde.us/state-superintendent/superintendents-advisory-council/>

^{iv} The EdVenture Group, Inc. West Virginia Family Engagement Center (2021)

^v West Virginia Department of Education (2020)

^{vi} Flamboyan Foundation <https://flamboyanfoundation.org>

^{vii} International Reading Association (2002)

^{viii} Peterson C, Florence C, Klevens J. The economic burden of child maltreatment in the United States, 2015. *Child Abuse Negl.* 2018 Dec;86:178-183. doi: 10.1016/j.chiabu.2018.09.018. Epub 2018 Oct 8. PMID: 30308348; PMCID: PMC6289633.

^{ix} West Virginia Department of Education (2021) Strategic Plan for WV Public Schools (<https://wvde.us/strategic-plan/>)