

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

APPLICATION INSTRUCTIONS FOR GRANTS UNDER THE FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGR

CFDA # 84.310A

PR/Award # U310A180040

Grants.gov Tracking#: GRANT12685815

OMB No. 1894-0006 , Expiration Date: 01/31/2021

Closing Date: Jul 30, 2018

PR/Award # U310A180040

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/28/2018

4. Applicant Identifier:

N/A

5a. Federal Entity Identifier:

61-1159549

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

Kentucky

8. APPLICANT INFORMATION:

* a. Legal Name:

National Center for Families Learning

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

325 W. Main Street, Suite 300

Street2:

* City:

Louisville

County/Parish:

Jefferson

* State:

KY: Kentucky

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

40202-4237

e. Organizational Unit:

Department Name:

Education Team

Division Name:

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

Prefix:

Ms.

* First Name:

Shea

Middle Name:

* Last Name:

Coughlin

Suffix:

Title:

Vice President of External Affairs

Organizational Affiliation:

National Center for Families Learning

* Telephone Number:

Fax Number:

* Email:

PR/Award # U310A180040

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Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

ED-GRANTS-062818-001

* Title:

Office of Innovation and Improvement (OII): Statewide Family Engagement Centers CFDA Number 84.310A

13. Competition Identification Number:

84-310A2018-1

Title:

FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGRAM GRANT

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Center for Families Learning proposes to lead the creation of a Statewide Family Engagement Center to increase student academic and developmental achievement in the state of Arizona.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="4,647,940.00"/>
* b. Applicant	<input type="text" value="611,617.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="5,259,557.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

National Center for Families Learning

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	100,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☒ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☒ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # U310A180040

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
National Center for Families Learning	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

PR/Award # U310A180040

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Rebecca Barnwell	Grants Manager
APPLICANT ORGANIZATION	DATE SUBMITTED
National Center for Families Learning	07/28/2018

Standard Form 424B (Rev. 7-97) Back

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-NCFL GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

The National Center for Families Learning (NCFL) prides itself in supporting and implementing programming across the United States for all families. NCFL has a particularly strong track record of serving some of the most vulnerable families including programs in more than 100 communities across America serving low income and ethnically diverse populations. NCFL specializes in professional development and programs designed for limited English proficiency populations, Native American/American Indian populations, bilingual programs, and others targeting low income families. Services offered by NCFL in general, and this project in particular, is available to any families who could benefit. NCFL does not discriminate on the basis of culture, ethnicity, sexual orientation, language, gender, ability, or any other for any other categorical reason.

Barrier: Low-income families have difficulty engaging in school activities and accessing programming because they have limited English language skills.

Solution: National Center for Families Learning will conduct outreach to families with limited English language skills by producing materials that are in the families' native languages. National Center for Families Learning has a proven track record in increasing family engagement in low-income populations.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Joshua		Cramer	

Address:

Street1:	325 W. Main Street, Suite 300
Street2:	
City:	Louisville
County:	Jefferson
State:	KY: Kentucky
Zip Code:	40202-4237
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☒ Yes ☐ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Arizona Statewide Family Engagement Center Project
July 2018
Project Abstract

As a leader in the field of two-generation education with an evidence-based approach to family engagement, the National Center for Families Learning (NCFL) seeks funding from the U.S. Department of Education to establish the Arizona Statewide Family Engagement Center to 1) improve academic achievement for disadvantaged students 2) empower parents with information to make good choices for their child's education, and 3) increase the capacity of the SEA and LEAs to provide high-quality family literacy and family engagement services.

Goals outlined in the logic model include 1) Improve academic achievement for disadvantaged students through a Statewide Family Engagement Center 2) Empower parents of disadvantaged students with the information and tools to make good choices for their child's education, and 3) Increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services.

NCFL will partner with the Read On Arizona, Make Way for Books, Unite for Literacy, Southwest Human Development, the Arizona Department of Education and Local Educational Agencies to address **competitive priorities (1b) and (2)** by implementing NCFL's three-tiered framework which builds the capacity of stakeholders involved in increasing student achievement and school improvement through family engagement. Tier 1 will include community-wide initiatives including family engagement activities and digital resources with self-directed learning. Through Tier 2, staff at LEAs around the state will receive place-based professional development and technical assistance that support family engagement. In Tier 3, families at selected LEAs will participate in place-based direct services that support both adult and child outcomes.

The approach will create a robust collaboration of families, schools, and communities across Arizona who learn together and share knowledge, resulting in a powerful collective of families actively engaged in education. Anticipated outcomes include effective family-school partnerships, increased student attendance and academic success, and increased capacity of LEAs to provide optimal learning environments that support families' goals.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File



Leading Arizona's formation of a Statewide Family Engagement Center to increase academic achievement and school improvement

Application for the State Family Engagement Centers (SFEC) program,
Catalog of Federal Domestic Assistance (CFDA) number 84.310A

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Introduction

National Center for Families Learning (NCFL) submits this proposal to the U.S. Department of Education (ED) for a grant award under the Office of Innovation and Improvement for the Statewide Family Engagement Centers (SFEC) program. NCFL proposes to lead the creation of Arizona's SFEC to implement a systematic, high impact statewide infrastructure of family engagement that improves student development and academic achievement. The SFEC initiative will promote positive educational choices (**competitive priority 2**) for disadvantaged families through evidence-based family literacy strategies (**competitive priority 1b**), family engagement, and parent education. A comprehensive, statewide professional development, training, and technical assistance system delivered to LEAs will increase the capacity of all community stakeholders to implement cradle-to-career family engagement services and family-school partnerships. This project will result in a statewide continuum of evidence-based family literacy and engagement programming driven by NCFL's partnerships with families, the Arizona Department of Education (ADE), Read On Arizona (ROA), Make Way for Books (MWFB), Unite for Literacy (UL), Southwest Human Development (SWHD), and targeted LEAs.

Of the approximately one million Arizona public school students, 52% are disadvantaged. They face significant barriers to school readiness and academic achievement, including poverty, difficulty speaking and understanding English, and lack of exposure to books and other key resources. Persistent academic disparities illustrate this fact--chronic absenteeism for disadvantaged students is 18% compared to 14% of their peers. Only 32% of students receive passing scores on the AzMERIT, an annual statewide English Language Arts and Math evaluation administered to students in grades 3-12 (Read on Arizona MapLIT Data Center,

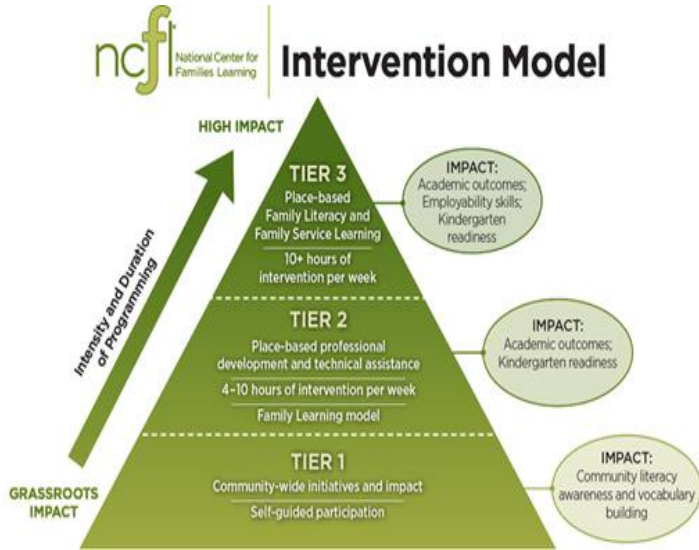
2018). Proposal partners will leverage their history of collaboration, expertise in the family engagement and literacy field, and work done to date to address these issues. NCFL has worked with partners in Arizona for 27 years to support family engagement and literacy efforts and will lead the SFEC initiative by combining its expertise in national partnerships with its knowledge of Arizona's education system.

For three decades NCFL has pioneered two-generational family engagement and literacy programming for disadvantaged families to improve academic outcomes and foster economic self-sufficiency. We currently work with 330 partner sites in more than 150 communities in 39 states. Our work was instrumental in developing the four-component federal definition of family literacy that informs the United States (U.S.) government today. NCFL's national reach and deep experience demonstrates our ability to manage, replicate and scale high impact family engagement and literacy initiatives for disadvantaged families and the communities in which they live. Since 1991, NCFL has served millions of families.

A. Quality of the Project Design. *AI.* NCFL's three-tiered, evidence-based approach to family engagement in education and family literacy provides the framework for this proposal. NCFL is driven by research that shows parents and caretakers have the greatest influence on the academic trajectories of their children, and that strong parent-child and parent-school relationships are catalytic to educational progress, particularly for disadvantaged families from diverse backgrounds (Henderson, Mapp, Johnson, & Davies, 2007). The tiers of NCFL's intervention, based on equity, effective practice, and research, each: 1) coincide with the intensity and duration of services needed to promote educational equity, 2) are driven by families' goals, 3) are culturally responsive to the varying and changing needs of disadvantaged families, and 4) take an assets-based approach to supporting families.

Tier Three Solutions - Place-based Family Literacy programming provides the longest duration and intensity of services to disadvantaged families through the four components of the federal definition of family literacy: 1) Interactive literacy activities between parents and their children (Parent and Child Together (PACT) Time[®]), 2) Training for parents on how to be the primary teacher for their children and full partners in their education (Parent Education), 3) Parent literacy training that leads to economic self-sufficiency (Adult Education), and 4) Developmentally-appropriate education to prepare children for success in school and life (Child Education). Increased family engagement and involvement in education is developed throughout programming. As parents learn together with their children they: 1) strengthen their connections with school systems 2) are trained to effectively engage in activities to improve their child's academic achievement, and 3) are equipped to make academic choices most appropriate for their children. Programming engenders trust between families and schools, constructing the foundation of a strong partnership. This relational process is identified by the ED Dual-Capacity Framework as essential to high impact family engagement (Kuttner & Mapp, 2013).

Tier Two Solutions build the capacity of professionals to support families by sharing research-based strategies, one of five essential supports in the Dual Capacity-Building Framework. As staff connect student learning to family engagement, understand the needs of disadvantaged



families, and foster an inclusive environment for parents, a bridge built upon trust connects the home to schools.

Tier One Solutions promote community-wide awareness and support of family engagement. Through a combination of free digital resources, community trainings, and self-guided participation, more parents learn how to support the academic needs of their

children, family-school partnerships are solidified, and learning expands into the home and community. Research shows that students whose families are more involved in school display higher levels of achievement than students whose families are less involved in school (Fan & Chen, 2001; Jeynes, 2003, 2005).

NCFL's framework builds the capacity of stakeholders involved in increasing student achievement and school improvement through family engagement. It creates a collaboration of parents, students, schools, educators, and communities who learn together and share knowledge, resulting in a powerful collective of families engaged in education. This builds capacity and transfers knowledge through the generations, resulting in compounding returns that break the cycle of poverty and build economic self-sufficiency for marginalized populations (Cramer & Toso, 2016).

NCFL and its partners will implement a sustainable family engagement and literacy continuum that is scaled statewide during the grant period. Each goal outlined in the logic model corresponds to one or more tiers in NCFL's framework.

GOAL ONE: Improve academic achievement for disadvantaged students: Goal one will utilize tiers one (community-wide initiatives), two (professional development), and three solutions (place-based programming) to produce outcomes that contribute to increased academic achievement of disadvantaged students. **Addressing competitive priority 1b**, the ADE and ROA will seed and support family literacy and engagement centers at three LEA model demonstration sites (**1.1**) in year one of funding that will act as family engagement and literacy “hubs,” offering a menu of evidence-based services to support families. These include 1) direct services delivered through NCFL’s family literacy model, 2) additional high-impact, evidence-based family literacy activities and resources that connect the home, school, and community (**1.2**), 3) professional development for site staff on interventions, and 4) family support services to mitigate potential barriers to participation (e.g., child care, transportation, food, technology). Year one LEA locations will have high percentages of third-grade students struggling with reading, families in poverty, students below benchmark standards, and chronic absenteeism rates above the state average. Potential locations are 1) Isaacs School District (ISD) (urban), 2) Tucson Unified School District (TUSD) (urban), and 3) Blue Ridge School District (rural). Site selection criteria will be informed by ROA’s data center, MapLIT.

1.1: Place-based family literacy programming: NCFL’s model is explained below. Families spend a minimum of 10 hours per week over the school year. Each site will enroll a cohort of 25 disadvantaged families with children ages birth to young adulthood.

Adult Education (3-4 hours per week) The purpose of adult education is for parents to achieve education goals such as: 1) English language acquisition, 2) high school equivalency, 3) literacy education, 4) financial literacy, 5) college preparation for parents and for their children, and 6)

building strong technology skills. This fulfills the federal definition of family literacy by providing parent literacy training that leads to economic self-sufficiency.

Children's Education (4 hours per day) Children receive high quality, developmentally appropriate instruction during this component. Goals include: 1) kindergarten readiness, 2) improved language and literacy skills, and 3) family support to reach academic achievement. This fulfills the federal definition of family literacy by providing age-appropriate education to prepare children for success in school and life experiences.

Parent Education (biweekly, one hour per session) This component assists parents in effectively engaging in their children's education to help children meet academic goals and empower parents to make choices about their children's education. Goals include working with teachers to: 1) discuss topics on how to meet each child's unique learning needs and support classroom learning with activities at home and through school and extracurricular programs, 3) understand school expectations and annual report cards, 4) encourage participation in parent leadership programs, and 5) provide opportunities to mentor other families. This fulfills the federal definition of family literacy by training parents how to be the primary teacher for their children and full partners in the education of their children.

Parent-Child Intergenerational Literacy Experiences, Parent and Child Together (PACT)

Time[®] (1+ hours per week) During this component, parents and children come together to learn. Goals are to: 1) assist parents in their role as the first teacher of their children 2) help parents practice interacting with their children in a supportive environment. This fulfills the federal definition of literacy by promoting interactive literacy activities between parents and their children.

NCFL's certified trainers will train LEA staff on how to implement the family literacy model and provide ongoing technical assistance. NCFL strategies will be piloted through family literacy programming. Based on evaluation outcomes, practices will be diffused to additional LEAs through a practice guide and statewide professional development (Goal 3). These strategies include: 1) ***Dialogic Reading*** (see evidence form): principles include: a) encourage the child to participate, b) provide feedback, and c) adapt the reading style to the child's growing linguistic abilities. During dialogic reading, the adult uses a specific approach to prompt children while reading a book. The adult becomes both an active listener and questioner, enabling adult and child to switch roles so that the child becomes the storyteller.

2) ***Foundational skills to support reading for understanding in kindergarten through 3rd grade*** (see evidence form): Strategies include ensuring that students read connected text every day to support reading accuracy, fluency, and comprehension, and teaching students to decode words, analyze word parts, and write and recognize words.

1.2: Providing additional high-impact, evidence-based family literacy activities and resources that connect the home, school and community. At demonstration sites and in the surrounding community, Unite for Literacy (UL), Read On Arizona (ROA), Southwest Human Development (SWHD), and Make Way for Books (MWFB) will offer high-impact, evidence-based activities and resources to expand programming reach. These include:

Unite Growing Readers Program (UL) provides families with regular distributions of culturally and developmentally appropriate picture books and parent information cards. Studies find that the only behavior measure that correlates significantly with reading scores is the number of books in the home. An analysis of a data set of nearly 100,000 United States school children found that access to printed materials—and not poverty—is the “critical variable

affecting reading acquisition” (McQuillan, 1998). According to the NAEP, only 28 percent of Arizona fourth grade students were reading proficiently in 2013 (Retrieved online from: <https://www.phoenix.gov/news/education/801>). Packages of four research-based, culturally relevant picture books will be distributed regularly to 25 families at each model demonstration site (100 books total per family). An additional 1,000 families in surrounding communities will receive a book package, along with access to UL’s digital library. Parent information cards support a self-determined habit of reading. All materials are available in English and Spanish. Data from the 2015 NAEP produced a significant finding that 77% of 8th grade students in Arizona with 100+ books in their homes and a daily habit of reading scored at or above proficient, compared to 20% of the average 8th grade student (NAEP, 2015).

SWHD, MWFB, and ROA will offer early childhood community trainings in each region where demonstration sites are located through an eight-week program that shares the importance of early language and literacy skill development and how parents can support their children. Ten trainings will be held for disadvantaged families annually at each site, resulting in at least 300 families served per year. Trainings are held on-site at apartment complexes, faith-based organizations, pediatric well-child clinics, neighborhood schools, mobile parks, and family resource centers. Most trainings are delivered in Spanish. By meeting families where they are, the information reaches families that have a difficult time engaging in school. This addresses an alarming statistic in Arizona, as only 34% of three- and four-year-olds across Arizona are enrolled in preschool, which is 14% less than the national average (Children’s Action Alliance, 2014). MWFB, ROA, and SWHD’s community trainings demonstrate significant gains. Before entering programming, 19% of parents reported that no one in their households had read to their children in the past week and an additional 37% read to their child between one to three times in

the previous week. Upon completion of the program, 72% of parents or guardians reported that they read to their children four or more times a week (Powers, J. & Fulton, M.L, 2017).

Compilation of ROA's Existing Family Literacy Resources and Awareness Campaign A

A comprehensive list of literacy resources will be made available to site staff and families. A research brief that includes data on school literacy plans, data impact trends, and case studies of bright spots will be used to inform implementation of supports and services to students and families. ROA will launch a statewide rollout of an early language and literacy awareness campaign, *Smart Talk*, which targets professionals that serve families.

The partners will execute a multi-media strategy, leveraging statewide networks and communications channels to reach disadvantaged families. Tactics will be culturally and linguistically responsive to families and will include a combination of flyers, social media, and information sessions. For adults with limited English proficiency, materials will be made available in their native language, fulfilling the requirements of GEPA section 427.

Years 2-5: Three model demonstration sites in selected LEAs, including suburban regions demonstrating high need, will be added annually in years two-four of funding, resulting in a total of 12 operating sites by the end of the grant period. Sites will be a central resource for family engagement and literacy initiatives in their respective regions. A train-the-trainer approach will be utilized to create a supportive network. In year five, NCFL will spend time producing and disseminating a report about the impact of family literacy over the course of the grant period. Third-party researchers will conduct a rigorous annual evaluation at each model demonstration site. NCFL will compile evaluation results into a practice guide that will be disseminated to LEAs, integrated into ROA's existing resources, and housed on its website.

Outputs and Outcomes: Please reference attached logic model.

GOAL TWO: Empower parents of disadvantaged students with the information and tools to make good choices for their child's education: Addressing competitive priority two, goal two leverages tiers one and three solutions (community-wide initiatives/place-based family literacy programming) through four different strategies:

2.1: Leverage family literacy sites to build parent capacity to make positive school choices for their children. **Parent Time (NCFL).** The families participating in programs at each demonstration site will acquire the knowledge, tools, and resources needed to make informed decisions about their children's education. Parent Education details are in Table 1.

2.2: Practitioner Professional Development. ADE's Early Childhood Education Unit will develop statewide knowledge of evidence-based family engagement practices through train-the-trainer modules for providers. They will build localized expertise through PD and training at participating sites. This PD will show LEAs how to use data sources (e.g., Map LIT) to support families to make school choice decisions for their children. **Parent Information Center and Professional Development.** ROA will develop an online Parent Information Center (PIC) using their MapLIT Data Center to provide parents with information on = their school's performance in key academic areas. LEAs and parents will be trained on how to access and use the PIC, which will make analysis easier for families, community partners, and key stakeholders.

2.3: Establish and facilitate statewide special advisory committee to provide sustainability for the SFEC beyond the term of the grant. The Arizona Family Engagement and Language/Literacy workgroup (FE workgroup), facilitated by ROA, will guide development of the SFEC's special advisory committee, a parent-majority group that will provide consistent input and feedback. ADE and ROA will establish and facilitate one state and three district-level Parent Leadership Councils (PLCs), identifying parents at demonstration sites for membership. Each PLC will be

assigned to one demonstration site to advise the project. Coordinated facilitation of these groups will break down silos, creating a unified, parent-led effort to school improvement by bringing stakeholders together to determine the best way to deliver family engagement tools and resources to disadvantaged families. Sustained parental engagement and leadership in these groups will yield greater representation of disadvantaged families and their educational needs on a district and state level and transfer critical knowledge about education institutions and policymaking to parent leaders. Through increased leadership opportunities and connections to community institutions and stakeholders, parents gain a sense of self-efficacy in their ability to influence decisions that affect their children, a key developmental capacity-building component in the formation of family-school partnerships (Kuttner & Mapp, 2013).

2.4: Establish and facilitate a statewide parent-to-parent network to share best practices in family literacy activities and increase social capital. ROA's existing website will host a digital community connecting parents and storing information about family engagement, family literacy, and school choice.

Outputs and Outcomes: Please reference logic model.

GOAL THREE: Increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services.

3.1: Provide a statewide training system for key stakeholders including the SEA, LEAs, and community organizations to support family literacy and engagement programming tied to school improvement plans. **ROA** will leverage its FE workgroup's evidence-based PD around family literacy and engagement in school-age students. All regions of Arizona will be reached through the PD system: a statewide training system for SEAs, LEAs, and community organizations to support family literacy and engagement, including 1) 4-6 sessions of evidence-based school age

family literacy/engagement training, 2) train-the-trainer sessions in 25 ROA communities, 3) utilization of ROA website for family literacy resources, 4) dissemination of a research brief that includes data on Arizona school literacy plans, data impact trends, and case studies to inform implementation. **ROA** will leverage existing family literacy resources for LEA staff and parent training on school choice via the digital PIC. **ADE** will provide train-the-trainer PD/TA for LEAs on how to use data sources to support families making school decisions. **NCFL** will provide a family literacy professional development system (training and technical assistance) for demonstration sites in targeted LEAs.

3.2: Provide digital family literacy and engagement resources to support professionals statewide. All digital resources developed through the system will be housed on ROA's website, including NCFL's resources. Partners will participate in statewide conferences (such as ADE's Early Childhood Family Engagement Conference and ROA at the Summit) to share best practices in the field of family engagement and literacy, discuss state and local policy and standards, promote a menu of digital resources, and encourage networking between districts, staff, and local schools. *Outputs and Outcomes:* Please reference logic model.

A2. Research shows that two-generational family engagement and literacy programming improve parents' ability to support their children's education, which significantly impacts a child's academic and life success. One meta-analytic review found that students whose families are more involved in school by attending parent-teacher conferences, parent meetings, visiting and volunteering in the classroom, and participating in social events, display higher achievement than similar students whose families are less involved in school (Fan & Chen, 2001; Jeynes, 2003, 2005). These impacts can be greater for families from diverse cultural backgrounds, who frequently experience the most socioeconomic and academic disparities (Henderson et. al, 2017).

Trained professionals are crucial to executing high impact family engagement programming; through delivery of direct services to families they can significantly influence families' levels of engagement. Research emphasizes the importance of ongoing PD that includes family-centered approaches to educating children, strategies for partnering with diverse families, and ways to encourage family involvement (Naughton, 2004). The Dual Capacity Building Framework outlines the importance of administrators and staff to be culturally competent and capable of building trustworthy relationships with families (Kuttner & Mapp, 2013).

Promising Evidence for NCFL's Family Literacy Model. Levesque and Scordias (2018) conducted a study on the impacts of NCFL's family literacy model in Detroit, Michigan. Eighty-Four Hispanic families participated in programming at Southwest Solutions. Data was gathered on both parental and child outcomes. The interaction between those outcomes also was examined. An analysis of pre-test and post-test data found a significant positive change in the families' home literacy environments. The frequency of at home reading to or with children increased [$t(32)=-2.233$, $p=0.033$] for families who regularly attended and fully participated in all four aspects of the family literacy model. Additionally, parents experienced an increase in self-efficacy in terms of their ability to support their children's education [$F(136,104) = 5.31$, $p = 0.000$] (project year 2015-16 SIF annual report). In a quasi-experimental, between-groups design formed by matched pairs, children whose families participated in the program had significantly higher rates of school attendance [$F(2,512) = 8.08572$, $p = 0.000$] and of reading growth rates [$F(44,18)=2.67$, $p=0.027$] when compared to children in non-participating families.

A series of multivariate MANOVAs were utilized to examine the interaction between parental and child outcomes (Levesque and Scordia, 2018). Parents' level of attendance was

significantly associated with students' attendance, academic mindset, and reading achievement. The calculated effect size ($f = 0.0276$) indicates a small effect while the calculated power of 0.9287 suggests that this effect was likely a result of the intervention rather than occurring by chance. Further, adult participation in programming was significantly associated with education-related parenting behaviors, students' school actions, and reading level. An effect size of $f=0.1381$ and a power of 0.9997 were calculated and suggest that the changes in parent behavior and student performance are related to program participation.

A3. *Operational Sustainability:* Demonstration sites create integrated, consistent delivery of services for disadvantaged families across the age spectrum (12 total sites by year 5). Through rigorous evaluation, best practices identified at demonstration sites will be diffused to practitioners and families with students of all ages across Arizona's four regions through the proposed PD system in years 2-5. This train-the-trainer approach, embedded into the ADE's existing infrastructure, will build internal capacity and transfer programming knowledge to more schools—further incorporating practices statewide.

The formation of a special advisory committee; state, and district-level parent leadership councils; the digital statewide parent-to-parent network; and participation in statewide conferences will help to sustain family engagement initiatives. They will 1) increase their visibility and leadership throughout the grant term, 2) solidify a best practice of parental involvement in education, and 3) influence local and state education policies and systems after the grant term ends. The number of families served will increase with program expansion, resulting in more families who are learning, practicing, and adopting educational practices they can share with others. As more families and staff make intentional family engagement in education a regular habit, this practice becomes woven into the broader community fabric.

Fiscal Sustainability: NCFL will implement a financial model that provides front-end investments in capacity, which over the grant period allows them to be sustained beyond the grant period at much lower costs and within available resources. As more staff receive PD on family engagement and literacy programming and more families receive direct services through demonstration sites, a “new normal” will be established. Sustaining this future state on an on-going basis can be done at significantly lower cost because investments in the costliest program components have already been made and can sustain the work.

NCFL commits to securing the required 15% non-federal match outlined in the NIA for years 2-5 of the grant using philanthropic support and partner contributions. NCFL’s annual budget includes private dollars, with robust, longstanding support, including Toyota Corporation, the Dollar General Literacy Foundation, and the Bill & Melinda Gates Foundation. NCFL’s strong record of fundraising supports an annual budget of \$8,701,384 and an endowment of \$10,442,268.

B. Quality of the Management Plan and Project Personnel

B1. Diverse perspectives will contribute to the proposed project through:

Management of cross-sector partner collaborations: NCFL will collaborate with partners to guide the development and implementation of the SFEC initiative throughout the grant period.

This will entail reviewing and integrating state and local policies, existing family engagement initiatives, and state academic standards; and identifying parent needs to determine how to best

embed the SFEC into the state system. ***Formation of a special advisory committee:*** Including a

variety of community stakeholders (parents, educators, students, SEA, LEA representatives,

community business members), this parent-majority committee will encompass a diverse array of

perspectives, providing feedback and guidance on the SFEC initiative. ***Parent Leadership***

Councils (PLCs): State and district-level PLCs amplify parental voice, involvement, and social capital. **Digital statewide parent-to-parent network:** This interactive resource will act as a communications vehicle to solicit and collect parent needs and concerns regarding family engagement and literacy education initiatives and distribute information to a broader parent network. **Parent training and information centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act:** Parents of children with disabilities will be actively recruited for participation in family literacy programming as well as the special advisory committee and PLCs. Parent participants will learn about communicating and collaborating effectively with their child's education team and participating in the development of individualized education programs through Parent Time activities.

B2. Management and Governance - National Center for Families Learning

The creation of this proposal reflects significant input from partners, drawing upon their areas of expertise and vast knowledge of the Arizona education system to create an infrastructure that will meet the needs of the state's families. Please reference attachment appendices 6 and 7 to view an SFEC organizational chart and a visual depiction of the statewide infrastructure.

Project Director (.15 FTE): The project director will provide leadership and fiscal oversight of the grant over the funding period and will be based out of NCFL's headquarters. **SFEC Grant**

Coordinator (1.0 FTE): The grant coordinator will provide operational and on-the-ground management of the project, operating out of ROA's offices in Arizona. This role will work with partner site leads to coordinate and monitor the effective delivery of all SFEC services in the logic model. Responsibilities will include support for training delivery. **Budget Analyst (.50**

FTE): The budget analyst will support the director and coordinator with fiscal oversight and will work out of NCFL's headquarters. **Administrative Assistant (.5 FTE):** The administrative

assistant will provide administrative support to the project director and grant coordinator and will work out of NCFL's headquarters.

B3. Table 1: Project Milestones and Timelines

Goal One: Improve academic achievement for disadvantaged students through a Statewide Family Engagement Center.							
1.1:	Milestones	School Year 1	School Year 2	School Year 3	School Year 4	School Year 5	Responsibility
	Establishment of criteria for LEA demonstration sites	11/01/2018					ADE, ROA
	Choose sites	12/01/2018	Spring 2019	Spring 2020	Spring 2021		ADE, ROA
	Selection of site staff	12/01/2018	Summer 2019	Summer 2020	Summer 2021		ADE, LEAs
	Needs assessment for technology and support services	12/01/2018	spring/summer 2019	spring/summer 2020	spring /summer 2021		NCFL, LEAs
	Recruitment of families for all programming	12/01/2018-01/01/2019	Late summer-fall 2019	Late summer - fall 2020	Late summer - fall 2021		LEAs, ADE

	Training of staff on the family literacy model	12/01/2018-01/01/2019	Summer 2019	Summer 2020	Summer 2021		NCFL
	Implementation of evidence-based family literacy	Starts 01/01/2019	2019-2020 school year	2020-2021 school year	2021-2022 school year	2022- 2023 school year	LEAs
	Provide distance support services based on need (coaching, webinars, etc.)	Starts 01/01/2019	2019-2020 school year	2020-2021 school year	2021-2022 school year	2022- 2023 school year	NCFL
	Family literacy technical assistance for staff at sites	Starts 02/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	NCFL
	Programming evaluation	Starts 02/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	NCFL
	Review evaluation results		11/2019	11/2020	11/2021	12/2022	All partners

	Based on evaluation, select strategies for dissemination		12/2019	12/2020	12/2021	12/2022	All partners
	Triangulate results with current literature		12/2019	12/2020	12/2021	12/2022	NCFL
	Create practice guide			2020-2021 school year	2021-2022 school year	08/2022 dissemination	NCFL
	Integrate practice guide into existing ROA resources			2020-2021 school year	2021-2022 school year	08/2022 dissemination	ROA
1.2:	Growing Readers Book Distribution	Starts 01/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	UL
	Parent Time in family literacy demonstration sites	Starts 01/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	NCFL, LEAs

	Community family engagement events on language/literacy skills and book sharing	Starts 01/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	SHD, MWFB
	Digital family literacy resources	Starts 01/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	ROA
	Smart Talk media campaign	Starts 01/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	ROA
	Resource sharing	Starts 01/01/2019	Ongoing	Ongoing	Ongoing	Ongoing	All Partners

Goal Two: Empower parents of disadvantaged students with the information and tools to make good choices for their child's education.

2.1	Development of Parent Time resources for school choice.	Starts 01//2019 - 05/2019	08/2019 - 05/2020	08/2020- 05/2021	08/202- 05/2022	08/2022- 05/2023	LEAs, NCFL support
	Facilitate school choice resources into Parent Time sessions	Starts 01//2019 - 05/2019	08/2019 - 05/2020	08/2020- 05/2021	08/202- 05/2022	08/2022- 05/2023	LEAs
2.2	Train-the-trainer PD for practitioners on how to equip parents with the resources and tools needed for school choice.	01/01/2019- 05/30/2019	08/2019 - 05/2020	08/2020- 05/2021	8/202-05/2022	08/2022- 05/2023	ADE
	Design and develop an online Parent Information Center (PIC) leveraging MapLIT Data Center	01/01/2019- 05/30/2019	Update annually	Update annually	Update annually	Update annually	ROA

	PD for parents on how to access and use PIC information to inform school choice	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	
	LEA training on using PIC to support families	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	
2.3:	Creation of criteria for group members for special advisory committee	12/01/2018-01/30/2019					ADE, ROA
	Recruit members for participation in special advisory committee	01/01/2018-05/30/2019					ROA

	Set up meeting schedules and plans agendas	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ADE, ROA
	Creation of criteria for group members for Parent Leadership Councils	01/01/2019-02/01/2019					ADE, ROA, LEAs
	Recruit members for participation in Parent Leadership Councils	02/01/2019-05/30/2019					ADE, ROA, LEAs
	Establish/facilitate 1-3 district-level PLCs	02/01/2019-05/30/2019	08/2019 - 05/2020	08/2020 - 05/2021	08/2021-05/2022	08/2022-05/2023	ADE, ROA
	Set up meeting schedules and plan agendas	02/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ADE, ROA

2.4.	Establish a digital community for storing information and connecting parents	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ROA
Goal Three: Provide a statewide training system for key stakeholders including the SEA, LEAs, and community organizations to support family literacy and engagement programming tied to school improvement plans.							
3.1	Design statewide professional development delivery system	12/01/2018-02/28/2019					ADE, ROA, MWFB, SWHD, NCFL
	Family Literacy implementation training for site-based programs	12/01/2018-01/01/2019					ADE, ROA
	In-person PD for school-age children (4-6 sessions per year)	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ROA

	Rollout of early language and literacy awareness campaign to families--Smart Talk includes presentations targeting professionals that serve families.	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ROA
	PD for 25 Read On Communities for family engagement practitioners serving school age children.	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ROA coordinate, ADE, SWHD, MWFB, and others
	Early childhood community trainings in sites in regions where model demonstration sites are located	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	SWHD, MWFB, ROA

	Coaching/Webinars	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ADE, ROA, MWFB, SHD, NCFL
	Design professional development materials focused on family engagement and literacy strategies piloted at model demonstration sites		2019-2020 school year	Ongoing	Ongoing	Ongoing	ADE, ROA, MWFB, SHD, NCFL
	Dissemination of research brief that includes data on school literacy plans	11/2018-1/2019					ROA
	Participate in annual statewide conferences	Summer 2019	Annual	Annual	Annual	Annual	ADE, ROA, MWFB, SHD, NCFL

3.2.	Creation of a digital platform	01/01/2019-05/30/2019					ROA
	Creation of new resources and selection of existing resources	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ADE, ROA, MWFB, SHD, NCFL
	Promotion of website	01/01/2019-05/30/2019	Ongoing	Ongoing	Ongoing	Ongoing	ADE, ROA, MWFB, SHD, NCFL

B4. The qualifications, including relevant training and experience, of key project personnel.

Appendix 4 includes resumes for key project personnel.

Dr. Joshua Cramer (SFEC Project Director) (NCFL Vice President) Relevant experience includes 1) 7 years' experience directing federal grants for an LEA (including family literacy and family engagement grants), 2) 5 years' experience leading national family literacy and family engagement efforts, 3) Dissertation study completed on four-component family literacy, 4) Leadership internship at ED in 2012 (as a part of doctoral study of federal education programs).

Nicol Russell (Lead, ADE) (ADE Superintendent for Early Childhood Education and Head Start Collaboration Director ADE) Relevant experience includes 1) 18 years in education, 2) Former Director, Early Childhood Special Education, 3) Teacher and administrator, early learning programs in Maryland and Arizona, 4) Doctoral student, educational leadership. **Terri Clark (Lead, ROA)** (ROA Arizona Literacy Director) Ms. Clark works in partnership with the ADE, Arizona Head Start Collaboration Office, First Things First, the Governor's Office of Education, the State Board of Education, and philanthropic partners to advance efforts in early literacy.

Natalia Hoffman (Lead, MWFB) (MWFB Impact Director for Family Education and Literacy) Relevant experience includes 1) 7 years managing MWFB's Family Education and Literacy, 2) 10 years first-hand experience working with children, families, and early childhood educators and partner agencies across the early childhood system in southern Arizona. **Kendra Smiley**

(Lead, SWHD) (SWHD Senior Literacy Program Manager) Relevant experience includes 1) 14 years' experience working with children, families, child care teachers and directors, 2) Member, Read On Phoenix Executive committee. **Mike McGuffee (Lead, UL)** (UL Founder and President) Relevant experience includes 1) 20 years making engaging, low-cost books for distribution to disadvantaged communities 2) Member, ROA Executive Committee.

C. Adequacy of Resources

CI. The Arizona SFEC proposed project is led by a deeply committed partner, NCFL, which has led family-based education solutions for three decades. Lead partners include the ADE, ROA, MWB, SHD, and UL. Each partner has submitted MOUs and Letters of Support that indicate their commitment, also detailed below.

Applicant and Lead Partner: NCFL pioneered the creation of the four-component family literacy program defined in the SFEC RFP grant competition. For the last three decades, NCFL has seeded and supported effective family literacy programs across the US that serve disadvantaged families - including those with students who are English language learners, minorities, are disabled, are homeless, in foster care, and migrants - and has continued to demonstrate effectiveness through independent evaluation and research. NCFL was instrumental in developing the federal definition of family literacy services that informs the US government today. This definition brings continuity to traditional four-component family literacy programs and is in federal legislation, such as the Elementary and Secondary Education Act, Head Start Act, Workforce Investment Act, and the Community Service Block Grant Act.

At its core, family literacy is an evidence-based, high-impact approach to family engagement services. Based on its experience providing training and technical assistance to LEAs for three decades, NCFL has developed a powerful suite of resources for application in school systems beyond the evidence-based family literacy model. NCFL also has an effective method for deploying high-impact, statewide family engagement systems. NCFL's commitment to this project is implicit in its mission, vision, and values which center on improving the academic achievement of disadvantaged students by building adult, child, and family capacity

simultaneously. For these reasons, NCFL serves as the lead, statewide applicant for the creation of the Arizona SFEC.

Arizona Department of Education (ADE) (*Phoenix, Arizona*) (Objectives 1.1, 2.2, 3.1) In the FY16 Annual Report of the Arizona Superintendent of Public Instruction, ADE supports 15 county-level education agencies, more than 200 public school districts, over 400 charter holders, and 13 Joint Technological Education Districts. More than 1.1 million students attend publicly funded K-12 schools in Arizona. Approximately 950,000 of those students attend one of more than 1,700 traditional public schools, with the remainder attending one of more than 500 charter schools. Arizona is home to approximately 90,000 certified teachers, 50,000 working in traditional K-12 schools and 10,000 in charter schools (retrieved from

[https://www.azed.gov/finance/2018/01/17/fy-2017-superintendent-annual-financial-report-safr-](https://www.azed.gov/finance/2018/01/17/fy-2017-superintendent-annual-financial-report-safr-posted)

[posted](https://www.azed.gov/finance/2018/01/17/fy-2017-superintendent-annual-financial-report-safr-posted)). **Read On Arizona** (*Phoenix, Arizona*) (Objectives 1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 3.2) ROA supports communities to build coalitions that elevate literacy as a priority, fill gaps in vital student services, and scale effective practices. Serving students, families, and educational organizations implementing early literacy programs across the state, ROA targets students ages birth through eight years, with a strategic focus on the economically disadvantaged. The ROA State-level Collaborative is comprised of state agencies, philanthropic organizations, and community partners committed to building an early literacy system for Arizona that delivers improved outcomes for students ages birth through eight. In addition, 25 ROA Communities throughout Arizona comprise a network of communities focused on a collaborative approach to solutions in early literacy. **Make Way for Books** (*Tucson, Arizona*) (Objectives 1.2, 3.1, 3.2) MWFB is an early literacy nonprofit that provides proven programs, services, and resources to 30,000 young children, parents, and educators throughout southern Arizona each year. Using a

strengths-based, two-generation approach, MWFB's programs ensure Arizona's most vulnerable children have access to powerful and positive early educational experiences while building the capacity of the adults that care for young children. Programming takes place where there are high concentrations of poverty and sites where at least 80% of children qualify for free or reduced lunch. Across all MWFB programs, 97% of children develop critical emergent literacy skills, 98% of parents gain skills and confidence to be their child's first best teacher, and 99% of early childhood educators gain skills to support the children in their care more effectively. **Southwest Human Development** (*Phoenix, Arizona*) (Objectives 1.2, 3.1, 3.2) Founded in 1981, the mission of SWHD is to strengthen the foundation of Arizona's children for a great start in life. SWHD's more than 40 comprehensive programs focus on young children ages birth to five years and their families in the areas of child development and mental health, Easter Seals disabilities services, early literacy and Head Start, family support and child welfare, and professional development. Each year, the agency serves 135,000 children and their families. The agency is nationally recognized for its innovative responses to changing community needs. **Unite for Literacy** (*Fort Collins, Colorado*) (Objectives 1.2) UL is a book publisher and platform that supports literacy. Its next-generation technology allows users to read, create, and share culturally and linguistically relevant books. UL hosts a free, digital library of more than 400 original picture books, written in English and Spanish and narrated in more than 35 home languages. **Isaacs Public School District** (LEA) In the ISD, there are 5,389 children under the age of six and 3,161 of these children are living in poverty. Of these children, 92.7% are of Hispanic or Latino descent compared to 44.9% statewide. A staggering 99% of kindergarten students qualify for the USDA Free and Reduced Lunch Program, and only 16.6% are enrolled in a preschool. In addition, only 14% of third grade students scored at or above in proficient English Language

Arts (ELA), 41% of the child population is living in a single parent household, and the median household income is \$24,000.

Tucson Unified School District (LEA) TUSD is southern Arizona's largest district (serving 47,000 students) where 34% of students are achieving third-grade reading proficiency and 92% of elementary and K-8 schools are classified as Title I Schools.

Blue Ridge School District (LEA) Approximately 175 students are enrolled into Blue Ridge through open enrollment, largely from the White Mountain Apache Tribe of Whiteriver, McNary and surrounding neighborhoods. Enrollment for school year 2018-19 at Blue Ridge Elementary, now serving K-6 is nearly 1,100. 16% of incoming students are disadvantaged.

C2. Arizona is the sixth largest state in the U.S. by area and the 14th by population size, reporting an estimated 7.12 million residents in 2018. This figure has exploded over the past 40 years and continues to climb--from 2010 to 2015 it was the seventh fastest growing state nationwide posting a cumulative growth of 6.82%. Most of the state's residents reside in its two main cities, Phoenix and Tucson; however, it is also home to 10 federally recognized Indian reservations. Despite the wealth of available human potential, Arizona's education system continues to falter. *Education Week* ranked Arizona 45th among fifty states and the District of Columbia on the measure of school funding and the poverty achievement gap (Retrieved from: <https://cronkitenews.azpbs.org/2018/01/17/arizona-education-gets-low-grade>). Of the one million public school students enrolled in Arizona's school system, 52% are disadvantaged. The disparities demonstrate significant differences in scores between White students and students of color (20-46 points), and between low-income students and their higher income peers (18-34 points). Hispanic/Latino, Native American, Black and low-income students fall as much as 35 points below the national average for both reading and math proficiency (Retrieved from :

<https://www.expectmorearizona.org/blog/2018/04/10/2017-naep-results-az-scores-highlight-need-to-address-achievement-gap>). Reaching an ethnically-diverse, low-income population with significant family engagement programming spread across a large geographic area is difficult on any budget. Through three comprehensive goals and subsequent objectives, and a budget of under one million dollars per year, the proposed project will improve academic outcomes in all 666 Arizona school districts. Due to the strong partnerships outlined in the Quality of Program Design section and the commitment by partners to continue this work beyond the project period, the proposed project is one that is cost effective and promises to yield compounding returns for Arizona families and the stakeholders that serve them.

C3. The proposed combination of family engagement strategies, professional development, and direct services to families represents a multi-pronged approach to reach tens of thousands of families with students of varying ages that range across all regions. The budget fulfills funding requirements to spend not less than 65% each fiscal year to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students and not less than 30 percent of the establish or expand technical assistance for evidence-based parent education programs. The most intensive of services are structured to help those that are most in need, while a host of digital resources, community trainings, and in-person and digital PD opportunities extend family engagement practices even deeper into communities. By leveraging the hundreds of organizational networks through proposal partners to disseminate and promote SFEC resources, we estimate that our reach to students, families, practitioners, and community members will touch 100,000 education stakeholders each year, which when divided by the annual grant is \$10 per individual. This is a nominal investment in a state that is struggling to provide its many residents with high impact education solutions. Further, the larger costs of

being low-income—illiteracy, low high school graduation rates, and social isolation—have dire implications for the economic health of Arizona and that of the nation.

D. Quality of the Evaluation Plan

D1. The project theory of change assumes that educators must build parent/caregivers' capabilities to support academic outcomes. Using a SMART framework (Specific, Measurable, Achievable, Relevant, and Timely) to set goals, this mixed methods evaluation plan examines implementation (outputs) and outcomes for parents and their children. The implementation single group pre- and post-design documents annual fidelity to the proposal through evidence of outputs (ex., professional development) and participant (staff, parents) responses. Depending on the variable, adult data will be examined using a single group design or a between group design formed by criterion (cutoff). Child data will be examined using pre- and post-design.

Impact Evaluation Question: To what extent does parent engagement over one or more school years (Independent Variable - IV) increase education-related parent behaviors (Dependent Variable - DV) and increase student attendance and achievement (DV)?

Implementation Evaluation Question. At what level of fidelity was the program implemented? If fidelity level is not high (as measured by *Benchmarks* mean scores on seven indicators of program implementation), what strategies are used to get back on track and what was the result of those strategies?

Fidelity will assess the following: a) adherence to protocols (ex., research-driven professional development) outlined in the SFEC Evaluation Manual, b) sufficient opportunities for parents to engage with the school, c) adherence to implementation timelines, d) complete and timely data collection and management of data.

Connection with Logic Model. The logic model details systems, outputs, strategies, and outcomes that ground the evaluation. Objective clusters are noted in the Objectives section.

Data definition of variables. a) Participation in SFEC: Number of total hours of all activities over the course of a school year enrolled parents participate in SFEC, b) Education-related parenting behaviors: Self-reported out of school parenting behavior and in school engagement, c)

Attendance rate: Percent of students attending 90% of the time and the percentage of time attending school/time scheduled to attend school, Pre-test and Post-test scores, end of year benchmark level for a standardized measure of reading benchmarks, state assessments.

Informed Consent. The *Family Consent Form* (NCFL) is required for all parents participating.

Instrumentation. *Benchmarks for Program Improvement* (NCFL). Program quality and fidelity to the SFEC model is determined by number of indicators observed or not during a site visit by a technical assistance team and evaluation annually to assess seven program elements: adult education, Parent Time, PACT Time, Component & Program Integration, Recruitment & Retention, School Climate & Facilities, and staffing/data requirements. (Fidelity)

Parent Family Literacy Survey. Monthly self-report survey of parenting support “out-of-school” activities/actions such as: the degree to which a parent feels confident to help with homework; the degree a parent feels comfortable talking to a teacher about their child; school activities attended. (Education-related parenting behaviors; parents components).

Initial and Post Family Interview. A questionnaire developed by the NCFL (2008) and used nationally across its family learning and family literacy programs. The Initial Interview collects essential demographic data. Other item clusters include; employment situation, home and out of school literacy support, parents’ perceptions about their ability to help their child succeed in school, parents’ beliefs about their level of responsibility in their children’s education,

family social capital, and parents' self-efficacy. The post measure contains all the same items except for the demographic data. (Education-related parenting behaviors; parents components)

Adult Academic Assessment Scores (Pre and Post). Scores of English language and literacy on adult education standardized measures converted to National Reporting System (NRS) levels of adult literacy. (Education-related parenting behaviors; parents components)

Professional Development Satisfaction Survey. Multiple Likert and open-ended items given to participants after all professional development associated with SFEC.

Technical Assistance Reports. Standard template aligned with *Benchmarks*. Includes appraisal of strengths per program component and areas for action. Completed by NCFL staff after site visits.

District-Compiled Data Records. Attendance records as reported to the state education agency. (Student attendance; children)

Standardized Reading Achievement Measure used by LEA TBA. Pre and Post to determine whether students are performing below, at, or above grade level.

DESSA-mini: strength based nationally normed and reliable tool for screening and progress monitoring of children's social and emotional competence completed by parent.

Goals, Indicators, Project Objectives, Measures, and Timelines

Table 1

Impact Evaluation Data Collection, Analysis and Time Line

Key: QT: Quantitative QL: Qualitative BOY: Beginning of Year MOY: Middle of Year
EOY: End of Year (SO) Summative Outcome (DOC)
Documentation for data needed
Collected by (T), (S) Supervisor, (AT) Adult Teacher, (PT) PACT Teacher,
(P) Parent (SG) School Gathered; (E) Evaluator

GOAL 1: Improve academic achievement for disadvantaged students.

Data Collection	Data Analysis	Time Line
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Objective 1.1. Place-based family literacy programming. Evaluation Strategy: Frequency count number and descriptive statistics of established centers, of high-quality staff, and of parents who report use of at-home literacy practices		
QT: Name of sites (S)	QT: Comparison to Targets DOC: List of sites	BOY and EOY
QT: Name of staff and training level (S)	QT: Comparison to Targets DOC: List of staff and their level of training.	BOY and EOY
QT: List of at home literacy practices (S)	QT: Comparison to Targets DOC: List of at-home literacy activities.	Monthly
SO 1.1: Meets 80% of program indicators on Benchmarks (S)	QT: Descriptive Statistics DOC: Evaluation compared to Benchmarks for each site	BOY, MOY, and EOY
Objective 1.2. Providing additional high-impact, evidence-based family literacy activities and resources that connect the home, school and community. Evaluation Strategy: Frequency count and descriptive statistics of the number of all students and whether they meet the criteria.		
SO 1.2a: Families report reading together and engaging with their children around the Unite for Literacy books =>3 times per week. (P)	QT: Descriptive Statistics, Comparison to target (80%)	EOY

SO 1.2b: Report of home literacy practices on reading to/with child (P)	QT: Comparison to Cut Score (3 or more times per week) DOC: Parent survey of reading habits	BOY, MOY, and EOY
Objective 1.2. Providing additional high-impact, evidence-based family literacy and resources that connect the home, school and community. Evaluation Strategy: Frequency counts and descriptive statistics.		
Catalog of Unite for Literacy Growing Readers Book Distribution (S) Used by Families (P)	QT: Descriptive statistics, comparison to target QT: Number of families report reading the books with their child QL: Creation of catalog that is accessible and/or distributable.	BOY, EOY

GOAL 2: Empower parents of disadvantaged students with the information and tools to make good choices for their child's education.

Data Collection	Data Analysis	Time Line
Objective 2.1. Leverage family literacy sites to build parent capacity to make positive school choices for their children. Evaluation Strategy: Single group Pre/Post		
SO 2.1a: 80 % of parents report improved decision making relative to support of children's learning, choice, and	QT: Single group pre post QT: Parent Family Literacy Survey DOC: Parent Survey results	BOY, EOY

parental involvement in children's education. (S) (E)		
SO 2.1b: 80% of parents' decisions positively impact the school climate and provide optimal learning opportunities for their children. (S) (E)	QT: Single group pre/post, Descriptive statistics QT: Parent Family Literacy Survey DOC: Parent Survey results	BOY and EOY
SO 2.1c: Parents achieve their goals, ex., becoming a better teacher of their child, GED® attainment, English language acquisition, and citizenship attainment. (S) (E)	QT: Single group pre/post, Descriptive statistics QT: Family Interviews DOC: Parent Survey results	BOY and EOY
Objective 2.2. Work with targeted LEAs to support parent choices that lead to their child's academic achievement and developmental progress. Evaluation Strategy: Frequency counts, descriptive statistics, and growth.		
2.2a (S) (P) Percent of parents report improved adult decision making relative to support of children's learning, choice, and parental involvement in children's education.	QT: Single group pre/post; Descriptive statistics DOC: Parent Survey results DOC: Family Interviews	BOY and EOY

SO 2.2b Parents' decisions and actions positively impact the school climate and provide optimal learning opportunities for their children.	QT: Single group pre/post; Descriptive statistics DOC: Parent Survey results DOC: Family Interviews	BOY and EOY
SO 2.2c: Parents achieve their goals such as becoming a better teacher of their child, GED® attainment, English language acquisition, and citizenship attainment. (P) (E)	QT: Single group pre/post; Descriptive statistics DOC: Family Interviews, Adult Achievement Test/NRS levels	BOY and EOY
SO 2.2d: Parents report greater family wellbeing (economic security wellness, etc.). (P) (E)	QT: Single group pre/post Descriptive statistics QT: Family Interviews DOC: Family Interviews	BOY and EOY
SO 2.2e: School improvement efforts are maximized and increasing percentages of students succeed academically (DOC, SG)	QT: Single group pre/post QT: LEA attendance QT: LEA percent of children proficient on reading measures	BOY and EOY
Objective 2.3. Establish and facilitate statewide special advisory committee to provide sustainability for the SFEC initiative beyond the term of the grant. Evaluation Strategy: Qualitative analysis of minutes, rosters related to special advisory.		

SO 2.3: Effective family-school partnerships supporting student achievement and school improvement.	QL: Analysis of agendas and records DOC: List of special advisory committee members, Meeting agendas, Meeting notes	Within one week, of contact/meetings upload documents
Objective 2.4. Establish and facilitate statewide parent-to-parent network to share best practices in family literacy activities and increase social capital. Evaluation Strategy: Frequency count and descriptive statistics		
2.4. Number of parents, service providers, and educators accessing digital platform and then reporting school decision making and support of their children	QT: Number of access provided QL: Name and description of statewide parent-to-parent networks DOC: Hits on website or copy of resources disseminated	BOY, MOY, and EOY

GOAL 3: Increase the capacity of SEA, LEAs, and community organizations to provide high-quality family literacy and family engagement services.

Data Collection	Data Analysis	Time Line
Objective 3.1. Provide a statewide training system for key stakeholders including the SEA, LEAs, parents, and community organizations to support family literacy and engagement programming tied to school improvement plans. Evaluation Strategy: Count number of trainings (content) and participants in training by role.		

QT: Number of well-prepared key stakeholders to support and advance program goals.	QT: Growth DOC: Sign up sheets with ID# and role, content description (target + evidence base) Agendas. Signed rosters. Online/social media hits.	1 week after each training session
Data Collection	Data Analysis	Time Line
<p>Objective 3.2: Provide digital family literacy and engagement resources to support professionals statewide.</p> <p>Evaluation Strategy: Count number of trainings (content) and participants in training by role.</p>		
QT: Number of professional and parent users each year	QT: Growth DOC: Digital platform, ROA website, NCFL digital resources; Online/social media hits.	Baseline - EOY

Statistical Analysis of Impacts: The impact evaluation focuses on the relationship among participation in the FLP and school-related parenting behaviors and indicators of student success in school (attendance, discipline, behavior and literacy achievement). Datasets will be analyzed for missing data. In situation of attrition, data procedures previously described in that section will be followed. For other missing data, a Monte Carlo procedure will be used.

Correlational analysis will be used to determine relationship between participation in the SFRC and school-related parenting behaviors. A moderate to strong correlation is required to demonstrate that the SFRC is having an impact on school-related parenting behaviors. This

evidence is essential to demonstrating that family literacy can change parenting behaviors by addressing the parent's education (ex., English literacy issues), providing a better understanding of the schools and a specific role for the parents in the school, and by providing information and training on how to accomplish this. Analysis will be conducted using MANOVA (Garson, 2012; Tabachnick, 2012) for 3 independent variable levels, and 3 dependent variables: SFEC participation (IV), education-related parenting behaviors (DV), student attendance (DV), and student literacy achievement (DV). Based upon the initial results of the MANOVA, additional statistics and post hoc tests may be conducted.

Power analysis for a MANOVA with three levels and three dependent variables was conducted in G-POWER to determine a sufficient sample size using an alpha of 0.05, a power of 0.80, and a small effect size ($f^2 = 0.25$) (Faul et al., 2008). Based on those assumptions, the year 1 desired sample size is 70.

D2. Further analysis will be conducted per site to examine fidelity to implementation and to determine differences, if any. Qualitative and quantitative data will use a constant comparative analysis and discourse analysis to interpret the data and quantitative data will be analyzed with descriptive statistics and tests of significance. Beginning with the second year, information will be analyzed at both a single year of data and longitudinally for individual schools and the study population. Monthly (one hour) evaluation audio-video conference calls with the project director and invited staff will ensure a collaborative evaluation process with timely feedback and promote continuous improvement. The evaluator will provide a trained data collector responsible for each site. The evaluator will visit the sites at least once per year.

D3. The evaluation will explore correlations between indicators of literacy and parental engagement in schools with their children's learning. The project evaluation is grounded by

evidence (Levesque & Scordias, 2017) using a QED to examine a family literacy program. The federal reviewers concluded that the study produced moderate evidence of a positive relationship between parents' sustained engagement in a family literacy program and increases in their children's reading growth rate and achievement, school attendance, and growth mindsets.

Results will be disseminated annually (formative findings will be shared monthly with project staff). Findings will build awareness for parents of their role in improving their children's education. Results will inform school staff of ways to support and cultivate environments welcoming to parents. Results will inform adult educators about the knowledge, skills, and abilities parents need to support children's learning. Implications will support school leaders as they work to build relationships that increase the capacity of parents to support their children's educational needs. Ongoing interactive evaluation strategies such as monthly phone conferences with local staff and NCFL project leaders will ensure fidelity to both the intervention and evaluation models. Annual evaluation reports will be shared with key stakeholders. Annual progress will be reported with fidelity to the funder's protocol and reporting platform.

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Goal One: Improve academic achievement for disadvantaged students.

Objective 1.1: Seed and support 3 new family literacy and engagement model demonstration sites in years 1-4 of funding (12 sites by the end of year 5) in rural, suburban, and urban locations across the state through effective partnerships with the SEA, LEAs, and community-based organizations. Model-demonstration sites will provide a continuum of cradle-to-career services that promote literacy and family engagement in education. Services will include NCFL family literacy curriculum, technology, training and technical assistance, and stipends for essential services (parent education, child care, transportation, food, program integration).

INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-ROA staff -ADE -Population demographics -School academic achievement data -ROA MapLIT data center	Establishment of criteria for LEA demonstration sites (serving disadvantaged families in urban, suburban, and rural locations)	-85% of families served by the LEA meet the federal government's definition of low-income -High percentage of third-grade students struggling with reading, students below benchmark K-3, and chronic absenteeism rates above the state average.	-Staff prepared via PD to provide high quality services as measured by NCFL Family Literacy Benchmarks. -75 parents recruited and enrolled in family literacy programming during the first year -Parents set goals -Parent work with staff to set attendance policy -Parents' children meet or exceed LEA daily attendance rate	-Program components meet 80% of program indicators on NCFL Benchmarks -80% of participating parents report use of literacy supportive practices with their children during out of school time	-High quality sites sustain services beyond funding. -Programs meet annual recruitment and retention goals. -60% of parents attend regularly -90% of children attend regularly -80% of parents reach academic and life goals
-ADE -ROA	Site selection for model demonstration sites	Staffing of programs: -PT parent facilitator -PT adult educator (community member who represents population served) -# child teachers as needed -Supportive child care staff -NCFL technical assistance staff	-Book distribution to 85 parents per family literacy hub site. -Extended outreach to 100+ families in the hub site community through book distribution and family engagement events. -90% of enrolled families read to/with their child at least 3 times per week		
-LEA staff	Recruitment of families to participate in family	-25 families per site -75 families in years 1-4 -375 families by year 5			

-Print and digital recruitment materials -ADE communications channels -Read On Collaborative's network of over 500 partners and CBOs providing other family support services	engagement and literacy programming	-3 new sites years 1-4 -12 sites by year 5			
-NCFL -Model demonstration site staff -Professional development delivered on the NCFL family literacy Model -Evidence-based family literacy model programming materials -Cohorts of families at each site -Technology needed for program implementation	Family Literacy Implementation training for LEA staff at selected sites. Family literacy technical assistance conducted twice annually at each selected site. Implementation of evidence-based family literacy programming at selected sites.	-15-20 family literacy practitioners (5-6 staff per demonstration site) trained annually in four component family literacy implementation training -2 days implementation training -2 annual visits per site, including observation/feedback sessions -Ongoing desk technical assistance -6 webinars annually -Evidence of high-quality family literacy site based on benchmark indicators: adult education, parent time, PACT Time, Component & Program			

		Integration, Recruitment & Retention, School Climate & Facilities, and staffing/data requirements.			
-NCFL staff -Model demonstration site staff -Technology needed for program implementation	Needs assessment of technology requirements at selected sites	-Identified technology installed in 3 demonstration sites.			
-LEA staff -Child care staff at sites -Bus transportation for families -Food donations from local vendors	Support services based on need (child care, transportation, food)	-High-quality support services in place			
Center of Effort - Dr. Jeri Levesque	Evaluation of site-based programming	Mixed methods evaluation to include child academic outcomes and parent/staff interviews			Summative evaluation collaboration with national project evaluator

-NCFL staff -LEAs -Third party evaluator, Center of Effort	Review of evaluation results	Results of impact for different literacy strategies			
-NCFL staff -LEAs -ADE -Materials and digital properties for dissemination of practice guide -NCFL -Current literature	High impact family engagement and family literacy strategies -Select strategies based on evaluation results -Create list of high impact family engagement and family literacy strategies for practice guide -Triangulate results with current literature -Create practice guide	Print and distribute 1000 copies of practice guide annually within state to LEAs, ADE, and CBO practitioners in years 2-5 Disseminate guide on digital properties Number of downloads of practice guide from website(s) Number of views/clicks to practice guide on website(s).			

Objective 1.2: Providing additional high-impact, evidence-based family literacy activities and resources that connect the home, school and community					
INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-Unite for Literacy digital	Unite for Literacy Growing Readers Book Distribution	-85 families per site (255 per 3 demonstration sites)	-100% of Families sign up for book distribution	-80% Families report reading together and engaging with their	-90% of families received 100% of the book distribution – 100 new books in their homes.

<p>and print book platform</p> <p>-LEAs at family literacy demonstration sites</p> <p>-SWHD and MWFB Community family events, materials, and books</p>	<p>Parent Time lessons on reading and sharing books with children and creating habits of reading.</p> <p>Community family events on the importance of early language and literacy skills, reading and sharing books, and book distribution.</p>	<p>receive 100 books each year; 25 distributions of 4 books biweekly.</p> <p>-1,275 families by year five (127,500 books distributed).</p> <p>-875 families across sites each year to receive 4 books and access to online library; 5,000 families by year five (20,000 books distributed)</p> <p>-100 families participate in community events per site; 300 families per year; 1,500 families by year five</p>	<p>-Families participate in parent workshops/family events on reading and sharing books with children.</p> <p>-Families begin to receive book deliveries</p> <p>-Parents report home and out of school literacy practices (P)</p>	<p>children around the books.</p> <p>-Families read 50% (50 books) of their book distribution.</p> <p>-Families read together 3 or more times per week</p>	<p>-80% of the families report building new habits around reading together and sharing books.</p>
<p>-ROA staff</p> <p>-Existing resources</p> <p>-Data for research brief</p> <p>-Media channels for Smart Talk Campaign</p>	<p>Existing family literacy resources made available at sites:</p> <p>1.Continuum of Effective Literacy Practices for Arizona</p> <p>2.Early Literacy Guide for Families</p> <p>3.Dyslexia Resource Guide for Families</p>	<p>-Number of visitors to website.</p> <p>-Number of clicks within site to resources.</p> <p>-Number of views to video, channels.</p> <p>-Number of downloads of materials.</p> <p>-Average time spent on site and resource-specific pages.</p> <p>-Metrics on social media interaction, impressions</p>	<p>Adults download Apps</p>	<p>Increasing numbers of visitors and clicks</p>	<p>Use of digital literacies by families enhanced by access and use of information for learning.</p>

	Smart Talk media campaign (videos, social media, posters, overview, PPT training) Resource sharing and awareness campaign				
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Goal 2: Empower parents of disadvantaged students with the information and tools to make good choices for their child's education

Objective 2.1: Leverage family literacy sites to build parent capacity to make positive school choices for their children.

INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-LEA Parent Time staff -Each cohort of 25 families	Create 2-4 Parent Time sessions on school choice Facilitate 2-4 school choice Parent Time sessions annually with families at demonstration sites	-Number of parents attending school choice Parent Time sessions in demonstration sites	-80 % of parents report improved adult decision making relative to support of children's learning, choice, and parental involvement in children's education. -Parents' decisions and actions positively impact the school climate and provide optimal learning opportunities for their children. -Parents achieve their goals such as becoming a better teacher of their child, GED attainment, English language acquisition, and citizenship attainment. -Parents report greater family wellbeing (economic security wellness, etc.) -School improvement efforts are maximized and increasing percentages of students succeed academically		

Objective 2.2: Work with targeted LEAs to support parent choices that lead to their child's academic achievement and developmental progress.

INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-ADE staff -Training and TA materials	Practitioner professional development on how to equip parents with the resources and tools needed for school choice using	Digital resources for parent choice	-80 % of parents report improved adult decision making relative to support of children's learning, choice, and parental involvement in children's education. -Parents' decisions and actions positively impact the school climate and provide optimal learning opportunities for their children. -Parents achieve their goals such as becoming a better teacher of their child, GED attainment, English language acquisition, and citizenship attainment. -Parents report greater family wellbeing (economic security wellness, etc.)		

	a train-the-trainer approach		-School improvement efforts are maximized and increasing percentages of students succeed academically		
-ROA staff -MapLIT Data Center -Digital platform -Training materials -ADE staff	Design, develop an online Parent Information Center leveraging the MapLIT Data Center Professional development for parents on how to access and use the Parent Information Center Develop LEA and Parent training on the Parent Information Center for families served by the Statewide Family Engagement Center	-Data center to visualize data and help make analysis easier for families, community partners and key stakeholders. -Families introduced to and trained on learning how to use the Parent Information Center to make choices that are most appropriate for their children. -Number of parents trained	-Based MapLIT data, professional development is created targeting need.	-Increasing numbers of highly qualified teachers who can inform parents about school choice	-Increasing numbers of children in optimal learning environments

Objective 2.3: Establish and facilitate statewide special advisory committee to provide sustainability for the SFEC initiative beyond the term of the grant.					
INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-ROA staff -ADE staff -ROA's existing Family Engagement & Language/Literacy work group for guidance	Creation of criteria for parent-majority Special Advisory Committee members (parents, education professionals who have worked with	Criteria for group members	-Special Advisory Committee is convened to promote family engagement and learning policies. -Enhanced family and school	-Special Advisory Committee is sustained to promote family engagement and learning policies. -LEA family engagement policy	-Effective family-school partnerships supporting student achievement and school improvement.

	disadvantaged children, SEA and LEA representatives, community representatives, and local schools, % of parents, ethnic breakdown, etc.)		capacity for family engagement	and program goals reflect and support those identified by the committee.	
-ROA staff -ADE staff	Recruit members for participation.	-Committee of 15 members with over 50% of committee comprised of parents			
-ROA staff -ADE staff	Establish and facilitate one state and three district-level Parent Leadership Councils (PLCs) , identifying parents at model demonstration sites for membership	-One state Parent Leadership Group -Three district-level Parent Leadership Groups			
-ROA staff -ADE staff	Set up meeting schedule	Meeting schedule and attendance sheets			
-ROA staff -ADE staff	Plan agendas focused on the improvement of family engagement policies for the inclusion of family literacy and deep family engagement	Agenda format			

Objective 2.4: Establish and facilitate a statewide parent-to-parent network to share best practices in family literacy activities and increase social capital.					
INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes

-ROA staff -ROA website	Establish a digital community for storing information and connecting parents. Build on Read On Arizona assets to develop digital community for storing information and connecting parents.	-Digital platform Virtual Community with metrics of engagement (likes, comments)	-Parents, service providers, and educators access digital platform and report school decision making and support of their children	-Enhanced collaboration via information sharing among partners and families	-Effective and sustainable LEA and family partnerships to insure digital literacy supportive of program goals and social capital
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Goal Three: Increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services.

Objective 3.1: Provide a statewide training system for key stakeholders including the SEA, LEAs, and community organizations to support family literacy and engagement programming tied to school improvement plans.

INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-ROA staff -Existing family engagement professional development materials from ROA's Family Engagement work group	Statewide training system for SEAs, LEAs, and community organizations to support family literacy and engagement	-4-6 sessions in evidence-based family literacy/engagement (school age) -PD Train-the-trainer in 25 Read On communities across the state	-Increasing number of well-prepared key stakeholders to support and advance program goals.	-Increased capacity for collaboration across LEAs to share professional development and to advance practitioners' knowledge and skills.	-Sufficient numbers of highly qualified and trained practitioners to sustain and advance a statewide system of professional development delivery. -A coordinated statewide network of parents represent and drive a diverse range of parent interests and needs of disadvantaged families in school policy and program development.
-NCFL staff -Training materials	Family Literacy PD system (training and technical assistance) for demonstration	-Compilation of NCFL's face-to-face and digital family engagement and family literacy resources			

	sites in targeted LEAs				
-ROA staff -Parent Information Center -MapLIT data center -Training materials	Parent training on school choice via the digital Parent Information Center	-Numbers of parents trained			
-ADE staff -ADE training materials	ADE train-the-trainer PD/TA (technical assistance) for LEAs on how to use data sources to support families making school decisions	-Number of practitioners trained			
	Participate a statewide family engagement conference	-Participation by partners in two conferences per year			

Objective 3.2: Provide digital family literacy and engagement resources to support professionals statewide.					
INPUTS	ACTIVITIES	OUTPUTS	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
-ROA website	Use of ROA's digital platform to store resources	Digital platform	-Professionals awareness of digital family network. -Establish baseline for users.	-Families spend more time on site. -Increasing numbers of parent users each year	-Strong family-to-family and family to school networks for information sharing -Families share resources
-NCFL's existing digital resources -Practice guide outlining best practices and lessons learned	Selection of new and existing resources	Resources focused on family literacy and engagement			

from programming at model demonstration sites					
-ADE communications channels and vehicles, Read On Collaborative's network of over 500 partners, Community-based organizations providing other family support services	Promotion of website	Metrics of use			



July 23, 2018

Betsy DeVos, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos,

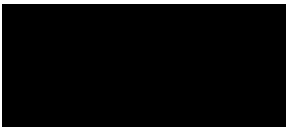
As CEO of Make Way for Books, I write this letter in support of the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

Make Way for Books looks forward to the opportunity to partner with NCFL and other project partners to improve the outcomes for Arizona's children and families. For twenty years, Make Way for Books has provided successful early literacy programs and services to improve outcomes for children in southern Arizona. Each year we impact 30,000 children, families, and educators. Make Way for Books has an established track-record for success implementing the proposed project components and welcomes the opportunity to provide programming in southern Arizona through the State Family Engagement Center.

Moreover, the 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with our state's current objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Sincerely,



Jenny Volpe
Chief Executive Officer

700 N. Stone Ave.
Tucson, AZ 85705

PR/Award # U310A180040

www.makewayforbooks.org

p: 520.398.6451
f: 520.398.5932



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Douglas A. Ducey
Governor

Michael Traylor
Director

July 23, 2018

Betsy DeVos, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos,

As Program Administrator for the Child Care Administration, I write this letter in support of the National Center for Families Learning's (NCFL) proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

The Child Care Administration (CCA) is the lead agency and responsible for ensuring compliance with the Child Care Development Block Grant. One of the components is to ensure that child care providers have access to high quality trainings that assist them in providing quality child care services to Arizona families. Ultimately, the goal is for all families to have access to quality child care services regardless of their income level. Southwest Human Development partners with CCA to provide this service in the form of tiered training on expulsion prevention.

The 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with Arizona's current goals and objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Sincerely,

Brook W. Herrera
Program Administrator
Child Care Administration



July 26, 2018

Betsy DeVos, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

Read on Arizona (ROA) fully supports Arizona's consortium proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII) with the National Center for Families Learning as the lead applicant. The Arizona consortium includes the Arizona Department of Education, Read On Arizona, Southwest Human Development, Make Way for Books and the National Center for Families Learning. NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989.

Read on Arizona is a state-wide, public/private partnership of state agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of supports to improve language and literacy outcomes for Arizona's children from birth through age eight. The state's early literacy initiative is guided by an advisory board with representatives from: First Things First, Arizona Department of Education, Head Start State Collaboration Office, Arizona Community Foundation, Helios Education Foundation, Virginia G. Piper Charitable Trust, as well as the Governor's Office of Education, Arizona State Board of Education, and local and regional community organizations. It's a diverse group of agencies and individuals working collectively on early language and literacy strategies to improve school readiness and third-grade reading outcomes for Arizona. Our vision and mission are aligned with both the priorities and objectives of the federal grant initiative as well as the specific goals, objectives and outcomes of the Consortium's proposed Statewide Family Engagement Center project.

Read On Arizona reaches over 250,000 students, families and educational organizations implementing early literacy programs across the state of Arizona. The Read On Arizona initiative includes a network of regional collaborations (Read On communities.) Our network of local Read On communities in high need areas includes: Avondale, Buckeye, Bullhead City, Cochise County, Copper Corridor, Flagstaff, Goodyear, Greater Surprise, Hualapai, Maricopa County, Mesa, N. Gila County, Northern Pinal, Phoenix, Prescott, San Carlos, Santa Cruz, Scottsdale, Tempe, Tolleson, Tucson, and Yuma.

Read On Arizona's strategic plan is student and family centered and is aligned with the goals of the Statewide Family Engagement Center to improve academic achievement for disadvantaged students, empower parents of disadvantaged students with the information and tools to make good choices for their child's education, and increase the capacity of SEA, LEAs, and community-based organizations to provide high-quality family literacy and family engagement services. Family engagement and professional development of early childhood practitioners that support families are two strategic priorities that are critically important in our long-term goal of creating the early literacy continuum that offers supports and services to children ages birth through eight. Our shared goal to create a literacy system that

is able to deliver the right program, at the right time, for every child rests on building the capacity of practitioners and families to strengthen their ability to support the literacy development and academic success of young children through increasing awareness about school choice and family literacy services.

As part of the collaborative effort to launch and sustain a Statewide Family Engagement Center, Read On Arizona will help to:

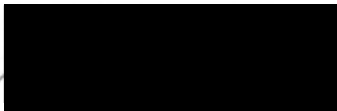
- Coordinate and align family literacy and engagement sites in rural, suburban, and urban locations across the state through the FE work group and effective partnerships with state agencies, LEAs, and community-based organizations.
- Develop list of high impact family literacy activities based on lessons learned and integrate into existing shared resources
- Establish and facilitate statewide parent-to-parent network to share best practices in family literacy activities and increase social capital.
- Use Read On Arizona website asset as SFEC Information Center to support resources for practitioners.
- Create digital family literacy and engagement resources to support professionals statewide.
- Develop an online Parent Information Center leveraging the MapLIT Data Center
- Create digital family literacy and engagement resources to support professionals statewide by using Read On Arizona website asset as SFEC Information Center to support resources for practitioners.

This Statewide Family Engagement Center will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. Arizona families and students would benefit tremendously from this work.

Read On Arizona looks forward to supporting this exciting opportunity and overall goals and direction set forth by the Arizona Statewide Family Engagement proposal to increase opportunities for high quality family engagement focused on literacy in throughout the state. I applaud the consortium and stand beside NCFL in their effort to secure funding from the US Department of Education's SFEC grant opportunity to leverage collaborative efforts and improve the lives of families throughout Arizona.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,



Terri Clark
Arizona Literacy Director

July 25, 2018



Ginger Ward, MAEd
CEO

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Mary Moore
Lindon Park Neighborhood Association

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Polsinelli PC

Cathy Valenzuela
Arizona Business Bank

James Van Steenhuyse
UBS Financial Services Inc.

Betsy DeVos, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos,

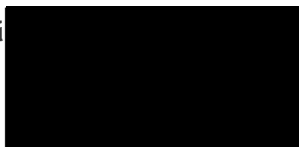
As Ginger Ward, I write this letter in support of the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

Founded in 1981, Southwest Human Development strengthens the foundation Arizona's children need for a great start in life. Southwest Human Development is Arizona's largest nonprofit dedicated to early childhood development, serving more than 135,000 children and families each year through 40 programs and services. We are pleased to participate in the State Family Engagement Center (CFDA 84.310A) administered by the U.S. Department of Education, by offering family engagement and professional development opportunities to support the work.

The 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with Arizona's current goals and objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Si



Ginger Ward, M.A.Ed
CEO

July 18, 2018

Betsy DeVos, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos,

As CEO of Unite for Literacy, I write this letter in support of the National Center for Families Learning's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

NCFL is a strong lead applicant, having viewed high quality family engagement in early literacy as paramount to improving our nation's education system since its inception in 1989. Over the last three decades, they have developed winning solutions and leading resources that influence practices in education across the country for children and families. NCFL's three-tiered, evidence-based approach to family engagement in education will drive proposal objectives and accompanying activities carried out by its strategic partners across the state.

Unite for Literacy is a publishing company and platform focused on providing families with access to an abundance of books that celebrate their languages and cultures, cultivate a life-long love of reading, and support autonomous learning that begins in the home. We will participate in the State Family Engagement Center by providing the Growing Readers program, built around creating and distributing culturally relevant, emergent picture books and family literacy support, in both print and digital versions.

The 2018 State Family Engagement Center opportunity provides an excellent and timely opportunity to accelerate the significant investments that our state has made in family engagement efforts in recent years. The goals of NCFL's proposal closely align with Arizona's current goals and objectives for the education and care of its students and families, including promoting strategies that foster high-impact cradle-to-career family, school, and community engagement. This project will result in a robust statewide continuum of high impact family literacy and engagement programming driven by effective partnerships of families, SEAs, LEAs, and community-based organizations to support student achievement and school improvement, increasing the number of high-quality educational options available to families. We look forward to a successful partnership.

Sincerely,

A black rectangular box redacting the signature of Mike McGuffee.

Mike McGuffee
CEO, Unite for Literacy

123 N. College Ste. 204
Fort Collins, CO 80524

A black rectangular box redacting contact information.
www.UniteForLiteracy.com

July 17, 2018

Preliminary MEMORANDUM OF UNDERSTANDING

This preliminary Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Arizona Department of Education (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018-2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. Objective and Strategies:

- a. Implementation of the United States Department of Education CFDA No. 84.310A, for the formation of the proposed NCFL State Family Engagement Center (SFEC).
- b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
- c. Co-construct methodologies and dissemination plans for the implementation of the long-term strategies.
- d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

2. Financial Commitment: The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with NCFL to secure matching funds (years 2-5 only) throughout the term of the project.

3. Programmatic Commitment: The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

NATIONAL CENTER FOR FAMILIES LEARNING

Arizona Department of Education

by:

Sharon Darling, President

Diane M. Douglas, Superintendent

Date: July 17, 2018

Date: July 26, 2018

July 17, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") contains all of the items of agreement between the National Center for Families Learning (NCFL, the "Consortium" and "Party") and Make Way for Books ("Agency or Partner" and "Party") (jointly, the "Parties") for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the "Program") in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

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By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

NATIONAL CENTER FOR FAMILIES LEARNING

MAKE WAY FOR BOOKS

by:

Date: July 17, 2018

Date: July 19, 2018

July 27, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Read On Arizona (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. Objective and Strategies:

- a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed NCFL State Family Engagement Center (SFEC).
- b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
- c. Co-construct methodologies and dissemination plans for the implementation of the long-term strategies.
- d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

2. Financial Commitment: The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with NCFL and consortium parties to secure matching (cash and/or in-kind) funds (years 2-5 only) throughout the term of the project.

3. Programmatic Commitment: The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

NATIONAL CENTER FOR FAMILIES LEARNING

[READ ON ARIZONA]

b [REDACTED]

Sharon Darling, President

[Terri Clark, Arizona Literacy Director]

Date: July 27, 2018

Date: 7/27/2018

July 17, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Southwest Human Development (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. Objective and Strategies:

- a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed NCFL State Family Engagement Center (SFEC).
- b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
- c. Co-construct methodologies and dissemination plans for the implementation of the long-term strategies.
- d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

2. Financial Commitment: The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with NCFL to secure matching funds (years 2-5 only) throughout the term of the project.

3. Programmatic Commitment: The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

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NATIONAL CENTER FOR FAMILIES LEARNING

SOUTHWEST HUMAN DEVELOPMENT

by:

Date: July 17, 2018

Date:

7.19.18

July 17, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the National Center for Families Learning (NCFL, the “Consortium” and “Party”) and Unite for Literacy (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

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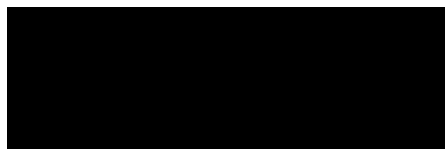
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By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

NATIONAL CENTER FOR FAMILIES LEARNING

Unite for Literacy

by:



Michael McGuffee, CEO

Date: July 17, 2018

Date: July 22, 2018



U.S. Department of Education Evidence Form

OMB No. 1894-0001

Exp. 07/31/2019

1. Level of Evidence

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

[X] Promising Evidence [] Moderate Evidence [] Strong Evidence

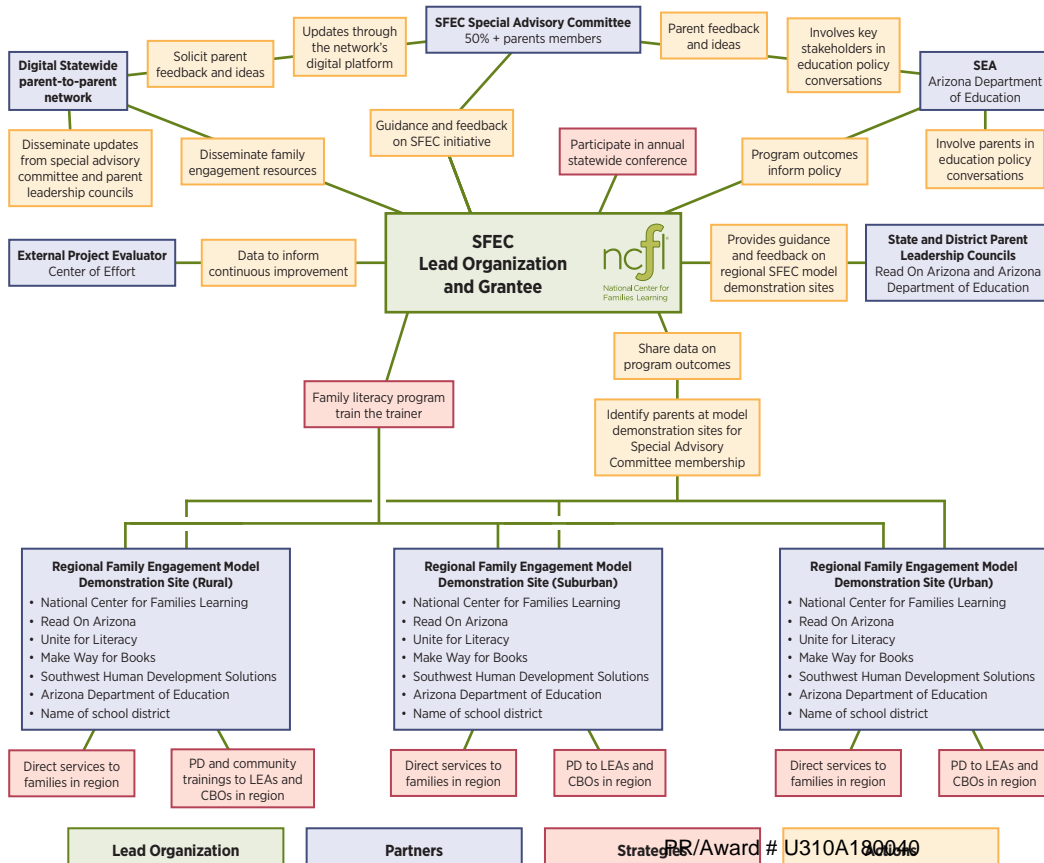
2. Citation and Relevance

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

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2007, February). <i>Dialogic reading intervention report</i> . Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf	Dialogic Reading was found to have positive effects on students' oral language skills with an average improvement index of +19 percentile points (Table 1, p. 1).	The studies that contributed to the effectiveness rating were conducted with two- to five-year old children who were enrolled in day care centers, child care centers, or preschool programs. The majority of children in the sample were from economically disadvantaged families. The studies represent urban areas in Florida, Tennessee, and Maryland as a suburban area in New York. The study samples overlap with both population and setting for children in NCFL's place-based preschool programs, one element of the proposed Family Literacy model.

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p>	<p>Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words is supported by “strong evidence” (Table I.1, p. 3).</p> <p>The practices described in Recommendation 3 were found to have positive impacts on both word reading and encoding outcomes (p. 23).</p> <p>Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension is supported by “moderate evidence” (Table I.1, p. 3).</p> <p>The practices described in Recommendation 4 were found to have “positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes” (p. 33).</p>	<p>The 13 studies supporting the practice of direct instruction in decoding, word analysis, and word recognition were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms.</p> <p>The 15 studies supporting the practice of reading connected text daily were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms. The majority of these studies were conducted in the United States.</p> <p>These study samples overlap with both population and setting in NCFL’s place-based elementary school programs, one element of the proposed Family Literacy model. Additionally, this practice guide is accompanied by a companion piece with tips for taking these recommendations into the home which supports the use of these practices as part of the Parent Time and Parent and Child Together time that are components in the proposed Family Literacy model.</p>

SFEC Arizona Infrastructure



Roles and Responsibilities

National Center for Families Learning

- SFEC fiscal and operational oversight
- Program reporting and evaluation
- Place-based family literacy programming at regional model demonstration sites
- PD on the family literacy model and ongoing training and technical assistance to staff
- Creation of digital family engagement resources, including a practice guide for families and practitioners
- Support partners in providing family engagement programming through training/TA, resource dissemination, and professional development

Arizona Department of Education (SEA)

- Ensure SFEC programming is aligned with ADE's strategic plan
- Assist with selection of LEAs to serve as model demonstration site family literacy hubs for years 1-4 of the grant
- Leverage existing communications channels and vehicles to help with SFEC family outreach, promote professional development opportunities statewide, and share online resources developed and disseminated by the SFEC.
- Serve on and engage with Special Advisory Committee and engage with Parent Leadership Councils
- Provide statewide professional development and localized technical assistance
- Provide access to relevant data for program and evaluation purposes

Read On Arizona

- Assist with selection of LEAs to serve as model demonstration site family literacy hubs years 1-4 of the grant by leveraging MapLIT data center
- Provide existing family literacy resources to model demonstration sites
- Design and develop an online Parent Information Center with information related to school choice using existing MapLIT data
- Provide training on the Parent Information Center to staff at model demonstration sites
- Lead creation and facilitation of the Parent Leadership Councils and Special Advisory Committee
- Leverage existing digital platform to support an online statewide parent-to-parent engagement network
- Provide professional development to 25 Read On communities statewide

Unite for Literacy

- Book distribution at model demonstration sites

Make Way for Books

- Deliver family literacy and engagement trainings to parents and children in communities where model demonstration sites are located
- Leverage partner networks for outreach to families and SFEC resource dissemination

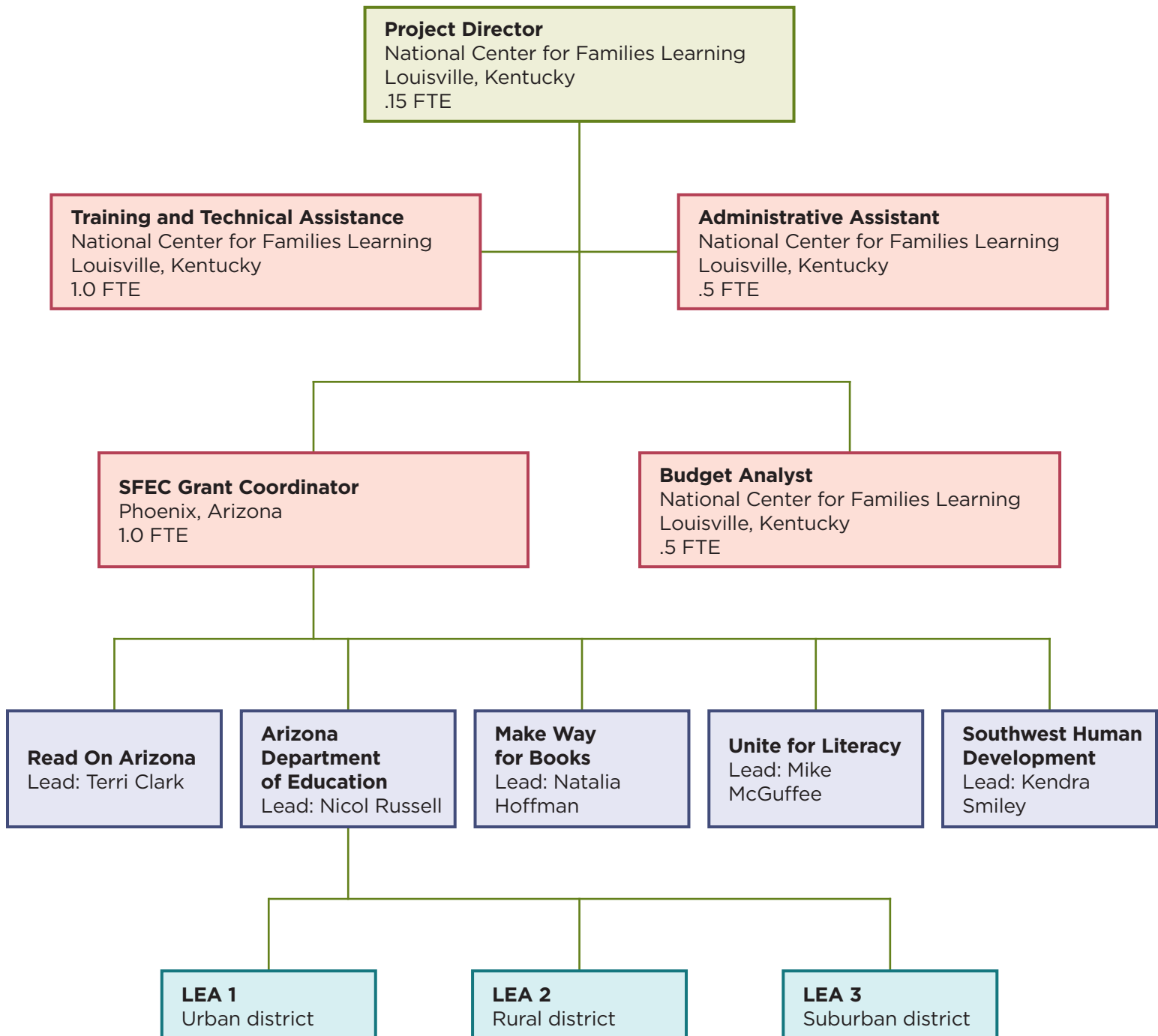
Southwest Human Development

- Deliver family literacy and engagement trainings to parents and children in communities where model demonstration sites are located
- Leverage partner networks for outreach to families and SFEC resource dissemination

Regional Family Engagement Model Demonstration sites

- Provide direct services to families by implementing NCFL's evidence-based family literacy program
- Provide location for Growing Readers book distribution programming
- Share outcomes of programming
- Provide additional support services for families participating in family literacy programming
- Provide access to relevant data for program and evaluation purposes

SFEC Arizona Organization Chart



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Section C – Budget Narrative

Overview: As a leader in the field of two-generation education with an evidence-based approach to family engagement, the National Center for Families Learning (NCFL) seeks funding from the U.S. Department of Education to establish the Arizona Statewide Family Engagement Center to improve academic achievement for disadvantaged students; empower parents with information to make good choices for their child’s education; and increase the capacity of the SEA and LEAs to provide high-quality family literacy and family engagement services. The proposed budget will use at least 65 percent of the funds received to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students and use not less than 30 percent of the funds received under this competition for each fiscal year to establish or expand technical assistance for evidence-based parent education programs.

1. Itemized Budget Breakdown

Personnel: This line item is for staff at the National Center for Families Learning (NCFL) to direct and operate the overall project as lead partner and fiscal agent. These responsibilities and FTEs will remain the same for Years 1-5. A cost of living increase of 3% annually in Years 2-5 is accounted for in this line item. Total personnel salary expenses by grant year are:



These include:

- Years 1-5: The **Project Director** will oversee the project in its entirety and will be responsible for hiring and supervising the SFEC Grant Coordinator as well as providing guidance on overall implementation and evaluation. (15% FTE).
- Years 1-5: The **SFEC Grant Coordinator** will serve as Project Manager providing general oversight of the project and compliance with rules of the grant, as well as provide

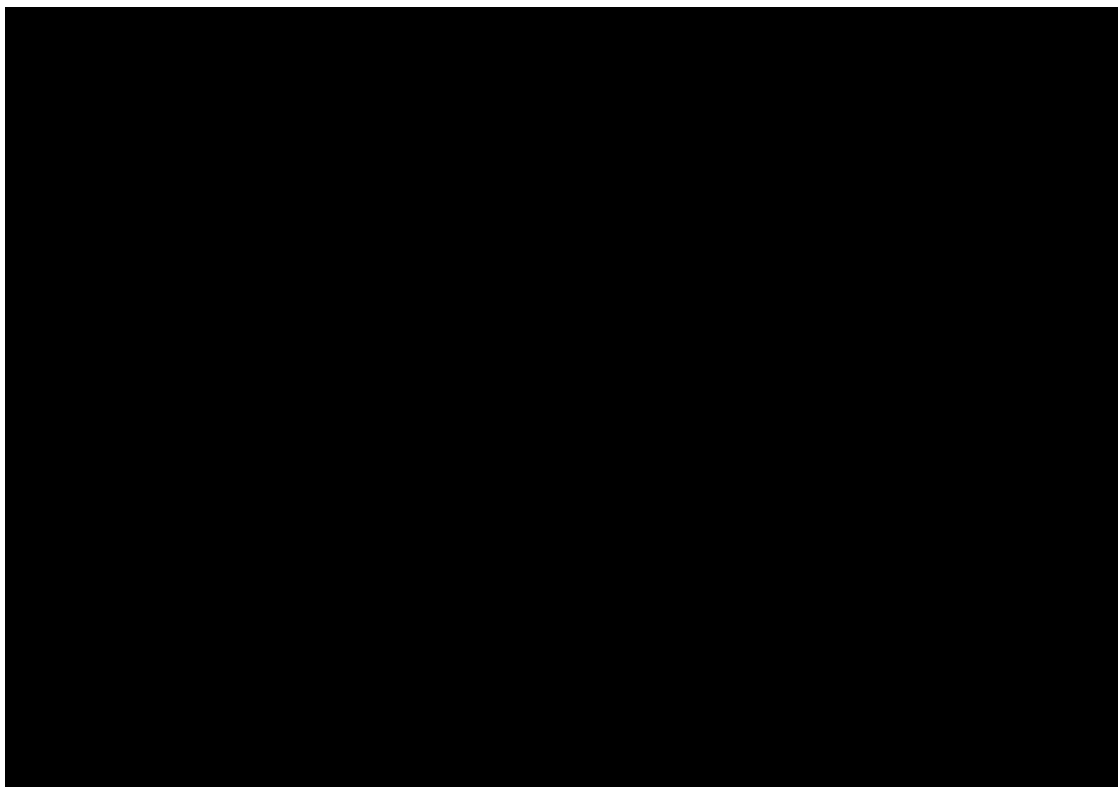
day-to-day management of the project, including oversight of partner activity; regular contact with partner contacts; regular interaction with program evaluator; adherence to program and budget goals/targets. (100% FTE).

- Years 1-5: An **NCFL Certified Trainer** will support overall training and technical assistance of family literacy and engagement services to LEA partners and statewide educator networks. This includes providing training to teachers, support for school administration, design of materials, implementation of activities, support to grant coordinator, etc. (100% FTE).
- Years 1-5: The **Administrative Assistant** will facilitate communication between project partners, a third-party evaluator, and NCFL as well as file reports and conduct other administrative duties (50% FTE).
- Years 1-5: A **Budget Analyst** will serve as the lead coordinator of all financial components of the grant including overall compliance, contract delivery and management, receivables and payables, and all financial reporting (50% FTE).

Fringe Benefits: Fringe benefits for the above personnel are calculated at 21.0% of employee's total gross pay being contributed to the project in Years 1-5. These costs include FICA, unemployment, retirement, and health insurance. Fringe benefits by year are: Year 1= \$37,569; Year 2= \$38,696; Year 3= \$39,857; Year 4= \$41,053; Year 5= \$42,284.

Travel: The travel line item includes costs for 20 annual trips by various NCFL staff members and evaluation contractor to Arizona partner locations for grant activities including: training and technical assistance, statewide conferences to share SFEC findings and best practices, and evaluation services. Visits are estimated at \$1,500 each including round trip air fare and associated fees, lodging, per diem, and ground transportation.

- Three technical assistance visits annually by two project staff to support LEA's implementation of Tier 3 family literacy services. Year 1: \$9,000; Year 2: \$9,000; Year



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Supplies: A family literacy and family engagement Practice Guide will be developed in Year 1 to be disseminated statewide to LEAs and Community Based Organizations in Arizona. A print run of 1,000 Practice Guides (estimated at \$12/per) will be completed annually Years 2-5 to support dissemination at statewide conferences and other appropriate convenings and locations. Year 2: \$12,000; Year 3: \$12,000; Year 4: \$12,000; Year 5: \$12,000.

Contractual:

- Evaluation/Data Collection: expert evaluation contractor (Center of Effort, LLC) to provide tools, analysis, and reporting based on data collected and entered by project staff. Year 1: \$100,000; Year 2: \$100,000; Year 3: \$100,000; Year 4: \$100,000; Year 5: \$100,000.

- Read on Arizona will support SFEC activities including assisting with selection of LEAs, designing and developing an online Parent Information Center, and providing professional development to 25 communities statewide. Year 1: \$105,000; Year 2: \$75,000; Year 3: \$75,000; Year 4: \$75,000; Year 5: \$75,000.
- Arizona Department of Education (SEA) will support SFEC activities including ensuring programming is aligned to state's strategic plan, assisting with selection of LEAs, serving on special advisory committee, disseminating information through existing channels, providing statewide professional development and access to relevant data. Year 1: \$50,000; Year 2: \$50,000; Year 3: \$50,000; Year 4: \$50,000; Year 5: \$50,000.
- Make Way for Books will support SFEC activities including implementing *Raising A Reader* family literacy programing at model demonstration sites (LEAs) and provide professional development services to greater Tucson region. Year 1: \$50,000; Year 2: \$50,000; Year 3: \$50,000; Year 4: \$50,000; Year 5: \$50,000.
- Southwest Human Development will support SFEC activities including implementing *Raising A Reader* family literacy programing at model demonstration sites (LEAs) and provide professional development services to greater Phoenix area. Year 1: \$50,000; Year 2: \$50,000; Year 3: \$50,000; Year 4: \$50,000; Year 5: \$50,000.
- A Literacy Service Provider will support SFEC activities including implementing *Raising A Reader* family literacy programing at model demonstration sites (LEAs) and provide professional development services to northern region of state. Year 1: \$50,000; Year 2: \$50,000; Year 3: \$50,000; Year 4: \$50,000; Year 5: \$50,000.

- Unite for Literacy will provide book distribution for 250 families at each LEA and 1,000 additional families statewide annually. Year 1: \$██████ Year 2: \$██████ Year 3: \$██████ Year 4: \$██████ Year 5: \$██████
- LEA Partner Sites (12 school districts to be determined by project partners): Each LEA will receive \$██████ to support implementation of 4-component family literacy and additional research-based family engagement activities. The SFEC will contract with three new LEAs annually in Years 1-4. Year 1: \$225,000; Year 2: \$225,000; Year 3: \$225,000; Year 4: \$225,000.

Other: Technology-based educational materials and platforms will be created, updated, and maintained for the purposes of this project. Year 1: \$20,000; Year 2: \$20,000; Year 3: \$20,000; Year 4: \$20,000; Year 5: \$20,000.

Indirect Costs: NCFL does not currently possess an approved indirect cost rate, therefore for this purpose an allowable rate of 10% of salaries and wages was used. Stipends to LEAs were not included as part of the 10% total cost calculation. Year 1: \$██████ Year 2: \$██████ Year 3: \$██████ Year 4: \$██████ Year 5: \$██████

Training Stipends: Annual stipends of \$1,000 will be provided to each LEA to mitigate barriers to participation faced by families including transportation, meals, child care, etc. Each LEA will partner with the SFEC for three consecutive years. Year 1: \$3,000 (3 LEAS operating); Year 2: \$6,000 (6 LEAS operating); Year 3: \$9,000 (9 LEAS operating); Year 4: \$6,000 (6 LEAS operating); Year 5: \$3,000 (3 LEAS operating).

2. Non-Federal funds or resources to meet required 15% match in Years 2-5.

Personnel: This line item is for staff at the National Center for Families Learning (NCFL) to support overall project implementation as lead partner and fiscal agent. These responsibilities and FTEs will remain the same for Years 2-5. A cost of living increase of 3% annually in Years

[REDACTED] al

[REDACTED]

- A Director of Community Development will provide partnership support to ensure

[REDACTED] 4=

• [REDACTED]

Fringe Benefits: Fringe benefits for the above personnel are calculated at 21.0% of employee's total gross pay in Years 2-5. These costs include FICA, unemployment, retirement, and health insurance. Fringe benefits by year are: Year 2= \$5,460; Year 3= \$5,624; Year 4= \$5,793; Year 5= \$5,966;

Contractual Services: NCFL will contribute \$30,000 of annual financial support to LEAs in Years 2-5. These funds will be procured through private philanthropy by NFCL staff. It is anticipated that core partners will contribute \$90,000 of combined annual in-kind expenses (e.g. staffing, facilities) to the SFEC project in Years 2-5. Signed MOUs included in this application indicate partners' understanding of supporting procurement of these matching funds in years 2-5

(see #2: financial commitment). Year 2= \$120,000; Year 3= \$120,000; Year 4= \$120,000; Year 5= \$120,000.

3. **Rate and base on which Fringe Benefits are Calculated**

Fringe benefits for the NCFL personnel included in this budget are calculated at 21.0% of employee's total gross pay being contributed to the project.

4. **Indirect Cost Rate**

NCFL has received a federal grant in its history but does not have a current Indirect Cost Rate Agreement approved by the Federal government, therefore a temporary rate of 10 percent of salaries and wages has been included in the budget. NCFL will submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification.



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2019

1. Level of Evidence

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

☒ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

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

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2007, February). Dialogic reading intervention report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf	Dialogic Reading was found to have positive effects on students' oral language skills with an average improvement index of +19 percentile points (Table 1, p. 1).	The studies that contributed to the effectiveness rating were conducted with two- to five-year old children who were enrolled in day care centers, child care centers, or preschool programs. The majority of children in the sample were from economically disadvantaged families. The studies represent urban areas in Florida, Tennessee, and Maryland as a suburban area in New York. The study samples overlap with both population and setting for children in NCFL's place-based preschool programs, one element of the proposed Family Literacy model.
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/21	Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words is supported by "strong evidence" (Table I.1, p. 3). The practices described in Recommendation 3 were found to have positive impacts on both word reading and encoding outcomes (p. 23). Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension is supported by "moderate evidence" (Table I.1, p. 3). The practices described in Recommendation 4 were found to have "positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes" (p. 33).	The 13 studies supporting the practice of direct instruction in decoding, word analysis, and word recognition were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms. The 15 studies supporting the practice of reading connected text daily were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms. The majority of these studies were conducted in the United States. These study samples overlap with both population and setting in NCFL's place-based elementary school programs, one element of the proposed Family Literacy model. Additionally, this practice guide is accompanied by a companion piece with tips for taking these recommendations into the home which supports the use of these practices as part of the Parent Time and Parent and Child Together time that are components in the proposed Family Literacy model.
	PR/Award # U310A180040 Page e126	

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Citation.** Provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Finding(s).** Describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Overlap of Population and/or Settings.** Explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	<p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</p>

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

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