

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Statewide Family Engagement Centers Grant**

**CFDA # 84.310A**

**PR/Award # S310A220048**

**Grants.gov Tracking#: GRANT13574226**

OMB No. , Expiration Date:

Closing Date: Mar 11, 2022

PR/Award # S310A220048

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There were problems converting one or more of the attachments. These are: 1234-Budget Narrative.docx

## 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:

03/11/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: Education Northwest

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

\* c. Organizational DUNS:

### d. Address:

\* Street1: 1417 NW Everett Street, Suite 310

Street2:

\* City: Portland

County/Parish:

\* State: OR: Oregon

Province:

\* Country: USA: UNITED STATES

\* Zip / Postal Code: 97209-2653

### e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Ms.

\* First Name:

Patty

Middle Name:

\* Last Name:

Wood

Suffix:

Title: Chief Executive Officer

Organizational Affiliation:

Education Northwest

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S310A220048

Page e3

## Application for Federal Assistance SF-424

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

E: Regional Organization

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:

84.310

CFDA Title:

Statewide Family Engagement Centers

### \* 12. Funding Opportunity Number:

ED-GRANTS-122021-001

\* Title:

Office of Elementary and Secondary Education (OESE): Statewide Family Engagement Centers (SFEC) Program, Assistance Listing Number 84.310A

### 13. Competition Identification Number:

84-310A2022-1

Title:

Statewide Family Engagement Centers (SFEC) Program 84.310A

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

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Washington Statewide Family Engagement Center

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 \* b. Applicant \* c. State \* d. Local \* e. Other \* f. Program Income \* g. TOTAL **\* 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:

## 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 [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1238-EdNW\_WAFEC\_GEPA.pdf

Add Attachment

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## ASSURANCE OF EQUITABLE ACCESS

Education Northwest has a longstanding commitment to equity, diversity and inclusion. Our corporate policies and procedures ensure equitable access of students, teachers, family members, and others with special needs as provided in section 427 of GEPA. Policies and procedures ensuring equitable access are in place across all Education Northwest programs, and specific activities will be implemented in carrying out the work proposed here.

Corporate policies and procedures to ensure equitable access address the following issues and concerns:

- Leadership and staff professional development for enhancing equal educational opportunities
- Development of products, execution of services, and conduct of internal and external relationships in compliance with Title VI of the 1964 Civil Rights Act and Title IX regulations regarding discrimination on the basis of race, sex, national origin, color and disability
- Avoidance of cultural and ethnic stereotypes in Education Northwest products and services
- Conducting and promoting assessments of performance of students, teachers, and others in ways that are free of cultural and/or ethnic bias
- Offering services for participants without regard to gender, race, national origin, color, disability, or age
- Providing safeguards for the rights and welfare of all participants in research and development activities
- Requiring the use of facilities that are accessible for individuals with disabilities for all

research, development, training, and dissemination activities

- Providing assistance where needed for participants with special needs, such as signing
- Establishing selection criteria for activity sites so as to ensure participation by representatives of organizations and agencies that have high concentrations of individuals with special needs and/or from varied cultural and ethnic backgrounds
- Ensuring special effort to recruit and secure participation from underrepresented populations in trainings and other activities
- Ensuring equal employment opportunities for all persons, prohibiting discrimination because of race, color, religion, sex, age, disability, marital status, sexual preference, national origin, or previous criminal record

The following are a few examples of possible barriers to participation in the WAFEC services and activities and the strategies that we will use to address them.

Barrier: Families and students who are not fluent in English may not be able to access program materials and services.

Solution: As needed, will provide translation services at public events. We will translate all materials into Spanish and we will work with state agencies and districts to provide materials in other prominent languages such as Chinese, Russian, Somali, and Vietnamese. We will help smaller districts access and dispatch translators to schools and program sites.

Barrier: Students and families who come from cultures not traditionally represented or students who identify as LGBTQ may feel less prepared to navigate educational institutions or less comfortable interacting with teachers and administrators.

Solution: We will help districts and community-based organizations create a culturally responsive environment in their settings. Our approach to family engagement is designed to

address the culturally mediated factors that contribute to families and students feeling disconnected from school settings. In addition to the capacity building we provide, we will help our clients access professional development in culturally responsive practices for all staff who interact with students and families.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Education Northwest

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Patty Middle Name:   
\* Last Name: Wood Suffix:   
\* Title: Chief Executive Officer

\* SIGNATURE: Nicky Martin

\* DATE: 03/11/2022

U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance

OMB Number: 1894-0007  
Expiration Date: 12/31/2023

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Kathryn		Torres	

Project Director Level of Effort (percentage of time devoted to grant): 50

**Address:**

* Street1:	1417 NW Everett Street
Street2:	Suite 310
* City:	Portland
County:	
* State:	OR: Oregon
* Zip Code:	97209-2653
Country:	USA: UNITED STATES

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

--	--

\* Email Address:

--

Alternate Email Address:

--

**2. New Potential Grantee or Novice Applicant:**

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

**3. Qualified Opportunity Zones:**

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:


#### 4. 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) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☒ No Provide Assurance #(s), if available:

FWA00005456  
FWA00000142

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.

1240-EdNW\_WAFEC\_Nonexempt Human Subjects Narrat

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## NON-EXEMPT HUMAN SUBJECTS NARRATIVE FOR WASHINGTON STATEWIDE FAMILY ENGAGEMENT CENTER EVALUATION

- Human subjects' involvement and characteristics:* This study population will include healthy adults who are not subject to specific criteria for inclusion or exclusion. It will not include any special classes of subjects. Participants will include family engagement program coordinators, state education agency (SEA) and local education agency (LEA) personnel, public K–12 school staff members, school board members, and adult family members who have participated in family engagement training.
- Sources of materials:* 1) *Materials obtained for research purposes:* Interviews with program coordinators, SEA- and LEA-level personnel; surveys of LEA personnel, school staff members, and school board members; focus groups with families; surveys with families. 2) *Existing data or records:* Program participation data; state student-level administrative data; local school-level survey data for students, educators, and families.
- Recruitment and informed consent:* Participants will be recruited with the assistance of the Washington Office of Superintendent of Public Instruction, Roots of Inclusion, Washington State Family Engagement Trust, Education Northwest, NORC at the University of Chicago (NORC), and Community Center for Education Results. Recruitment materials will go through NORC's institutional review board processes. To ensure that participants understand their involvement in the project, all consent forms will clearly state that consent can be withdrawn at any time with no penalty. The consent form will describe the nature of the study and highlight the fact that any information collected will be confidential. Informed consent will be required to participate in focus groups and interviews: participants will be asked to sign a consent form that incorporates all aspects

of consent and asks if they agree to participate. Participants will be required to answer a “yes or no” consent question prior to participating in focus groups or interviews.

- Potential risks:* There are minimal risks to participants. Interview and focus group participants will be asked questions about the services they are engaged in, perceived successes and challenges of participating in those services, and how challenges were addressed. Answering these questions will present no greater risk than participants are likely to encounter in their day-to-day lives as educators or family members of students in the education system. Therefore, we will only address potential risk by informing participants that they have the option of not participating or not responding to any questions. The initial data will contain personal identifiers for linking purposes only and will only be available to approved users on the secure terminal server (also see the “protection against risk” bullet below). We see the risks of participating as no greater than those encountered in daily life, and coupled with informed consent protocols, we’re confident that the voluntary nature of the research will be respected.
- Protection against risk:* Participants will be assigned a unique research identifier so they can be tracked longitudinally; these identifiers will not be connected to any real-world identifying information and will keep participants anonymous. To avoid potential identification of participants via a combination of unique characteristics (e.g., school name, race/ethnicity, gender) reports will not include data or outcomes for any specific group that includes fewer than 10 participants. We will also perform complementary suppression so an individual cannot be identified through a combination of variables. All survey, interview, and focus group data will be stored in a protected folder only accessible to project staff. All administrative data will be stored in a protected folder on

the terminal server only accessible to project staff listed on the data-sharing agreement with the data owner.

- *Importance of knowledge to be gained:* This study will add knowledge about the implementation of statewide family engagement efforts and their association with outcomes at the SEA, LEA, family, and student levels.
- *Collaborating sites:* Washington Office of Superintendent of Public Instruction, Roots of Inclusion, Washington State Family Engagement Trust, Education Northwest, NORC at the University of Chicago (NORC), Community Center for Education Results, approximately 40 Washington school districts, and other local and statewide family engagement organizations such as Washington Association of School Administrators, The Arc of Washington, Association of Washington School Principals, and Washington Education Association.

## Abstract

An abstract is to be submitted in accordance with the following:

### 1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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.]

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## 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:

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## ABSTRACT

**Title:** Washington Statewide Family Engagement Center

**Project Objectives and Activities:** Establish a statewide collaborative infrastructure for family engagement; build educator and family capacity for effective and equitable family-school-community partnerships; and develop district and school capacity to identify, implement, and sustain evidence-based family engagement practices. District and school capacity-building efforts will include online resources; opportunities to convene educators, families, and community partners; and intensive training and technical assistance. **Proposed project**

**outcomes:** Educators, families, and community members report (a) improved policy, structural, and resource support for family-school-community partnerships; (b) increased awareness of and connections to community-based organizations; (c) increased confidence and capacity to implement family-school-community partnerships; and (d) increased use of evidence-based family engagement practices within schools. **Number of participants to be served:**

Approximately 1,094,330 students through statewide information and resources; and students within approximately 192 schools identified for comprehensive or targeted supports. **Brief**

**project description:** We propose a comprehensive, collaborative, multi-system approach informed by the *Washington State Family Engagement Framework* and the *Dual Capacity-Building Framework* (Mapp & Kuttner, 2013) to develop statewide capacity for effective family-school-community partnerships.

**Key partner organizations:** Education Northwest, Washington Office of Superintendent of Public Instruction, Community Center for Education Results, Washington State Family Engagement Center Trust, and Roots of Inclusion.

**Competitive Preference Priorities Addressed:** CPP1, CPP2a, CPP3b1, CPP4a

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

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

Add Optional Project Narrative File

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## A. QUALITY OF THE PROJECT DESIGN

### INTRODUCTION

*“There has never been a bigger moment to examine our education system and improve our practices to further close opportunity gaps.” – Washington State Superintendent Chris Reykdal et al., 2021*

Washington state has laid the groundwork for a systemic, collaborative, and coordinated statewide approach to family engagement, and there has never been a greater need. Washington has a racially, ethnically, and linguistically diverse student population, with nearly half of students qualifying as low-income (Washington Office of Superintendent of Public Instruction [OSPI], 2021a; OSPI 2021b). Racial and ethnic gaps in educational outcomes are significant. For example, in grade 4 only 40 percent of Black students and 39 percent of Latino students are proficient in reading (Education Trust, 2020). At the secondary level, high school graduation and college readiness rates are significantly worse for low-income students and students of color (Education Trust, 2020). These educational disparities have been exacerbated by the COVID-19 global pandemic and interrupted learning statewide (U.S. Department of Education, Institute of Education Sciences, 2019).

The past two years have driven home the importance of nurturing strong family-school-community partnerships and the essential role that families play in supporting their child’s learning. A recent study showed that continuous and integrated family and community engagement was a key contributor to improving students’ literacy and math achievement (Weiss et al., 2018). That said, conventional family engagement approaches often center expertise in educational professionals rather than families and miss the opportunity to access family and community knowledge to support student learning (Ladson-Billings, 1995; Morrison et al.,

2008). Additionally, traditional family engagement efforts often fail to connect to and engage with the full racial, ethnic, and socioeconomic diversity of the families and communities they purport to serve (Ishimaru, 2014).

Washington educational agencies and community-based organizations have been at the forefront of innovative equity-focused family-school-community partnerships across the state. In 2021, the Washington Office of Superintendent of Public Instruction (OSPI) convened a workgroup to develop a statewide policy framework for effective and equitable family engagement (Rees, 2021). In addition, the Road Map Project began (a collective impact initiative led by the Community Center for Education Results [CCER]) building capacity for evidence-based partnerships between families and schools across seven of the most diverse districts in the state. While promising, a gap exists between the vision outlined in the framework and the supports and resources communities need to implement, sustain, and scale this vision.

**The Washington Statewide Family Engagement Center (WAFEC) brings together the right expertise and partners to successfully bridge the gap between the statewide vision and the resources needed to implement, sustain, and scale it. A collaboration among Education Northwest (EdNW), OSPI, CCER, Roots of Inclusion, and Washington State Family and Community Engagement Trust, WAFEC will build upon, assess, and expand evidence-based family engagement approaches currently deployed statewide.**

WAFEC will be led by EdNW, a mission focused organization with deep experience working with state and local education agencies, Tribal nations, and community-based organizations in Washington. OSPI will ensure the work of WAFEC is fully aligned with the emerging statewide family engagement policy framework and infrastructure. The center's community-based partners—CCER, Roots of Inclusion, and Washington State Family and Community

Engagement Trust—will provide connections and insights from their own work with Washington families and educators, including sharing their expertise, training, and tools statewide.

## A1. CREATING A STATEWIDE SYSTEM OF FAMILY ENGAGEMENT

**The WAFEC conceptual framework was created by a workgroup of statewide education and parent representatives, resulting in a research-based, equity centered approach that immediately generated statewide buy-in. This jump start will allow the WFEC to work efficiently and plan for sustainability from day one.**

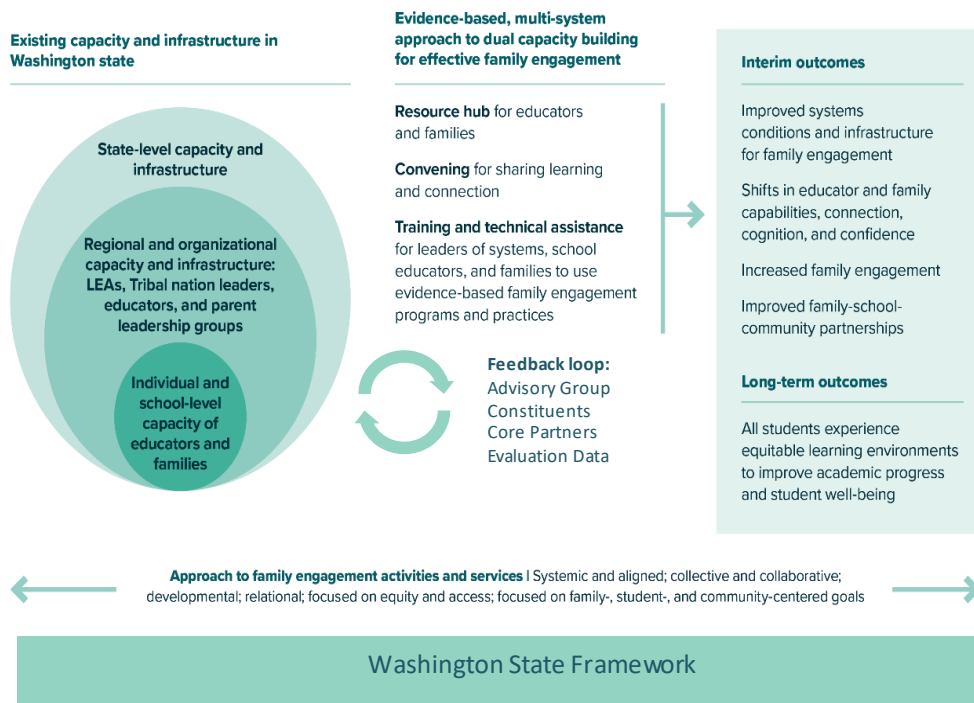
The work of WAFEC is grounded in the definition, principles, and practices outlined in the Washington State Family Engagement Framework (Rees, 2021) in Appendix A, which was developed by the workgroup OSPI convened in 2021. The framework is, strongly informed by the Dual Capacity-Building Framework (Mapp & Kuttner, 2013) used by the Washington State Family and Community Engagement Trust and is designed to be adaptable for diverse community, school, and district contexts. In the Washington statewide framework, family engagement is defined as “... *a full and equitable partnership among families, educators, providers, and communities to support learners’ development from birth through college and career. It is a collective responsibility that means doing with—not doing for—families*” (Rees, 2021, p.3). To realize the type of transformational change called for in both the statewide and dual capacity-building frameworks requires a comprehensive, multi-level system of support that includes capacity-building opportunities for state and local systems, educators, and families.

WAFEC will establish a *statewide collaborative infrastructure* for family engagement that is aligned, systemic, and sustainable (CPP4); *develops district and school capacity* to identify, implement, and sustain evidence-based family engagement practices (CPP1); and builds *educator and family capacity* for effective and equitable family-school-community partnerships

and leadership (CPP3) to identify and address the impacts of the COVID-19 pandemic (CPP2).

WAFEC and its core partners will expand the reach of existing, effective statewide and local family engagement practices and ensure diverse communities have access to evidence-based resources through a multi-level service delivery model.

**Figure 1. WAFEC multi-level supports to improve systems and capacity for family-school-community partnerships**



WAFEC partners will engage groups and individuals at the state, regional, and local levels in our coordinated service delivery approach that includes three main elements. First, we will offer universal services including a *resource hub* for Washington state educators and families. Second, we will offer targeted services including *convenings* of educators, families, and community partners at the regional and state levels including learning communities. Third, WAFEC will offer intensive *training and technical assistance* for local education agencies (LEAs), parent-led groups, and schools in selecting, implementing and measuring effectiveness

of targeted interventions. Service delivery will be informed by an advisory board and feedback from our evaluation partners, NORC at the University of Chicago, and from key stakeholders.

### ***Expanding upon existing capacity and infrastructure in Washington state***

WAFEC’s core partners recognize that enormous impact of the COVID-19 pandemic on the education system. The pandemic has highlighted the “*need for effective and equitable family engagement to be in place before a crisis impacts the state. It illustrated that family engagement is not effective as an afterthought tagged on to individual programs*” (Rees, 2021, p. 9).

WAFEC’s proposed services and activities build upon existing Washington state family engagement efforts to respond to emerging needs and long-standing needs exacerbated by the pandemic (CPP2). Specifically, WAFEC will work with regional and school leaders to engage with and implement the Washington State Family Engagement Framework based on their local context. This evidence-based framework advances a set of eight key elements for equitable and effective family engagement (Table 1). Detailed descriptions can be found in Appendix A.

***Table 1. The eight key elements of equitable and effective family engagement***

- Assessing strengths and barriers
- Confronting injustice and acknowledging intersectionality in order to address inequities
- Allocating resources to build and sustain capacity for family engagement
- Systematically building positive/trusting relationships
- Establishing equitable leadership and shared responsibility
- Creating an inclusive culture and welcoming families
- Fostering communication between families, schools, and communities
- Sustaining family engagement across developmental stages

## A2. AN EVIDENCE-BASED AND MULTI-SYSTEM APPROACH

**WAFEC offers a tiered service delivery model that is responsive to varied needs in the field, is informed by research on how families engage and how adults learn, and is guided by regular feedback from stakeholders. Because our partners are deeply embedded in both research and practice, we are ideally positioned to implement and scale evidence-based approaches state-wide, resulting in sustainable outcomes.**

The WAFEC approach to service delivery builds on the evidence-based Washington State Family Engagement Framework and is designed to help Washington educators, families, and community members create the necessary **process** and **organizational conditions** to successfully implement and sustain effective family-school partnerships (Mapp & Kuttner, 2013). Our approach is not a stand-alone, one-size-fits-all solution for the districts, schools, families, and communities we work with. Instead, WAFEC will create an aligned vision for family engagement in the state while allowing each district and school to select, adapt, and implement appropriate family engagement strategies and practices that best fit the needs of their students and community. We know from research and practice that this tiered, differentiated model will yield the highest likelihood of sustained success. In addition, the WAFEC guiding framework applies adult learning theory and research studies based on building the intellectual, social, and human capital of stakeholders, group learning and relationship-building to family and community engagement in education.

### ***WAFEC Goals, Objectives, and Key Activities***

The WAFEC is designed to increase statewide capacity, strengthen policy, and expand infrastructure for effective family engagement through a multi-system approach. The workplan detailed below addresses our overall goals aligned to the four competitive priorities. To ensure

ongoing learning, we will work closely with our external evaluation partner (NORC at the University of Chicago) to refine services and assess progress toward interim and long-term outcomes.

**Table 2. Goals and objectives of WAFEC Aligned to Competitive Priorities**

Goals and objectives	Key services and activities
Goal I. Establish a statewide collaborative infrastructure for family engagement that is aligned, systemic, and sustainable (CPP4)	
Objective 1.1: Increase educator, family, and community partner awareness of statewide, regional, and local resources that support effective family engagement	Resource hub: Create statewide asset/opportunity map aligned with OSPI statewide framework Resource hub: Develop online modules, resource library, and communication tools/storytelling resources Convenings: Conduct annual conference to share learning across the state Communications: Conduct regular outreach through partner channels including social media
Objective 1.2: Create sustainable system of supports for districts to support the selection, monitoring, implementation, and evaluation of family engagement efforts	Convenings: Conduct meetings of family engagement organizations and government agencies to align strategies and develop sustainable infrastructure Convenings: Provide opportunities within statewide convenings for intra- or inter-district and regional collaboration with LEA and TEA/Tribal nation communities of practice, family leaders, and community leaders (CPP3 and CPP4)
Goal II. Build educator and family capacity for effective and equitable family-school-community partnerships and leadership (CPP3) to identify and address the impacts of the COVID-19 pandemic (CPP2)	
Objective 2.1: Cultivate systems conditions for LEAs, TEAs/Tribal nations, schools, and communities to support family-educator partnerships to support student success and student well-being	Convenings and training/technical assistance: Support regional communities of practice for LEA and TEA/Tribal nation leaders Training/technical assistance: Develop/refine districtwide priorities and family engagement plan (CPP3) Training/technical assistance: Provide regional training opportunities for families on effective partnerships with their school or LEA to improve student outcomes (CPP4) and to address students' social-emotional, mental health, and academic needs through inclusive approaches and strategies (CPP2)
Objective 2.2: Build family and educator capabilities, connections, cognition, and confidence for effective family-school partnerships to support student success and student well-being	Resource hub: Develop online learning modules and resources Training/technical assistance: Provide family engagement professional development and trainings at statewide convenings Training/technical assistance: Provide regional learning opportunities for effective family-school-community partnerships to improve student achievement and well-being (CPP3)
Goal III. Develop district and school capacity to identify, implement, and sustain evidence-based family engagement practices (CPP1) to support student success and well-being	
Objective 3.1: Support the identification, implementation, and scale-up of innovative and effective family engagement practices aligned to local family and community needs	Training/technical assistance: Conduct district and school readiness assessments to implement evidence-based family engagement strategies (CPP1) Convenings and training/technical assistance: Provide LEA and/or school coaching to select and implement evidence-based family engagement practices with family and community input (CPP4)
Objective 3.2: Implement a continuum of differentiated supports for regional and local family engagement initiatives	Convenings and training/technical assistance: Provide customized supports to regional and local family leaders and community partners to support family engagement and advocacy strategies (CPP3)

The WAFEC offers universal supports designed for statewide use, targeted convenings of learning communities, and intensive support for implementation, assessment, and scale up of evidence-based practices. Detailed descriptions are included below:

### ***Universal Supports: Statewide Resources and Services***

Starting in year 1, WAFEC will provide Washington educators, families, and community members a series of statewide online and in-person opportunities to build their capacity to implement evidence-based family-school engagement practices and initiatives.

### ***Resource Hub***

**A statewide asset/opportunity map aligned with the OSPI statewide framework.** The partners will engage in a process to identify, catalog, and visually display community and parent leadership organizations across the state. This database will be continuously updated as we engage with our regional and local family engagement supports and services.

**Online learning modules and resources.** The core partners will gather and curate existing family engagement online learning modules and resources, such as Washington State Family and Community Engagement Trust’s online parent and leadership resources and online training and tools from Roots of Inclusion’s Inclusionary Practices Family Engagement Collaborative project. The center will develop additional modules based on identified needs.

**A centralized resource library.** WAFEC will develop a centralized resource library of training, information, and resources to aid families and students in increasing their capacity to advocate for increased inclusion and access in their school. EdNW has the infrastructure to develop and maintain an online repository for virtual communication, resource sharing, webinar hosting, discussion forums, and other activities to promote learning and sharing.

### ***Statewide Convenings and Communications to Promote Shared Learning***



WAFEC will maintain a robust social media presence and outreach channels through our partners to regularly communicate offerings. In addition, WAFEC will host annual statewide convenings to share learning across the state and provide professional development for families, educators, and community members. These convening will also provide an opportunity for LEA and TEA/Tribal nation partners to engage in collaborative planning and identify unmet needs.

### ***Targeted Supports: Identifying Groupings and Convening Learning Communities***

WAFEC will provide regional opportunities for educators, families, and community partners to engage in shared learning; align strategies, resources and infrastructure supports; and share lessons learned from family engagement initiatives. The core partners have extensive experience in coordinating and facilitating both virtual and in-person meetings to support peer-to-peer learning and relationship building, particularly with intra- or inter-district and regional collaboration with LEA and TEA/Tribal nation communities of practice, family leaders, and community leaders.

With the support of OSPI, WAFEC will first use SEA and LEA data to identify regions with a large number of schools identified for *targeted* and *comprehensive* supports. We will direct our services to those schools identified by OSPI as schools needing comprehensive supports due to being identified as the lowest performing 5 percent of all schools across the state or have a graduation rate below 67 percent. Additionally, we will engage schools needing targeted supports—those schools that have three or more student groups who fall below the 5 percent threshold set by all schools. Students within schools identified for targeted and comprehensive supports serve, on average, high percentages of students who are economically disadvantaged (68 to 81 percent), English learners students (12 to 31 percent), and students who identify as students of color (55 to 72 percent).

*Communities of practice*

Effective learning communities support participants as they engage in reflection, identify problems, share solutions, and provide peer motivation and peer support (Wenger, 1998).

WAFEC will identify and engage six regional communities of practice for LEAs and TEAs/Tribal nations to engage in three main activities: community-asset mapping and needs-sensing on basic needs, student engagement, social and emotional learning, and family engagement; district and school readiness assessments to implement evidence-based family engagement strategies; and opportunities for intra- or inter-district and regional collaboration with LEA and TEA/Tribal nation communities of practice, family leaders, and community leaders. WAFEC will recruit schools in each region that have been designated for comprehensive or targeted support.

WAFEC will facilitate a data-informed cycle of continuous improvement with quarterly meetings of regional LEA and TEA/Tribal nation communities of practice. The focus of the quarterly convenings will be to build family and educator capacity to identify local needs, address the impacts of the COVID-19 pandemic, and to develop district and school capacity to identify, implement, and sustain evidence-based family engagement practices.

EdNW has extensive experience in designing, implementing, and sustaining communities of practice. Additionally, CCER has extensive experience facilitating district and family leader professional learning communities within the Road Map Project. The communities of practice will be supported by regional **WAFEC Family Engagement Support Teams**, consisting of trained educator, family, and community partners familiar with the region.

***Intensive Supports: Training and Technical Assistance Implementing and scaling EVPs.***

To successfully implement a new initiative, districts and schools must establish capacity for change (Bertram et al., 2015). Criteria for school readiness for change include leadership support, a shared vision, an implementation plan, and staff capacity and training (WestEd, n.d.). WAFEC will provide customized direct services through training and coaching for two groups: LEA, TEA/Tribal nations, and/or school-based pilot sites to implement evidence-based family engagement strategies with family and community input (CPP1 and CPP4) and local family leaders and community partners to implement family engagement and advocacy initiatives that will meet the academic, developmental, and social-emotional needs of their children (Obj 2.5).

***Evidence-based family engagement strategies pilots***

After the LEA and TEA/Tribal nation leader community of practice members have completed a process for assessing their readiness for implementing a family engagement intervention, WAFEC and its partners will provide coaching and technical assistance to schools and districts to pilot evidence-based family engagement interventions and practices. Once selected as a pilot site, educators will be supported through multiple stages of implementation (Bertram et al., 2015) and measurement, informed by family and community partners.

WAFEC, its partners, and the regional coaches will support this work three main ways: facilitating collaborative processes with families (such as with members of family leadership groups) (Obj 3.2) to select and implement an intervention (Warren & Mapp, 2011); identifying and compiling resources for engaging in collaborative, systemic change (e.g., community design circles, Ishimaru et al., 2018); and identifying a menu of evidence-based interventions that support positive outcomes for students. Evidence-based family-engagement strategies focused on improving student achievement could include creating academic parent-teacher teams

(Henderson, 2011; Humphrey & Squires, 2011), home visiting programs (McKnight et al., 2017; Sheldon & Jung, 2015), and other models identified by pilot sites or the WAFEC.

### ***Regional and Local Family Engagement and Leadership Training Opportunities***

WAFEC and their partners will provide direct service training for families to a) meet the academic, developmental, and well-being needs of their children and b) identify local leadership opportunities for families within schools and communities served by CoP members. Direct supports will be informed by local needs and will range from training opportunities around SEL or academic support, basic needs support, culturally specific affinity groups, connecting families to local resources and partners to meet their needs, opportunities for families to gain advocacy or leadership skills, or venues for families to engage in leadership roles within their communities or school systems (Objectives 1.5, 1.7, 2.1 – 2.5).

## **A3. BUILDING CAPACITY AND SUSTAINABILITY**

**The WAFEC model builds upon the strengths and existing outreach channels of its core partners. The federal funding will allow WAFEC to strengthen cross-agency coordination and community engagement; the shared commitment of its partners will embed effective routines and practices and sustain them beyond the life of the funding.**

Each core partner organization brings to the proposed center deep expertise in the area of family engagement, including extensive experience in the following areas: a) Provision of *direct services to parents, community members, and district- and school-level educators*; b) operation of *parent information and resource centers* and collective impact; c) support for LEAs, community-based organizations, policymakers, and other professionals in *implementing evidence-based and equitable family-school-community engagement strategies*; d) coordination

and management of *advisory committees and channels of communication* for wide-ranging and diverse stakeholders across the state.

The partners share a core belief that families, educators, and regional and statewide organizations need to work together to effectively support the academic and social-emotional needs of all students. The shared commitment will begin serving families, students, and educators in Washington immediately to create a well-coordinated and sustained system of family-school-community partnerships that will outlive the life of the grant.

### ***Approach to Creating an Aligned and Sustainable Statewide System of Support***

A key goal of this work is to build a sustainable model that can continue beyond federal funding. WAFEC's approach to strengthening cross-agency coordination and community engagement to advance systemic change builds upon the strengths and existing outreach channels of its core partners, resulting in a smooth path to sustainability. As evidenced in sections A1 and A2, our approach is informed by the National Science Foundation's (NSF) five elements that are essential to sustain collaborative infrastructure over time: shared vision; partnerships; goals and metrics; leadership and communication; and expansion, sustainability, and scale (NSF INCLUDES Coordination Hub, 2020). Over the course of five years, we will develop a sustaining collaborative infrastructure to support organizational capacity building, leading to identifying key strategies informed by yearly reflections on lessons learned to effectively implement family engagement supports to scale across the state. (See appendix C for WAFEC approach to creating a statewide system of support).

We anticipate that the core partners, state advocacy groups, and local philanthropy will be able to bear the costs of ongoing infrastructure management of the WAFEC once the grant term is up, and that focused implementation projects might be funded through targeted grants.

## B. QUALITY OF THE MANAGEMENT PLAN

Successfully managing a statewide center requires role clarity for partners with complementary capabilities; established systems and processes for project management, quality assurance, and continuous improvement; and the experienced personnel to lead. EdNW brings operational experience and resources grounded in five decades of successful federal contract and grant management. We have established systems for managing work with multiple partners, activities, and timelines. As evidence we consistently receive superior ratings on our quality assurance reports from the U.S. Department of Education, and the evaluations of our federally funded projects demonstrate high client satisfaction.

### B1. MANAGEMENT PLAN

#### *Management Structure*

**Figure 2. WAFEC organizational chart**

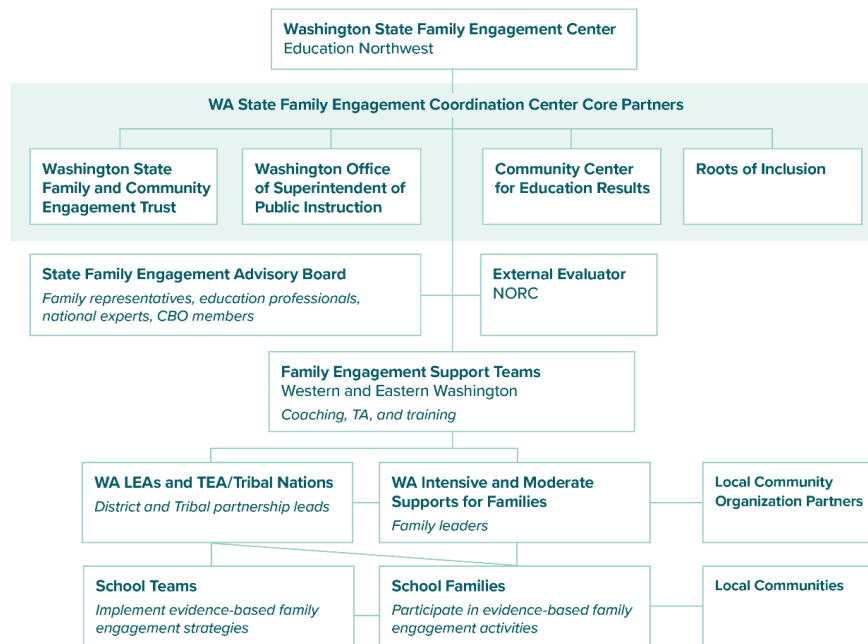


Figure 2 depicts the organizational structure for leading the center. EdNW will provide leadership and oversight for all activities. The Center Leadership team, described in detail in C1 consists of our Director Kathryn Torres, and Deputy Director Timothy Speth as core leaders, with representatives from each partner organization included on our expanded leadership team in the shaded green box. The advisory board and evaluators will play critical roles in informing our work, and additional staff will lead Family Engagement Support Teams. These teams will provide direct support to the stakeholder groups as described in section A2.

The WAFEC leadership team will meet regularly to develop and refine work plans, milestones, and schedules. We anticipate more frequent meetings with the core partners at the launch of the project, then quarterly after year one. In addition, we will periodically engage members of our advisory board to discuss progress toward our goals and objectives, anticipate challenges, and determine how to address and build on input from the advisory board, our family engagement support teams, community partners, and the independent evaluator.

EdNW will conduct regular internal project meetings that include quality assurance oversight and a finance analyst to monitor progress on time and budget. The team will discuss risks and mitigation strategies, project timelines, including activities that are behind or ahead of schedule, planned staffing and travel against projections, and any obstacles or challenges that exist.

### ***Clearly Defined Roles***

EdNW will direct and manage WAFEC and carry out all core activities. OSPI and three statewide organizations will contribute to WAFEC governance and serve as core partners. OSPI will lead efforts related to statewide policy and will contribute to service delivery for schools and families. CCER and Washington State Family and Community Engagement Trust will support planning and delivery of evidence-based family engagement strategies and programs. Our

regional family engagement support team coaches will provide direct technical assistance and training-of-trainers sessions for educators on implementing the model. Roots of Inclusion will support planning and delivery of direct services that promote family leadership through community-engaged practices to address challenges and make systems more responsive to student, family, and community needs. The WAFEC core partners are joined by an advisory board and additional organizational collaborators that will support the project goals and activities. Partners and advisory board members will guide the work, from development to implementation. WAFEC will engage advisory members and project participants in ongoing feedback for program refinement.

### ***WAFEC Advisory Board and Additional Partners***

The WAFEC Advisory Board will include parents, educators, and stakeholders from around the state. The group will center parent voices in the work and support outreach to a diverse, representative network of communities and families across the state. We will work with our core partners and other partners to identify and convene an advisory board that includes parents and family members (at least 51%), students, national and local family engagement experts, and representatives from OSPI, other state agencies, district and school administrators, primarily from the lowest-performing schools, students, businesses, and community-based organizations.

The advisory board will meet three times during the first year and biannually in years 2–5. Advisory committee meetings will serve multiple purposes, including coordination, learning, and sharing. Meetings will ensure coordination among partners, facilitation of joint work, and alignment of key initiatives and activities.

Dr. Ishimaru, a national expert in family engagement, will serve as an advisor to build statewide systems of support for family engagement. See Appendix G for Letters of support.



### Timeline and Milestones

WAFEC and its' partners will use the preliminary five-year timeline (Table 3) for WAFEC activities and milestones to create an annual timeline prior to the start of each project year.

EdNW staff members will use Smartsheet ([www.smartsheet.com](http://www.smartsheet.com)) to track progress on all deliverables, events, and significant milestones for this contract. Smartsheet is a project management tool that we employ in large-scale technical assistance projects. The system is accessible across organizations, allows for real-time updates, and offers the flexibility to develop timelines toward completion of each deliverable, event, and milestone.

**Table 3. Washington Family Engagement Center: Timeline and milestones**

Major activities	Timeline by year				
	1	2	3	4	5
<b>Objective 1. Establish a collaborative infrastructure for family engagement</b>					
Recruit advisory board members	X				
Convene advisory board at least quarterly to guide WAFEC		X	X	X	X
Develop and maintain online repository of family engagement resources, modules, tools, reports, and local demonstration projects, aligned to the needs of stakeholders	X	X	X	X	X
Establish statewide and regional family engagement convenings		X	X	X	X
Create an asset map of family-focused community-based organizations and statewide, regional and local parent groups	X	X			
<b>Objective 2. Coordinate networked learning communities</b>					
Identify LEA and TEA/Tribal nation leaders to participate in communities of practice to implement high-impact, research-based family engagement strategies	X	X			
LEA and TEA/Tribal nation leaders participate in communities of practice and receive training and technical assistance from regional WAFEC team members at least six times per year		X	X	X	X
Collaborate with statewide and local family-focused organizations to provide additional training opportunities for families in areas identified from their community	X	X	X	X	X
Support family attendance to regional and statewide family engagement convenings		X	X	X	X
<b>Objective 3. Provide customized direct services</b>					
Support district and/or school sites to implement evidence-based family engagement programming and engage in a <i>cycle of continuous improvement</i>	X	X	X	X	X
Identify and support opportunities for families to participate in regional family engagement strategies	X	X	X	X	X
Provide customized coaching and facilitation for ongoing meetings with educators, family leaders, and community and/or Tribal leaders to coordinate and align local student, family, and community-focused initiatives and services	X	X	X	X	X
<b>Conduct evaluation</b>					
Develop instruments	X	X			
Conduct data collection activities	X	X	X	X	X
Submit annual and final report to ED and project participants	X	X	X	X	X

### *Management Procedures*

Our internal operations and project management systems ensure quality, adhere to financial parameters, and systematically identify and mitigate risk through performance monitoring. Our current large-scale projects include the Region 17 Comprehensive Center (five-year grant, [REDACTED] per year), AmeriCorps VISTA Training Support Services for the Corporation for National and Community Service (three-year contract, [REDACTED] total), and the Bill & Melinda Gates Foundation COVID-19 Technical Assistance Project (two-year contract for [REDACTED]). Large-scale projects completed in the past year include REL Northwest (five-year contract for [REDACTED]) and the Bureau of Indian Education Distance Learning Study (one-year contract for [REDACTED]). EdNW is well equipped to properly allocate costs in accordance with federal cost principles, and our accounting system is designed to properly charge and allocate costs to the appropriate contracts and grants. EdNW consistently delivers quality services and products. We have received an unqualified opinion from our independent auditor every year.

### **B2. FEEDBACK AND CONTINUOUS IMPROVEMENT**

EdNW uses an overarching capacity-building framework to inform our technical assistance and to create a powerful vision for system change—from the local to the state level. We will guide our partners through repeated cycles of data- and evidence-driven change that moves the initiative toward intended outcomes while simultaneously strengthening a variety of organizational conditions or capacities employing our organization's four-step SPUR change process: Setting a focus; Planning for change, Undertaking change, and Recharging and sustaining. At each step we will help educational and organizational leaders systematically carry out a set of key actions to establish the organizational conditions (i.e., human, procedural, structural, material, and political) needed to support implementation. As partners engage in

intentional and well-defined cycles of change, we will increase their capacity to implement, support, scale up, and sustain a continuum of initiatives and services that improves educational outcomes for all students.

Throughout the work we will follow the U.S. Department of Education’s document *Using Evidence to Strengthen Educational Investments* (2016) to guide our work in assessing local needs; selecting and implementing evidence-based interventions that SEAs, LEAs, and schools have the capacity to implement; supporting and evaluating the interventions; and examining and reflecting on the process and outcomes of the interventions. These processes will promote continuous improvement and result in positive outcomes for students, families, and communities.

### **B3. HIGH-QUALITY PRODUCTS AND SERVICES**

EdNW has successfully managed multiple federal and state contracts and grants over the past 55-plus years. Our internal control systems are based on careful, ongoing oversight and review of operational performance. To ensure high quality, responsive and timely completion of products and services, we have established formal quality-assurance procedures that include regular internal team meetings to discuss completed and upcoming tasks, monitor progress toward timely reporting, identify challenges and create plans to address them, conduct one or more rounds of quality review with internal and external reviewers. We regularly solicit feedback from clients, partners, and stakeholders and hold debrief sessions to identify steps for improving work.

Qualitative and qualitative findings will be reported in clear, accessible, culturally responsive, and asset-based language. We submit draft reports to our partners, asking them to review our findings and help us consider alternative conclusions and recommendations.

All core partner organizations have a long history of developing quality products to meet local community needs. WAFEC staff members have rich experiences working with all

Washington students and families, including students with disabilities, students facing the greatest disadvantages, English learners, children with low literacy levels, and students who are gifted and talented. Our partners are also skilled at working at the grassroots level and working with policymakers. All WAFEC staff members bring skills and interest to building family, school, and community partnerships given these partnerships play a critical role in children's learning and healthy development. Project staff members have trained school-based family engagement coordinators, conducted hundreds of professional development workshops, and assisted districts in developing infrastructure and family engagement plans. Similarly, we have trained thousands of diverse families and raised their capacity and leadership to better partner with schools, making a difference in their communities and increasing their ability to advocate for their children. Our goal is to contribute to all children's educational success and to level the playing field for marginalized families.

#### **B4. TIME COMMITMENTS OF STAFF**

The WAFEC budget narrative outlines time commitments of each staff member. The WAFEC director will take on a half-time role supported by a deputy who will be .23 FTE. In addition approximately a dozen staff members from EdNW and partner organizations will bring expertise to the project. Each staff member brings specific skills to support the success of the project their time allocation aligns with the specific role, and each partner organization is committing at least 1.0 FTE dedicated to this project. All project partners have a history of working together to support student success in Washington, a shared commitment, and a clear understanding of roles.

#### **B5. DIVERSITY OF PERSPECTIVES**

The WAFEC framework was built from the ground up with diverse perspectives, and we intend to continue this approach in our work. Through our partner organizations and advisory group,

we are ensuring multiple channels for feedback and perspective sharing. As outlined in section A, WAFEC will engage parents, educators, and stakeholders from around the state who bring a broad range of insights, experiences and skills. For example, we WAFEC includes families from urban and rural LEAs, children with disabilities, English learner families, and families who have children in all levels of education—from early learning to high school. Non-family participation will include student voice, key OSPI staff members, representative from organizations that have the interest of disadvantaged students and families, and regional education support. WAFEC will center parent voices in the work and support outreach to a diverse, representative network of communities and families across the state (CPP3).

## C. PROJECT PERSONNEL

**EdNW’s proposed project team is knowledgeable, experienced, and reflective of the communities we serve. This team includes partners who are deeply embedded in the field which will allow WAFEC to build trust quickly and bring meaningful, sustained work to the field. The individual qualifications, organizational roles, and project experience demonstrate our ability to successfully execute a program of this size and complexity.**

### C1. QUALIFICATIONS OF PROJECT DIRECTOR AND DEPUTY DIRECTOR

From our experience managing large statewide projects, we know that it is critical to have an experienced leadership team with strong relational skills, an ability to manage multiple strands of work, and a deep understanding of the content and local context to ensure the work is focused where it matters and yields the desired results. We chose **Dr. Kathryn Torres** (.5 FTE) as the director of WAFEC not only for her experience as demonstrated by past projects, but also for her trusted relationships in the region and her deep knowledge of family engagement in the state. Dr. Torres is a senior advisor and project lead at EdNW with more than 14 years of experience in

equitable family-school engagement, school improvement through professional learning communities and evidence-based decision-making, and educational equity for BIPOC students across the P-20 continuum. In the past five years, Kathryn has managed projects of similar size, scale, and complexity. She currently manages a [REDACTED] portfolio (annual) of research and evaluation contracts, ranging from small ([REDACTED]) to large ([REDACTED]). Within these one- to five- year projects, she simultaneously manages multiple projects, timelines, education partners, project teams, and client-driven deliverables. These experiences have provided numerous opportunities to build strong and personable client relationships with culturally and individually diverse external partners. She has worked with Washington state district and school leaders, family leaders, community partners, and family engagement experts to develop educator and family capacity for effective family-school-community partnerships over the last 10 years within the Washington Road Map Project's collective impact initiative. **Timothy Speth**, M.S. (.23 FTE) will serve as deputy director of WAFEC. Like Torres, Speth is a known leader in the state with deep relationships and understanding of local context, in addition to experience managing complex projects with multiple partners. Speth is a leader in applied research and technical assistance at EdNW with more than 25 years of experience in family-school-community partnerships, educational equity, early childhood education, and school improvement. He works with state and local education agencies on developing and implementing systemic family and community engagement practices. Speth previously directed the Oregon Parental Information Center (PIRC) from 2005–2012 with an annual revenue of more than [REDACTED]. Most recently he directed a [REDACTED], one-year project in which EdNW employed a culturally responsive Indigenous evaluation framework to conduct interviews, focus groups, and surveys with school staff members and families at 100 Bureau of Indian Education and Tribally controlled schools.

Speth currently co-leads work as part of the Washington State Inclusionary Practices Family Engagement Collaborative that works with family-school-community partnerships to support culturally responsive approaches that center the experiences of students with disabilities and their families. The three-year project is focused on establishing practices to best support and deliver trainings to families and educators due to COVID-19—the project value is more than [REDACTED]

## C2. QUALIFICATIONS OF KEY PERSONNEL

EdNW has assembled a highly qualified team (see appendix E for résumés).

**Julie Petrokubi, Ph.D.** (.19 FTE), will serve as a technical assistance advisor for building community and family support systems and engaging youth. Her areas of expertise include school-community partnership, youth development, and systems-level change. Petrokubi has extensive experience working with the SEA, LEAs, and community organizations across Washington state. For nearly a decade, Petrokubi has evaluated efforts by the Community Center for Education Results to build district and community capacity for evidence-based family engagement through the Road Map Project collective impact initiative. She currently leads the evaluation of Road Map Project Academic Parent Teacher-Teams (APTT) pilot in Seattle Public Schools and Highline Public Schools. An experienced facilitator, Petrokubi also leads adult learning and technical assistance. Current projects with OSPI include the Community Partnership for Reengagement Initiative, a collaborative inquiry project to examine the outcomes and practices of effective youth reengagement programs across Washington state funded through Open Doors. For more than 15 years she served as a program director and internal evaluator with community-based youth development organizations. She started her career working on family literacy and parent advocacy projects.

**Mandy Smoker Broaddus, M.A. (.10 FTE)**, will serve as a technical assistance advisor for building community and family support systems and engaging youth within TEA and Tribal nation schools and Tribal communities. She is a member of the Fort Peck Assiniboine and Sioux Tribes and has nearly 20 years of experience working toward social justice, equity, inclusivity, and cultural responsiveness, particularly in the realm of American Indian education. She has served at the Tribal college, K–12, and state education agency levels across her home state of Montana. Her leadership of the Schools of Promise initiative led to the development of a new model for improving Montana’s lowest-performing schools, which were all located on Indian reservations in Montana. She also led the state’s Indian Education for All work that served as a model for many other states seeking to include American Indian identity, culture, and history in their educational systems. She received the 2015 National Indian Educator of the Year award from the National Indian Education Association, as well as an appointment by President Obama to the National Advisory Council on Indian Education.

### **C3. QUALIFICATIONS OF CONSULTANTS OR SUBCONTRACTORS**

The core partners included in this proposal bring significant expertise and manpower to the project. Roles are outlined in section B1 and D1 as directed.

**Roots of Inclusion**—A nonprofit organization that focuses on intersections of systems impacting young people to promote compassion, belonging, and school and life success. The two directors who will guide the work of Roots of Inclusion on WAFEC, Sarah Butcher and Jennifer Karls, have received formal training in the IDEA through multiple organizations including the Washington Education Association Special Education Cadre. In addition, Butcher and Karls have substantial practical working knowledge of the application of IDEA, Section 504, the American Disabilities Act, the Every Student Succeeds Act, Washington state education laws,



and Washington state K–12 learning standards, gained through their active role and long history advocating for family engagement and education, equity, access, and inclusion. Butcher and Karls have been supporting families in building knowledge and understanding to successfully navigate the Washington education system since 2011.

**Washington Family Engagement Center Trust**—A nonprofit organization focused on building family leaders and promoting literacy. Executive Director Adie Simmons is a committed member of the team. Simmons is a Hispanic bilingual professional who has devoted her career to the education and well-being of children and families. Most recently, she managed a national research project implemented in Seattle Public Schools by John Hopkins University and Dr. Joyce Epstein. The project studied the impact of family engagement on grade 9 student success, a predictor of on-time high school graduation. Prior to this, she served as the family engagement consultant for the Washington Charter Schools Association.

In 2006, Simmons was appointed by the Washington State Legislature and the governor to develop and direct the Governor’s Office of the Education Ombuds, a state agency dedicated to resolving conflict between families and schools and promoting family engagement in education. As a state agency director, Simmons was a member of the Governor’s Cabinet, the State Quality Education Council, the State Achievement Gap Committee, the State Antibullying Committee, and numerous task forces and councils and worked with all Washington school districts and thousands of families and community partners across the state.

**Community Center for Education Results**—The Community Center for Education Results (CCER) is a nonprofit created to serve as the Road Map Project’s backbone organization. CCER has facilitated a powerful team of parents to create a regional plan that centers on parent leadership and their ability to be in partnership with their community, districts, and schools. The

Parent Leadership Team has also become an influencer to the State Board of Education (SBE) by modeling its capacity and resources to achieve community feedback for the “Profile of a Graduate.” They practice having community intimately centered in designing and implementing shared strategy by providing ways for parent leaders to be in relationship with their data team and communication team. On the other side of the Dual Capacity-Building Framework, they have made a comprehensive Academic Parent Teacher Team (APTT) learning circle: including family engagement district leaders, two research organizations, and funders.

Carlina Brown-Banks and Tiesha Clark will be the two key CCER project staff who will work on WAFEC. Brown-Banks directs the school district family engagement leaders and the parent leadership team, working to build a robust family engagement system for the region. She has been involved in family engagement work for more than 20 years, including serving on the policy council of the largest Head Start grant recipient in the western United States. Brown-Banks was recognized by the Obama administration as a Champion for Change due to her work with the Rainier Beach High School Parent-Teacher-Student Association. Tiesha Clark works with school district family engagement leaders and supports the Road Map Project through the development of effective relationships with the community, district stakeholders, and parents in diverse communities. Her advocacy started in her home community, where her desire to support her own children grew into a passion to see all children do well and succeed. In 2015, Clark served as the project coordinator of a Race to the Top-funded initiative called In It Together! The success of this project led to its adoption into Federal Way Public Schools as an ongoing equity strategy of family engagement and parent leadership development.

**Washington Office of Superintendent of Public Instruction:** OSPI is committed to devoting federal and state resources and staff to ensure that schools and their districts grow

family and community collaboration, support the success of all students and families, and develop more culturally responsive and inclusive schools. Recognizing that diverse family-school-community partnerships efforts provide vital input and wisdom to improve policies and practices to ensure that every student is ready for career, college, and life, OSPI fully supports the creation of WAFEC as an important partner in its mission to ensure all students thrive in school and life. OSPI is committed to the goals and outcomes laid out in this proposal.

*The Center for the Improvement of Student Learning* (CISL). CISL acts as OSPI's chief research office and will staff Maria Flores, associate superintendent, to lead their work on WAFEC. In this capacity, they will lead efforts to connect policymakers, schools, families, and communities with research and information about effective educational improvement strategies. In collaboration with external partners, CISL identifies both systemic changes and practical strategies to improve student learning through equitable opportunities and access to academic and non-academic supports. This includes leading the development of the Washington Integrated Student Supports Protocol and the implementation of multi-tiered systems of support.

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## **D. ADEQUACY OF RESOURCES**

### **D1. COMMITMENT TO IMPLEMENTATION AND SUCCESS**

All core partners in this work will commit significant staffing and other organizational resources to this project (table 4). Preliminary memoranda of understanding for all core partners are included as an attachment, along with letters of support from additional statewide and regional organizations working directly on family-school-community partnerships (appendix G).

**Table 4. Description of core partner roles**

Partner	Partnership role
Education Northwest (EdNW)	<ul style="list-style-type: none"> <li>• Serve as the backbone organization for the WAFEC initiative and provide leadership, coordination, and oversight for all activities</li> <li>• Select and convene advisory board members</li> <li>• Design and host the WAFEC online resource hub</li> <li>• Develop a common vision, goals, and metrics aligned to the Washington State Family Engagement Framework with other local frameworks</li> <li>• Develop a data dashboard to track progress on common goals and metrics, including GRPA measures and local metrics</li> <li>• Curate evidence-based family engagement frameworks, planning guides, tools, and assessments</li> <li>• Develop communications tools to increase awareness of local family engagement initiatives</li> <li>• Create opportunities for statewide, regional, and local educators, families, and community partnerships and collaboration within statewide convenings</li> <li>• Build and sustain collaborative infrastructure to support organizational capacity building</li> </ul>
Washington State Family and Community Engagement Trust	<ul style="list-style-type: none"> <li>• Build capacity with parents and students in developing leadership skills through their Leadership Institutes</li> <li>• Develop a resource hub with evidence-based tools from national experts in the field to support family engagement</li> <li>• Provide ongoing communication and technical assistance to parents and organizations that support parents</li> </ul>
Community Center for Education Results (CCER)	<ul style="list-style-type: none"> <li>• Facilitate the participation of Road Map Project district leaders and parent leaders to support an integrated system of family engagement services</li> <li>• Coordinate and facilitate training programs in the community to support families and educators in the effective implementation of family engagement strategies</li> </ul>
Roots of Inclusion	<ul style="list-style-type: none"> <li>• Develop and implement effective communication strategies between families and their children and school personnel, including an expansion of the Community Conversations Toolkit</li> <li>• Lead community conversations facilitator workshops and training.</li> <li>• Conduct family-focused webinars and workshops</li> <li>• Provide technical assistance, coaching, and resources to support school districts to effectively implement family engagement strategies</li> </ul>
Washington Office of Superintendent of Public Instruction (OSPI)	<ul style="list-style-type: none"> <li>• Facilitate participation of OSPI staff members representing early learning, elementary and secondary education, system and school improvement, student engagement and support, Native education, and special education to support an integrated system of family engagement services to families and students in Washington</li> </ul>

Our goals for collaboration are to create awareness across all organizations, minimize duplication, maximize individual and collective efforts, identify gaps/needs and fill them, and create a unified statewide action plan with short- and long-term goals. To achieve these goals, under EdNW leadership, the core partners will collaboratively plan and conduct an annual statewide family-school-community partnership convening and support regional convenings.

## D2. COSTS IN RELATION TO OBJECTIVES, DESIGN, AND SIGNIFICANCE

EdNW has the infrastructure, resources, and systems necessary to lead WAFEC and deliver cost-effective services statewide. In 2021 we administered nearly 200 contracts and grants and our business volume was approximately [REDACTED]

WAFEC will be a statewide center, reaching families across the state through universal, targeted, and intensive services. Our universal services, including the information, tools, and resources in the WAFEC resource hub and opportunities for professional development and collaboration within annual statewide convenings, will be available to all families in Washington state. By leveraging existing connections to communities across the state we expect to reach 80 percent of families who have students in the pre-K–12 education system, or 875,464 families, through statewide communications and outreach via partnerships with OSPI and others.

At least 65 percent of grant funds will be used to provide targeted and comprehensive services to districts and schools that have the greatest number of disadvantaged students. We will have deeper engagement through targeted services to six regional communities of practice serving nearly 83,000 students. Starting in year 1, WAFEC will convene LEA and TEA/Tribal nation leaders quarterly to identify school and community areas of need, followed by family engagement support and evidence-based family engagement initiative readiness activities in years 2–4. This work will culminate in supports for sustainability in year 5.

We will work with our LEA and TEA/Tribal nation community of practice leaders to identify 20 schools to provide intensive comprehensive supports. As part of the needs-sensing process in year 1, WAFEC and its partners will work with the community of practice members to identify pilot schools for comprehensive supports that are representative of the diversity of schools, students, and communities in Washington (e.g., urban, rural, languages spoken, racial

and ethnic diversity, Tribal school type). Pilot schools selected will receive comprehensive supports for three years within cohorts of five schools staggered over years 2–5. Additionally, we will provide additional services to schools in improvident such as implementing family leadership trainings, community conversations, and inclusive practices.

EdNW has worked closely with the partners to ensure that budgets accurately reflect the scope of work. While we intend to provide services in person, WAFEC partners have established best adult learning practices that can be applied virtually. Not knowing the restrictions placed on in-person technical assistance, we can deliver training and services virtually, if needed. Regardless, we will use technology to reduce costs and ensure high-quality services. In addition, given the alignment of this project with OSPI’s family engagement initiative, each partner can use existing communication and engagement channels, saving the project valuable time and resources. Overall, we have allocated the budget accordingly each year.

In year 1, WAFEC is requesting [REDACTED] Funds will be used to strengthen or build relationships with core partners, advisory board members, and other key stakeholders and to launch services. We will convene partners several times throughout the year to build a culturally responsive and respectful partnership. Partners and advisory members will meet with OSPI to become fully immersed in the Washington State Family Engagement Framework and to create work plans for the delivery of services beginning year 1 of the project and running through year 5. Partners will begin community outreach to build awareness of WAFEC. Additionally, we will begin recruiting LEA and TEA/Tribal nation leaders to participate in the communities of practice, with a goal of recruiting at least 15 participants in each of the six regions. We anticipate recruiting the first cohort of pilot schools to begin receiving comprehensive services at the end of

year 1. We will also build the WAFEC website and begin developing a repository of family engagement resources.

WAFEC is requesting [REDACTED] in year [REDACTED] in year 3, and [REDACTED] in year 4.

These funds will allow us to continue providing targeted supports and comprehensive services to communities of practice and to begin the comprehensive supports for pilot school cohorts that will begin implementing evidence-based family engagement initiatives. Also, we will annually recruit and provide services to schools in improvement. In addition to maintaining and updating the website and holding quarterly advisory meetings, we will host an annual convening at the end of each year to share lessons learned and plan upcoming work. In addition, WAFEC will design and develop family engagement resources requested by stakeholders in multiple languages and disseminate them throughout the state via the state's nine regional educational service districts. The project evaluation will continue and the impact evaluation will begin.

WAFEC is requesting [REDACTED] for year 5 of the project. Project staff members will provide services to the last cohort of pilot schools, discuss ways to sustain family engagement initiatives with LEA and TEA/Tribal nation leaders within communities of practice, and develop and disseminate the last of the family engagement resources. The last year of the project will also focus on developing a statewide sustainability plan based on the previous years' efforts of building the capacity of thousands of families and educators to support student learning statewide. The evaluation will culminate with a report on the outcomes of all participating study schools, families, and students.

### **D3. COSTS IN RELATION TO REACH, RESULTS, AND BENEFITS**

WAFEC partners expect to deliver information and resources that will be accessible to every educator, family member, and community member in Washington. We will work closely with

OSPI to strengthen the statewide infrastructure and policies for family engagement and to ensure that at least 65 percent of WAFEC services are provided to support disadvantaged students and families, particularly within the 192 schools identified for comprehensive or targeted supports (see appendix D).

We anticipate providing targeted and intensive technical assistance for the 192 schools in improvement over the course of the project. Our partners will extend the reach of our services, and WAFEC support will enable these organizations to help greater numbers of families and children. For example, CCER's professional learning community work with district family engagement leadership in the Road Map Project region of South King County is an example of how communities can learn from each other about the benefits of building local partnerships to share lessons learned from implementation of evidence-based family engagement strategies. This could be used as model for regional community of practice work with educators and families.

Our approach to services, from universal to targeted, has the potential to serve more than a million Washington students by year 5. With our formative and summative evaluation supporting the work, and a focus on supporting communities to sustain the evidenced-based practices, we believe the costs are more than reasonable related to the expected outcomes. More than 70 percent of the funding will be used for direct project costs for serving students and families, such as training, coaching, convening, and facilitating family-school-community partnerships. The majority of project costs will be directed to those districts, schools, and families most in need of support (see appendix D). Approximately 15 percent of the funds will be used for evaluation tracking progress and outcomes across the five years to collect and assess data to modify services if needed and to target additional high-need communities, schools, and families.



This work alone would generate comparable value to other funded technical assistance centers. Due to our alignment with OSPI’s priorities, however, we anticipate an even greater impact from this work. For example, our advisory committee members—many of whom are from local community groups—will be champions for the work and will be able to easily align WAFEC initiatives with their existing initiatives. In addition, we will benefit from OSPI’s communication channels to maximize outreach. Finally, we will be building the capacity of practitioners who are already providing outreach services that are aligned with the proposed work, and we expect our efforts to translate into improvements in these local services.

Ultimately, through the use of evidenced-based practices and programs students will show improved academic outcomes; families will increase their knowledge of how to best support their children at home and become parent leaders; and the state will have a systemic, collaborative, and coordinated statewide approach to family engagement.

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## **E. QUALITY OF THE PROJECT EVALUATION**

NORC at the University of Chicago (NORC) is a non-profit research institution with main offices in Chicago and Bethesda, that has consistently delivered data-driven insights to guide decision-making for over 75 years. The NORC team proposes a mixed-method evaluation that includes both process and impact components. The process portion objectively measures performance indicators throughout the five-year project and provide frequent feedback to project implementors and other key stakeholders. The impact evaluation employs a matched quasi experimental design (QED) that is constructed to meet What Works Clearinghouse (4.1) standards “with reservations.” Three evaluation staff members are fully certified What Works Clearinghouse reviewers able to ensure the highest degree of internal validity, including

minimizing risk of bias, establishing baseline equivalence, and ensuring the design is free of confounding factors.

## E1. OBJECTIVE MEASURES ALIGNED TO INTENDED OUTCOMES

The goal of the process evaluation is to provide formative feedback at critical points throughout the grant period so that WAFEC partners can use the information to refine and adjust the supports provided. The process evaluation has two components. Progress monitoring will involve collecting data to monitor progress toward goals and to document implementation. Activity monitoring will support WAFEC by monitoring all program activities, including tracking annual performance measures.

**Progress monitoring.** The progress monitoring research questions, along with the performance metrics and associated data sources, are outlined below (table 5).

**Table 5. Research questions by outcome and performance metric**

Research question	WAFEC objective/outcome	Performance metric	Data source
GOAL 1: Establish a statewide collaborative infrastructure for family engagement that is aligned, systemic, and sustainable			
<b>RQ1:</b> To what extent does WAFEC lead to better statewide alignment of family engagement vision, goals, and metrics? <ul style="list-style-type: none"><li>How are different statewide stakeholders contributing to the building of this infrastructure?</li><li>To what extent is the infrastructure aligned, systemic, and sustainable?</li><li>To what extent are different stakeholders aware of the infrastructure? Did awareness change over time?</li><li>To what extent did stakeholders use family engagement resources?</li></ul>	<b>Objective 1.1:</b> Increase educator, family, and community partner awareness of statewide, regional, and local resources and community-based partners for building capacity for effective family engagement.  <b>Objective 1.2:</b> Create a sustainable system of supports for districts to help with the selection, monitoring, implementation, and evaluation of family engagement efforts	Teacher awareness; family awareness	<b>Surveys:</b> Educator and family
		LEA capacity	Interviews: LEAs <b>Extant data:</b> Document review
		Stakeholder awareness	<b>Interviews:</b> LEAs and community partners <b>Surveys:</b> Educator and family
		Connections	<b>Interviews:</b> LEA, TEA, and SEA leaders
		Family leadership opportunities	<b>Interviews:</b> Family <b>Surveys:</b> Family
GOAL 2: Build educator and family capacity for effective and equitable school-family-community partnerships to identify and address the impacts of the COVID-19 pandemic			

Research question	WAFEC objective/outcome	Performance metric	Data source
<b>RQ2:</b> To what extent did WAFEC capacity building lead to more equitable family-school-community partnerships? <ul style="list-style-type: none"><li>How did these partnerships address the impacts of the COVID-19 pandemic?</li><li>To what extent did capacity building lead to families feeling more knowledgeable about the public education system?</li><li>To what extent did capacity building increase educator knowledge and confidence in building strong family-school-community partnerships?</li><li>How did educators’ and families’ knowledge and confidence change over time?</li></ul>	<b>Objective 2.1:</b> Cultivate system conditions for districts, TEA/Tribal nations, schools, and communities to support family-educator partnerships that have a positive impact on student success and well-being  <b>Objective 2.2:</b> Build family and educator capabilities, connections, cognition, and confidence for effective family-school-community partnerships that have a positive impact on student success and well-being	Educator knowledge and confidence	<b>Interviews:</b> Educators <b>Surveys:</b> Educators
		Family knowledge	<b>Interviews:</b> Families <b>Surveys:</b> Family
		Educator and family knowledge and confidence	<b>Interviews:</b> Educators and parents <b>Surveys:</b> Educator and family
		Family capacity	<b>Interviews:</b> Families <b>Surveys:</b> Family
		Family leadership opportunities	<b>Interviews:</b> Families <b>Surveys:</b> Family
<b>GOAL 3: Develop district and school capacity to identify, implement, and sustain evidence-based family engagement practices</b>			
<b>RQ3:</b> To what extent did LEA and school capacity building lead to implementation of evidence-based family engagement practices? <ul style="list-style-type: none"><li>What evidence-based family engagement practices were implemented?</li><li>How did educators and families experience these practices?</li><li>To what extent was fidelity attained?</li><li>Did implementation change over time?</li></ul> What barriers did districts and schools encounter?	<b>Objective 3.1:</b> Support the identification, implementation, and scale-up of innovative and effective family engagement practices aligned to local family and community needs  <b>Objective 3.2:</b> Implement a continuum of differentiated supports for regional and local family engagement initiatives	LEA leaders’ and school educators’ knowledge and confidence	<b>Interviews:</b> LEAs and educators <b>Surveys:</b> Educator

Using the performance metrics shown in table 8, the NORC team will create an annual performance report card that shows the progress made toward each of the objectives. This annual

report card will also serve as an early warning system, alerting WAFEC to any project risks or delays and providing them with the opportunity to correct course.

**Activity monitoring.** NORC will support WAFEC by documenting and monitoring all program activities described in the nested continuum of services. This will include tracking their annual performance measures, including the number of participants involved in all supports and services (training, convenings, communities of practice, coaching); the number of high-impact activities and services being provided; and the percentage of families receiving services. Table 6 outlines these key performance measures, their associated activities, and data sources.

**Table 6. Annual performance measures by WAFEC activity, key variables and data source**

Performance measures	WAFEC activity	Key variables	Data sources
(1) Number of families participating in WAFEC activities that help them understand their annual school report cards and other opportunities for engagement	Training opportunities provided by organizations and via regional networked learning communities	Number of families attending training, participating in regional networked learning communities, and receiving coaching supports	Attendance logs
	Online repository of resources	Number of families accessing parent-focused resources	Number of downloads
	Family engagement activities at school level	Number of families reporting active engagement	Family surveys
(2) Number of activities to build a statewide infrastructure for systemic family engagement that includes support for SEA and LEA leaders and capacity building	Coordination hub administrative structures	Number of meetings and coordination efforts to maintain hub	Hub activity logs; interviews or meetings with WAFEC
	Advisory board meetings	Number of advisory board members and meetings	Meeting minutes
	Coordinate, link, and sequence services across partner organizations	Number of partner organizations and services linked	Interviews/ meetings with WAFEC
	Develop online repository of family engagement resources	Number of materials in repository by category	Website metrics
		Number of unique downloads of materials	
	Statewide and regional community of practice convenings	Number of attendees and characteristics	Attendee logs and exit surveys
	Asset map of community-based organizations and	Number of times online asset map is visited or downloaded	Website metrics

Performance measures	WAFEC activity	Key variables	Data sources
	statewide, regional, and local parent groups		
(3) Number of activities that families are trained in and can effectively engage in that improve student academic achievement	Online repository of materials	Number of families accessing parent-focused resources	Number of downloads
	Training opportunities provided by organizations and via regional networked learning communities	Number of families at training	Training and activity logs
		Number of families in communities of practice	
	Intensive supports provided to families	Number of families engaged in improving student learning	Family interviews and surveys
	Family engagement activities at the school level	Number of families engaged in decision making at the state and school levels	
(4) Percentage of families receiving WAFEC services with enhanced capacity to work with schools and service providers in meeting academic and developmental needs of their children	Training opportunities for families provided by organizations and via regional networked learning communities	Number of families engaged in trainings/services aimed at building their capacity	Training and activity logs
	Intensive supports provided to families	Number of families engaged in helping their child improve student learning	Family interviews and surveys
	Family engagement activities at the school level		
(5) Number of activities that ensure LEA, school, and community-based organization staff are trained and can engage in activities with families that will improve student academic achievement	Online repository of resources	Number of resources identified (uploaded) and reviewed (downloaded)	Website metrics
	Training and technical assistance to help with community asset mapping and needs-sensing and readiness for parent engagement	Number of needs assessments completed	Interviews with participants; WAFEC
		Number of people accessing and downloading the asset map	Website metrics
(6) Percentage of LEA and school staff who report having enhanced capacity to work with families in meeting the academic and developmental needs of their children	Training opportunities for educators provided by statewide and family-focused organizations and via regional networked learning communities	Percentage of LEA and school staff receiving training	Training/activity logs
		Percentage of LEA and school staff reporting enhanced capacity to work with families in meeting children's needs	Educator survey and interviews

As illustrated in tables 7 and 8, NORC will collect several types of data for the process evaluation, including educator and family surveys and interviews with WAFEC staff, LEAs, TEA/Tribal nation leaders, school partners, and families. NORC staff will meet with WAFEC

staff and partners monthly to document activities and collect documents and artifacts. For example, NORC will collect minutes from any hub-related and advisory board meetings and use them to document the development of services, structures, and activities. In addition, NORC will collect any other relevant documents related to the family engagement strategies being developed, including written or online invitation language for events or convenings, training materials, agendas, PowerPoint slides, and any coaching materials or logs.

## **E2. PERFORMANCE FEEDBACK AND PERIODIC ASSESSMENT OF PROGRESS**

NORC will share findings from the process evaluation with EdNW and other stakeholders through biannual webinars, report cards and progress reports, and a final technical report. NORC will also provide program staff with quarterly feedback on the performance metrics through the development and use of an interactive data dashboard. Formatively, we will provide survey results to WAFEC and to each participating district/school in a user-friendly format.

## **E3. PRODUCING PROMISING EVIDENCE OF THE PROJECT'S EFFECTIVENESS**

While the process evaluation takes a broad view of the WAFEC project as a whole, the summative evaluation focuses on the program's impact on families, students, and educators. Starting in year 3, it uses a QED to rigorously assess impacts and is designed to meet What Works Clearinghouse (4.1) "with reservations" standards, exceeding the standard of promising evidence. This includes rigorous statistical controls to mitigate threats to validity, such as ensuring baseline equivalence, monitoring overall and differential attrition, using valid and reliable measures, and avoiding confounds. The lagged matched design involves rolling comparisons between matched cohorts at different stages of implementation (table 10) where the darker shading indicates later stages of implementation. NORC proposes to select a total sample of 20 schools (five per row in table 7), which would include approximately 3,500 families.

**Table 7. QED matched design showing lagged comparison by treatment dose**

Cohort		Year 3	Year 4	Year 5
1	Treatment 1 ( $n = 5$ )	12 months	24 months	36 months
1	Delayed treatment: comparison 1 ( $n = 5$ )	0 months	12 months	24 months
2	Delayed treatment: comparison 2 ( $n = 5$ )		0 months	12 months
3	Delayed treatment: comparison 3 ( $n = 5$ )			0 months

This lagged design provides a valid counterfactual comparison to a business-as-usual comparison group each year. For example, in project year 3, the cohort 1 treatment (with 12 months of exposure) is compared to the cohort 1 comparison (with 0 months of exposure) for a valid and reliable impact estimate. This design has the added benefit of allowing us to estimate treatment dosage effects. For example, in year 5 we can compare all groups to estimate the impact of 12, 24, and 36 months of exposure to the counterfactual of no exposure (cohort 3). Lastly, the design is additive, whereby cohorts can be combined and compared. For example, all the cells of 12 months of exposure can be combined and compared to all the cells with 0 months of exposure for a larger sample size and greater power. This design will allow NORC researchers to respond to the following research questions (table 8).

**Table 8. Summative research questions by data source**

Research questions	Outcomes	Data source
To what extent are educators aware of statewide family engagement goals and resources?	Educator knowledge	Educator survey
To what extent did WAFEC impact teacher knowledge of evidence-based family engagement strategies?	Educator knowledge	Educator survey
To what extent did WAFEC impact teacher implementation of evidence-based family engagement strategies?	Educator practice	Educator survey
To what extent did the program impact family involvement? To what extent did the program impact the involvement of historically marginalized groups?	Family engagement	Extant data Family survey
To what extent did the program impact student engagement and academic achievement? To what extent did these impacts vary by grade and student demographics?	Student engagement and achievement	Educator survey Extant data
To what extent did dose and exposure moderate the above outcomes of interest?	As above	As above
To what extent did fidelity of implementation moderate the above outcomes of interest?	As above	As above

The data collection for the summative portion contains the same activities as the process evaluation. For example, the family survey will include items that contribute to the process and



other items that contribute to the impact evaluations. For the summative analysis, we will use the HLM framework as a model-based method of accounting for the multilevel structure and will estimate causal impacts after adjusting for covariate differences between groups. We will account for districts in our analyses through the use of fixed effect indicators for all but one district. Thus, our analytic model will estimate the effect of WAFEC on the outcomes of the  $i$ th individual working with school  $j$  using

$$Y_{ij} = \gamma_0 + \gamma_1 GC_j + \sum_c (\lambda_c X_{cij} + \zeta_c \bar{X}_{c \blacksquare j}) + \sum_d \delta_d D_d + e_j + r_{ijk}$$

where  $Y$  is the outcome;  $\gamma_1$  is the difference in school means the treatment and comparison groups, which serves as our estimate of the impact;  $\sum_c (\lambda_c X_{cij} + \zeta_c \bar{X}_{c \blacksquare j})$  represents the effects of the covariates, their school means, and their district means;  $\sum_d \delta_d D_d$  represents the fixed district effects for all but one district; and  $e$  and  $r$  represent the random effects at the school and individual levels, respectively, which are normally distributed with 0 means and variances  $\sigma_e^2$  and  $\sigma_r^2$ . We will estimate the effect size using difference in adjusted means predicted from the full model and the standard deviation estimated from the model without covariates or district indicators to allow estimation of the population standard deviation.

*Baseline Equivalence.* We will use propensity score matching techniques to ensure the equivalency of treatment and multiple cohorts of comparison schools. We will also assess the equivalence of the treatment and comparison groups at baseline using outcome-specific analytic samples (post-attrition). Following What Works Clearinghouse guidelines, we will consider effect sizes less than 0.25 standard deviations as admissible balance and effect sizes between 0.05 and 0.25 as requiring a covariate adjustment. Differences less than 0.05 do not require any statistical adjustment.



## Other Attachment File(s)

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# Other Attachments

<b>APPENDIX A</b>	<b>Framework</b>
<b>APPENDIX B</b>	<b>Logic Model</b>
<b>APPENDIX C</b>	<b>WAFEC Approach to Statewide System of Support</b>
<b>APPENDIX D</b>	<b>Differences in Student Demographics</b>
<b>APPENDIX E</b>	<b>Resumes for Project Directors and Key Personnel</b>
<b>APPENDIX F</b>	<b>Indirect Cost Agreement</b>
<b>APPENDIX G</b>	<b>Letters of Support</b>
<b>APPENDIX H</b>	<b>References/Bibliography</b>

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## APPENDIX A: FRAMEWORK



# FAMILY ENGAGEMENT FRAMEWORK

2021 REPORT TO THE LEGISLATURE

Prepared by:  
Heather Rees, Research Analyst,  
Center for the Improvement of Student Learning,  
Office of Superintendent of Public Instruction

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## Executive Summary

The Family Engagement Framework Workgroup was created in 2020 by budget proviso: Sec. 922 of [SB 6168](#) (HB 2631), with the purpose of creating “a family engagement framework for early learning through school.” The workgroup reviewed family engagement policies and practices in Washington and in other states and national research to identify best practices that can be adopted throughout Washington. The recommended family engagement framework includes the following:

### Definition of Family Engagement (What and Who)

Family engagement is a full and equitable partnership among families, educators, providers, and communities to support learners’ development from birth through college and career. It is a collective responsibility that means doing with—not doing for—families.

### Values and Principles (Why)

**Shared power and responsibility** includes building the capacity of educators and families to co-design instruction and supports for each student. Families are recognized as experts in their children’s education, with families and educators utilizing two-way communication and listening.

**Relationships are the cornerstone of family engagement**, built on trust, communication, and recognizing the value of all families and students.

**All families have strengths**, and they are the first and best advocates and teachers for their children.

**Family engagement promotes equity and success** for all families, achieving equitable outcomes by recognizing the diversity of family types, by using a multi-generational lens, and through cultural and linguistic competency and responsiveness.

### Elements (How)

Each element includes defined roles, suggested strategies, and resources.

- Element #1 - Assessing strengths and barriers
- Element #2 - Confronting injustice and acknowledging intersectionality and in order to address inequities.
- Element #3 - Allocating resources to build and sustain capacity for family engagement
- Element #4 - Systematically building positive/trusting relationships
- Element #5 - Establishing equitable leadership and shared responsibility
- Element #6 - Creating an inclusive culture and welcoming families
- Element #7 - Fostering communication between schools, families, and communities
- Element #8 - Sustaining family engagement across developmental stages

Table of Recommendations

Recommendation	Audience			
	OSPI	DCYF	Legislature	Other
<p><b>Recommendation 1.</b> The Legislature should require the Office of Superintendent of Public Instruction (OSPI) and the Department of Children, Youth, and Families (DCYF) to finalize and adopt a Washington State Family Engagement Framework based on the definition, values and principles and elements outlined in this report.</p> <p>This Washington State Family Engagement Framework must be implemented by all school districts and appropriate programs managed by DCYF including early learning and childcare providers.</p>	✓	✓	✓	✓
<p><b>Recommendation 2a.</b> The Office of Superintendent of Public Instruction (OSPI) and Office of the Educations Ombuds (OEO) should collaborate to create a toolkit for schools and school districts for the implementation of this framework that includes:</p> <ul style="list-style-type: none"> <li>• A self-assessment tool</li> <li>• A family engagement action plan template</li> <li>• Sample position descriptions for staff roles primarily responsible for family engagement</li> <li>• Other communication tools and templates</li> <li>• Synthesis and inventory of tools</li> </ul> <p><b>Recommendation 2b.</b> The Department of Children, Youth, and Families (DCYF) should similarly create a toolkit for family engagement for early childhood education and childcare providers aligned to this framework, with an emphasis on partnership with and preparation for transitioning into the K-12 system.</p>	✓	✓		✓
<p><b>Recommendation 3a.</b> In order to make possible the effective implementation of family engagement strategies, the Legislature should ensure appropriate staffing levels including:</p> <ul style="list-style-type: none"> <li>• Family engagement coordinators in school buildings at a ratio of students to family engagement coordinators of 477:1</li> <li>• Family engagement trainers and coaches in school districts and educational services districts (ESDs)</li> <li>• Family engagement specialists at OSPI, OEO and DCYF</li> </ul>			✓	



Recommendation	Audience			
	OSPI	DCYF	Legislature	Other
<b>Recommendation 3b.</b> In order to address barriers to accessibility and fair compensation, the workgroup recommends that the Legislature provide the necessary funding and structure for support for family engagement including stipends for family members who serve on committees and advisory groups, childcare, language (interpretation and translation) and disability access.				
<b>Recommendation 4.</b> The workgroup recommends that the State explore a system of paid leave available for parents to use for family engagement activities and meetings, as well as laws or regulations to protect the employment of individuals who take leave to attend meetings at their children's schools.			✓	✓
<b>Recommendation 5.</b> The workgroup recommends that the Legislature amend the law to allow state agencies to provide appropriate monetary stipends to family and community members who participate on workgroups, committees, focus groups, and other engagement opportunities where the state benefits from their perspective and expertise, but they are otherwise uncompensated.			✓	
<b>Recommendation 6.</b> The work group recommends that the Legislature clarify and amend RCW 28A.400.303 so that family members will not be automatically prevented from volunteering or participating in school-related family activities based upon the family member's criminal history. Specifically, family members should not be denied as participants in school activities if the criminal history: <ul style="list-style-type: none"> <li>• Did not involve a child victim</li> <li>• Involved an act committed more than 5 years ago</li> <li>• Was committed when the family member was under the age of 21, or</li> <li>• Involved a non-violent offense or misdemeanor, including drug-related offenses.</li> </ul> For offenses that did involve the student or another child, the family member should not be denied the ability to participate in their student's education or other school activities if the family member has obtained any of the following: <ul style="list-style-type: none"> <li>• Certificate of Restoration of Opportunity (CROP)</li> </ul>	✓		✓	✓

Recommendation	Audience			
	OSPI	DCYF	Legislature	Other
<ul style="list-style-type: none"> <li>• Certificate of Parental Improvement (CPI), or</li> <li>• Certification as a Foster or Adoptive Parent.</li> </ul> <p>Office of Superintendent of Public Instruction (OSPI) should have a process for parents or other significant family members to appeal a denial from their student's school district. Schools which have found that a family member's criminal background would exclude the person from volunteering or otherwise participating at their student's school should also notify them about the process of receiving a CROP or CPI and how to appeal the decision to OSPI with the assistance from the school or district family engagement coordinator.</p>				
<p><b>Recommendation 7a.</b> The workgroup recommends that the Professional Educator Standards Board (PESB) review the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers and the National Educational Leadership Preparation (NELP) Program Recognition Standards for alignment with the Washington Family Engagement Framework and issue any supplemental materials as necessary.</p> <p><b>Recommendation 7b.</b> The workgroup recommends that Criterion 7 of the Teacher Evaluation Criteria and Descriptors and Criterion 8 of the Principal Evaluation Criteria and Descriptors and the associated Instructional and Leadership Frameworks be updated to align with the values, principles, and elements of this framework.</p>	✓			✓

## Background

The Family Engagement Framework Workgroup was created in 2020 by budget proviso: Sec. 922 of [SB 6168](#) (HB 2631), with the purpose of creating “a family engagement framework for early learning through school:”

(2) At a minimum, the work group must review family engagement policies and practices in Washington and in other states, with a focus on identifying best practices that can be adopted throughout Washington....

(7) By June 30, 2021, and in compliance with RCW 43.01.036, the office of the superintendent of public instruction must report to the appropriate committees of the legislature with a summary of the activities of the work group and its recommendations for a family engagement framework for early learning through high school.

What follows is an outline of the proposed family engagement framework including best practices and recommendations for implementation.

## Meetings

The Family Engagement Framework Workgroup (FEF) began meeting in September 2020 and continued to meet once a month through June 2021. Due to the COVID-19 pandemic, the workgroup met remotely via the Zoom application. Final decisions were made by the whole workgroup in accordance with the agreed upon decision making protocols. Cherry Holmes and Megan Pirie were elected as co-chairs and worked closely with staff, as required by the budget proviso.

## Workgroup Membership

Family and Community Representatives	
Name	Role
April Messenger	Parent – Early Education
Hodan Mohamed	Parent – English Language Learners
Jen Chong Cole	Parent – Special Education
Laura Darland	Parent – Foster Care
Jeremiah Donier	Parent – High School
Megan Pirie (Co-chair)	Parent – Middle School
Scarlet Wilson	Parent – Elementary
Denita Holmes	Parent – Tribal Representative

Organizational Representatives	
Name	Organization
Dr. Ann Ishimaru	Commission on Asian Pacific American Affairs
Julieta Altamirano-Crosby, Ph.D.	Educational Opportunity Gap Oversight and Accountability Committee
Will Hausa	Commission on African American Affairs
Carolynn Perkins	Washington State School Directors Association
Cherry Holmes (co-chair)	Washington State Parent Teacher Association
Kurt Hatch	Association of Washington State Principals
María Sigüenza	Washington State Commission on Hispanic Affairs
Michael Finley (teacher)	Washington Education Association
Michelle Sorensen (social worker)	Washington Education Association
Michelle Rolen	Washington School Counselors Association
Carrie Basas	Office of Education Ombuds
Jan Brown	State Board of Education
Shanna McBride	Department of Children, Youth & Families
Penelope Mena	Office of Superintendent of Public Instruction

### Workgroup Staff

- Maria Flores, Executive Director, Center for the Improvement of Student Learning (CISL)
- Heather Rees, Research Analyst, CISL
- Mark McKechnie, Senior Consultant on Equity in Student Discipline, CISL
- Robin Howe, Administrative Assistant, CISL

### Introduction

The members of this workgroup committed their time, energy, and effort to this work because they believe that effective family engagement is a necessary component to address systemic racism and other root causes that inhibit the full inclusion of all families, including on the basis of race/ethnicity, disability, language, citizenship, gender identity, sexual orientation, and carceral status. Increasing family engagement allows family members to be equal partners with schools, educators, and other service providers as their child's first and most important educator.

Academic research supports what families and communities already know: effective family engagement has a wide range of positive impacts. A 2012 report from the U.S. Department of Education, found that over 50 years of research on family engagement showed beneficial impacts on student grades, test

scores, lower drop-out rates, and students' sense of competence and beliefs about the importance of education.<sup>1</sup> But not all family engagement strategies are the same.

Traditional approaches to family engagement focus on the "participation" of members of the majority culture (usually white, English-speaking, not low-income, with traditional family structure), while educators and professionals serve as the "experts" who know what is best.<sup>2</sup> The framework for family engagement is founded on principles of equity and anti-racism articulated through processes of co-design and dual capacity building which value lived experience and cultural funds of knowledge.<sup>3</sup>

It is important to note that this framework is not meant to be a stand-alone, one-size-fits-all solution. An effective framework is flexible enough to allow schools, districts, and early learning and childcare providers to adapt the framework within their current system and to deploy developmentally appropriate strategies across the spectrum from early learning through high school. Additionally, the work must be integrated with implementation of other efforts such as [Multi-Tiered System of Supports \(MTSS\)](#), [Integrated Student Supports](#), discipline reform, inclusionary practices, and language access.

Family engagement is not a new concept, and current state and federal laws already include requirements and supports for family engagement ([see Appendix F](#)). The COVID-19 pandemic further highlighted the need for effective and equitable family engagement to be in place before a crisis impacts the state. It illustrated that family engagement is not effective as an afterthought tagged on to individual programs. Within this context, the workgroup developed this framework and recommendations for Washington that is designed to create a more equitable and accessible system for students and their families.

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<sup>1</sup> Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. U.S. Department of Education. <https://sedl.org/pubs/framework/FE-Cap-Building.pdf>

<sup>2</sup> Ishimaru, A. (2014). Rewriting the rules of engagement: Elaborating a model of district-community collaboration. *Harvard Educational Review*, 84, 188-216. 10.17763/haer.84.2.r2007u165m8207j5.

<sup>3</sup> Mapp, K. L. & Bergman, E. (2019). *Dual capacity-building framework for family-school partnerships (Version 2)*. <https://www.dualcapacity.org/>

## Definitions

- **Anti-racism** – Recognizing the impact of racist actions and policies, anti-racist individuals or organizations actively seek to replace racist actions, policies, and institutions with those that support racial equity.<sup>4</sup>
- **Co-design** – A process of bringing diverse people together to collectively identify issues or areas of inquiry and to design solutions through data informed and solidarity-driven decision-making processes.<sup>5</sup>
- **Collective responsibility** – Where responsibility is allocated to two or more people that work together to achieve a particular outcome.<sup>6</sup>
- **Communication** – Good and effective communication is intentional, relevant, dynamic, reciprocal, culturally responsive, interactive, and two-way.
- **Community** - Not only the place where people live, but also includes supports for children, youth, and families. This includes but is not limited to: culture, extended family, friends, local business, and service providers.
- **Equity/equitable** – The act of developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable (not equal) opportunity for all people. Equity has a focus on eliminating barriers that have prevented the full participation of historically and currently oppressed groups.<sup>7</sup> Equitable systems are those in which outcomes are not determined by an individual's race/ethnicity, disability, gender identity, sexual orientation, income, citizenship, or other social status.
- **Family** – For the purpose of engagement, it is broadly defined as who the child/youth/student defines as family and is not dependent on legal status or biological relationship.

## Goals/Outcomes:

- Build an anti-racist and inclusive system that serves all families.
- Create a welcoming culture
- Development of the whole child
- Success for each student (as defined by family and student)
- Increase family and community well-being

<sup>4</sup> Handout *What does it mean to be antiracist?*

[https://nmaahc.si.edu/sites/default/files/downloads/resources/racialhealinghandbook\\_p87to94.pdf](https://nmaahc.si.edu/sites/default/files/downloads/resources/racialhealinghandbook_p87to94.pdf) From: Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

<sup>5</sup> Family Leadership Design Collaborative. (2017). *Solidarity-driven decision-making: Enacting equity in partnering and decision making phase 2 process brief*. [https://familydesigncollab.org/wp-content/uploads/2018/07/Solidarity-Driven-Decision-Making\\_FLDC-Phase-2-Process.pdf](https://familydesigncollab.org/wp-content/uploads/2018/07/Solidarity-Driven-Decision-Making_FLDC-Phase-2-Process.pdf)

<sup>6</sup> Nollkaemper, A. (2018) The duality of shared responsibility. *Contemporary Politics*, 24(5), 524-544, <https://doi.org/10.1080/13569775.2018.1452107>

<sup>7</sup> DEI Foundational Definitions. (2019, November 5). <https://ofm.wa.gov/sites/default/files/public/shr/Diversity/SubCommit/DEI-Foundational-Definitions-final-draft-w%20citations%20Accessible%2011-5-19.pdf>

- **Inclusive** – Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.<sup>8</sup>
- **Intersectionality** – The complex, cumulative way in which the effects of multiple forms of discrimination (e.g., racism, sexism, classism, etc.) combine, overlap, or intersect; especially in the experiences of historically marginalized individuals or groups.<sup>9</sup>
- **Lived experience** – Personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people.<sup>10</sup>
- **Racial equity** – The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.<sup>11</sup>
- **Transformative justice** – Is a liberatory approach to violence...[which] seeks safety and accountability without relying on alienation, punishment, or state or systemic violence, including incarceration or policing.<sup>12</sup>

## Proposed Framework for Family Engagement

### Definition of Family Engagement (What and Who)

Family engagement is a full and equitable partnership among families, educators, providers, and communities to support learners' development from birth through college and career. It is a collective responsibility that means doing with—not doing for—families.

### Values and Principles (Why)

**Shared power and responsibility** includes building the capacity of educators and families to co-design instruction and supports for each student. Families are recognized as experts in their children's education, utilizing two-way communication and listening.

**Relationships are the cornerstone of family engagement**, built on trust, communication, and recognizing the value of all families and students.

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<sup>8</sup> Racial Equity Tools. (n.d.). Glossary. <https://www.racialequitytools.org/glossary>

<sup>9</sup> Merriam-Webster. (n.d.) <https://www.merriam-webster.com/dictionary/intersectionality>

<sup>10</sup> Lived experience. Oxford Reference. Retrieved 2 Jun. 2021, from <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100109997>.

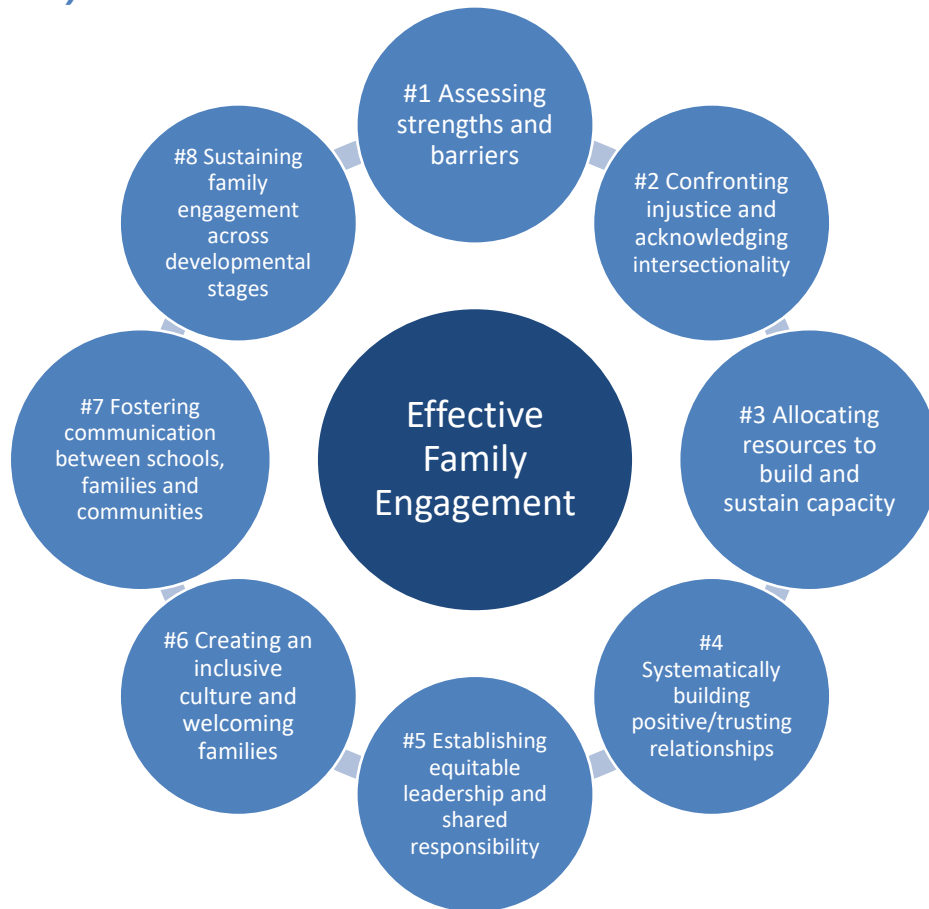
<sup>11</sup> Racial Equity Tools. (n.d.). Glossary. <https://www.racialequitytools.org/glossary>

<sup>12</sup> Kershner, S., Haines, S., Harkins, G., Greig, A., Wiesner, C., Levy, M., Shah, P., Kim, M., & Carr, J. (2007). Toward transformative justice: A liberatory approach to child sexual abuse and other forms of intimate and community violence. [https://www.transformativejustice.eu/wp-content/uploads/2010/11/G5\\_Toward\\_Transformative\\_Justice.pdf](https://www.transformativejustice.eu/wp-content/uploads/2010/11/G5_Toward_Transformative_Justice.pdf)

**All families have strengths**, and they are the first and best advocates and teachers for their children.

**Family engagement promotes equity and success** for all families, achieving equitable outcomes by recognizing the diversity of family types, by using a multi-generational lens, and through cultural and linguistic competency and responsiveness.

## Elements (How)



### Element #1 - Assessing Strengths and Barriers

A collaborative strengths-based process of assessing strengths and barriers is an important first step in the creation of a family engagement action plan. The process itself is an opportunity for listening and learning that can bring the community together and build trust, establishing common understanding of family engagement and common goals.

#### Roles

- **Families, community, and students** – Identify community resources and provide honest feedback about the ability of the school to build on strengths and remove the identified barriers.
- **School leadership** – Facilitate a collaborative review process that includes students, families, school staff, and members of the community who provide honest feedback about the ability of the school to remove the identified barriers.



- **School district leaders** – Allocate time and other resources to support review of strengths and barriers. Collaborate with community leaders to identify assets and resources in the community and provide guidance to school leaders. Utilize the Multi-Tiered System of Supports (MTSS) district leadership team.
- **State agencies** – Provide the tools and technical guidance for schools and district to use to identify their community's strengths and barriers.

## Strategies

- Engage in a collaborative process of reviewing the strengths and barriers of both families and schools.
  - Consider specifically what a family's strengths and barriers might be and do not assume that all families have access to the same resources or awareness of school system processes. Include the histories of families' experiences with schools across generations and the cultural experiences of immigrant and refugee families, who may not know or understand the nuances of the U.S. education system. Focus on identifying barriers families face in navigating the school system by asking them directly.
  - Be open to these challenges and honest about the problems the school has in meeting them, identifying where resources and partnerships are needed.
  - Recognize that the goal is to reform the existing system to be anti-racist and to serve families and students that it was designed and executed without.
  - Work with the community to identify resources available to meet needs. Utilize networks of local community-based organizations.
- Assessing needs and barriers does not mean assigning deficit or failure. The process should be strengths-based and include multiple kinds of quantitative and qualitative data and meaning-making, such as individual reflection.
- With these broad strengths and barriers in mind, engage in a collaborative process of reviewing the effectiveness of family engagement at the school level. Identify the current stage of implementation and use this information to create a family engagement action plan.

## Resources

- [Sample: Family Engagement Best Practices Rubric and Assessment from Albuquerque Public Schools \(Appendix D.\)](#)
- [School district level Parent and Family Engagement Support Inventory Tool from the Office of Superintendent of Public Instruction](#)<sup>13</sup>
- [The Spectrum of Family Engagement for Educational Equity](#)<sup>14</sup>

<sup>13</sup> Family Engagement Collaborative Albuquerque Public Schools. (n.d.) *Family engagement best practices rubric and assessment*. <https://www.k12.wa.us/sites/default/files/public/titlei/familyinvolvement/pubdocs/pfeevaluationdistrictinventory.docx>

<sup>14</sup> Facilitating Power. (n.d.). *Spectrum of family engagement for educational equity*. <https://movementstrategy.org/b/wp-content/uploads/2020/04/Spectrum-of-Family-Community-Engagement-For-Educational-Equity.pdf>

- [Road Map Family Engagement Survey User's Guide](#)<sup>15</sup>

## Element #2 - Confronting Injustice and Acknowledging Intersectionality and in order to Address Inequities

Equity is achieved when all students and families thrive, and success is no longer dependent on socio-economic status, race/ethnicity, family make up, and other factors. An equitable program of family engagement cannot be achieved without first confronting injustice and acknowledging the role of intersectionality.

### Roles

Everyone in the community has a role in acknowledging their own internal biases and confronting injustice when they see it. However, individuals with power in the system (school and district leaders, staff, and educators) must take the lead in acknowledging the damage of systemic oppression and seek to make changes that honor the needs of families and students.

Individuals must recognize their own plurality of identities and seek to honor the experiences of others without assumptions and stereotyping.

### Strategies

- Provide staff with essential trainings in recognizing implicit bias, anti-racist education, culturally responsive practices, and transformative justice.
- Identify varying levels of access families have and remove barriers that may be present by paying attention to different cultural perspectives and using families' ideas to create programming.
- Use cultural perspectives as shared by families to create professional development opportunities that will lead to the valuing of student and family assets and the greater ability for schools to best support learning about the approaches schools take to support student learning.
- Use a continuous improvement model to operationalize the equity lens. There are multiple models with similar features for continuous improvement, including: Convene, Assess, Design, Execute, and Evaluate; and the Plan-Do-Study-Act model that is used and promoted by Title I, Part A within their Schoolwide and Targeted Assistance School Plans<sup>16</sup>.
- Create and implement school district and building Racial Equity Teams that are led by people of color and listened to by leadership.
- Collect and analyze disaggregated data to monitor disproportionality. Data collection and analysis alone is insufficient to eliminate disparities, however data must be used to hold systems

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<sup>15</sup> Ishimaru, A. & Lott, J. (2015). *User's guide for road map family engagement survey*.

<https://education.uw.edu/sites/default/files/programs/epsc/Users%20Guide%20Road%20Map%20Survey.pdf>

<sup>16</sup> Office of Superintendent of Public Instruction. (n.d.). *Schoolwide program*. <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models/schoolwide-program>

accountable, guide improvement, and inform change. The lived experiences of Black, Indigenous and People of Color (BIPOC) communities must also be heard and recognized.

- Recognize that families, students, communities, and BIPOC educators and educators from other historically marginalized groups are the experts and should not be expected to carry the work alone. And they must be adequately compensated for their time and leadership.

### Resources

- [Active Implementation Hub](#)<sup>17</sup>
- [REL Research on Continuous Improvement](#)<sup>18</sup>

### Element #3 - Allocating Resources to Build and Sustain Capacity for Family Engagement

The allocation of resources including money and time demonstrate the values of an organization.

Without these resources, family engagement efforts will be empty and unsustainable. For example, a commitment to the values of diversity, equity, and inclusion (DEI) and anti-racism, must be supported by the allocation of resources to support that work.

### Roles

- **Families** – Take part in trainings and other resources that inform families of their right to engage in their child's education.
- **School leadership** – Support the adequate allocation of staff time to engage with families. Organize and make available the necessary events, resources, and tools.
- **School district leaders** – Engage in a budgeting process that includes the community and is based on meeting identified needs (see Element 1). Prioritize spending for dedicated family engagement staff roles, activities, and training. Seek training led by impacted individuals from the community with lived experience and cultural knowledge. Learn from those who face the barriers directly.
- **State agencies** – Office of Superintendent of Public Instruction (OSPI) and Department of Children, Youth and Families (DCYF) allocate resources to support family engagement on the state level as well as to provide technical assistance to programs. Office of the Education Ombuds (OEO), OSPI and DCYF work together to disseminate innovative solutions that make schools more accessible to families.
- **State Legislature** – Allocate resources to OEO, OSPI, DCYF, Department of Social and Health Services (DSHS), and others, to support family engagement and require representation of families and communities on committees and workgroups.

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<sup>17</sup> National Implementation Research Network and State Implementation and Scaling-up of Evidence-based Practices Center. (n.d.). *Active implementation hub*. <https://nirn.fpg.unc.edu/ai-hub>

<sup>18</sup> Shakman, K., Wogan, D., Rodriguez, S., Boyce, J. & Shaver, D. (2020). *Continuous improvement in education: A toolkit for schools and districts*. [https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL\\_2021014.pdf](https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf)

## Strategies

- Create a school plan for family engagement including the necessary start-up and sustaining costs in order to guide budgeting.
- Budget and use state and federal funds provided for family engagement activities including family engagement coordinators and staff to support outreach, interpretation, and translation.
- Districts should annually evaluate and report the use of funds for family engagement to school boards and to OSPI.
- Invest time and money to identify professional development for school staff and integrate family engagement expectations into teacher and leader evaluation frameworks and processes.
- Utilize resources for partnerships with community-based organizations including, up to 15% of state Learning Assistance Program funds.<sup>19</sup>
- Utilize the Dual Capacity-Building Framework for Family-School Partnerships<sup>20</sup> approach to empower both educator and families.

## Resources

- [Unlocking Federal and State Program Funds to Support Student Success](#)<sup>21</sup>
- [Dual Capacity-Building Framework for Family-School Partnerships](#)
- [Parent Curriculum: Families in the Driver's Seat](#)<sup>22</sup>

## Element #4 - Systematically Building Positive/Trusting Relationships

This means that school systems and processes are built in a way that intentionally support ongoing relationship building and incorporate feedback loops that demonstrate responsiveness and build trust.

## Roles

All community members should engage with each other to build connections, share resources, and grow awareness and understanding of social and racial justice.

- **Families and students** – Be open to the building and/or restoration of relationships and trust. Be honest and firm about needs.
- **Community, family, and school advocacy groups** – Create a space where they can collaborate and work together for the student's best interest. Listen and amplify what the community needs.

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<sup>19</sup> RCW 28A.165, as amended by HB 1208 (2021) Learning Assistance Program.  
<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.165>

<sup>20</sup> Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. U.S. Department of Education. <https://sedl.org/pubs/framework/FE-Cap-Building.pdf>

<sup>21</sup> Office of Superintendent of Public Instruction. (2020). *Unlocking federal and state program funds to support student success*. [https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking\\_State\\_Federal\\_Program\\_Funds.pdf](https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking_State_Federal_Program_Funds.pdf)

<sup>22</sup> Ishimaru, A. & Lott, J. (2015). *Families in the driver's seat: Parent-driven lessons and guidelines for collective engagement*. <https://education.uw.edu/sites/default/files/programs/epsc/ParentCurriculum-FINAL-Print.pdf>

- **Educators** – Begin the work by proactively engaging with families, students, and communities. Due to the legacy of oppression and resulting mistrust, it is the role of the system to take the first step to engage with families and communities in order to build or re-establish trusting relationships.
- **Nurses, mental health and guidance counselors, school social workers and other classified staff** – Build positive/trusting relationships with families by honoring caregivers as the experts on the strengths and needs of their child. Provide mentoring and guidance to youth, and their families, as they transition to college and careers.
- **School leaders** – Provide school guidance and leadership that centers relationships and honors the voice of families and empowers educators. Principals set an example and provide support and accountability.
- **School district leaders** – Establish channels for meaningful communication and engagement between district leaders and families. Encourage and provide accountability for principals, teachers, and administrative staff. Demonstrate commitment to engagement and shared responsibility through allocation of resources.

### Strategies

- Trust is built through respect for a diversity of cultures and beliefs that starts with listening and learning.
- Build relationships based upon trust and confidentiality.
  - In elementary schools each child's teacher will maintain a consistent relationship with the families. In the secondary schools, a point person will be selected to provide consistent contact and information.
- Create outreach programs where the key is listening empathetically while engaging a plan of action. Listening comes first but must be followed by action.
- Schools and districts reach out to community-based organizations that have established relationships, programs, and resources. Look to trusted partners for families and students, including culturally specific community organizations.
- Survey families and educators each year. Questions ask families how to build successful connections and are tailored to each school districts specific demographics based on a sample provided by the state. Results are provided to school administrators and educators to be used in engagement planning and monitoring of progress.
- Time for school staff to engage and build relationships with families must be designated and protected by leadership.
- Utilize Multi-Tiered System of Supports (MTSS), when they exist, to engage families at the district level and in schools through teams at tiers one, two, and three.

## Element #5 - Establishing Equitable Leadership and Shared Responsibility

A school with equitable leadership and shared responsibility has family engagement that goes beyond symbolic gestures to true co-creation. This element goes beyond the education of individual students and seeks to transform schools and systems.

### Roles

The essential characteristic of this element is that each party is recognized as having the knowledge, capacity, and experience to engage as a partner, and each shares responsibility for fostering the success of all students.

- **Families and communities** – Accept a shared responsibility for the success of the school community. Community groups and families monitor and advocate for equitable leadership.
- **School leadership and educators** – See their role as co-leading schools in equitable partnership with families and communities. They seek to provide the resources families need to participate in the school community and important decision-making, recognizing that the system has historically hoarded power and excluded families. Create space at the decision-making table and understand the different ways that families bring their concerns. Recognize bias and racism in the ways that certain types of engagement are perceived as “inappropriate” when coming from Black, Indigenous and People of Color (BIPOC), individuals.
- **School district leaders** – Implement meaningful opportunities for families, students, communities, and the groups that represent them, to serve as leaders in the development of policies, procedures, and resources.

### Strategies

- Formalize co-leadership through policies and procedures that are followed by all partners with clear policies and practices to raise concerns and resolve differences.
- Schools and districts engage family groups such as the Parent Teacher Association (PTA) that can develop and support family leaders.
- Partner with community-based organizations to develop families’ leadership and advocacy.

### Resources

- [Dual Capacity-Building Framework for Family-School Partnerships](#)<sup>23</sup>
- [Charting a Course to Equitable Collaboration: Learning from Parent Engagement Initiatives in the Road Map Project.](#)<sup>24</sup>

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<sup>23</sup> Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. U.S. Department of Education. <https://sedl.org/pubs/framework/FE-Cap-Building.pdf>

<sup>24</sup> Ishimaru, A. & Lott, J. (2014). *Charting a course to equitable collaboration: Learning from parent engagement initiatives in the road map project*. University of Washington  
[https://education.uw.edu/sites/default/files/research/projects/epsc/EquitableCollaborationReport\\_0.pdf](https://education.uw.edu/sites/default/files/research/projects/epsc/EquitableCollaborationReport_0.pdf)

- [Strategies for Equitable Family Engagement](#).<sup>25</sup>

## Element #6 - Creating an Inclusive Culture and Welcoming Families

Districts and school buildings embrace diversity, empathetically listen, and learn, honor both the strengths and barriers of all groups and individuals, give space for the voices of everyone, and invest time and resources in the growth and development of all.

### Roles

- **Families and students** – Engage in opportunities to connect with school staff and other families in an open way that embraces diversity and rejects zero-sum thinking.
- **Community-based, especially culturally significant, organizations** – Serve as a resource and partner to educators and school leaders and provide guidance to families and youth through transitions.
- **Educators** – Take time to learn about and honor the culture of students and through classroom curriculum. Cultivate responses to student behavior and engagement with families that are rooted in anti-racism.
- **School leadership** – By listening to families and local community members, develop school policies and procedures that are culturally responsive and honor the cultural diversity represented in the school.
- **School district leaders** – Intentionally develop relationships with and seek feedback from local community groups and leaders. Engage in meaningful consultation with local Tribal Nations. Through these relationships, develop district policies and procedures that are culturally responsive.

### Strategies

- Integrate culturally responsive and age appropriate content on diverse ethnicities and cultures across K-12 curricula that honors the cultures of the school community.
- Language access services are essential to making sure that all families, regardless of language used or spoken and level of literacy, are included in the school community and able to engage and support their child's learning. Services should be easy to access and high quality. Please note, students must not be expected to serve as interpreters between their family members and school staff.
- Allow local schools to choose how to prioritize the importance of their specific needs. Schools can create a welcoming committee composed of staff, families and students representing their school's diversity to examine needs and resources and create an action plan.
- Hire school, district and state-level staff who are Black, Indigenous and People of Color (BIPOC), bilingual and multi-cultural and who can connect with families and understand their needs. Emphasize the value of lived experience in areas such as disability, language, culture,

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<sup>25</sup> Jacques, C. & Villegas, A. (2018). Strategies for equitable family engagement. The State Support Network. [https://oese.ed.gov/files/2020/10/equitable\\_family\\_engag\\_508.pdf](https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf)

incarceration, foster care, poverty, housing instability, etc. Such staff can serve as cultural brokers and navigators to resources and support within the larger community.

- Expand the availability and awareness of tools and resources to inform all caregivers, including newcomer immigrant families and refugees, introducing them to the school, key processes, rights, and resources. Toolkits should be in accessible formats and translated into the languages of the community.
- The Office of Superintendent of Public Instruction (OSPI) should work with communities to outline strategies to support specific student and family groups including:
  - Families of students receiving special education services
  - Families with disabilities
  - Families experiencing housing instability
  - Black, Indigenous and People of Color (BIPOC) families
  - Families with foster children and families without custody of their children
  - Current/previously incarcerated parents
  - Military families
  - Highly mobile families
  - Families in need of communication access
  - Families with students who are Emerging Bilingual/English Language Learners (ELL)
  - Newcomer families
  - Families of students learning through homeschool or alternative learning model
  - Families of LGBTQ+ students
  - Families with non-traditional structures

## Resources

- [Language Access Workgroup 2020 Report to the Legislature](#)<sup>26</sup>
- [OSPI Interpretation and Translation Services Information for Families](#)<sup>27</sup>
- [OSPI Interpretation and Translation Services Information for Districts](#)<sup>28</sup>
- [Parent Teacher Association \(PTA\) Local Leader Guidance for Diversity, Equity, and Inclusion](#)<sup>29</sup>.

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<sup>26</sup> Language Access Workgroup. (2020). *Report to the legislature*.  
<https://www.k12.wa.us/sites/default/files/public/cisl/pubdocs/Language%20Access%20Workgroup%20Final%20Report%20%28ADA%29.pdf>

<sup>27</sup> Office of Superintendent of Public Instruction. (n.d.). *Resources for families: Interpretation and translation*.  
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/information-families-civil-rights-washington-schools/interpretation-and-translation-services>

<sup>28</sup> Office of Superintendent of Public Instruction. (n.d.). *Resources for districts: Interpretation and translation*  
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/resources-school-districts-civil-rights-washington-schools/interpretation-and-translation>

<sup>29</sup> Parent Teacher Association. (2020). *Local leader guidance for diversity, equity, and inclusion*.  
<https://www.pta.org/docs/default-source/files/runyourpta/2020/diversity/dei-guide-for-pta-local-leaders.pdf>



## Element #7 - Fostering Communication between Schools, Families, and Communities

Good communication is intentional, relevant, dynamic, reciprocal, culturally responsive, interactive, and two-way. This allows families, students, and communities to develop a strong sense of mutual rapport, respect, and trust, and a strong connection to school.

### Roles

- **Families and students** – Work together to identify the most effective communication methods.
- **Educators** – Take the first step to engage with families and communities, with a focus on communicating with families about their students' strengths and successes. Develop multiple avenues for families to connect.
- **School leaders** – Demonstrate a commitment to open, two-way communication between schools and families/communities. Create formal and informal opportunities for families, students, and educators to share in a safe environment. Listen to family and community leaders to determine the most effective communication methods. Systematically elicit family preferences in terms of the manner, type, frequency, times, days, and other criteria for direct communications with them about their students. Ensure that there is regular communication with every family for every student attending the school.
- **School district leaders** – Create policies, procedures and hiring/personnel practices that set the expectations for effective communication and allocate the necessary resources.

### Strategies

- Create a communication plan with the help of school staff, families, communities, IT staff, district communication department, and community partners. The communication plan should provide multiple avenues of two-way communication and tiers of family support (e.g., phone, texts, conferences, community gatherings, home visiting, newsletters, emails). Utilize the forms of media preferred by the community, which could include community radio and local newspapers, and networks, including online social networking.
- School and district policies must support clear communication both formally and informally and inform families what they can expect from the schools' communications. Language access policies must ensure high-quality communication in the families' preferred languages and include disability and ASL access (interpretation/translation).
- School and community leaders should encourage and create opportunities for family-to-family communication and partnerships and development of community leaders.
- Create opportunities for students to share how they want teachers and families to support their learning. For example: include students' ideas in Title I school-family compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional issues. In middle and high school, set up an advisory system, so that all students have someone who knows them well, can be their advocate in the school and serve as the primary contact for their families.

- Ensure that all families have access to school leaders: meet regularly with small groups and 1:1 with families and communities both to listen and to share.

### Element #8 - Sustaining Family Engagement Across Developmental Stages

The nature of family engagement shifts as the child develops and grows. The methods and purpose of engagement strategies should be appropriate to the developmental stage of the child and family and flexible enough to be tailored to the specific needs of the relationship.

#### Roles

- **Families and students** – Navigate shifting relationship between child and educator and educators and other services providers. Recognize that individuation is an important and positive developmental step as students mature.
- **Educators** – Provide developmentally appropriate learning settings for students and involve families and student voice in decision making.
- **School leadership** – Understand the changing needs of families and students across the developmental span of the school and that these boundaries are flexible. Develop relationships with other agencies and community organizations that serve the developmental needs of students outside of the public-school setting.
- **School district leaders** – Develop and facilitate relationships with other agencies and community organizations that serve the developmental needs of students outside of the public-school setting. Set policies and procedures for family engagement that are developmentally appropriate. Ensure that district policies recognize the legal rights of students that are based upon their age.
- **State agencies** – Work across agencies to provide guidance for seamless transitions between services areas. Emphasize facilitating the transitions from Pre-K early learning to the K-12 system and from K-12 into young adulthood, including college and career.

#### Strategies

- Emphasize high-impact family engagement before, during, and after decisions regarding individual students and their educational path.
- Utilize family engagement strategies that are aligned to the [Social Emotional Learning Standards and Benchmarks](#).
- Birth through preschool – Family engagement is focused on the home setting as a primary place of learning and development and support for the whole family. Organizations connect families with needed resources, opportunities for learning and volunteering, and preparation for the transition into public-school system. Strategies include: home visits, conferences, self-assessments, classes, celebrations, and social events.
- Kindergarten through 3<sup>rd</sup> grade – Family engagement should mirror strategies used in Pre-K. At this stage, families are key facilitators of academic and social-emotional learning and should be

primary partners of educators. Specific attention should be paid to orienting parents and other primary caregivers at the beginning of Kindergarten.

- Transition from elementary to middle school – At this point family engagement is critical for partnering with the students in starting to map out their future plans and opportunities (interests, higher education opportunities, etc.). Administrators should work with families and students in choosing electives and presenting possibilities. School administration (principal, administrators, counselors, etc.) should visit upper elementary grade classrooms and connect with families to welcome them and make a personal connection.
- Transition from middle to high School – Family engagement here transitions to emphasize student voice and decision-making for class planning and creation of the High School and Beyond Plan. The level of family engagement should be tailored to the specific needs and desires of each family. As students grow, their self-autonomy should be honored and trust/confidentiality maintained as safe and appropriate. Families should be notified of student progress and students should be honored and recognized for their achievements in academic and non-academic domains. Policies should recognize the legal rights of students at appropriate ages.
- See [High-Impact Family Engagement Across the Developmental Stages tables in Appendix E](#).

## Resources

- [Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement](#)<sup>30</sup>
- [SEL Standards, Benchmarks & Indicators](#)<sup>31</sup>
- [the Family Engagement for High School Success Toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students](#)<sup>32</sup>

## Recommendations

### Recommendation 1.

The workgroup has built the [elements](#) of this framework on the principle of shared power and responsibility, with the recognition that relationships are the cornerstone of family engagement and all families have strengths, in order to produce family engagement that promotes equity and success.

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<sup>30</sup> Ferguson, C. & Rodríguez, V. (2005). *Engaging families at the secondary level: What schools can do to support family involvement*. <https://sedl.org/connections/resources/rb/rb3-Secondary.pdf>

<sup>31</sup> Social Emotional Learning Indicators Workgroup. (2019). *Social emotional learning Standards, benchmarks, and indicators*. <https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/Standards%2C%20Benchmarks%20Indicators%20-%20creative%20commons.pdf>

<sup>32</sup> Weiss, H., Lopez, M. E., Rosenberg, H., Brosi, E., and Lee, D. (2011). *The family engagement for high school success toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students*. <https://jsri.msu.edu/upload/resources/FEHS.pdf>

Adoption of this framework system-wide will not only provide schools and districts with guidance and tools but empower families, communities, and advocates as partners in education.

**The Legislature must require the Office of Superintendent of Public Instruction and the Department of Children, Youth, and Families to finalize and adopt a Washington State Family Engagement Framework based on the definition, values and principles and elements outlined in this report. This Washington State Family Engagement Framework must be implemented by all school districts and appropriate programs managed by Department of Children, Youth and Families including early learning and childcare providers.**

### Recommendation 2a.

It is the role of state agencies to provide the necessary guidance and resources to implement this framework.

**The Office of Superintendent of Public Instruction and Office of the Educations Ombuds must collaborate to create a toolkit for schools and school districts for the implementation of this framework that includes:**

- A self-assessment tool
- A family engagement action plan template
- Sample positions descriptions for staff roles primarily responsible for family engagement.
- Other communication tools and templates
- Synthesis and inventory of tools

### Recommendation 2b.

**The Department of Children, Youth, and Families must similarly create a toolkit for family engagement for early childhood education and childcare providers aligned to this framework, with an emphasis on partnership with and preparation for transitioning into the K-12 system.**

### Recommendation 3a.

The workgroup established in [Element #3](#) that the allocation of resources is necessary to build and sustain capacity for family engagement. These resources include staffing to provide support to school staff, families, and communities. Currently, the prototypical schools funding model only allocates 0.103 FTE Family Engagement Coordinator per 500 student FTE at the elementary level and 0 FTE for the middle and high school levels. The Staffing Enrichment Workgroup recommends a ratio of students to Family Engagement Coordinators of 477:1.<sup>33</sup> Family Engagement Coordinators should be integrated with in the school leadership and Multi-Tiered System of Supports (MTSS) team. See [Appendix B](#) for a position description of the Family Engagement Coordinator.

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<sup>33</sup> Office of Superintendent of Public Instruction. (2019). *Staffing Enrichment Workgroup Recommendations*. p. 24. <https://www.k12.wa.us/sites/default/files/public/communications/2019-12-Staffing-Enrichment-Workgroup.pdf>

Additional required resources should include funding for family engagement trainers and coaches in school districts and educational services districts (ESDs) (See [Appendix C](#) for a position description of the family engagement trainers and coaches) and state financial support for dedicated family engagement specialists at Office of Superintendent of Public Instruction (OSPI), the Office of the Education Ombuds (OEO), and the Department of Children, Youth and Families (DCYF). State-level family engagement specialists should collaborate to co-develop and implement guidance applicable in the contexts that they oversee and that are aligned to this and other state-wide frameworks. School use of resources should be aligned with needs identified in the school improvement plans and state investment of funds should be flexible enough to take into account the unique needs of school districts of various sizes and locations.

**In order to make possible the effective implementation of family engagement strategies, the Legislature must fund appropriate staffing levels including:**

- **Family engagement coordinators in school buildings at a ratio of students to family engagement coordinators of 477:1**
- **Family engagement trainers and coaches in school districts and educational services districts (ESDs)**
- **Family engagement specialists at OSPI, OEO and DCYF**

#### **Recommendation 3b.**

The workgroup finds that school and district hosted events for family and community engagement often lack the inclusivity necessary to make them open and accessible to all. This includes a welcoming and physically accessible location, food that is culturally appropriate, and services for language and disability access. Schools and districts should also address inequities by providing childcare at events and stipends for individuals who provide otherwise unpaid work on workgroups, committees and focus groups. Specifically, Black, Indigenous and People of Color (BIPOC), communities must be fairly compensated for the contribution of their expertise and experience.

**In order to address barriers to accessibility and fair compensation, the workgroup recommends that the Legislature provide the necessary funding and structure for support for family engagement including stipends for family members who serve on committees and advisory groups, childcare, language (interpretation and translation) and disability access:**

#### **Recommendation 4.**

The workgroup finds that many families are unable to participate in engagement opportunities with their child's educator due to the inability to take time off work. Current leave policy allows for parents to take Family Medical Leave (FMLA) to attend their child's Individualized Education Program (IEP) team meeting, however, no such policy exists for educational, discipline, or other types of meetings and

family engagement opportunities<sup>34</sup>. While it is best practice that schools provide opportunities for family engagement outside of typical working hours, the reality is that families risk losing income or employment if they need to attend meetings and other functions related to their child's education.

**The workgroup recommends that the State explore a system of paid leave available for parents to use for family engagement activities and meetings, as well as laws or regulations to protect the employment of individuals who take leave to attend meetings at their children's schools.**

#### Recommendation 5.

The workgroup finds that family and community members are increasingly being asked to participate in workgroups, committees, focus groups, and other opportunities that require a significant amount of time commitment. State law currently prohibits the use of state funds to compensate workgroup and committee members for this participation<sup>35</sup>. However, members who represent other state agencies and organizations that support their participation as paid work time are compensated, while independent community members are not compensated and may have to take unpaid time off work. This creates inequitable representation, a lack of diversity in membership, and discourages participation from those who are directly impacted by the policies and other recommendations developed by these groups.

**The workgroup recommends that the Legislature amend the law to allow state agencies to provide appropriate monetary stipends to family and community members who participate on workgroups, committees, focus groups, and other engagement opportunities where the state benefits from their perspective and expertise, but they are otherwise uncompensated.**

Note: Section 1116 of Every Student Succeeds Act (ESSA) and the Washington State Constitution (Article 8, Sections 5 and 7) prohibit the use of state or federal funds to pay for **gifts/incentives** to individuals including related to parent and family engagement programs or activities<sup>36</sup>. The workgroup considers family and community member participation in formal engagement such as workgroups, committees and focus groups to be labor provided by individuals for the public good and as such compensation should not be considered a gift

#### Recommendation 6.

The workgroup recognizes the need for schools to protect students and staff from individuals who pose a risk of harm, which can include individuals with criminal histories in which the person victimized a child or committed acts of violence against or exploitation of other persons that may indicate a significant risk to others. However, a criminal history alone is often insufficient to establish risk. School

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<sup>34</sup> U.S. Department of Labor. (2019). *Opinion letter FMLA2019-2-A*. [https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/2019\\_08\\_08\\_2A\\_FMLA.pdf](https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/2019_08_08_2A_FMLA.pdf)

<sup>35</sup> RCW 28A.300.802 Advisory groups—Travel—Compensation. <https://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.802> and RCW 43.03.220 Compensation of members of part-time boards and commissions—Class one groups (as amended by 2011 c 5). <https://app.leg.wa.gov/rcw/default.aspx?cite=43.03.220>

<sup>36</sup> Every Student Succeeds Act, 20 U.S.C. § 1116 (2015). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf> and Constitution of the State of Washington (Article 8, Sections 5 and 7) Retrieved from <https://leg.wa.gov/CodeReviser/Pages/WACConstitution.aspx>

districts are currently allowed, but not required, to conduct background checks on prospective volunteers who will have regularly scheduled unsupervised access to children under 18 years of age.

The workgroup finds that the current system of background checks for parent volunteers in schools discourages parent participation, at best, and can be discriminatory at worst. Background checks often keep parents with even minor criminal histories from engaging in activities at the school and single out those students with parents that are unable to participate in schools. Because Black, Indigenous and People of Color (BIPOC) individuals are often overrepresented at each stage of the criminal justice system, from the likelihood of being stopped and arrested to the likelihood of conviction and imposition of more severe penalties, the automatic exclusion of parents for any type of criminal history has the effect of discrimination against families of color. In Washington state, the white imprisonment rate is 224 per 100,000 compared to the Black imprisonment rate of 1,272 per 100,000.<sup>37</sup>

Family engagement requires that schools be open and welcoming to family members from a diverse range of experiences, including criminal justice involvement. Parental involvement is an evidence-based practice; therefore, denial of family involvement should be reserved for extreme circumstances.

*"My charges were only drug related and 20 years old and I had completed the process to foster and adopt children but was told I could not volunteer in the school with my daughter. She had significant issues transitioning into kindergarten. They told me I could appeal, and I was still not given access. We have to change or write a better policy for the restrictions placed on parents."*

– FEF Parent Member

The work group recommends that the Legislature clarify and amend [RCW 28A.400.303](#) so that family members will not be automatically prevented from volunteering or participating in school-related family activities based upon the family member's criminal history. Specifically, family members should not be denied as participants in school activities if the criminal history:

- Did not involve a child victim
- Involved an act committed more than 5 years ago
- Was committed when the family member was under the age of 21, or
- Involved a non-violent offense or misdemeanor, including drug-related offenses.

For offenses that did involve the student or another child, the family member should not be denied the ability to participate in their student's education or other school activities if the family member has obtained any of the following:

- Certificate of Restoration of Opportunity (CROP)

<sup>37</sup> Data from the U.S. Bureau of Justice Statistics as reported by the Sentencing Project (2020). *The facts: State-by-state data*. <https://www.sentencingproject.org/the-facts/#detail?state1Option=Washington&state2Option=0>



- Certificate of Parental Improvement (CPI), or
- Certification as a Foster or Adoptive Parent.

Office of Superintendent of Public Instruction (OSPI) should have a process for parents or other significant family members to appeal a denial from their student's school district. Schools which have found that a family member's criminal background would exclude the person from volunteering or otherwise participating at their student's school should also notify them about the process of receiving a CROP or CPI and how to appeal the decision to OSPI with the assistance from the school or district family engagement coordinator.

Note: this recommendation includes concepts similar to [HB 2220](#) proposed in the 2019-2020 legislative session.

#### Recommendation 7a.

The ability to communicate and engage with families and school community is an essential skill of both the teaching and school administrator professions. Therefore, teachers and principals must be adequately prepared to engage with families and communities through their preparation programs.

The workgroup recommends that the Professional Educator Standards Board (PESB) review the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers<sup>38</sup> and the National Educational Leadership Preparation (NELP) Program Recognition Standards<sup>39</sup> for alignment with the Washington Family Engagement Framework and issue any supplemental policies necessary to ensure alignment with the Family Engagement Framework.

#### Recommendation 7b.

Additionally, educators and principals should be evaluated on their ability to engage with families and communities in order to encourage continued learning and growth. Currently, family engagement is an element of the Teacher/Principal Evaluation Program included in Criterion 7: "Communicating and collaborating with families and school community" of the Teacher Evaluation Criteria and Descriptors<sup>40</sup> and Criterion 8: "Partnering with the school community to promote student learning" of the Principal Evaluation Criteria and Descriptors.<sup>41</sup>

The workgroup recommends that Criterion 7 of the Teacher Evaluation Criteria and Descriptors and Criterion 8 of the Principal Evaluation Criteria and Descriptors and the associated Instructional and

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<sup>38</sup> Council of Chief State School Officers. (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

<sup>39</sup> National Policy Board for Educational Administration. (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level. <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

<sup>40</sup> WAC 392-191A-060 Minimum evaluation criteria—Certificated classroom teachers. <https://apps.leg.wa.gov/wac/default.aspx?cite=392-191A-060>

<sup>41</sup> WAC 392-191A-150 Minimum evaluation criteria—Certificated principals and assistant principals. <https://apps.leg.wa.gov/WAC/default.aspx?cite=392-191A-150>



**Leadership Frameworks (Danielson, Marzano, University of Washington 5D CEL) be updated to align with the values, principles, and elements of this framework.**

## Future Work

During the limited amount of time that the Family Engagement Framework Workgroup had together, they identified additional topics that need to be explored and addressed to create a system that truly advances family engagement for all. Some suggested topics of future research and work include:

- Collecting statewide feedback from families and communities on this framework before implementation.
- Collaboration with community partners that provide support for students and families outside of the school-day.
- Partnership project between the Office of Superintendent of Public Instruction (OSPI), Office of the Education Ombuds (OEO), and Department of Children, Youth and Families (DCYF) to identify and highlight promising practices, case studies and/or examples where family engagement is being done well.
- Exploration of family engagement efforts in the Road Map Region
- Continued, ongoing work with communities to outline strategies to support specific community groups including:
  - Families of students receiving special education services
  - Families with disabilities
  - Families experiencing housing instability
  - Black, Indigenous and People of Color (BIPOC) families
  - Families with foster children and families without custody of their children
  - Current/previously incarcerated parents
  - Military families
  - Highly mobile families
  - Families in need of communication access
  - Families with students who are Emerging Bilingual/English Language Learners (ELL)
  - Newcomer families
  - Families of students learning through homeschool or alternative learning model
  - Families of LGBTQ+ students
  - Families with non-traditional structures

## Conclusion

In closing, we would like to emphasize that this is a framework not meant to be a step-by-step guide. Each community will need to do the work to co-develop an action plan that works for them. In short, we cannot expect to improve family engagement without family engagement. The strategies and recommendations included in this report reflect our vision for a future with strong, growing communities that contribute to the goals of growth and health for the state. Through the lens of a long year of unprecedented challenges, we recognize the need to celebrate what is working in our

communities, not just what isn't. The challenge of improving family engagement is ongoing and not without challenges, but we believe that our communities, children, and families are worth it and fully capable of redesigning our systems in a way that works for the good of all.

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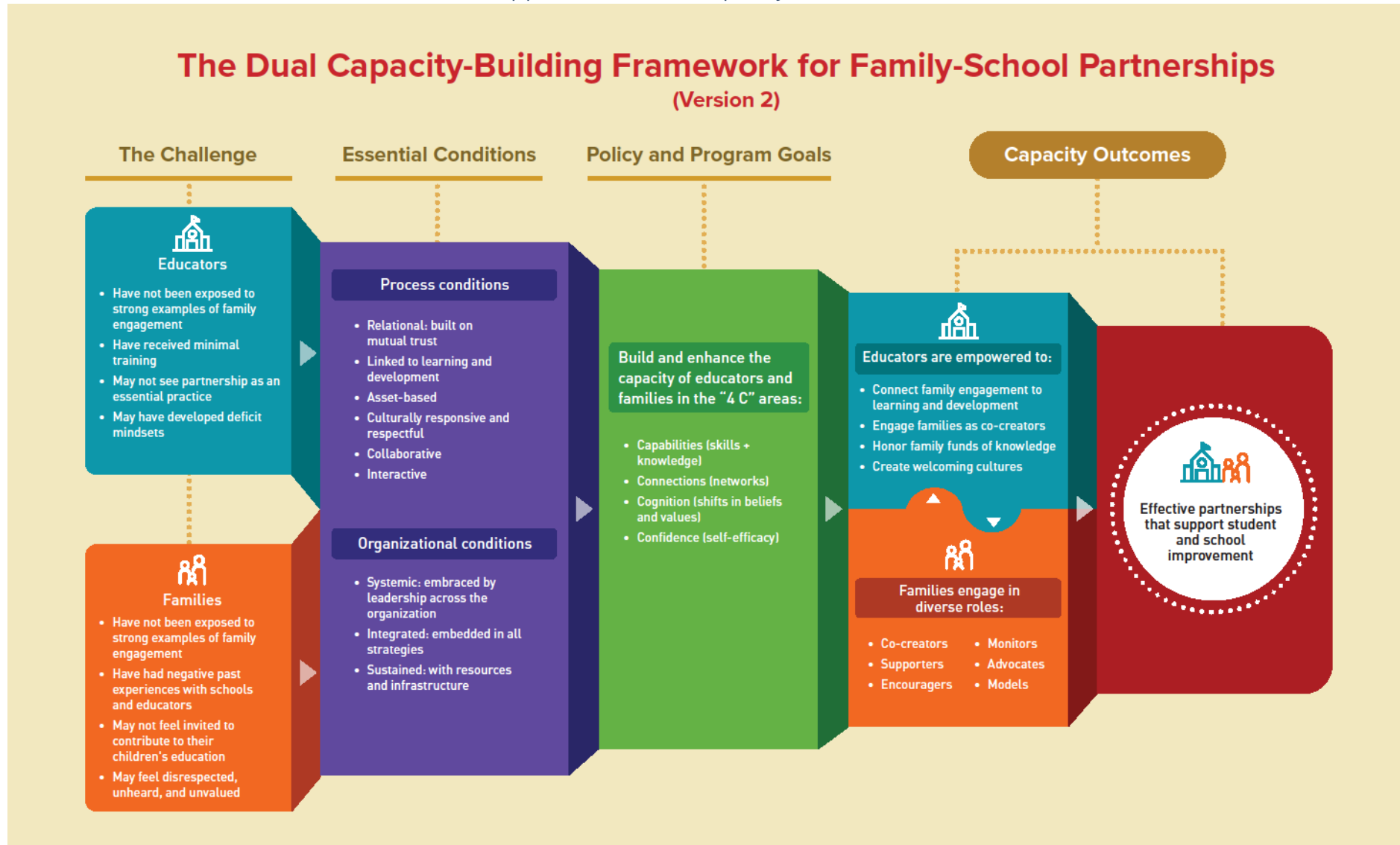
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## Appendices

## Appendix A. Dual Capacity Framework<sup>42</sup>



<sup>42</sup> Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). [www.dualcapacity.org](http://www.dualcapacity.org)

## Appendix B. Position Description: Family Engagement Coordinators

### Role

- The family engagement coordinator (FEC) enables families to participate as full partners in their child's education.
- The role of the FEC should be aligned with needs identified in the school improvement plan and areas of needed improvement identified by the family engagement self-assessment.
- The FEC should be a member of the school leadership team, work with the guidance and counseling team and be integrated and coordinated with Multi-Tiered System of Support (MTSS) team.

### Responsibilities<sup>43</sup>

#### **Relationship Building**

- Create partnerships between families and schools.
- Facilitate two-way communication between families and schools.
- Create opportunities for families to be heard.
- Reach out to community-based organizations that have established relationships, programs, and resources.

#### **Improving School Climate**

- Help to create a welcoming school environment.
- Act as a cultural bridge between families and the school environment.
- Evaluate school climate and school policies and procedures for inclusiveness of family engagement.
- Recommend strategies for improving school climate and updating school policies and procedures.

#### **Build Dual-Capacity**

- Help ensure that families have access to the information they need.
- Develop strategies for families to support student achievement both in-school and at home.
- Connect families with necessary supports in the community that address whole-family needs.
- Helps families to transition from one school level to the next.
- Help educators and administrators engage families as co-creators.
- Identify professional development opportunities that would improve school climate and improve family engagement strategies.

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<sup>43</sup> Responsibilities and tasks adapted from Office of Superintendent of Public Instruction (2012). Classified staff adequacy: Parent (family) involvement coordinator. Working group report. page 37-40

### Tasks

At all grade levels:

- Reaches out to families through mailings, phone calls, and face to face meetings in an effort to inform families about ways in which they can help their students succeed.
- Plays an active role in and is visible during school orientation activities.
- Actively welcomes new families who enter after the start of the school year.
- Seeks family's perspectives on how schools are meeting their needs.
- Helps to develop, peer to peer networks.
- Works with school leadership and families to identify meaningful ways that families can be involved in school governance and helps to ensure that families are prepared for those interactions.
- Conducts workshops for other school staff regarding strategies for working with families given the feedback they get from families, and the strategies they learn from targeted professional development opportunities.
- Participate in anti-racism and cultural responsiveness training.
- Works in collaboration with the guidance and counseling team to ensure that there is a family component to all relevant activities, and that family's voices are represented in the decision-making processes.
- Contributes to the school improvement plan, especially as it relates to family involvement.
- Provides information about how to support academic success at home and at school.
- Provides families with information about how to be an advocate for their children and how to navigate the school's systems.
- Shares age and developmentally appropriate expectations with families regarding state learning standards and grade level expectations.
- Conducts workshops for families regarding things they need to know, in addition to topics families say that they would like to know more about.
- Inform families about how to support their student's transition from one school level to the next and help make families aware of how they can best support their students at each stage.
- Connects families with continuing education opportunities if the FEC finds that is an effective strategy available to increase family engagement.

At the middle school level also:

- Informs families about the strategies for maintaining engagement through middle school.

- Reiterates and clarifies the details of course planning at the middle school and inform on how middle school course taking impacts future post-secondary opportunities.

At the high school level also:

- Informs families about strategies for maintaining engagement through high school.
- Informs families about alternative routes to graduation
- Informs families about post-secondary opportunities.

#### Suggested Qualifications

- Have experience navigating community resources and helping others locate appropriate resources.
- Be an individual who represents the cultural and linguistic diversity of the community.
- Have relevant lived experience (such as with foster care, poverty, highly mobile, disability, etc.)

## Appendix C. Position Description: Family Engagement Trainers and Coaches

### Role

- School and districts should engage family engagement trainers and coaches to meet specific needs identified in the school improvement plan and areas of needed improvement identified by the family engagement self-assessment.
- Coaches and trainers should work with family engagement coordinators, principals, educators, counselors, social workers, and other school staff to improve skills, abilities, and processes for effective family engagement.
- May also help schools conduct a strengths-based process of reviewing strengths and barriers, co-creation of a communication plan, family engagement self-assessment or other processes that help the school systematically improve family engagement.

### Suggested Qualifications

- Have experience navigating community resources and helping others locate appropriate resources.
- Have experience as a family engagement coordinator or a similar role in the school building.
- Be an individual who represents the cultural and linguistic diversity of the community.
- Have relevant lived experience (such as with foster care, poverty, highly mobile, disability, etc.)



## Appendix D. Family Engagement Best Practices Rubric and Assessment from Albuquerque Public Schools<sup>44</sup>

### Using the School Assessment Tool

#### 1. Getting started

Effective use of this tool requires participation by the whole school community-students, families, school staff and members of the community. The assessment of school practice can be made by individuals, teacher groups, family groups, student groups or by the whole school community. It is important to gain an understanding of how the school is operating across the seven dimensions before taking any action.

#### 2. Individual assessment

**Step 1: Start with the first element of effective practice, then read the descriptions for the three stages.**

Read the examples to get a sense of what school practice might be at the different stages. As you read the statements, ask yourself: **Is this statement true of my school?**

**A. If you haven't enough information or knowledge to properly answer, select *Don't know* at the end of the row in the rating column and move down to the next element of effective practice.**

**B. If you think the statement is not true or there is very little evidence of this practice, select *Not here yet* at the end of the row in the rating column and move down to the next element of effective practice.**

**Step 2: If you think the statement is true, read on to the next stage.**

Ask yourself the question again: **Is this statement true of my school?**

- If you answer No, then go back to the previous stage and highlight that cell, select *Developing* in the last column. Move down to the next element of effective practice.

- If you answer Yes, read on to the next stage. Once again, ask yourself the question: **Is this statement true of my school?**

✓ If you answer No, then go back to the previous stage and highlight that cell, select *Building* in the last column. Move down to the next element of effective practice.

✓ If you answer Yes, highlight this cell, select *Sustaining* in the last column and then move down to the next element.

**Step 3: Repeat steps 1 and 2 for the other three statements of effective practice.**

**Step 4: Decide the overall rating for the Element**

- look to see which stage, *Developing*, *Building* or *Sustaining*, has the most highlights, or whether *Not here yet* or *Don't know* reflects your thinking. Shade the appropriate box in the Overall rating column.

**Note: In the event of two stages having the same number of highlights, it is suggested that you draw on any knowledge you have of other practices in the school related to this Element to help you determine the most appropriate stage.**

**Step 5:** Reread the statements in the element and use the analyzing current practice sheet to record any effective practices that are already evident at your school; note those that are working well and those that need more work. This information will be useful when determining priorities for further action.

**Step 6:** On the Individual assessment sheet shade the column of the selected element to indicate the stage you think your school community has reached. You can shade all or part of the column, for example, a quarter, half or two thirds to give a clearer idea of where you think your school community is now.

**Step 7:** Repeat Steps 1 to 6 for the other dimensions.

**Step 8:** Complete questions 1 to 4 on the individual assessment sheet.

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<sup>44</sup> Family Engagement Collaborative Albuquerque Public Schools. (n.d.) Family engagement best practices rubric and assessment. <https://www.k12.wa.us/sites/default/files/public/titlei/familyinvolvement/pubdocs/pfeevaluationdistrictinventory.docx>

Elements of effective practice	FOUNDATION 1: COMMUNICATION			Your current stage
	Level I	Level II	Level III	
<b>1A</b> Using a variety of communication methods to seek and share information	The school keeps families informed of upcoming events in a variety of ways, including regular print and electronic notices, in the languages spoken in the community. <i>For example, the school uses newsletters, fliers, e-mail, automated phone calls, and text messages in the home languages of families as needed.</i>	School staff develops connections with families through multiple two-way communication tools, including personal calls, e-mails and notes. <i>For example, families who are not fluent in English are given up-to-date information through bilingual staff or family volunteers who are available at times convenient for these families.</i>	Families, the community, and school staff communicate in numerous interactive ways, both formally and informally. <i>For example, school and family leaders take part in community forums, use appropriate forms of media, including community radio and newspapers, and networks, including online social networking, to engage families.</i>	Not here yet Developing Building Sustaining Don't know
<b>1B</b> Reporting student achievements in culturally sensitive and respectful ways	Information about student achievement is clearly communicated to families in relevant community languages. <i>For example, interpreters are used during family-teacher conferences/meetings.</i>	Teachers implement a systematic effort to maximize family participation at family-teacher meetings. <i>For example, translating information into community languages, holding the meetings at a variety of locations, offering flexible times, follow-up telephone calls to families who do not reply to invitations.</i>	School offers information to families to assist them to participate collaboratively in family teacher conversations. <i>For example, a calendar of meetings to review assessments and testing programs, is published at the beginning of the school year.</i>	Not here yet Developing Building Sustaining Don't know
<b>1C</b> Consulting with all families to identify issues and concerns within the school	School creates and administers a family engagement survey*. The results guide the development of family engagement goals. <i>For example, School staff and the principal meet to discuss the survey results and plan strategies to address the findings.</i> *May also use an existing survey such as the Title I or Quality of Education.	The family survey is translated into multiple languages and communicated in various ways, including in person, online, in print and by phone, and made available to all families. Results are posted on the school's website and discussed. <i>For example, the school organizes a range of activities to discuss survey results with families and seek additional feedback.</i>	Family survey results are reflected in the school plan. <i>For example, programs, policies and practices are developed collaboratively by students, teachers, school leaders, families and community members to meet the needs of families as identified in the survey.</i>	Not here yet Developing Building Sustaining Don't know
<b>1D</b> Ensuring that all families have access to school leaders	School leaders have a visible presence within the school. <i>For example, school leaders make a point of being at the school's entrance when families drop-off/pick-up their children.</i>	The principal and other school leaders meet regularly with families in small groups or one-to-one as needed, in school and in different community locations. <i>For example, school leaders organize meetings with families at various sites to discuss issues such as homework expectations and changes to school policy.</i>	The school has formal and informal structures to support families to hold conversations with school leaders. <i>For example, the school provides families with a range of contact options and operates an 'open door' policy for families.</i>	Not here yet Developing Building Sustaining Don't know
<b>Overall rating</b>	<input type="radio"/> Not here yet <input type="radio"/> Developing <input type="radio"/> Building <input type="radio"/> Sustaining <input type="radio"/> Don't know			

Elements of effective practice	FOUNDATION 2: STRENGTHENING RELATIONSHIP AND CAPACITY			Your current stage
	Level I	Level II	Level III	
<b>2A</b> Developing strong relationships with ALL families	<b>Families are made to feel welcome when they enter the school.</b>  <i>For example, a staff member, using the family's home language, gives new families information about the school and a tour of the school.</i>	<b>Family volunteers work in the front office to provide information and support to families and schools.</b>  <i>For example, a help desk is established and staffed by family volunteers, fluent in various community languages.</i>	<b>The school employs a liaison to help families and community members become more engaged in school.</b>  <i>For example, the liaison calls new families to invite them to attend school activities, offering to meet them at the front of the school.</i>	Not here yet Developing Building Sustaining Don't know
<b>2B</b> Creating a family-friendly atmosphere	<b>The school is easy for visitors to navigate, and the community knows what is going on at the school.</b>  <i>For example, signs clearly direct visitors to the front office and an outside noticeboard keeps the community informed of upcoming events.</i>	<b>The school is welcoming to families and community members.</b>  <i>For example, morning coffee, and other activities scheduled for families to meet staff and learn what is happening at school and celebrate children's learning.</i>	<b>The school is a welcoming place where all families can drop in and connect with school staff and other families.</b>  <i>For example, the school staff, together with families creates a family center, with information in various languages about the school and community resources, and staffed with family volunteers or school staff.</i>	Not here yet Developing Building Sustaining Don't know
<b>2C</b> Facilitating connections between families	<b>The school takes steps to help families get to know other families in the school.</b>  <i>For example, maintains current information for families to stay connected.</i>	<b>The school provides opportunities for families to get to know each other.</b>  <i>For example, the school plans an orientation at the beginning of the year and distributes a calendar and school wide directory with staff and family listings.</i>	<b>The school develops programs to help families connect with each other.</b>  <i>For example, the school newsletters provide information about its activities and strategies to help families build networks. The school organizes welcoming events throughout the year.</i>	Not here yet Developing Building Sustaining Don't know
<b>2D</b> Integrate innovative educational programs to address the diverse needs of students	<b>Teachers ensure that resources, classroom lessons and activities are inclusive of the diversity with the school community</b>  <i>For example, Indian Education committees are involved in planning and implementing Native American studies and education programs.</i>	<b>School, families and community members work together to celebrate the diversity within the school.</b>  <i>For example, the school community coordinates a whole school approach to a specific day for celebrating the diversity within the school.</i>	<b>School collaborates with families and community agencies representing all backgrounds to improve cultural understandings.</b>  <i>For example, the school and community jointly deliver Cultural Awareness training for staff.</i>	Not here yet Developing Building Sustaining Don't know
<b>Overall rating</b>	<input type="radio"/> Not here yet <input type="radio"/> Developing <input type="radio"/> Building <input type="radio"/> Sustaining <input type="radio"/> Don't know			



Elements of effective practice	FOUNDATION 3: CONNECTING LEARNING AT HOME AND AT SCHOOL			Your current stage
	Level I	Level II	Level III	
<b>3A</b> Providing multiple opportunities for all families and teachers to discuss students social and academic progress	<b>Families can contact teachers in person or through e-mail, notes or phone and receive a timely response. Teachers make personal contact with all families at the beginning of the year to establish positive relationships.</b>  <i>For example, teachers send home a welcome note to all families inviting their comments and providing an e-mail address or phone number.</i>	<b>Teachers and school leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with teachers on a regular basis.</b>  <i>For example, the school has a website where student work and other school wide events are posted. Families can ask general questions or organize meetings with teachers as needed.</i>	<b>Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home.</b> <i>For example, families, students and teachers are involved in the development of individual learning plans for students.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>3B</b> Supporting families to participate in their child's learning	<b>The school offers programs to families that will help promote learning in the home.</b>  <i>For example, the school offers a series of workshops to help families better understand what is taught in mathematics.</i>	<b>The school provides families with tools to support student learning in a variety of settings.</b>  <i>For example, information packages for families of students participating in community based programs include strategies to support their child's learning.</i>	<b>Schools plan regular family learning events at school and community locations.</b>  <i>For example, workshops on a variety of topics that help families support learning are held in various locations and at various times.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>3C</b> Developing families' understanding of learning programs and expected learning outcomes	<b>Student work is displayed throughout the school in a way that shows how it meets academic standards.</b>  <i>For example, teachers display students' writing tasks to demonstrate how students used skills such as clear and concise language, proper spelling and grammar.</i>	<b>Teachers explain to families what students are learning throughout the year and what good work looks like for the student's stage of learning.</b>  <i>For example, teachers maintain portfolios of student's work for families to view at key times during the year.</i>	<b>Teachers and families have regular scheduled discussions about how each school program or activity links to student learning.</b>  <i>For example, teachers and families discuss the various curriculum outcomes addressed by student participation in an annual school event.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>3D</b> Smoothing transitions for students and families at key points in the education continuum	<b>Programs are conducted to help prepare students and families for the next step in schooling.</b>  <i>For example, an elementary school collaborates with the local middle school to implement a transition program for families and students.</i>	<b>School staff, students and family leaders reach out to new students and their families, offering an orientation to the school, opportunities to participate in school activities and to meet other students and families.</b>  <i>For example, student leaders assign buddies to new students and the school staff connects families to family mentors.</i>	<b>A transition program developed by the school staff helps families feel connected and remain involved as their children progress through school.</b> <i>For example, information sessions explain how expectations, teaching approaches and learning skills change from elementary to middle and middle to high study.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>Overall rating</b>	<div> <input type="radio"/> Not here yet           <input type="radio"/> Developing           <input type="radio"/> Building           <input type="radio"/> Sustaining           <input type="radio"/> Don't know         </div>			

Elements of effective practice	FOUNDATION 4: RECOGNIZING THE ROLE OF THE FAMILY			Your current stage
	Level I	Level II	Level III	
<b>4A</b> Valuing and building on families' knowledge of their children	Teachers consult with families at the beginning of the year about their child's goals, strengths and talents.  <i>For example, teachers send a written survey in relevant community languages home with the child.</i>	The school uses information provided by families to develop individual learning plans and school activities.  <i>For example, a teacher and local community member organizes an after-school chess club for students and interested families.</i>	Schools and families work together to develop strategies to use in the home to build on students' strengths.  <i>For example, successful programs are written up as a resource for other families and schools.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>4B</b> Recognizing and supporting the needs of families	Teachers consult with families to find out what would help them to support their child's learning at home.  <i>For example, teachers send a written survey in relevant community languages home with the child.</i>	Schools provide culturally appropriate resources in relevant community languages to support families with their child's learning.  <i>For example, bilingual math and literacy resources are developed and made available to families.</i>	School, families and community agencies collaborate to develop a program of activities to support families.  <i>For example, a series of information sessions and workshops on family related topics is delivered by professionals in the field of child development.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>4C</b> Removing barriers to family engagement	School consults with families to find out what would help them to support their child's learning at school or at home.  <i>For example, the school uses staff and volunteers with multi-lingual skills to conduct a telephone survey of families.</i>	The school uses the results of the consultation to develop strategies to remove barriers to family and community engagement in school activities.  <i>For example, interpreter services, transportation and childcare are made available.</i>	The school reviews school policies and programs to ensure that barriers to family engagement are eliminated.  <i>For example, students are given choice of technology options, depending on availability, to complete learning tasks at home.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>4D</b> Acknowledging the critical role of families in their child's learning	Teachers find out what they can do to help families support their children's learning at home.  <i>For example, homework sheets contain a brief outline of the expected outcomes of the tasks, and include opportunities for feedback from families and students.</i>	Families have input into the school's homework and assessment policy.  <i>For example, homework and assessment tasks include interactive activities that show families how they can use everyday activities to support learning.</i>	The school makes its facilities and resources available outside school hours for homework and study.  <i>For example, the school opens the library or computer room for afternoon or evening homework sessions where families can assist their children and gain support from teachers.</i>	Not here yet  Developing  Building  Sustaining  Don't know

Overall rating



Not here yet



Developing



Building



Sustaining



Don't know



Elements of effective practice	FOUNDATION 5: SHARE DECISION-MAKING			Your current stage
	Level I	Level II	Level III	
<b>5A</b> Ensuring that all families have a voice in decisions that affect their children	<b>The school informs families about issues or proposed changes, and gives them an opportunity to respond.</b>  <i>For example, the school informs families in advance about changes in school activities, and offers contact information in case families have questions.</i>	<b>Family and community networks are used by the school to involve families in relevant decision making.</b>  <i>For example, the school has strong links with local community groups who provide advice or resources for culturally and linguistically diverse communities and uses these links to reach out to families.</i>	<b>The school develops a policy to ensure that families have an equal voice in all relevant decisions that affect children.</b>  <i>For example, the policy establishes a mechanism for family initiated suggestions to change policy and review programs</i>	Not here yet Developing Building Sustaining Don't know
<b>5B</b> Involving families and community members in whole-school planning and evaluation processes	<b>School uses a variety of strategies to seek input and engagement from families and community members.</b>  <i>For example, the school holds focus groups and community discussions throughout the community to identify issues.</i>	<b>The school hosts meetings with families and school personnel about programs and policies to gain their ideas and feedback.</b>  <i>For example, meetings are held, at the school and community settings during the day and evening with interpreters as needed, to evaluate the school's literacy program.</i>	<b>The school develops a policy to ensure that families and community members contribute to whole-school planning and evaluation processes.</b>  <i>For example, the diversity within the school community is reflected in the composition of all school committees.</i>	Not here yet Developing Building Sustaining Don't know
<b>5C</b> Developing an effective family representative body that represents ALL families	<b>Schools encourage and support the development of a family representative body. School and family leaders reach out to families who are not involved at the school to identify interests, concerns and priorities.</b>  <i>For example, family leaders and school staff meet with families at community gathering spots and activities to build membership of the representative body.</i>	<b>Families from different cultural groups are supported to become involved in the activities of the school representative body.</b>  <i>For example, services such as interpreters during meetings, transportation and childcare are consistently provided for school-based events and school events held in community locations.</i>	<b>Family committee leaders participate in on-going leadership training.</b>  <i>For example, all families interested in leadership roles in the school are invited to participate in leadership training.</i>	Not here yet Developing Building Sustaining Don't know
<b>5D</b> Developing family leadership capacity	<b>Schools reach out to families from diverse backgrounds and invite them to become involved in the school.</b>  <i>For example, leaders greet families as they bring their children to school events, and get their ideas for family learning activities.</i>	<b>Schools recruit interested families from all backgrounds to volunteer, sit on committees and run for office.</b>  <i>For example, leaders survey families to find out their interests and skills, and follow up with opportunities where they might be able to help.</i>	<b>Families are trained to co-facilitate family workshops.</b>  <i>For example, family leaders are trained in facilitation skills such as brainstorming, role-plays, and small group activities that encourage everyone to speak out.</i>	Not here yet Developing Building Sustaining Don't know
Overall rating	<div> <input type="radio"/> Not here yet           <input type="radio"/> Developing           <input type="radio"/> Building           <input type="radio"/> Sustaining           <input type="radio"/> Don't know         </div>			

Elements of effective practice	FOUNDATION 6: COLLABORATING WITH COMMUNITY			Your current stage
	Level I	Level II	Level III	
<b>6A</b> Connecting families and students with community resources	<b>Schools work with community agencies to identify resources and programs that support student learning.</b>  <i>For example, local officials and community leaders are invited to staff meetings to raise staff awareness of resources in the community.</i>	<b>Schools work to identify families who may not know how to access community resources.</b>  <i>For example, a multi-lingual school handbook of community resources is developed and made available to families in the school's family center and in community locations such as medical facilities, shopping centers, real estate agents and libraries.</i>	<b>School and community agencies help families better understand student options for additional resources to support their learning needs.</b>  <i>For example, a register of the groups and resources available in the community is developed and made available to families through the school and electronically on the school's website.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>6B</b> Providing families with access to community resources	<b>School staff collects information for families about community resources.</b>  <i>For example, the school office has a notice board and resource table with brochures about local training colleges, health services, sports teams, and service-learning opportunities.</i>	<b>The school distributes information in multiple languages on local services about available programs and resources.</b>  <i>For example, the school provides information about after-school tutorial programs provided at local community organizations.</i>	<b>The school is an active member of regular interagency meetings where information is shared and strategies to promote services are developed.</b>  <i>For example, a community resource expo is held every year to provide information for families about their services.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>6C</b> Creating a community hub within the school	<b>The school has a family-friendly space within the school where staff and family volunteers inform families about services and programs and plan activities.</b>  <i>For example, the space is available to the community to provide on-site services.</i>	<b>Outreach courses for families and community members are conducted in school facilities at various times.</b>  <i>For example, the local community college uses the school's computer room to conduct evening computer related courses for families and community members.</i>	<b>Government and non-government agencies locate on school grounds.</b>  <i>For example, the local ISD office uses the school family center to sign families up for assistance.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>6D</b> Building capacity in community organizations to engage with schools and support families	<b>School staff reaches out to community organizations and businesses seeking support for school activities.</b>  <i>For example, workers in local businesses support the school's literacy program by volunteering an hour a week to listen to children read.</i>	<b>The school invites community leaders to be involved in school based programs.</b>  <i>For example, the school establishes a mentoring program with local businesses to work with students and families to help students achieve their goals.</i>	<b>School and family leaders work with community and business representatives to develop programs to support student learning.</b>  <i>For example, the school community jointly develops submissions for funding for grants to enhance community engagement.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>Overall rating</b>	<div> <input type="radio"/> Not here yet           <input type="radio"/> Developing           <input type="radio"/> Building           <input type="radio"/> Sustaining           <input type="radio"/> Don't know         </div>			



Elements of effective practice	FOUNDATION 7: PARTICIPATING			Your current stage
	Level I	Level II	Level III	
<b>7A</b> Providing opportunities for families and community to participate in the life of the school	<b>The school identifies opportunities for the participation of families and other community members at all levels of the school's operation.</b>  <i>For example, school staff is surveyed at the beginning of the year to identify opportunities for family and community participation.</i>	<b>The school organizes formal participation programs.</b>  <i>For example, the school develops a volunteer program, sends invitation forms to all families in their home language, and coordinates the response.</i>	<b>The school participation program reaches out to all families and offers opportunities for volunteering.</b>  <i>For example, staff or volunteers make personal phone calls to families from diverse backgrounds to connect them to volunteering opportunities.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>7B</b> Supporting families to engage in student learning activities	<b>Teachers and families work together to develop resources to support teaching and learning programs.</b>  <i>For example, families and community members help to produce resource kits that can be used to support learning in the classroom or at home.</i>	<b>The school implements strategies to overcome barriers to family and community engagement in teaching programs.</b>  <i>For example, interpreter services, transportation and childcare facilities are made available.</i>	<b>The school organizes a database of family and community skills, expertise, and backgrounds, through which teachers can find resources.</b>  <i>For example, a family member who is a writer is invited to Literacy events to work with students to improve writing skills.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>7C</b> Training families and community members as classroom helpers	<b>Individual teachers train families to work with students in their classroom.</b>  <i>For example, a teacher trains a small group of families to work one-on-one with students during reading lessons.</i>	<b>Families and community members are invited to participate in school-wide training programs to support teaching and learning programs.</b>  <i>For example, workshops, on specific aspects of literacy and math are offered throughout the year to build the capacity of families and community members to assist in classrooms.</i>	<b>School partners with training providers to deliver accredited courses for families and community members.</b>  <i>For example, the school and local tutoring programs jointly train families from diverse backgrounds as tutors to support students' literacy and math learning.</i>	Not here yet  Developing  Building  Sustaining  Don't know
<b>7D</b> Building the capacity of family and community members to lead the learning of others	<b>Family and community members with an interest and experience in conducting workshops for other families are identified.</b>  <i>For example, school staff or volunteers surveys families and community members and develops a data base of workshop leaders.</i>	<b>School staff or volunteers develop family leaders who help meet other family's learning needs.</b>  <i>For example, family leaders are trained in workshop facilitation skills and strategies for working in culturally diverse settings.</i>	<b>School staff and volunteers work with families on a regular basis to develop ways to improve families' capacity to support student learning.</b>  <i>For example, the annual school plan includes strategies to build the capacity of family and community members to support the learning of others through ongoing family leadership development.</i>	Not here yet  Developing  Building  Sustaining  Don't know
Overall rating	<div> <input type="radio"/> Not here yet           <input type="radio"/> Developing           <input type="radio"/> Building           <input type="radio"/> Sustaining           <input type="radio"/> Don't know         </div>			



Analyzing Current Practice (Can be used with Step 2)

Element	What are our current practices?	What is working well?	What needs more work?
1. Communicating			
2. Strengthening relationships and capacity			
3. Connecting learning at home and at school			
4. Recognizing the role of the family			
5. Shared decision-making			
6. Collaborating with community			
7. Participating			

### Individual Assessment Sheet

Record your answers from the School Assessment Tool

About you

Name \_\_\_\_\_

(Check one)

☐ Parent/family member

☐ Student

☐ Staff

☐ School Leader

☐ Community Member

	Communicating	Strengthening relationships and capacity	Connecting learning at home and at school	Recognizing the role of the family	Shared decision-making	Collaborating with community	Participating
Sustaining							
Building							
Developing							
Not here yet							
Don't know							

In relation to your responses, answer the following questions

1. Which element/s is the school already addressing well?	
2. Are there any elements where you think the school has not reached the Developing stage (Not here yet)? What are they?	
3. Are there any elements where you are unable to offer an opinion (Don't know)? What are they?	
4. Which element/s should be a priority for action?	

**Family Engagement Action Plan** School \_\_\_\_\_ Year \_\_\_\_\_

Outcome	Possible strategies, activities and initiatives we want to consider	Persons Responsible (Who's helping?)	Resources Needed (What training, information, or other resources are needed?)	Timeline (Projected Date(s))	How will we measure the results? (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)
<b>Communication</b> Effective two-way communication between families and school.					
<b>Strengthening relationships and capacity</b> A culture of welcome, inclusion and belonging that reflects and respects the diversity within the school community.					
<b>Connecting learning at home and at school</b> Families and school share responsibility for student learning and well-being.					
<b>Recognizing the role of the family</b> Acknowledge families as partners in their children's education.					
<b>Shared Decision Making</b> Families are active contributors to school decision making and planning processes.					
<b>Collaborating with Community</b> Develop on-going relationships with community groups which enhance learning opportunities and outcomes for students and families.					
<b>Participating</b> Family members contribute to the life of the school in ways that reflect their interests, skills, experience and capacity to do so.					

Appendix E. High-Impact Family Engagement Across the Developmental Stages Tables<sup>45</sup>  
 What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

Higher Impact on Child Learning and Development	Moderate Impact	Lower Impact
1. Families and early childhood providers do neighborhood walks to meet prospective families and hand out program information, books, and growth charts	Springtime open house for new families, hosted by current families	Early childhood program registration on program website or drop in
2. Experienced families share family engagement strategies with new families in familiar neighborhood settings and sign them up for things like home visits, preschool, and community activities. Short videos of families' sharing are sent with texts or emails to families who couldn't attend, with sign-up sheets and surveys attached	Programs host a family night where families visit classrooms, meet teachers, view children's work, sign-up to volunteer, and receive a family phone tree compiled by staff	Offer back to school night where families visit classrooms, meet teachers, and have refreshments
3. A program communication app creates two-way communication and ongoing exchange of knowledge between families and teachers	Monthly phone calls, emails, or texts with information on program activities	Program newsletter with generic messaging
4. During classroom observations, teachers model strategies to support specific learning at home. Families ask questions and practice strategies with each other then go home with a "tip sheet". Short videos modeling the strategies are sent with emails or texts to families who couldn't attend, and a list of the families' questions and teachers' answers are attached along with the tip sheet	At frequent meetings, staff share information regarding areas of child development with families and show how those areas are covered in the classroom	Teachers send home written materials on developmental areas (e.g. social-emotional, motor, cognitive)

<sup>45</sup> Based on From *Vision to Practice* resource customized by the Michigan Department of Education and based on the Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement (August 2018). <https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families>

Higher Impact on Child Learning and Development	Moderate Impact	Lower Impact
5. Home visits occur several times a year, so early childhood staff and families build relationships and share information to support smooth transitions to preschool or kindergarten	Parent-teacher conferences occur twice a year, available evenings and on weekends	Parent-teacher conferences occur by appointment during workdays
6. Host monthly family meetings, hosted by trained family members. Families take part in meaningful, guided conversations during which they support and learn from each other and collect input and feedback for the program	Offer monthly breakfast gatherings for families and staff	Families can visit the program site by appointment
7. Families are engaged in community event planning scheduled throughout the year, family members participate in planning and engaging in community and family activities and with children	Families provide some feedback in the planning of community activities	Families participate in activities planned by school leadership

## What Does High-Impact Family Engagement Look Like in Elementary Schools?

Higher Impact on Student Learning and Development	Moderate Impact	Lower Impact
<p>1. Back to School Night class meetings where families and teachers:</p> <ul style="list-style-type: none"> <li>▪ Share learning strategies</li> <li>▪ Review key skills for students with home learning tips</li> <li>▪ Develop a communications plan</li> </ul>	<p>Open House</p> <ul style="list-style-type: none"> <li>▪ Families tour school, chat with teachers</li> <li>▪ Classroom visits to meet teacher</li> <li>▪ Exhibits of student work</li> </ul>	<p>Back to School night in the auditorium</p> <ul style="list-style-type: none"> <li>▪ Panel of speakers</li> <li>▪ Pass out student handbook</li> <li>▪ Hand out school calendar</li> </ul>
<p>2. Provide regular two-way calls/texts/emails to share progress and tips</p>	<p>Positive personal phone calls home</p>	<p>Promote one-way communication such as texts, group emails, and messaging</p>
<p>3. Fully staffed family centers conduct workshops on learning strategies, and provide referrals to social services, and/or host informal gatherings</p>	<p>Develop a family resource room with toys, games, and books to borrow</p>	<p>School newsletters with generic messages</p>
<p>4. Relationship-building home visits provided by teachers, voluntary for both teachers and families and available for all families</p>	<p>Coffee with the principal; Muffins with Moms; Donuts with Dads; Pastries with Parents</p>	<p>Potlucks, other traditional whole-school-based events</p>
<p>5. Host story quilting workshops and poetry slams where families, teachers and students all tell their stories, share their work</p>	<p>School book club and authors' tea featuring student writers</p>	<p>Student performances</p>
<p>6. Classroom observations are conducted with mini-lessons; weekly data-sharing folders go home, with space for family comments; academic parent-teacher teams</p>	<p>Interactive homework with tips for home learning</p>	<p>Curriculum nights</p>
<p>7. Schedule and promote student-led conferences with portfolios of student work, followed by 1:1 conversations about learning, to set goals</p>	<p>Parent-teacher conferences twice a year, available evenings and weekends</p>	<p>Parent-teacher conferences, during workday</p>

Higher Impact on Student Learning and Development	Moderate Impact	Lower Impact
8. Provide tours of school led by students and community walks led by expert families who know the ropes	Monthly breakfasts for new families	Visit school by appointment
9. School council has voice in all major decisions, develops and supports family-initiated projects	Parent organization meets with principal to discuss suggestions	Suggestion box in office
10. Offer a candidate forum at school and community events; families and students meet in advance, prepare to ask questions regarding issues affecting families	Candidates for election invited to school and community events	School and community events
11. Host family leadership classes to strengthen family capacity to navigate the system, be effective advocates, and take part in school councils and committees	Adult learning evenings	Parenting classes

## What Does High-Impact Family Engagement Look Like in Middle and High School?

Higher Impact on Student Learning and Development	Moderate Impact	Lower Impact
<p>1. Transition program – events at feeder schools, tours of new school, 4-week school prep summer course – welcomes families to:</p> <ul style="list-style-type: none"> <li>▪ Convey college/career prep focus – e.g., your student will graduate in 4 years with college acceptance letter in hand</li> <li>▪ Relate academic programs to careers</li> <li>▪ Prepare students for middle/high school work</li> <li>▪ Help families construct their role in supporting their students' success</li> </ul>	<p>Offer a fall family academy to orient incoming families to expectations of students, such as attendance requirements and credits needed for grade advancement /graduation</p>	<p>At orientation, families pick up their students' class schedules, bus passes, and tour the school</p>
<p>2. Offer workshops for families focusing on:</p> <ul style="list-style-type: none"> <li>▪ Courses needed to graduate and go to college/ postsecondary education</li> <li>▪ What high-level academic work looks like at each grade level</li> <li>▪ Where to get needed help for students</li> <li>▪ Tests, applications, and timelines required for college or trade schools</li> <li>▪ How to complete financial assistance applications</li> </ul>	<p>Staff conduct trainings for families to help them understand how to navigate the requirements of high school</p>	<p>Information sheets about school programs and college resources, including financial assistance applications, are available in the school office</p>
<p>3. Develop an advisory system so each student has an adult advisor who develops close relationships with families to co-design students' academic program, set up regular communications, and serve as the main contact</p>	<p>Family liaisons check in with families about use of homework help and other resources for students</p>	<p>Families receive early notices from the school when their students are falling behind</p>



Higher Impact on Student Learning and Development	Moderate Impact	Lower Impact
<p>4. Monitoring progress:</p> <ul style="list-style-type: none"> <li>▪ Coursework sequence and college/career track requirements are clear and explicit</li> <li>▪ Advisors keep families current on student progress, with focus on students at risk</li> <li>▪ Families invited to exhibits of student work, where students present and critique their work</li> <li>▪ Families are reminded to check classroom websites for information on projects and student work</li> <li>▪ Student-led conferences review portfolio of student work, supports needed to do their best work and stay on track</li> </ul>	<p>Family liaisons check in with families to offer homework help and other resources for students</p>	<p>The school contacts families when students are having a problem with academics or behavior</p>
<p>5. College and career planning begins early; a graduation plan is completed by end of 9th grade:</p> <ul style="list-style-type: none"> <li>▪ Families invited to post-secondary education fairs</li> <li>▪ Staff recruit families to visit colleges</li> <li>▪ Workshops for families on PSAT, SAT, and ACT exams; offer help completing college applications and applying for financial aid</li> <li>▪ Families given guiding questions for discussing High School &amp; Beyond Plans with their student to reflect on successes, areas for growth and new goals</li> <li>▪ Special assistance for undocumented families</li> </ul>	<p>Offer a college/career program fair every fall, with focus on 11th and 12th graders. Family liaisons and community partners reach out to invite families and remind them to review the High School &amp; Beyond Plan for their child</p>	<p>Families can make appointments to confer with guidance counselors, and receive a handout with information about how to review the High School &amp; Beyond Plan</p>
<p>6. Family organizations and leadership represent all families in the school</p> <ul style="list-style-type: none"> <li>▪ Family leaders sit on college pathways and school leadership teams</li> <li>▪ Family organizations conduct focus groups with families to surface issues and report back to school leadership</li> </ul>	<p>Homework help and mentoring programs to ensure families know about and can access academic help for their student</p>	<p>Volunteers distribute flyers throughout the community to remind families about events and parent-teacher conferences</p>

### What Does High-Impact Family Engagement Look Like in After School Programs?

Higher Impact on student learning and development	Moderate Impact	Lower Impact
1. After school classes are linked to school curriculum Teachers and program staff collaborate to track students' growth targets and keep families up to date	A teacher from the school shares data with tutoring staff on student skills	Staff informs families that the program offers tutoring on reading, math, or other subjects
2. The program offers informal gatherings for families, school staff, and community partners to foster collaboration and information sharing	Students perform and show their work at frequent family nights	Staff will be available to talk with families on orientation day
3. Staff and families co-develop intervention plans to address students' social and/or academic concerns	Program staff interviews families regarding their children's successes and challenges	On orientation day, families fill out an information form
4. Regular meetings with families are scheduled to discuss student progress, share information, and confer on strategies to support learning	Annual survey asks families about students' experience with the program	Tip sheets are sent home to promote student health and learning
5. The after-school program collaborates with other school- based and community programs to make the school a "hub" of activities for students, families, and community members	Program hosts information fairs about community resources and programs	Community bulletin board posts notices about local happenings
6. Family support groups and education classes promote family learning, develop job skills, and address health needs	Staff refer families to GED and job training programs offered by community partners	Families can sign up to volunteer
7. "Community advocates" develop rapport with families of children at risk, provide advice and links to extra support, and help families navigate social services	Program staff receive extra pay to serve as informal advisors and mentors to students	Staff refers struggling children to an outside counseling program

Higher Impact on student learning and development	Moderate Impact	Lower Impact
8. Local partners co-sponsor community, building and cultural events at an after-school site, such as a health fair or heritage celebration, that attracts hundreds of families and community members	Families and staff plan special events to honor student success and celebrate the beginning and end of the school year	Program offers fall and spring celebrations for students and families
9. Families learn ways to foster their own and their children's education, support their families financially, develop social networks, and advocate for high quality schools	Program staff invite public officials to attend events, meet families, and answer questions about community issues	Program office displays flyers and brochures about community resources and learning opportunities

## Appendix F. Family Engagement in Law and State or Federal Programs

Section of the Law/ State or Federal Program	Requirements/Allowable Spending <sup>46</sup>
<a href="#">Early Childhood Education and Assistance Program (ECEAP) Performance Standards</a>	<p>FEP-1 Family Engagement and Partnership Principles specify that programs must:</p> <ul style="list-style-type: none"> <li>(a) Focus on parent and family strengths.</li> <li>(b) Build relationships based on mutual respect and equality.</li> <li>(c) Acknowledge parents as resources to themselves and others.</li> <li>(d) Respect family beliefs, culture, language, and child rearing practices.</li> </ul> <p>Parent-Teacher Conferences and Family Support Visits are also required</p>
<a href="#">Early Support for Infants &amp; Toddlers (ESIT)</a>	<p>Parents work closely with the Family Resources Coordinator as part of the Individualized family service plan (IFSP) Team</p> <p>There are opportunities for parent leadership such as the Parent Institute for Engagement (PIE), a 12-month training program for parents or caregivers with children who have received early intervention services.</p>
<a href="#">Head Start Program Performance Standards</a>	<p>1302 Subpart E—Family and Community Engagement Program Services includes requirements for:</p> <ul style="list-style-type: none"> <li>• Family engagement.</li> <li>• Parent activities to promote child learning and development.</li> <li>• Family partnership services.</li> <li>• Community partnerships and coordination with other early childhood and education programs.</li> </ul>
<a href="#">Highly Capable Program</a>	<p>The state Highly Capable Program (HCP) funds may be used to provide outreach materials to inform parents of the district's HCP selection process and program options and offer professional learning options for parents/families on providing support to their HCP student.</p>

<sup>46</sup> Much of this content is adapted from Office of the Superintendent of Public Instruction. (2020). *Unlocking federal and state program funds to support student success*.  
[https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking\\_State\\_Federal\\_Program\\_Funds.pdf](https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking_State_Federal_Program_Funds.pdf)

Section of the Law/ State or Federal Program	Requirements/Allowable Spending <sup>46</sup>
<a href="#">IDEA, Part B</a>	IDEA, Part B funds may be used to improve education services to students with disabilities through parent engagement such as access to data and IEP meetings and to provide training for parents of students with disabilities on partnership and collaboration to support academic improvement.
<a href="#">Learning Assistance Program</a>	Learning Assistance Program funds may be used to support family engagement activities.
<a href="#">Revised Code of Washington, 28A.600.045 Comprehensive guidance and planning programs for students.</a>	Student-led conferences with the student's parents, guardians, or family members and the student's advisor for the purpose of demonstrating the student's accomplishments; identifying weaknesses; planning and selecting courses; and setting long-term goals
<a href="#">School Improvement</a> (Comprehensive and Targeted Supports)	School Improvement funds may be used to support family participation in the development and evaluation of the Comprehensive or Targeted Support Plan.
<a href="#">Teacher and Principal Growth and Evaluation (TPEP)</a>	TPEP Training Grant funds may be used to support professional learning on communicating and collaborating with families and the school community.
<a href="#">The Governor's Office of the Education Ombuds</a>	Powers and duties include: <ul style="list-style-type: none"> <li>• To develop parental involvement materials</li> <li>• To provide information to students, parents, and interested members of the public</li> <li>• To identify obstacles to greater parent and community involvement in school shared decision-making processes and recommend strategies for helping parents and community members to participate effectively</li> </ul>

Section of the Law/ State or Federal Program	Requirements/Allowable Spending <sup>46</sup>
<a href="#">Title I, Part A</a>	Participating Title I, Part A LEAs and schools must fulfill and implement Parent and Family Engagement requirements of <a href="#">Section 1116 of ESSA</a> regardless of allocation LEAs with an Allocation over [REDACTED] must reserve at least 1% to fund Parent and Family Engagement activities (10% of the 1 percent stays at the LEA level, while 90% must be distributed to the participating schools).
<a href="#">Title I, Part C</a>	Establish and consult with a Migrant Education Parent Advisory Council to assist with the planning, implementation, and evaluation of the local program.
<a href="#">Title II, Part A</a>	Funds may be used to support professional learning on topics that improve family engagement
<a href="#">Title III, Part A</a>	Title III, Part A funds may be used for an LEA to implement allowable activities designed to assist parents and families of English learners in helping their children to improve their academic achievement, and to help parents and families to become active participants in the education of their children.
<a href="#">Title IV, Part A</a>	Under the Safe and Healthy Students focus, Title IV, Part A funds may be used for building family and community relationships
<a href="#">Transitional Bilingual Instruction Program</a> (TBIP)	TBIP funds may be used to provide communications with parents of students in the bilingual program and provide translation/interpretation services specific to the EL program.

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## APPENDIX B: LOGIC MODEL

### Logic Model. Goals, activities, outputs, and outcomes of the Washington Statewide Family Engagement Center

Washington Statewide Family Engagement Center (WAFEC)				
Core partners (EdNW, OSPI, CCER, Roots of Inclusion, Washington State Family and Community Engagement Trust) and advisory board members use <i>cycles of continuous improvement</i> and <i>participant feedback</i> to provide strategic direction; support for statewide and regional efforts; and guidance for aligning organizational strategies, policies, metrics, and resources.				
<p><b>Goal 1:</b> Establish a statewide collaborative infrastructure for family engagement that is aligned, systemic, and sustainable (CPP4).</p> <p><b>Goal 2:</b> Build educator and family capacity for effective and equitable family-school-community partnerships and leadership (CPP3) to identify and address the impacts of the COVID-19 pandemic (CPP2).</p> <p><b>Goal 3:</b> Develop district and school capacity to identify, implement, and sustain evidence-based family engagement practices (CPP1) to support student success and well-being.</p>				
Inputs	Key activities	Outputs	Interim outcomes	Long-term outcomes
<p><b>Collective expertise, leadership, and community connections</b> of core partner organizations, advisory board members, community-based organizations, and family leaders</p> <p><b>Evidence-based family engagement frameworks</b> (Washington State Family Engagement Framework and Dual Capacity-Building Framework for Family-School Partnerships)</p>	<p><b>STATEWIDE RESOURCES AND SERVICES</b></p> <p><b>Resource hub</b></p> <ul style="list-style-type: none"> <li>Curated evidence-based family engagement frameworks, planning guides, tools, and assessments (CPP1)</li> <li>Communication tools to increase awareness of family engagement Core partners host virtual learning opportunities for building capacity for family-school partnerships</li> </ul> <p><b>Convenings</b></p> <ul style="list-style-type: none"> <li>Annual meeting to promote shared learning from regional and local FE initiatives and align goals across organizations working on FE statewide and opportunities for educators, families, and community partners to build new skills</li> </ul>	<p><b>Facilitated meetings and tools to support statewide initiatives and resource alignment (CPP4)</b></p> <p>Statewide asset/opportunity map is aligned with statewide framework</p> <p>Family engagement organizations and government agencies receive opportunities to:</p> <ul style="list-style-type: none"> <li>Identify aligned strategies</li> <li>Identify resources to develop sustainable infrastructure</li> </ul> <p><b>Customized training and technical assistance services provided to regional and local educators, family members, and community members (CPP2)</b></p> <ul style="list-style-type: none"> <li>Completed regional and local needs sensing/asset mapping</li> <li>Evidence based districtwide engagement plans developed with family and community input (CPP3)</li> </ul>	Improved system conditions and infrastructure for family engagement	<p>Increased family engagement across diverse racial and socioeconomic groups</p> <p>All students experience equitable learning environments that improve academic progress and well-being</p>
	<p><b>REGIONAL NETWORKED LEARNING OPPORTUNITIES AND COLLABORATION</b></p> <p><b>Convenings</b></p> <p>Communities of practice for LEA and TEA/Tribal nations to engage in: <b>(a)</b> community-</p>		Increased capacity, connection, and confidence among educators and families to develop and sustain family-school-community partnerships	
			Increased use of evidence-based family engagement practices in schools and communities	



<p>Existing SEA and LEA school improvement strategies that incorporate family engagement</p> <p>Nationally and locally recognized strategies and models for effective family-school-community partnerships</p> <p>Parent leadership and advocacy resources, trainings, and programming from core partners and other national and local organizations</p>	<p>asset mapping and needs-sensing on basic needs, student engagement, social and emotional learning, and family engagement; <b>(CPP2) (b)</b> district and school readiness assessment to implement evidence-based family engagement strategies <b>(CPP1)</b>; and <b>(c)</b> opportunities for intra- or inter-district and regional collaboration with LEA and TEA/Tribal nations communities of practice, family leaders, and community leaders <b>(CPP3 and CPP4)</b></p> <p><b>Training and technical assistance</b> Coordination with statewide and local family-focused organizations to provide additional training opportunities for families (CPP3) such as:</p> <ul style="list-style-type: none"> <li>• Effective collaboration with their school or LEA to improve student outcomes <b>(CPP4)</b></li> <li>• How to address students' social-emotional, mental health, and academic needs through inclusive approaches and strategies <b>(CPP2)</b></li> </ul> <p>Customized direct services to schools and communities that include:</p> <ul style="list-style-type: none"> <li>• Supports to regional and local family leaders and community partners to support family engagement and advocacy strategies <b>(CPP3)</b></li> <li>• LEA and/or school coaching to select and implement evidence-based family engagement practices with family and community input <b>(CPP4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Families and/or community partners identify and align services and supports to address local needs (CPP2)</li> </ul> <p><b>Direct supports to implement evidence-based strategies (CPP4)</b></p> <ul style="list-style-type: none"> <li>• Pilot schools' evidence-based family engagement strategies are selected with family and community input</li> <li>• Pilot schools implement evidence-based strategies with coaching and community of practice supports</li> </ul>		
<p><b>Approach to family engagement activities and services:</b> Systemic and aligned, collective and collaborative, developmental, relational, committed to equity and access, and focused on family-, student-, and community-centered goals (Washington State Family Engagement Framework, OSPI, 2021; Dual Capacity-Building Framework for Family-School Partnerships, Mapp &amp; Kuttner, 2013).</p>				

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## APPENDIX C: WAFEC APPROACH TO STATEWIDE SYSTEM OF SUPPORT

***WAFEC approach to creating a statewide system of support***

Essential supports	WAFEC activities
Shared vision	The WAFEC core partners and advisory board will develop a common understanding, agenda, and mission to address family engagement across key partners. This will include developing a common vision, goals, and metrics that are aligned to the Washington State Family Engagement Framework and other local frameworks used by partners in the region.
Partnerships and collaboration	WAFEC was designed to intentionally coordinate statewide, regional, and local educators, families, and community partners to identify and align existing best practices and approaches for building the capacity of educators and families at the local, state, and regional levels. Opportunities for educators and families to build capacity for effective family-school-community partnerships are provided through direct supports, professional learning opportunities, online resources, virtual learning opportunities, and engagement convenings.
<b><i>Leadership and communication</i></b>	As the WAFEC lead, EdNW will provide regular opportunities for shared leadership and communication among partners. These opportunities include improving communication and coordination among LEA and TEA/Tribal nation leaders throughout the state; elevating family and community leadership within statewide, regional, and local initiatives; and hosting statewide and regional convenings to share activities and build capacities. WAFEC staff members, the core partners, advisory board members, and center evaluation team will meet regularly to improve communication and coordination of the work.
<b><i>Goals and metrics</i></b>	The WAFEC core partners, advisory board, and evaluation team will develop a data dashboard to track progress on common goals and metrics, including Government Performance and Results Act measures and local metrics. In addition to tracking common outcome metrics, the evaluation team will provide formative and descriptive data to inform decision making. The WAFEC evaluation will also provide implementation and impact data on pilot schools' evidence-based family engagement strategies (such as WestEd's APTT program).
<b><i>Sustaining and scaling</i></b>	A key goal of this work is to build a sustainable model that can continue beyond federal funding. Over the course of five years, we will develop a sustaining collaborative infrastructure to support organizational capacity building. This work will be used to identify key strategies to effectively implement family engagement that can be shared more broadly across the state. In addition, we will work in partnership with state leadership to develop district and school capacity to implement family engagement policies and systemic initiatives that provide a continuum of services and remove barriers to family engagement. Finally, WAFEC work will be informed by yearly lessons learned about program activities to sustain and scale up effective practices and strategies to achieve the center's goals.

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## APPENDIX D: DIFFERENCES IN STUDENT DEMOGRAPHICS

***Differences in student demographics based on OSPI classification of school accountability status, 2020-21***

Level of supports	Number of schools in status	Number of students	Percent Economically Disadvantaged	Percent English Learners	Percent Students with disabilities	Race and ethnicity						
						Percent White	Percent Black	Percent Asian	Percent Hispanic	Percent AIAN	Percent Multicultural	Percent PNHPI
Tier III: Comprehensive	73	29298	81%	31%	15%	23%	5%	3%	54%	6%	7%	3%
Tier III: Comprehensive Low Grad Rate	19	1642	77%	12%	16%	45%	6%	2%	35%	2%	7%	2%
Tier II: Targeted TARGET3+	81	37514	68%	23%	15%	34%	10%	8%	35%	1%	9%	3%
Tier II: Targeted English Language Progress	21	14156	68%	23%	14%	28%	4%	3%	56%	2%	5%	1%
Tier I: Self-Directed and Foundational Supports	2201	1008179	42%	11%	14%	53%	4%	9%	23%	1%	9%	1%

*Note:* State (N = 1,094,330) is a stand-alone value, not aggregated from school-level enrollment.

For each of the status, the count of schools that had enrollment for the designation is included

The sum of number of students in each status will not add up to the state total number of students

Source: Author analyzed public data from WA OSPI: <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

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## APPENDIX E: RESUMES FOR PROJECT DIRECTORS AND KEY PERSONNEL

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## Primary areas of expertise

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- Managing mid-to-large size technical assistance, evaluation, and applied research projects
- Conducting applied mixed-methods, collaborative, and participatory research and evaluation
- Equitable parent-school-community engagement
- Data and evidence use in decision making and assessment
- Professional learning communities, instructional leadership, school improvement
- Evaluation capacity building
- Logic models and theories of change
- Translating research to policy and practice

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## Education

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Ph.D., Education, University of Washington, Seattle, WA	2015
Ed.M., Education, Harvard Graduate School of Education, Cambridge, MA	2008
B.A., Psychology, University of Michigan, Ann Arbor, MI	2005

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## Professional experience

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### **Education Northwest, Portland, OR** **2016–present**

*Senior Advisor, Applied Research and Equitable Evaluation*

- Provides organizational leadership on mixed methods research and evaluation projects
- Manages, designs, and conducts mixed methods applied research and evaluation projects focused on school-family-community partnerships and professional learning and collaboration to improve student and family outcomes.
- Collaborates with a wide array of partners, stakeholders and staff to collect and analyze data, write reports on education topics of regional and national interest
- Supervises research teams and facilitated collaboration on design, project management, and reporting.
- Communicates research and evaluation findings to the broader professional community through published papers, research briefs, policy briefs, and presentations at regional and national conferences

### **University of Washington, Seattle, WA** **2015–2016**

*Postdoctoral Research Associate and Project Coordinator for the Diagnostic Assessment of Instructional Leadership Capacity (DAILC) study*

### **GEAR UP EDI, University of Washington, Seattle, WA** **2016**

*Research Associate*

### **University of Washington, Seattle, WA** **2012–2015**

*Project Coordinator for the Equitable Parent-School Collaboration Project*

<b>University Council for Education Administration, Charlottesville, VA</b> <i>Research Fellow for the Developing Leaders to Support Diverse Learners Research and Development Initiative</i>	<b>2012–2013</b>
<b>Project GRADUATE, University of Washington, Seattle, WA</b> <i>Research Assistant</i>	<b>2011–2012</b>
<b>Running Start in WA State, University of Washington, Seattle, WA</b> <i>Research Assistant</i>	<b>2010–2011</b>
<b>Proyecto Acceso, University of Washington, Seattle, WA</b> <i>Research Assistant</i>	<b>2008–2009</b>

### **Directly related project experience**

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#### **Academic Parent Teacher Programs in the Road Map Region in Washington 2019–present** *Community Center for Education Results* | Role: Evaluation PI

Lead or Co-leads a three-year evaluation of the Road Map Project Academic Parent Teacher-Teams (APTT) pilot. Conducted in close collaboration with the core partners (Community Center for Education Results, Seattle Public Schools, and Highline Public Schools, WestEd, and the Stolte Family Foundation) the evaluation examines efforts to implement, scale, and sustain the APTT family engagement model in culturally and linguistic diverse elementary schools. The evaluation uses a mixed-methods approach (e.g., focus groups, interviews, surveys, document review, analysis of academic data) to investigate implementation processes and outcomes for schools and families. The evaluation is designed to provide an understanding of whether and how data-driven models such as APTT build the capacity of educators and families to engage in two-way partnership to support student learning. This work builds on a previous evaluations (2016-2018) of regional family engagement systems building activities in partnership with the Community Center for Education Results.

#### **PLC at Work® in Arkansas and Wyoming 2017–present** *Solution Tree* | Role: Evaluation PI

Leads evaluations of the Professional Learning Communities at Work (PLC at Work®) model in Arkansas and Wyoming to understand of how intensive supports for schools to build high-functioning professional learning communities can create changes in teacher and student outcomes. Conducted in close collaboration with Solution Tree, the team developed a logic model and evaluation plan to conduct an implementation and impact study. Impact analysis found that Arkansas' program positively impacted students' math ACT Aspire scores, as well as the math scores among specific student subgroups. Implementation evaluations in both Arkansas and Wyoming found that educators reported positive changes in instructional practice, culture of collaboration, and collective responsibility for ensuring all students learn at high levels.

#### **Evaluation of the University of Washington and Portland State University's National Professional Development Program 2017–present** *University of Washington* | Role: Evaluation PI

Leads or co-leads the mixed-methods evaluations of two Office of English Language Acquisition (OELA) National Professional Development (NPD) grants at the University of Washington (2017-current) and Portland State University (2022-current). The grants support pre-service and in-service teachers to earn an English for Speakers of Other Languages (ESOL) or Bilingual endorsement. The evaluation provides recommendations for continuous improvement and



understanding the impact of the grants. This includes collecting evaluation data through participant surveys and focus groups to understand the implementation of the projects and providing actionable recommendations for improvement. We are also conducting impact evaluations of each project, using quasi-experimental design studies designed to meet What Works Clearinghouse standards with reservations, examining the student-level impacts of participating in each of the grants.

### **Evaluation of the Vanderbilt University's Noyce Scholars Program**

**2019–present**

*Vanderbilt University*| Role: Evaluation PI

Currently leading an evaluation of Vanderbilt University's Robert Noyce Teacher Scholar Program through 2023. Evaluation activities include triangulating data from multiple sources (i.e., surveys, interviews, and program documentation) and use multiple analyses. This evaluation is designed to provide rich information about Noyce scholar pathways into K-12 STEM teaching and insights into the successes and challenges of recruiting and retaining diverse scholars for the program.

### **Kaiser Permanente Northwest Reducing Barriers to School Attendance**

**2018–2020**

*Kaiser Permanente*| Role: Evaluation PI

Led an external evaluation of the *Reducing Barriers to School Attendance* initiative, part of Kaiser Permanente's Thriving Schools program. Collaborated with Kaiser Permanente and key partner Attendance Works to design an evaluation of seven community-based organizations and their partners as they developed and tested innovative approaches to reducing chronic absenteeism in Oregon and southwest Washington. We also provided technical assistance to grantees in evidence-based decision making and introduced a framework for organizing the grantee's diverse approaches to achieving shared goals.

## **Publications**

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Hanson, H., Torres, K., Young, S. Y., Merrill, R., Fantz, T., & Velie, Z. (2021). *Growing Together: Professional Learning Communities at Work® generates achievement gains in Arkansas*. Education Northwest.

Torres, K., Rooney, K., Petrokubi, J., Holmgren, M., Velie, Z., & Moyer, R. (2021). *Families and schools thriving together: Building capacity in the Road Map Project Academic Parent Teacher Teams initiative*. Education Northwest.

Torres, K., Rooney, K., Holmgren, M., Young, S. Y., & Taylor, S. (2021). *Driving the Work: Examining differences in implementation in PLC at Work® in Arkansas*. Education Northwest.

Torres, K., Rooney, K., Holmgren, M., Young, S. Y., Taylor, S., & Hanson, H. (2020). *PLC at Work® in Arkansas: Driving achievement results through school transformation and innovation*. Education Northwest.

Torres, K., Rooney, K., Gandhi, E., & Holmgren, M. (2020). *Showing up for students and families: Learning from the Reducing Barriers to School Attendance initiative*. Education Northwest.

Hanson, H., & Torres, K. (2020). *On the road to impact: Solution Tree Arkansas PLC at Work cohort 1 year 2 milepost memo executive summary*. Education Northwest.  
<https://educationnorthwest.org/sites/default/files/plc-at-work-excutive-summary.pdf>

- Torres, K., Rooney, K., Taylor, S., & Holmgren, M. (2020). *Going the distance with PLC at Work® in Arkansas: Cohort 1 implementation progress (spring 2020)*. Education Northwest.
- Torres, K., Rooney, K., & Holmgren, M. (2020). *Reducing barriers to school attendance: Analysis of year 2 implementation and school-level attendance data*. Education Northwest.
- Torres, K., Holmgren, M., Taylor, S., & Hanson, H. (2019). *On the road: PLC at Work® in Arkansas cohort 1 evaluation: Year 2*. Education Northwest.
- Torres, K., Rooney, K., Holmgren, M., & Taylor, S. (2019). *Laying the foundation: PLC at Work® in Arkansas cohort 2 evaluation: Year 1*. Education Northwest.
- Torres, K., Serrano, D., Moyer, R., & Greenberg Motamedi, J. (2019). *University of Washington project BECA evaluation: 2019 annual report – cohort 1*. Education Northwest.
- Ishimaru, A.M., Lott, J., Torres, K.E., O'Reilly-Diaz, K. (2019) Families in the driver's seat: Catalyzing familial transformative agency for equitable collaboration. *Teachers College Record*, 121(11).
- Torres, K. (2019). *University of Portland Noyce scholars program: Year 6 annual evaluation report*. Education Northwest.
- Torres, K., Scott, C., Yoon, S. Y., Petrokubi, J., & Hanson, H. (2018). *Laying the foundation: PLC at Work® in Arkansas evaluation—year 1*. Education Northwest.
- Ishimaru, A.M., Torres, K. E., Salvador, J. E., Lott, J., Williams, D., & Tran, C. (2016). Reinforcing deficit, journeying toward equity: Cultural brokering in family engagement initiatives. *American Educational Research Journal*, doi:10.3102/0002831216657178
- Contreras, F., Stritikus, T., Torres, K., Diaz-O'Reilly, K. (2015). Teacher perceptions, practices and expectations conveyed to Latino students and families in WA state. In E. J. Murillo Jr. et al. (Eds.), *Revisiting Education in the New Latino Diaspora*. Information Age Publishing.
- Torres, K., Lee, N., Tran, C. (2015) *Building relationships, bridging cultures: Cultural brokering in family engagement*. College of Education, University of Washington: Seattle, WA.
- Ishimaru, A.M., Lott, J. & the Equitable Parent-School Collaboration Research Project (2014). *Charting a course to equitable collaboration: Learning from parent engagement initiatives in the Road Map Project*. College of Education, University of Washington: Seattle, WA.

## Presentations

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- Torres, K. E. (April, 2021). *Learning by doing: An examination of teacher collaboration within a statewide professional learning community initiative*. Paper presented at American Educational Research Association Annual Conference, virtual.
- Torres, K. E. (April, 2016). *Instructional leaders' evidence use and assessment within a Latino and emergent bilingual-serving school*. Paper presented at American Educational Research Association Annual Conference, Washington, D.C.
- Ishimaru, A.M.; Lot, J.L.; Torres, K.E.; Rajendran, A.; Williams, D.M.; O'Reilly-Diaz, K. (April, 2016). *Families in the driver's seat: Emerging principles for equitable collaboration*.

Paper presented at American Educational Research Association Annual Conference, Washington, D.C

Torres, K., Fajardo, I., Ishimaru, A., & Lott, J. (April, 2014). *Building parent capacity and participation: Two district parent engagement initiatives*. Paper presented at American Educational Research Association Annual Conference, Philadelphia, PA.

Ishimaru, A., Lott, J., Torres, K., & Salvador, J. (November, 2013). *Cultural brokers as leaders: District and community-based initiatives and equitable parent-school collaboration*. Paper presented at University Council for Educational Administration Conference, Indianapolis, IN.

### Other professional activities

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- American Evaluation Association, member
- American Educational Research Association, member
- University Council for Educational Administration, member
- Advancing Culturally Responsive Evaluation Network, member

## Timothy Speth

Manager

Applied Research and Equitable Evaluation



### Primary areas of expertise

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- Conceptualization, design, implementation, and management of research and evaluation projects
- School and district improvement
- School, family, and community partnerships
- School employee wellness
- Early childhood education

### Education

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M.A., Experimental Psychology, San Diego State University, San Diego, CA 1987  
B.S., Psychology, South Dakota State University, Brookings, SD 1984

### Professional experience

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#### Education Northwest, Portland, OR

1994–present

*Program Manager*

2008–present

- Manages research and evaluation projects.
- Develop, evaluate, and disseminate work in support of improved outcomes for children, families, and school employees in the fields of early childhood education, family studies, employee health and well-being, and school and district improvement.
- Supervise team of researchers and provide quality assurance on all aspects of projects.
- Draft reports and articles for publication; present at local, state, and national conferences.
- Engage regularly with clients, stakeholders, and policymakers to disseminate research.
- Led research-practice partnership activities and regional needs sensing for the Regional Educational Laboratory Northwest.
- Served as Director of the Oregon Parental Information Resource Center

*Senior Advisor*

2004–2008

- Developed and implemented evaluation designs and instruments for early childhood, public school, and other community-based programs servicing children and families.
- Provided technical assistance to project agencies and staff in areas of school and district improvement, and federal requirements.
- Analyzed and reported education, social, and economic indicators, developed and maintained databases, and prepared technical assistance materials, proposals, and reports.

*Advisor*

1994–2004

- Developed and implemented evaluation designs and instruments for early childhood, public school, and other community-based programs servicing children and families.
- Analyzed and reported education, social, and economic indicators, developed and maintained databases, and prepared technical assistance materials, proposals, and reports.

**Michigan Department of Social Services****1988–1991, 1993–1994***Grant Monitor, Children's Trust Fund for the Prevention of Child Abuse*

- Monitored and evaluated grants awarded by the Children's Trust Fund.
- Duties included site visits to monitor program functions, providing technical assistance to grantees, monitoring agency funding, which included the reviewing of budgets and approval of payments.
- Assisted in the development of new child abuse prevention programs, provided staff support for the State Plan, Local Council, and Legislative Committees, and assisted in the development of the sexual abuse curriculum for the Michigan Model of Health and Safety.

**Directly related project experience**

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**Washington Early Childhood Research-Practice Partnership****2018–2021***Cultivate Learning, University of Washington*

Role: Research Partner

Participated in all aspects of research-practice partnership with the Washington Department of Children, Youth, and Families to improve state-funded preschool system. Conducted original quantitative and qualitative research on key topics selected by stakeholders and disseminated findings.

**Washington Office of the Superintendent of Public Instruction  
Inclusionary Practices****2020–present***Partnerships for Action Voices for Empowerment (PAVE)*

Role: Project Lead

Co-leads evaluation on trainings on strategies to strengthen family and school partnerships relative to inclusion of students with disabilities in general education settings. The evaluation focuses on collecting, analyzing and reporting data on the perspectives of families from diverse racial, cultural, and linguistic backgrounds.

**Oregon Relief Nurseries Evaluation****2014–2021***Oregon Association of Relief Nurseries*

Role: Evaluation Lead

Participated in all aspects of the evaluation of the Oregon Relief Nursery programs focused on the primary goals of a) reducing child and family factors associated with increased risk of child maltreatment, b) improving family stability and family functioning, and c) improving parents' ability to successfully parent their children, and d) supporting positive child development.

**Alaska Preschool Development Grant Evaluation****2019–2020***Alaska Department of Education & Early Development (DEED)*

Role: Co-Lead Evaluator

Led an evaluation of Alaska's Preschool Development Birth Through Five Grant (PDG B-5) from the federal Department of Health and Human Services (DHHS). Education Northwest supported DEED, the lead agency implementing the grant, as an evaluation partner for the duration of its grant, working closely with DEED staff members to ensure the evaluation meets the state's needs and addresses grant priorities.

**MountainStar Family Relief Nursery Evaluation****2017–2020***MountainStar Oregon Relief Nursery*

Role: Co-Project Lead

Co-led an external evaluation of MountainStar Family Relief Nursery. Tasks included working with MountainStar Relief Nursery staff members to identify and implement appropriate evaluation tools and methods best associated with their intended program outcomes.

### **School Employee Wellness Evaluation**

**2016–present**

*OEA Choice Trust*

Role: Evaluation Lead

Participated in all aspects of the evaluation of the OEA Choice Trust school employee wellness program dedicated to workplace wellness for all Oregon public school employees. The project provided ongoing formative feedback, evaluation technical assistance, and assessment of the fidelity of grantee implementation.

### **Targeted Resource Grants Evaluation**

**2012–2019**

*Alaska Department of Education and Early Development*

Role: Evaluation Lead

Member of the evaluation team assessing the overall impact of the program, which provided funding to 40 schools to implement plans that are calculated to increase student achievement. The project provided ongoing formative feedback, evaluation technical assistance, and assessment of the fidelity of grantee implementation to project stakeholders.

### **Washington Educational Service District Network Research Alliance**

**2012–2016**

*U.S. Department of Education, Institute of Education Sciences, REL Northwest*

Role: Alliance Co-Lead

Coordinated a research alliance that included representatives from all nine Educational Service Districts, the Washington Office of Superintendent of Public Instruction, and the State Board of Education. The alliance worked on the coordination of support services and professional development. Responsibilities included: managing alliance support team and contract deliverables; communicating with members; and planning research and technical assistance.

### **Oregon Parental Information and Resource Center**

**2006–2012**

*Funded by the U.S. Department of Education*

Role: Project Director

Provided overall direction for the scope of work, supervised four staff and monitored annual budget of \$600,000. The Oregon PIRC was one of 61 centers across the country that provided resources, information, and training to educators and family members to help them create meaningful school-family partnerships for youth success. Services ranged from individualized professional development to support for leadership initiatives to direct assistance for districts in forming and developing Parent Advisory Councils.

## **Publications**

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Endsley, M., Speth, T., Akey, T., Krasnoff, B., Barton, R., Singh, M., et al. (2014). *Coordination of instructional services by Washington State's Educational Service Districts* (REL 2015–041). Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest.

Speth, T., Saifer, S., & Forehand, G. (2008). *Parent involvement activities in school improvement plans in the Northwest Region* (Issues & Answers Report, REL 2008-064). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, REL Northwest.

- Saifer, S., & Speth, T. (2007). *Supplemental educational services and implementation challenges in the Northwest Region states* (Issues & Answers Report, REL 2007–006). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, REL Northwest.
- Brown, E.G., Amwake, C., Speth, T., & Scott-Little, C. (2002). The Continuity Framework: A tool for building home, school and community partnerships. *Early Childhood Research and Practice*, 4(2). <http://ecrp.uiuc.edu/v4n2/brown.html>
- Mangione, P.L., & Speth, T. (1998). The transition to elementary school: A matter of early childhood continuity and partnership. *Elementary School Journal*, 98(4), 381–397.
- Murphy, T., & Speth, T. (1998). *Measuring hope: Helping children and families grow into learning*. Northwest Regional Educational Laboratory.
- Legler, R.E., Schillo, B.A., Speth, T.W., & Davidson, W.S., III. (1995). Prevention and diversion programs. In C.R. Hollin & K. Howells (Eds.), *Clinical approaches in working with young offenders* (pp. 109–125). Wiley.



## Primary areas of expertise

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- Managing mid-to-large size technical assistance, evaluation, and applied research projects
- Conducting qualitative, collaborative, and participatory research
- Designing and delivering professional development, coaching, and consulting for educators and community partners
- Facilitating stakeholder engagement and strategic planning processes
- Social emotional learning, youth development, and school-community partnership
- Evaluation capacity building
- Logic models and theories of change
- Translating research to policy and practice

## Education

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Ph.D., Youth, Organization and Community Development, School of Human Ecology  
Interdisciplinary Studies at University of Wisconsin-Madison 2014  
M.S., Human Development and Family Studies, University of Wisconsin- Madison 2007  
B.S., Journalism, College of Communication, Boston University 1995

## Professional experience

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### **Education Northwest, Portland, OR** 2013–present

*Senior Advisor, Center for Research, Evaluation, and Analysis*

- Design, develop, and implement evaluation projects tailored to client needs
- Provide expertise around youth development, social and emotional learning, school-community partnership, and systems change
- Facilitate coaching, training, and technical assistance with diverse community-based organizations, state and local education agencies.

### **Camp Fire Columbia, Portland, OR** 2008–2013

*Director of Programs and Evaluation*

- Establish evaluation department for nonprofit engaging K-12 youth in primarily Title 1 schools
- Facilitate best practice trainings for youth workers and program development

### **University of Wisconsin-Madison, Community Youth Connections** 2005–2008

*Graduate Researcher*

- Managed studies of youth-adult partnership in education policy initiatives, adolescent public health efforts, community organizing, and 4-H Youth Development

### **University of Wisconsin-Madison, Human Development and Family Studies Department** 2007–2009

*Graduate Teaching Assistant*



- Teaching assistant for large blended learning course focused on human development across the lifespan

**Northwest Service Academy, Portland OR**

**2001–2004**

*Individual Placement Coordinator for AmeriCorps Members*

- Managed competitive proposal process and supervised placement of 65 AmeriCorps Members in K–12 schools, higher education, nonprofits, and government agencies
- Provided training and technical assistance on youth development, volunteer engagement, and service learning

**San Francisco Conservation Corps, San Francisco CA**

**1999–2000**

*Director of Youth Programs*

- Administered service learning, academic support, and job training programs for low-income youth 12–24

**Directly related project experience**

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**Road Map Project Academic Parent Teacher Teams Evaluation (2019–2022)**

*Community Center for Education Results, WestEd, Stolte Foundation*

Role: Project Lead

Leads a three-year evaluation of the Road Map Project Academic Parent Teacher-Teams (APTT) pilot. Conducted in close collaboration with the core partners (Community Center for Education Results, Seattle Public Schools, and Highline Public Schools, WestEd, and the Stolte Family Foundation) the evaluation examines efforts to implement, scale, and sustain the APTT family engagement model in culturally and linguistic diverse elementary schools. The evaluation uses a mixed-methods approach (e.g., focus groups, interviews, surveys, document review, analysis of academic data) to investigate implementation processes and outcomes for schools and families. The evaluation is designed to provide an understanding of whether and how data-driven models such as APTT build the capacity of educators and families to engage in two-way partnership to support student learning. This work builds on a previous evaluations (2016–2018) of regional family engagement systems building activities in partnership with the Community Center for Education Results.

**SEL Capacity Building Training Series (2020–2021)**

*U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Northwest, Washington Office of the Superintendent of Public Instruction*

Role: Project Lead

Leads the development of a series of six trainings to strengthen SEL planning and implementation in districts across Washington, using evidence-based resources. The training topics emerged from priorities identified through stakeholder engagement sessions facilitated by the SEL Indicators Workgroup and through the statewide district survey, interviews, and focus groups conducted by Education Northwest as part of a 2018 SEL landscape scan. REL Northwest will share key takeaways from this work, which helped support practitioners' efforts in designing and implementing culturally responsive SEL. Facilitate communication with partners and cohort, plan and facilitate trainings, oversee training development to ensure quality, cohesion, and responsiveness to stakeholder needs.

**SEL Landscape Scan (2018–2019)**

*Bill & Melinda Gates Foundation, Washington Office of the Superintendent of Public Instruction*

Role: Project Lead

Education Northwest conducted a landscape scan of social and emotional learning (SEL) activities across Washington state. The purpose of this landscape scan is to provide the Office of Superintendent of Public Instruction (OSPI) and the legislatively appointed SEL Indicators Workgroup with information regarding activities and trends related to SEL for K–12 students across the state. The scan included a district survey, interviews, focus groups, and document review. This landscape scan is funded by the Bill & Melinda Gates Foundation. Managed project, partnership, and qualitative data collection.

### **Culturally Responsive SEL, Multnomah County SUN Schools (2018–2020)**

*U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Northwest*

Role: Project Lead

Facilitated the development of a theory of change with a core group of practitioners and refined the evaluation framework for a community school system with the goal of centering principles of equity, partnership, and empowerment. Provided technical assistance to evaluators in developing culturally responsive evaluation measures and facilitated evidence-based training on culturally responsive SEL, sense of belonging, family engagement, and use of data in expanded learning programs.

### **Washington SEL Indicators Work Group Technical Assistance (2018–2019)**

*U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Northwest, Washington Office of the Superintendent of Public Instruction*

Role: Project Lead

Provide coaching to the Washington SEL Indicators Workgroup in developing a set of indicators and resource materials to guide SEL implementation in schools and districts. This includes support for gathering input and feedback from diverse stakeholders statewide for use in the development of these materials.

## **Publications**

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Petrokubi, J., Torres, K., Holmgren, M., & Rooney, K. (2021). *Families and schools thriving together: Road Map Project Academic Parent Teacher Teams Initiative year 2 evaluation report*. Education Northwest.

Petrokubi, J. & Pierce, S. (2021) From Legislation to a Community Vision: Engaging Diverse Stakeholders in Developing Statewide SEL Guidance. In *Motivating the SEL Field Forward Through Equity: Advances in Motivation*, 21.

Petrokubi, J., Denton, A., Holmgren, M., & Taylor, S. (2020) *Final Report for PBLWorks: Project Based Learning for Deeper Learning Impact*. Education Northwest.

Petrokubi, J., Holmgren, M., Roccograndi, A., & Esswein, J. (2020). *Alaska 21st Century Community Learning Centers Statewide Evaluation Report Fiscal Year 2019*. Education Northwest.

Petrokubi, J., Bates, L., & Denton, A. (2019). *K–12 Social and emotional learning across Washington: A statewide landscape scan*. Education Northwest

- Hodara, M., Xu, D., & Petrokubi, J. (2018). A Case Study Using Developmental Education to Raise Equity and Maintain Standards. In *Achieving Equity and Quality in Higher Education* (pp. 97-117). Palgrave Macmillan, Cham.
- Petrokubi, J., Torres, K., & LeMaheiu, R. (2018.) *Road Map Project Family Engagement Evaluation: Analysis of District and School Efforts*. Education Northwest.
- Akiva, T., & Petrokubi, J. (2016). Growing with youth: A lifewide and lifelong perspective on youth-adult partnership in youth programs. *Children and Youth Services Review*, 69, 248-258.
- Petrokubi, J., Stevens, D., Jaffrey, Z., Vasquez, M. & Mazzeo, C. (2016). Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) Program Evaluation: Final Report. Portland, OR: Education Northwest.

## Presentations

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- Petrokubi, J., Pierce, S. & Nishioka, V. (2020-2021) *Washington SEL capacity building training series*. Led the development of a series of six on-line trainings to strengthen SEL planning and implementation in districts across Washington with resources focused on equity, culturally responsive and trauma-informed practice. REL Northwest, Institute for Education Sciences.
- Petrokubi, J. (2018) *Growing youth-adult partnership in rural Oregon*. Invited speaker for the Youth-Adult Partnerships in Action Convening. Roseburg, Oregon: Ford Family Foundation.
- Petrokubi, J. & Fernandes, M. (2017) *Reaching up and out: Meaningful youth engagement in adolescent pregnancy prevention programs*. Invited two-day workshop for the Department of Health and Human Services, Family and Youth Services Bureau, San Francisco, CA.
- Petrokubi, J., Stevens, D., & Mazzeo, C. (2017) *REL research alliances: Convening diverse stakeholders to improve education through collective inquiry and collective action*. In Silver, D. (Chair), *Constructive Collaborations: Evidence Driven Approaches*. Symposium at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Petrokubi, J. & Moore, A. (2017) *Collective impact for youth*. Series of training workshops across Oregon offered through the Oregon Youth Development Council.
- Petrokubi, J. (2017) *Promoting youth-adult partnership in GEAR UP Portland Public Schools*. Day-long workshop for district and program staff.
- Petrokubi, J. (2012). In B. Kirshner (Chair), *Youth-adult partnerships for institutional and community change: Theoretical and methodological issues*. Roundtable conducted at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.
- Petrokubi, J. (2012). In S. Oberlander (Chair), *Youth engagement at the federal, state, and local levels: Promising practices, challenges, and opportunities for research*. Roundtable conducted by Federal Interagency Working Group for Youth at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.

## Mandy Smoker Broaddus

Native Education Practice Expert  
Equitable Learning and System Improvement



### Primary areas of expertise

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- American Indian/Alaska Native education
- Culturally responsive technical assistance and evaluation
- Equity
- School improvement
- Family/community/student/tribal engagement
- Strategic planning

### Education

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M.F.A., Fine Arts/Creative Writing, University of Montana 2002  
English, University of Colorado Graduate School  
American Indian Studies, UCLA Graduate School  
B.A., Education/English, Pepperdine University 1997

### Professional experience

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#### Education Northwest, Portland, OR 2018–present

##### *Practice Expert in Native Education*

- Coordinate and provide direct services to personnel in state education agencies who are responsible for improving educational delivery and reporting systems.
- Coordinate and lead technical assistance projects focused on capacity building, evidence-based inquiry, and practical application based on current issues, specifically in the areas of Indian Education, cultural responsiveness, strategic planning, equity and school improvement and community engagement.
- Prepare and deliver presentations and workshops to district and SEA staff, stakeholders and other organizations both in the regional and nationally.

#### Montana Office of Public Instruction 2005–2018

##### *Director of Indian Education, School Transformation Director and Indian Student Achievement Specialist*

- Division administrator, overseeing the work of the Indian education division staff (7–25 specialists, both in agency and working remotely) efforts related to implementation of Indian Education for All and Indian student achievement initiatives. Duties included budget oversight, staff supervision, agency wide collaboration, technical assistance/professional development and other services in school districts and other organizations across the state.
- Agency director overseeing federal School Improvement Grant initiative, targeting the lowest 5% performing schools across the state. Work included tribal, community and school consultation and engagement activities.
- Duties focusing on the area of Indian student achievement, including research, analysis and dissemination of relevant student data, communication and collaboration with school

districts and other organizations, development of educational resources and professional development, presentation at various conferences and other venues, site visitations, research of best practices and educational research and theory, and technical assistance

### **Frazer Public Schools**

**2002–2005**

*Dean of Students / Principal*

- Duties included supervision of K–12 staff, monitoring student attendance, discipline and academic achievement, designing professional development opportunities for staff, creating school calendars and student/teacher schedules, applying for and maintaining various state and federal grants, school and community committee work and teacher contract negotiations.

### **Fort Peck Community College**

**2001–2005**

*Instructor*

- Taught courses in Composition, American Indian literature, World Literature

### **Directly related project experience**

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#### **Mat-Su Cultural Responsiveness Professional Development Series**

**2021–2022**

*Knik Tribe* | Trainer/consultant

Provide varying levels of training to community members, various school staff and other audiences, in virtual and in person contexts. Training content consists of culturally responsive strategies, trauma informed practices and community/family engagement.

#### **Blackfeet Community College Community Needs Assessment**

**2021–2022**

*Blackfeet Community College* | Evaluation team member

Work alongside college leadership team to develop needs assessment and final report, which includes surveys, focus groups and other data collection from various community stakeholders.

#### **Native Education Collaborative**

**2019–present**

*U.S. Department of Education* | Activity Team Lead

The Native Education Collaborative provides resources to connect state education agencies, Tribes and local school districts that foster stronger collaboration in support of Native students.

#### **Tribal History/Shared History Curriculum**

**2018–present**

*Oregon Department of Education, Cow Creek/Siletz/Coquille Tribes* | Project lead

Development of state-wide and tribally specific curriculum for four tribes in Oregon in support of Senate Bill 13 (Tribal History/Shared History). Teaching and learning material presents accurate and authentic portrayals of Native history, culture, language, identity and contemporary contributions.

#### **GEAR UP Montana Evaluation**

**2018–2022**

*Office of Commissioner of Higher Education* | Evaluation Team member

Contribute to statewide evaluation of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a federally funded program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Provides support for data collection, analysis and report writing.

## Publications

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- Smoker Broaddus, M., Halliday, D. (2019). *Becoming visible: A landscape analysis of state efforts to provide Native American education for all*. National Congress of American Indians.
- Smoker Broaddus, M. (2018, November 26). Creating a more welcoming and culturally responsive school community to engage American Indian and Alaska native families. [Blog series]. *Education Northwest blog*. <https://educationnorthwest.org/northwest-matters/creating-more-welcoming-and-culturally-responsive-school-community-engage-american>
- Juneau, D., Smoker Broaddus, M., Halliday, D. (2014). Big Sky Hope: How Montana's SEA supports turnaround in American Indian schools. In L. Morando Rhim & S. Redding (Eds.) *The State Role in School Turnaround* (pp 239–247). WestEd.
- Smoker Broaddus, M. (writer and cultural consultant). (2013). *Indian Relay*. Montana PBS.
- Kwasny, M., & Smoker, M. (Eds.) (2009). *I go to the ruined place: poems in defense of global human rights*. Lost Horse Press.
- Smoker Broaddus, M. & Juneau, D. (Eds.) (2006). And still the waters flow: The legacy of Indian Education in Montana [Special Section] *Phi Delta Kappan* 88(3) 193–197.
- Smoker, M. (2005). *Another attempt at rescue*. Hanging Loose Press

## Presentations

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- Smoker Broaddus, M., (2021). [Keynote presentation]. *Diverse and Inclusive Education – Understanding Culture and Relationships*. Montana Environmental Education Association.
- Smoker Broaddus, M., (2018). [Keynote presentation]. *Montana's Indian education for all and other successful programs*. South Dakota Indian Education Summit.
- Smoker Broaddus, M., (2018). [Presentation]. *Educational equity: Understanding our students and families*. Klamath County Public Schools Administrator's Training.
- Smoker Broaddus, M., (2018). [Presentation]. *Navigating and supporting cultural landscapes for equity in Education*. Montana Pre-School Development Conference
- Smoker Broaddus, M., (2018). [Presentation]. *ESSA consultation: Pre-planning template for tribal leaders*. Tribal Education Departments National Assembly.
- Smoker Broaddus, M., (2018). [Presentation]. *ESSA consultation: Pre-planning template for tribal leaders*. Flathead Reservation Area Schools, Title VI Parent Advisory Panels.
- Smoker Broaddus, M., (2017). [Presentation]. *Our blood remembers: Exploring and understanding contemporary American Indian literature for use in libraries and classrooms*. Pacific Northwest Library Association Annual Conference.
- Smoker Broaddus, M., (2017). [Webinar series]. *Government to government relationships and tribal consultation in Montana*. National Advisory Council on Indian Education.
- Smoker Broaddus, M., (2017). [Presentation]. *ESSA, schools of promise and Indian student achievement data*. Montana State Tribal Relations Interim Legislative Committee.



- Smoker Broaddus, M., (2017). [Keynote presentation]. *Navigating and supporting cultural landscapes for equity in education*. Innovations in Equity Conference, Wisconsin Department of Education.
- Smoker Broaddus, M., (2016). [Presentation]. *ESSA and tribal consultation*. Montana Advisory Council on Indian Education Meeting / Tribal Consultation
- Smoker Broaddus, M., (2016). [Keynote presentation]. *Indian education – Where do we go from here?* Confederated Salish & Kootenai Tribal Education Department Conference.
- Smoker Broaddus, M., (2015). [Keynote presentation]. *Indian education for all: The Montana way*. Northern Arizona American Indian Teacher Education Conference.

### **Specialized training and expertise**

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- Culturally responsive and Indigenous evaluation models
- Trauma informed practices

### **Other professional activities**

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- Institute of Education Sciences/National Indian Education Study Technical Review Panel member, 2020–present
- Co-Montana Poet Laureate, 2019–2021
- National Advisory Council on Indian Education, President Obama appointee, 2016–present
- Humanities Montana Board Member, 2014–present
- Montana State University Bozeman, ILEAD Educational Leadership Advisory Board Member, 2012–18
- Superintendent Appointed Member of the College Board, 2008–2011
- Advisory Board Member, University of Montana Teacher Prep Program Project LETTERS, 2007–2011.

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## RESUMES OF EXTERNAL EVALUATION TEAM



## Jennifer Hamilton, Ph.D., Vice President

As a former resident of public housing and first-generation college student, Dr. Hamilton's career has consistently been centered on diversity, equity and inclusion with the goal of improving the social, academic, economic, and health outcomes of our Nation's most vulnerable youth. She brings 30 years of leadership expertise in education, evaluation methodology, and management skills to investigate complex challenges and to develop innovative solutions. A research methodologist by training, she has not only led rigorous experimental and quasi-experimental studies but has also provided methodological technical assistance to other researchers. A critical component of all of her work is developing research partnerships with policy makers and education stakeholders, engaging in co-creation, building capacity, and supporting the use of findings. Dr. Hamilton is a certified What Works Clearinghouse reviewer (v 4.1), Scientific Reviewer for the Institute of Education Sciences and NSF, a peer reviewer for numerous journals, and Past-President of the Eastern Evaluation Research Society, and a Board member of The Children's School.

## NORC Experience

### Research Partnership to Improve Access to High Quality Middle School Math Curricula

*Principal Investigator, 2021 - Present*

To improve access to high-quality instructional materials that are tailored to the specific needs of Black, Latino, and students experiencing poverty, educators need more, and more targeted, evidence about what works, for whom, and under what circumstances. Today, it's too expensive, time-consuming, and human intensive to know how curricula are used, how they support students, how they engage students (and how changes in user interface affect engagement), and ultimately whether they promote mastery of math concepts. This project is therefore building an R&D ecosystem that fully addresses these challenges. We are designing, implementing, and testing extensions to currently available open system interoperability standards that will bring these sources of data together. NORC is testing the R&D ecosystem's performance. The agenda is being co-constructed with teachers and will be divided into three parts; the systems test, the pilot test, and the methodological exploration.

## Education

### Ph.D., Education Measurement and Statistics

University of Maryland, College Park

### M.A., Education Policy

The George Washington University

### B.A., Literature

The George Washington University

## Expertise

### Research Methodology

- Experimental and quasi-experimental impact studies
- Formative evaluation
- Mixed methods
- Culturally responsive evaluation
- Evaluability assessment
- Logic Models and theory of change

### Skills

- Technical assistance
- Capacity building
- Applied research
- Dissemination

### Content

- K-12 education
- Early childhood education
- Equity and social justice
- Project based learning
- Civics

## **Improving Distance Education in Tribal Schools**

*Principal Investigator, 2019 - 2021*

Many Tribal communities are under served by broadband, making distance education during COVID particularly challenging, with the danger of AI/AN students falling further behind their peers. As PI, Dr. Hamilton led this critical initiative to fully understand their challenges, share lessons learned and innovations, and create and implement a set of sustainable and evidence-based improvement plans, supporting schools in reaching best practices in distance education. In addition, the insights around measuring distance learning and supporting schools in bettering their distance learning--can be expanded to other rural K-16 schools and an increase the range of policy considerations in the quickly evolving learning landscape. As Principal Investigator, Dr. Hamilton has employed a culturally responsive Indigenous evaluation approach, co-created with Dr. Nicky Bowman (Lunaape/Mohican) to ensure methodological rigor and alignment with the Bureau of Indian Education's vision of culturally relevant, high-quality education.

## **Impact Evaluation of an Action Civics Program**

*Principal Investigator, 2021-Present*

NORC is rigorously evaluating this supplemental action civics curriculum to determine the extent to which Generation Citizen affects high school students' civic learning, motivation, and engagement. As Principal Investigator, Dr. Hamilton designed the evaluation methodology to meet the needs of stakeholders and to respond to the research questions. She ensures that the grant is conducted with the highest quality and integrity, while remaining on time and within budget. She provides guidance on all aspects of implementation and works to ensure the results will be accessible, actionable and widely disseminated.

## **Impact Evaluation of an Action Civics Program in Rural Schools**

*Principal Investigator, 2020-Present*

NORC is rigorously evaluating this supplemental action civics curriculum to determine the extent to which Educating Youth for Positive Change affects high school students' civic learning, motivation, and engagement. In addition, we are measuring the impact of the program on the social determinants of health in their communities. As Principal Investigator, Dr. Hamilton designed the evaluation

## **Professional History**

### **NORC at the University of Chicago 2019 - Present**

- *Vice President*  
2018 - present

### **Westat, Rockville, MD**

- *Director*  
1996 – 2018

### **SocioTechnical Research Applications, Washington, DC**

- *Research Assistant*  
1992 – 1996

methodology to meet the needs of stakeholders and to respond to the research questions. She ensures that the grant is conducted with the highest quality and integrity, while remaining on time and within budget. She provides guidance on all aspects of implementation and works to ensure the results will be accessible, actionable and widely disseminated.

### **Measuring the Impact of COVID on the STEM Trajectories of Historically Marginalized Students**

*Principal Investigator, 2020-Present*

Dr. Hamilton designed and leads this investigation of pandemic learning loss on traditionally marginalized high school students throughout the country. Her design strategically draws on two complimentary sources of data: 1) a survey administered through our nationally representative AmeriSpeak Teen Panel, and 2) a national Student Information System that serves 2.5 million high school students.

### **Comparative Evaluation of Mentoring Supports for Historically Marginalized Community College Students**

*Principal Investigator, 2019-2020*

As Principal Investigator, Dr. Hamilton designed a quasi-experimental evaluation that compares the impact of different mentoring approaches on college persistence and graduation of first generation and other traditionally underserved college students. This design includes a data-dashboard that allows Foundation staff to monitor performance of their portfolio of funded project.

### **Data Science Methodological Pilot Study**

*Principal Investigator, 2020-2021*

Resource constraints and concern about respondent burden have led NSF to search for innovative data science techniques to effectively and efficiently replace traditional survey data collection methods. As PI of this project, Dr. Hamilton leads efforts to investigate a variety of forward-looking methodologies to identify and test approaches that collect, analyze, and report data to 1) provide an efficient approach for continued GRFP monitoring by NSF and 2) to inform GRFP programmatic decision making.

### **Impact Evaluation of a Virtual Tutoring Program**

*Principal Investigator, 2020-2021*

The College Board was interested in scaling their successful high school math tutoring program by providing it in a virtual environment. As Project Director, Dr. Hamilton led a rigorous randomized control trial that estimated the impact of a virtual mathematics tutoring program on the achievement of traditionally marginalized high schools students in New York City and Chicago. The mixed methods design included an assessment of fidelity of implementation, a cost-effectiveness analysis, as well as qualitative interviews with students.

### **A Text Analysis Pilot for Measuring Exposure in Social Media**

*Principal Investigator, 2019*

Using a combination of supervised and unsupervised machine learning to compare the amount, content (topics, themes and sentiment) and potential reach of relevant messages posted by thought leaders and stakeholders on each social media platform. Serving as an education content area expert, Dr. Hamilton guided a team of 12 data scientists as they

explored using a combination of supervised and unsupervised machine learning to compare the amount, content, and reach of key Foundation initiatives on various social media platforms.

### **Developing a Research Roadmap for an Education Foundation**

*Principal Investigator, 2018*

Working closely with Foundation executives, staff, and stakeholders, Dr. Hamilton designed a long term research plan that facilitates program growth and provides performance metrics and methods for continuous program improvement. As a secondary goal, Dr. Hamilton built the evaluative capacity of the organization, and assisted in the development of their internal evaluation division and the selection of their first evaluation officer.

### **Other Professional Experience**

#### **Equity Project, Chicago Public Schools**

*Project Director, 2017 -2018*

Dr. Hamilton designed and led a research study to track the public's response to school closures and to document the impact of these closures and subsequent student relocations on the racial and socioeconomic composition of the remaining schools.

#### **Technical Assistance to Investing in Innovation (i3), Grantee Evaluators**

*Lead Methodologist, 2016 - 2018*

Dr. Hamilton worked to improve the rigor and internal validity of more than twenty i3 evaluations. As a certified What Works Clearinghouse reviewer, Dr. Hamilton provided guidance on their methodological approach, including possible threats to validity and generalizability, and helped evaluators brainstorm a range of solutions. Dr. Hamilton also reviewed power estimates, tests of baseline equivalence, and a variety of statistical models.

#### **Evaluation of New York City's Universal PreK 4 All Program**

*Principal Investigator, 2014 - 2017*

Working as a thought partner with staff from the Mayor's Office, Dr. Hamilton designed a mixed methods evaluation that provided NYCDOE and the Mayor's Office with actionable and policy-relevant findings. Under a very tight deadlines and shifting research priorities, she was able to leverage her professional network to obtain additional resources to add new outcome domains.

#### **HMH iRead Longitudinal Impact Study**

*Project Director, 2016 - 2017*

Dr. Hamilton evaluated the longer term impact of iRead, a digital foundational reading program for students in grades K-2, across multiple school years in multiple school districts. This study used retrospective de-identified data from the 2013-2014, 2014-2015, and 2015-2016 school years. The project also measured iRead usage and dose. This study examined the learning trajectories of iRead students over time, whether different groups of children had different trajectories, and the extent to which intensity and dose influenced achievement (specifically, third-grade achievement scores). As Project Director, Dr. Hamilton designed the longitudinal analysis that combined student achievement data from two districts to evaluate the nature of iRead's impact over time. She designed the study to take advantage of the

natural variation in software use to explore the relationship between dose and outcomes. She oversaw the analyst who ran the statistical models and was lead author of the final report.

### **Evaluation of Men Teach Program**

*Principal Investigator, 2015 - 2016*

This program is designed to inspire and support men of color in becoming teachers in NYC. As Principal Investigator, Dr. Hamilton designed the evaluation to gather information that will help policymakers improve the program and its implementation, while simultaneously identifying and promoting best practices. Dr. Hamilton interviewed program staff, administrators from the New York City Department of Education (NYCDOE), and City University of New York (CUNY); surveyed program participants and NYCDOE mentor teachers and conducted focus groups with a wide range of stakeholders.

### **Experimental Impact Study of the Healthy Schools Program**

*Principal Investigator, 2014 - 2015*

The Program funder was interested in expanding the program in the most cost-effective manner possible, without sacrificing program impacts. Serving as their thought partner initially, and then Project Director of the study, Dr. Hamilton designed a rigorous randomized control trial that compares the impact of in-person and online support on school-level outcomes over time. The design also features cost effectiveness and fidelity of implementation components. Dr. Hamilton was responsible for the completion of all project activities, including school recruitment, data collection, analysis, and yearly reporting. So that schools could improve their fidelity of program implementation, she also developed a rapid cycle reporting mechanism where participating schools are provided with their results in a user-friendly 'School Profile'.

### **Quasi-Experimental Impact Study of the iRead Curriculum on Early Reading Skills**

*Project Director, 2013 - 2015*

To determine the effect of a reading curriculum that relies heavily on the use of instructional software on the literacy skills of students in K-2, Dr. Hamilton designed a two-year quasi-experimental study. In addition to comparing the treatment to the comparison group, this design also took advantage of natural variation in software usage to include a dose-response analysis. As Project Director, Dr. Hamilton led all study activities, including instrument development, data collection, analysis, and reporting.

### **Experimental Impact Evaluation of an Adolescent Literacy Intervention in Newark NJ**

*Project Director, 2011 - 2013*

Utilizing established connections with district policymakers in Newark, I developed the methodology for one of the successful Striving Readers grants, obtaining a perfect score on this section of the proposal. Upon award, I conducted the randomization of schools and provided oversight of all project activities, wrote technical reports, and disseminated study findings at numerous professional conferences.

### **Publications**

Hamilton, J., Feldman, R., and Gephart, Z. (2021). The promise of a virtual math tutoring

- program for urban high school students: Results from a beleaguered RCT (for the College Board). Chicago, IL: NORC.
- Hamilton, J., and Kim, D. (2021). Comparison of five top learning management systems (for the Bureau of Indian Education). Chicago, IL: NORC.
- Hamilton, J. and Knepler, E. (2021). Comparing in-person, online, and hybrid mentoring on community college persistence and completion (for ECMC Foundation). Chicago, IL: NORC.
- Hamilton, J., and Feldman, R. (2020). Retaining young adults in a free virtual tutoring program: Lessons learned (for the College Board). Chicago, IL: NORC.
- Hamilton, J. and Knepler, E. (2019). The impact of mentoring in college: A review of the literature (for ECMC Foundation). Chicago, IL: NORC.
- Hamilton, J., and Lammert, J. (2017). Pre-K for All: Preparing all children for kindergarten (for New York City Mayor's Office). Rockville, MD: Westat.
- Hamilton, J., and Gray-Adams (2016). The impact of iRead on reading achievement in the early grades. Rockville MD: Westat.
- Hamilton, J., and Gray, K. (2016). The impact of iRead on reading achievement in the early grades (for HMH). Rockville, MD: Westat.
- Daley, T., Lunn, L., Hamilton, J., Bergman, A., and Tapper, D. (2016). IDNYC: A tool of empowerment. A mixed-methods evaluation of the New York Municipal ID Program (for Center for Economic Opportunity). Rockville, MD: Westat. Available at: [https://www1.nyc.gov/assets/idnyc/downloads/pdf/idnyc\\_report\\_full.pdf](https://www1.nyc.gov/assets/idnyc/downloads/pdf/idnyc_report_full.pdf).
- Hamilton, J., and Lammert, J. (2016). Pre-K for All: Snapshot of student learning (for Center for Economic Opportunity). Rockville, MD: Westat. Available at: [http://schools.nyc.gov/NR/rdonlyres/688449CA-8003-46F0-BE1E-E2AB5F649CE2/0/Westat\\_Metis\\_BranchPreK\\_Study\\_Snapshot\\_of\\_Student\\_Learning\\_Final.pdf](http://schools.nyc.gov/NR/rdonlyres/688449CA-8003-46F0-BE1E-E2AB5F649CE2/0/Westat_Metis_BranchPreK_Study_Snapshot_of_Student_Learning_Final.pdf).
- Hamilton, J., Standing, K., and Feldman, J. (2015). Healthy Schools program evaluation: Baseline report (for JPB Foundation). Rockville, MD: Westat.
- Hamilton, J., Lammert, J., and Chen, E. (2015). Traits Writing: Pilot study. Rockville, MD: Westat.
- Hamilton, J., and Feldman, J. (2013). Planning a program evaluation: Matching methodology to program status. In M. Spector, M. Merrill, J. Merrienboer, and M. Driscoll (Eds.), *Handbook of research on educational communications and technology* (4th ed.). New York, NY: Erlbaum.
- Meisch, A., Hamilton, J., and Thornton, N. (2012). Evaluation of the CEO Young Adult Literacy Program (for New York City Center for Economic Opportunity). Rockville, MD: Westat.
- Robins, C., Agaton, K., Rollins, K., and Hamilton, J. (2012). Understanding internship programs for young adults: Characteristics of "good" internship experiences and identification of non-employment outcomes (for New York City Center for Economic Opportunity). Rockville, MD: Westat.
- Hamilton, J., and Robins, C. (2011). Draft discharge plan for teen mothers: Focus group



findings, recommendations, and action plan (for New York City Center for Economic Opportunity). Rockville, MD: Westat.

- Hamilton, J., and Robins, C. (2011). Follow-up study of teen mothers' experiences with perinatal care (for New York City Center for Economic Opportunity). Rockville, MD: Westat.
- Hamilton, J., Gray-Adams, K., Meisch, A., and Petta, I. (2010). Striving Readers: Targeted and whole-school interventions (for U.S. Department of Education). Rockville, MD: Westat.
- Hamilton, J. (2009). An investigation of growth mixture models when data are collected with unequal selection probabilities: A Monte Carlo study. Doctoral dissertation, University of Maryland, College Park.
- Hamilton, J (2008). Early implementation report: School-based health centers (for New York City Center for Economic Opportunity). Rockville, MD: Westat.
- Hamilton, J. (2003). Trends in the well-being of America's children and youth, 2003 (for U.S. Department of Health and Human Services). Rockville, MD: Westat.
- Hamilton, J. (2002). Trends in the well-being of America's children and youth, 2002 (for U.S. Department of Health and Human Services). Rockville, MD: Westat.
- Hamilton, J. (2001). Trends in the well-being of America's children and youth, 2001 (for U.S. Department of Health and Human Services). Rockville, MD: Westat.
- Hamilton, J. (2000). Trends in the well-being of America's children and youth, 2000 (for U.S. Department of Health and Human Services). Rockville, MD: Westat.
- Hamilton, J.A. (1999). A state-by-state analysis of charter school legislation. Rochester, NY: Social Science Research Network.
- Hamilton, J. (1999). The National Education Goals Report: Building a nation of learners, 1999 (for National Education Goals Panel). Rockville, MD: Westat.
- Hamilton, J. (1999). Reading achievement state by state, 1999 (for National Education Goals Panel). Rockville, MD: Westat.
- Hamilton, J. (1998). Mathematics achievement state by state, 1998 (for National Education Goals Panel). Rockville, MD: Westat.
- Hamilton, J. (1998). The National Education Goals Report: Building a nation of learners, 1998 (for National Education Goals Panel). Rockville, MD: Westat.

### **Presentations**

- Hamilton, J. & Sepulvado, B. (2021). Reimagining Automated Large-Scale Data Collection Society for Research on Educational Effectiveness. Virtual
- Hamilton, J. (2021). Measuring the Disproportionate Impact of COVID-19 on the STEM Learning Trajectories of American High School Students, Society for Research on Educational Effectiveness. Virtual
- Hamilton, J. (2021). Taking High Dose Tutoring to Scale: The Promise and the Reality: Findings from a Randomized Impact Evaluation. American Educational Research Association, Virtual.
- Hamilton, J. & Kim, D. (2021). Pandemic Learning Loss in U.S. High Schools: A National Examination of Student Experiences. American Educational Research Association, Virtual.

## Molly Gordon, Senior Research Scientist

Senior Research Scientist Molly Gordon has over 20 years conducting qualitative and mixed-methods research studies and program and policy evaluations in the field of education. Gordon has deep expertise in school leadership, education policy, and parent and community engagement in schools.

## NORC Experience

### Getting Effective Leaders into High Needs Schools

*Role: Principal Investigator 2019 - 2022, Funder: Institute of Education Sciences*

The purpose of this study is to examine the school principal workforce and labor market in Chicago and across the state of Tennessee and its relationship to principal effectiveness and student outcomes. It is a cross-site, mixed-methods study investigating which principal leadership pipeline components and processes are most associated with identifying and selecting effective school leaders, placing them equitably, and retaining them in the profession. Results of the study will be relevant for district, university, and hiring decision makers who are working on principal pipeline initiatives to provide more targeted and supportive professional development and training opportunities and to strategically diversify recruitment efforts, hire, and retain effective leaders in high needs schools. This research is being conducted with faculty and staff from the University of Chicago Consortium on School Research, the Tennessee Education Research Alliance at Vanderbilt University, and the University of North Carolina at Chapel Hill.

### Surveys of Chicago Public School Parents of School-Aged Children: Perceptions of Teaching and Learning During the Pandemic

*Role: Principal Investigator 2020 - 2021, Funder: Kids First Chicago/The Joyce Foundation*

Kids First Chicago sought to continue their series, Parent-led Solutions to Education Recovery, by collecting original data to learn how parents in Chicago experienced remote and hybrid learning during the 2020-2021 school year. Given NORC's reputation and experience with high-quality independent survey research, Kids First Chicago reached out to NORC to design and administer two waves of surveys that would capture parents' perceptions of their child's

## Education

### Ph.D., Educational Policy and Administration, 2010

University of Minnesota

### M.A., Educational Policy Studies, 2001

University of Wisconsin

## Expertise

### Qualitative Research

- Conducting focus groups and interviews
- Qualitative analysis
- Protocol development
- Case studies
- Overseeing large-scale qualitative data collection

### Implementation Evaluation

- Process and implementation evaluation design

### Survey design

- Questionnaire development



learning experiences during the pandemic.  
The results of the surveys will be used to identify areas of support for students.

### **Evaluating the Implementation and Impact of Tempe Preschool Resource Expansion (Tempe PRE)**

*Role: Qualitative Researcher Co-Lead, 2018 - 2022, Funder: Helios Education Foundation*

NORC's Early Childhood Research and Practice Collaborative and our local partners in Tempe, AZ are evaluating recent investments in Tempe PRE, a program that provides access to high-quality preschool for low-income children and places intentional focus on instructional alignment between preschool and early elementary grades. The purpose of this project is to evaluate whether Tempe PRE improves low-income three- to five-year-old children's kindergarten readiness and their future third grade academic outcomes and document the implementation of the program. A key component of the program implementation is focused on alignment between pre-kindergarten and the early elementary grades to mitigate sustained effects of the pre-k program; this evaluation will study implementation to best understand this alignment alongside student outcomes.

### **Understanding Children's Transitions from Head Start to Kindergarten (HS2K)**

*Role: Key Informant Interview Task Lead, Case Study Task Co-Lead, and Co-Lead on Examination of MOUs between Head Start and LEAs, 2019 - 2023, Funder: Office of Planning, Research and Evaluation*

Administration for Children and Families, U.S. Department of Health & Human Services. The purpose of this three-year project is to better understand how to improve children's transitions from Head Start programs to elementary schools. The HS2K study will explore transition strategies and practices implemented at both the Head Start and elementary level; characterize the relationships amongst Head Start programs, elementary schools, and other community partners that support transitions; and examine the key short- and long-term outcomes of transition strategies and practices for children, their families, Head Start teachers, and kindergarten teachers. The resulting insights from this project will identify promising kindergarten transition strategies and inform changes to practices, professional supports, and policy in Head Start, other early care and education settings, and elementary schools.

PR/Award # S310A220048

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## **Professional History**

### **NORC at the University of Chicago 2019 - Present**

- *Senior Research Scientist*  
2019 - present

### **University of Chicago Consortium on School Research, Chicago, IL**

- *Research Scientist*  
2013 - 2019

### **Center for Applied Research and Educational Improvement (CAREI), MN**

- *Research Fellow/Senior Research Analyst*  
2001 - 2013

**Consumer Education and Parental Choice in Early Care and Education (CEPC).**

*Role: Task Lead for Parent Survey and Dissemination; Co-Task Lead for Environmental Scan, 2020 - 2025, Funder: Office of Planning, Research and Evaluation*

Administration for Children and Families, U.S. Department of Health & Human Services. Consumer Education and Parental Choice in Early Care and Education (CEPC) is a five-year project investigating state and territories' consumer education efforts designed to support parental childcare decision-making. CEPC will serve to better understand how parents find and use information to make informed choices regarding their children's participation in early care and education, and how states implement consumer education activities to support parent's information needs regarding childcare decision-making. CEPC will also explore the mechanisms through which states' and territories' efforts can inform parents' decisions regarding early care and education.

**Other Professional Experience****School Closings in Chicago: Understanding Where Students Ended up and Why**

*Role: Co-Principal Investigator 2014 - 2015, Funder: The Spencer Foundation*

This mixed-methods study examined enrollment and school choice patterns of students affected by the Chicago Public Schools' decision to close 50 schools at once to address issues of low-enrollment in 2013. Data for the quantitative section of this report come from CPS administrative records on all students who attended schools that were closed, including information on demographics, enrollment, test scores, neighborhood crime reports from the Chicago Police Department, and data on neighborhoods from the U.S. Census. Qualitative data come from interviews with 95 families directly affected by school closings. Gordon led the qualitative portion of the study where researchers conducted interviews with 95 family members to learn more about their school choices, including how they determined their choice-sets and the criteria they used to make enrollment decisions.

**School Closings in Chicago: Understanding the Impacts on Students, Teachers, and Schools**

*Role: Co-Principal Investigator 2015 - 2017, Funder*

The Spencer Foundation and The Chicago Community Trust. This mixed-methods study examined the long-term impacts of Chicago Public Schools' decision to close 50 schools at once – the largest mass school closing to date. This project was a mixed-methods study that utilized rich longitudinal datasets from the Chicago Public Schools (CPS) on individual students, teachers, and schools, annual survey data collected from students and teachers, and newly collected qualitative case study data from staff and students in six sampled designated welcoming schools. Gordon was the lead researcher for the qualitative case studies portion of the work. The research team met multiple times with Chicago Public School officials and staff from the Mayor's Office to present the findings and to discuss policy implications.

**The Mechanisms through which School Leadership Influences Instruction and Student Learning**

*Role: Qualitative Research Task Lead, 2013 - 2016, Funder: Institute of Education Sciences*

This mixed-methods study focused on investigating the relationship between leadership and student outcomes in Chicago. For the qualitative component of the study, we conducted 12 case studies of schools in Chicago with strong instructional leaders, located in different areas of the city and all serving high needs student populations. The purpose of the qualitative portion of our study was to uncover which strong leadership practices helped explain differences in student achievement gains. This work has been shared widely in the practice community.

### **Evaluation of Austin Public Schools' STEAM Focused Intermediate School**

*Role: Principal Investigator, 2012 - 2014; Funder: Hormel Foundation*

Austin Public Schools designed a new intermediate school for 5th and 6th grade students. The school has a Science, Technology, Engineering, Arts and Math (STEAM) curriculum focus. Austin Public Schools partnered with the University of Minnesota through the design and implementation of the school. Gordon, while at the Center for Applied Research and Education Improvement (CAREI) designed and conducted an evaluation to gather both formative and summative information on the collaboration between Austin Public Schools and the University, and on how this collaboration impacted the formation of the new school.

### **Evaluation of the Design Lab for Educators**

*Role: Principal Investigator, 2012 - 2013, Funder: The University of Minnesota School of Design*

The Design Lab for Educators provides professional development for middle school teachers on integrating design concepts into their curriculum. The goal is that teachers will incorporate design concepts into a unit or into multiple lessons. Gordon and colleagues at CAREI evaluated the outcomes experienced by the teachers participating in this professional development opportunity.

### **Evaluation of Ramp-Up to Readiness**

*Role: Lead Qualitative Researcher, 2008 - 2012; Funder: The Bush Foundation and Minnesota Office of Higher Learning, as well as the College Readiness Consortium at the University of Minnesota*

Gordon and colleagues at CAREI evaluated the outcomes experienced by participating Ramp-Up schools and their students. Ramp-Up to Readiness is a program that guides junior and senior high school students through a sequence of courses, projects, activities, and experiences that prepare them for college success. The program targeted students who are otherwise unlikely to aim and prepare for postsecondary education.

### **Evaluation of Saint Paul Public School's Leadership Development Initiatives**

*Role: Principal Investigator, 2010 - 2012; Funded by Travelers Foundation through the Saint Paul Public School District*

Gordon and CAREI researchers worked in partnership with the Saint Paul Public School District to help evaluate the effectiveness of several district-level leadership development initiatives, including a coaching and mentoring program, and a yearlong program called the Learning Catalyst Cohort. Gordon and colleague's role was to provide formative and summative information to Saint Paul school district staff, which could be used to identify the district's leadership needs and to determine the success of their current leadership

development programs in helping the district achieve its leadership goals. Part of this work included assessing school leadership practices and behaviors, identifying gaps, and determining the fit between professional development needs and district leadership initiatives.

### Evaluation of the Youth Frontiers Program

*Role: Co-Principal Investigator, 2008 - 2011; Funder: Youth Frontiers*

Gordon and colleagues at CAREI designed and conducted an evaluation of the Youth Frontiers program. Youth Frontiers seeks to provide dynamic and meaningful programs that challenge young people to 1) think about and reflect on the impact of their choices and behavior; 2) build the social and emotional skills to take positive action on behalf of other students; and 3) reduce violence in schools. Gordon and colleagues provided both formative and summative evaluation to ensure that Youth Frontiers delivers a consistently high-quality program in schools.

### Evaluation of the Minnesota Principals Academy

*Role: Principal Investigator, 2010 - 2011; Funder*

The Minnesota Department of Education. The Minnesota Principals Academy is a Minnesota statewide project for developing enhanced leadership skills for practicing K-12 school principals. Gordon and colleagues at CAREI evaluated the outcomes experienced by the principals who participated in the 18-month program, as well as gathered feedback from the teachers who worked with those principals in their buildings and from the facilitators who provided the training experiences.

### Publications

**Gordon, M.F. & Hart, H. (2022)** How Strong Principals Succeed: Improving Student Achievement in High-Poverty Urban Schools, *Journal of Educational Administration*, <https://doi.org/10.1108/JEA-03-2021-0063>

Allensworth, E., Sebastian, J., & **Gordon, M.** (2020). Principal Leadership Practices, Organizational Improvement, and Student Achievement. *Exploring Principal Development and Teacher Outcomes: How Principals Can Strengthen Instruction, Teacher Retention, and Student Achievement*, (198-203), Routledge.

Raczynski, D., Sebring, P. B., Weinstein, J., & **Gordon, M.F.** (2019). Relational trust in Valparaíso, Chile and Illinois schools: Surprising consistency and further questions, *International Journal of Leadership in Education*, DOI: [10.1080/13603124.2019.1690696](https://doi.org/10.1080/13603124.2019.1690696)

**Gordon, M.F.**, Jiang, J.Y., Kapadia Matsko, K., Ronfeldt, M., Greene Nolan, H.G., & Reininger, M. (2018). *On the path to becoming a teacher: The landscape of student teaching in Chicago Public Schools*. Chicago, IL: University of Chicago Consortium on School Research.

**Gordon, M.F.**, de la Torre, M., Cowhy, J.R., Moore, P.T., Sartain, L.S., & Knight, D. (2018). *School closings in Chicago: Staff and student experiences and academic outcomes*. Chicago, IL: University of Chicago Consortium on School Research.

Klugman, J., **Gordon, M.F.**, Sebring, P., & Sporte, S., (2015). *A first look at the 5Essentials in*

- Illinois schools*. Chicago, IL: University of Chicago Consortium on Chicago School Research.
- de la Torre, M., **Gordon**, M. F., Moore, P., & Cowhy, J. (2015). *School closings in Chicago: Understanding families' choices and constraints for new school enrollment*. Chicago, IL: University of Chicago Consortium on Chicago School Research.
- Louis, K.S. Febey, K. & **Gordon**, M.F. (2015). Political cultures in education: Emerging perspectives. In Cooper, B. S., Cibulka, J. G., & Fusarelli, L. D. (Eds.). *Handbook of Education Politics and Policy (2nd ed.)*. New York: Routledge.
- Gordon**, M.F. (2013). *Final Report: Evaluation of the University of Minnesota Design Lab for Educators*. Publishing Organization: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Gordon**, M.F., & Louis, K.S. (2012). Educational systems in North Carolina and Nebraska. In Louis, K.S. & Van Velzen, B., (eds), *Educational Policy in an International Context: Political Culture and its Effects*, Palgrave Macmillan.
- Gordon**, M.F. (2012). Creating organizational cultures of family and community engagement: The impact of district policies and practices on school leaders. In S. Auerbach, ed., *School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice*: Routledge.
- Gordon**, M.F., & Louis, K.S. (2012). How to harness family and community energy: The district's role. In K. Leithwood, and K. S. Louis, eds. *Linking Leadership to Learning*: Jossey-Bass.
- Gordon**, M.F. (2012). Bringing Parent and Community Engagement Back into the Education Reform Spotlight: A Comparative Case Study. *PEA Bulletin*, 36(2). [Invited]
- Gordon**, M.F., Peterson, K., Gdula, J., & Klingbeil, D. (2011). *A review of literature on grade configurations and school transitions*. Publishing Organization: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Louis, K.S., Leithwood, K.L., Wahlstrom, K., Anderson, S.E., Michlin, M., Mascall, B., **Gordon**, M.F., Strauss, T., Thomas, E., & Moore, S. (2010). *Learning from Leadership: Investigating the Links to Improved Student Learning. Final Report of Research to the Wallace Foundation*. Publishing Organizations: Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto.
- Gordon**, M.F., & Peterson, K. (2010). *Evaluation of the Minnesota Principals Academy: Final Report*. University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Michlin, M., **Gordon**, M.F., & Berman-Young, Sarah. (2010). *Evaluation of Ramp-Up to Readiness, 2009-2010 Results. Final Report to the Bush Foundation*. Publishing Organization: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Kundin, D.M., **Gordon**, M.F., & Peterson, K. (2010). *Evaluation of Northwest Suburban Integration School District (NWSISD), International Baccalaureate (IB) Programming, Final Report*. University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.



- Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & **Gordon, M. F.** (2009). How successful leadership influences student learning: The second installment of a longer story. In *Second international handbook of educational change* (pp. 611-629). Springer Netherlands.
- Louis, K.S., **Gordon, M. F.**, Meath, J., & Thomas, E. (2009). The roots of difference in educational policy: A three-state analysis. In B. Cooper, and B. Fusarelli, eds. *The Rising State*. Albany: SUNY Press.
- Gordon, M.F.**, & Louis, K.S. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence, *American Journal of Education*, 116 (1), 1-31.
- Louis, K.S., Thomas, E., **Gordon, M. F.**, & Febey, K. (2008). State leadership for school improvement: An analysis of three states." *Educational Administration Quarterly*, 44(4), 562-592.
- Louis, K.S., Febey, K. **Gordon, M.F.**, Meath, J., & Thomas, E. (2007). *Educational Leadership in the States: A Cultural Analysis. Interim Report of Research to the Wallace Foundation*. Publishing Organization: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Michlin, M., Kundin, D., & **Gordon, M.F.** (2007). *Safe Schools/Healthy Students: Final Evaluation and Findings*. University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Freeman, C., **Gordon, M.F.**, & Hickey, M. (2007). *Saint Paul Public Schools, Connected Counseling Initiative: Final Evaluation Report to the Bush Foundation*. Publishing Organization: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Gordon, M.F.**, & Kundin, D.M. (2007). *Moorhead High School Hybrid Block Schedule and Professional Learning Communities, Final Evaluation Report*. University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Louis, K.S., & **Gordon, M.F.** (2006). Aligning student support with achievement goals: The secondary principal's guide. Corwin Press: Thousand Oaks, CA.
- Freeman, C., & **Gordon, M.F.** (2006). *Saint Paul Public Schools Smaller Learning Communities: Final Evaluation Report*. University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Seppanen, P., Kruse, T., & **Gordon, M.F.** (2005). *State Incentive Grant: Final Case Report*. University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Gordon, M.F.**, Hanson, A., & Wahlstrom, K. (2004). *The Minnesota Leadership Forum: Final Evaluation Report to the Bill and Melinda Gates Foundation*. University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.
- Jones, L., **Gordon, M.F.**, & Seashore, K.S. (2003). Changing *Curriculum Paradigms in*

## Sarah E. Kabourek, Research Scientist

Research Scientist Sarah Kabourek is an education policy researcher with experience in quantitative, qualitative, and mixed-method research. At NORC she has led advanced quantitative analyses using both experimental and secondary data.

## NORC Experience

### Consumer Education and Parental Choice in Early Care and Education

*Role: Task Lead for Data Scan and Secondary Data Analysis, 2020 - present*

Consumer Education and Parental Choice in Early Care and Education (CEPC) is a full-featured, five-year project (years of performance 2020-2025) that will study consumer education designed to support parental child care decision-making. CEPC will serve to better understand how parents find and use information to make informed choices regarding their children's participation in early care and education, and how states implement consumer education activities to support parent's information needs regarding child care decision-making. CEPC will also explore the mechanisms through which states and territories' different efforts can inform parents' decisions regarding early care and education. In this role I lead secondary data scan and analysis activities, including analysis of the National Survey of Early Care and Education (NSECE).

### Kids First Chicago: Parent Led Solutions to Education Recovery

*Role: Survey Analyst, 2020 - 2021, Funder: Kids First Chicago/The Joyce Foundation*

Kids First Chicago sought to continue their series, Parent-led Solutions to Education Recovery, by collecting original data to learn how parents in Chicago experienced remote and hybrid learning during the 2020-2021 school year. Given NORC's reputation and experience with high-quality independent survey research, Kids First Chicago reached out to NORC to design and administer two waves of surveys that captured parents' perceptions of their child's learning experiences during the pandemic. The survey focused on overall satisfaction, parent engagement and communication, teaching and learning, and future recommendations. This collaborative work with Kids First included survey development, analysis, and community-oriented

## Education & Credentials

### Ph.D., Educational Policy, 2019

Vanderbilt University

### B.A., English Literature, 2010

Princeton University

### What Works Clearinghouse Certified Reviewer, 2021

## Expertise

### Quantitative Research

- Large-scale administrative and survey data cleaning and analysis
- Use of advanced quantitative methods (growth modeling, SEM, HLM, panel data approaches, survey weights and design)

### Qualitative Research

- Conducting focus groups and interviews
- Qualitative analysis
- Protocol development
- Case studies

### Impact Evaluation

- Design and implementation of rigorous impact evaluations using RCT and QED designs

dissemination. The survey analysis utilized specifically designed weights to generate population-level estimates of CPS family experiences. The results of the surveys will be used to identify areas of support for students.

### Evaluating the Implementation and Impact of Tempe Preschool Resource Expansion (Tempe PRE)

*Role: Evaluation Research Analyst, 2019 - present, Funder: Helios Education Foundation*

NORC's Early Childhood Research and Practice Collaborative and our local partners in Tempe, AZ are evaluating recent investments in Tempe PRE, a program that provides access to high-quality preschool for low-income children and places intentional focus on instructional alignment between preschool and early elementary grades. The purpose of this project is to evaluate whether Tempe PRE improves low-income 3- to 5-year-old children's kindergarten readiness and their future third grade academic outcomes and document the implementation of the program. A key component of the program implementation is focused on alignment between pre-kindergarten and the early elementary grades to mitigate sustained effects of the pre-k program; this evaluation will study implementation to best understand this alignment alongside student outcomes. In this role I contribute to evaluation design (a randomized controlled trial designed to meet What Works Clearinghouse standards), classroom observations, and analysis of quantitative and qualitative data.

### Professional History

#### NORC at the University of Chicago 2019 - Present

- *Research Scientist*  
2019 - present

#### Vanderbilt University, Nashville, Tennessee

- *Research Scientist*  
2014 - 2019

#### Charlotte-Mecklenburg Schools, Charlotte, North Carolina

- *Exceptional Child Compliance Facilitator*, 2013 – 2014
- *Exceptional Child Teacher*, 2011 - 2014

### Select Publications & Reports

Anggoro, F., Dubosarsky, M., & **Kabourek**, S.E. Developing an Observation Tool to Measure Preschool Children's Problem-Solving Skills. *Education Sciences*, 11(12), 779.

Shores, K.A., Candelaria, C.A., & **Kabourek**, S.E. (2021). Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990-2014. *Education Finance and Policy* 2021, doi: [https://doi.org/10.1162/edfp\\_a\\_00360](https://doi.org/10.1162/edfp_a_00360)

Ehrlich, S.B., Connors, M.C., Stein, A.G., Francis, J., Easton, J.Q., **Kabourek**, S.E., & Farrar, I.C. (2020). Closer to home: More equitable pre-k access and enrollment in Chicago. Chicago, IL: UChicago Consortium on School Research, NORC at the University of Chicago, and Start Early.

Tyner, A., & **Kabourek**, S. (September 2020). #SocialStudies instruction and reading comprehension: Evidence from the



Early Childhood Longitudinal Study. Washington D.C.: Thomas B. Fordham Institute

Grissom, J., **Kabourek**, S., & Kramer, J.W. Facilitating a Path: Student-Teacher Race Congruence and Math Course-taking Trajectories. *Teachers College Record*, 122(7), 1-42.

Heinrich, C.J., & **Kabourek**, S.E. (2019). Pay-for-Success Development in the United States: Feasible or Failing to Launch? *Public Administration Review*, 79(6), 867-879.

### Working Papers

Candelaria, C. Knight, D., Sun, M., LeClair, Z., **Kabourek**, S., & Chang, K. Assessing the Impact of Washington State's McCleary School Finance Reforms on the Distribution of Teacher Salaries.

### Presentations

English Learner Access and Enrollment Patterns in Public Pre-k. Poster presented at the 2020 annual meeting for The Administration for Children and Families' National Research Conference on Early Childhood.

Social Impact Bonds for Public Preschool? Uncovering Issues in Current Preschool Delivery, Goals, and Financing. Paper presented at the 2020 annual meeting for the Society of Research on Educational Effectiveness

Searching for Access: Approaching Preschool Expansion with Social Impact Bond Financing, Paper presented at the 2019 annual meeting for the Association for Education Finance and Policy

Student-Teacher Race Congruence and High School Math Trajectories, Paper presented at the 2017 annual meeting for the Association for Public Policy Analysis and Management

Understanding Mathematics Instruction in Kindergarten: Evidence from a large urban district, Paper presented at the 2017 annual meeting for the American Educational Research Association

Teacher Observables and Students' Socio-emotional and Behavioral Growth in Kindergarten, Paper presented at the 2017 annual meeting for the American Educational Research Association

Has Kindergarten become too Academic? Instruction and Children's Development in the First Year of School, Paper presented at the 2016 annual meeting for the American Educational Research Association

### Professional Service

Ad Hoc Peer Reviewer, AERA Open, *Journal of Research on Educational Effectiveness*, *Child and Youth Services Review*, American Educational Research Association Annual Conference









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## APPENDIX F: COPY OF INDIRECT COST RATE AGREEMENT

INDIRECT COST RATE AGREEMENT  
NONPROFIT ORGANIZATION

**Organization:**

Education Northwest  
1417 NW Everett Street, Suite 310  
Portland, OR 97204

**Date:** November 8, 2021

**Agreement No:** 2020-159(A)

**Filing Reference:** This replaces previous  
Agreement No. 2020-159  
Dated: 4/14/2021

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<b><u>Type</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Rate</u></b>	<b><u>Base</u></b>	<b><u>Applicable To</u></b>
Final	1/1/2019	12/31/2019	28.6%	MTDC	Unrestricted
Final	1/1/2019	12/31/2019	20.8%	MTDC	Restricted
Provisional	1/1/2020	12/31/2020	27.5%	MTDC	Unrestricted
Provisional	1/1/2020	12/31/2020	19.8%	MTDC	Restricted
Provisional	1/1/2021	3/31/2022	28.6%	MTDC	Unrestricted
Provisional	1/1/2021	3/31/2022	20.8%	MTDC	Restricted

**Distribution Base:**

MTDC

Modified Total Direct Costs – Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds, and the portion of each subaward (subcontract or subgrant), above [REDACTED] (each award; each year).

**Applicable To:**

Unrestricted

Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted

Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to salaries and wages are treated appropriately as direct or indirect costs. Vacation, holiday, sick leave and other paid absences are included in salaries claimed on awards. Separate claims for paid absences are not made.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than [REDACTED]

## **Section II – Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.



### **Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to expiration dates of the rates in this agreement.**

### **Section IV – Approvals**

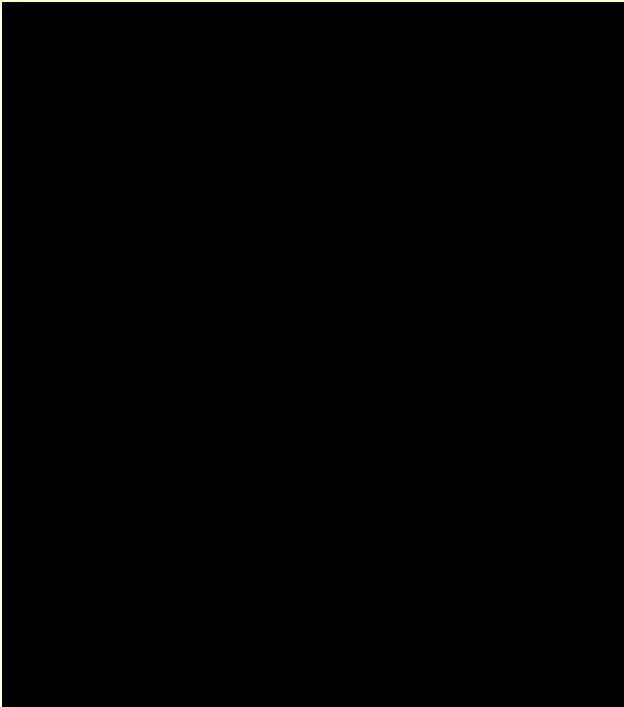
#### For the Organization:

Education Northwest  
1417 NW Everett Street, Suite 310  
Portland, OR 97204



#### For the Federal Government:

U.S. Department of Education  
OFO / OAGA / ICD  
400 Maryland Avenue, SW



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## APPENDIX G: LETTERS OF SUPPORT

February 28, 2022

Patty Wood, Chief Executive Officer  
Education Northwest  
1417 NW Everett S, Suite 310  
Portland, OR 97209

Dear Ms. Wood:

PAVE is pleased to support Education Northwest's proposal to serve as the Washington Statewide Family Engagement Center. The proposed project will provide crucial services for our state. The grant will move us closer to our goals by establishing and enhancing systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

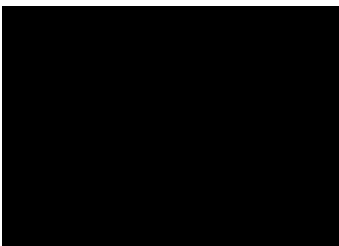
The Parent Training and Information (PTI) Center, Family to Family Health Information Center (F2F HIC), and Specialized Training of Military Parents (STOMP) stand ready as all programs of PAVE intersect with family engagement. PAVE is currently the Contractor in coordination with the Superintendent of Public Instruction (OSPI), State of WA and working with your organization plus two other organizations for Strengthening the Teaching Profession (CSTP) along with other partners. The CSTP partners are offering statewide professional development and training and support to parents and families of students with disabilities ages 3 – 21. The work centers on inclusionary practices, family engagement, and statewide collaboration.

In addition, changing decision-making patterns on Individualized Education Program (IEP) teams so that students receive services and support, HS and beyond plans are developed that align with the IEP, successful graduation and improved post-school outcomes, and assisting families and students to plan and advocate for appropriate special education services are some of the outcomes being achieved by this work. Clearly this work in motion with the CSTP will support, widen, and fit with the proposed Statewide Family Engagement Center.

PAVE will partner with Education Northwest to build capacity for effective family engagement in Washington. Some potential collaborative activities, include representing a lens of disability in family engagement and connecting The Family Engagement Center (EdNW) with families, communities, and schools across the state who have an interest in transforming family engagement practices to improve outcomes. While EdNW has a great deal of resources, knowledge, and expert staff, they also need the collaborative relationships with CBOs like us to make connections and get the word out.

We believe that the proposed Washington Statewide Family Engagement Center will provide educators, parents, and other community stakeholders with access to the information, know-how, and professional supports they need to help every student thrive. If funded, we look forward to partnering with your organization on this important work.

Sincerely,





Larry Delaney, WEA President  
Janie White, WEA Vice President  
Aimee Iverson, WEA Executive Director

32032 Weyerhaeuser Way S.  
Federal Way, WA 98003  
**mailing address:** P.O. Box 9100  
Federal Way, WA 98063-9100  
**telephone:** 253-941-6700  
**toll free:** 800-622-3393  
**fax:** 253-946-4692  
[www.washingtonea.org](http://www.washingtonea.org)

February 15, 2022

Patty Wood  
Chief Executive Officer  
Education Northwest  
1417 NW Everett S, Suite 310  
Portland, OR 97209

Dear Ms. Wood:

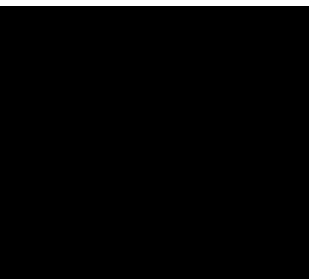
The Washington Education Association is pleased to support Education Northwest's proposal to serve as the Washington Statewide Family Engagement Center. The proposed project will provide crucial services for our state. The grant will move us closer to our goals by establishing and enhancing systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Providing qualified staff in education support roles that offer multi-tiered systems of support for students' academic, behavioral, and mental health needs, and creating safe and welcoming learning environments for all students are priorities for the WEA. If awarded this grant, we will work with Education Northwest to build capacity for effective family engagement in Washington—a core element to meeting the WEA's goals of creating a more inclusive and understanding learning environment.

If awarded in this coming year, the WEA will work with Education Northwest to build capacity for effective family engagement in Washington. By partnering with community-based organizations and families to bring more culturally relevant services and supports to students and families. Additionally, through this work, the WEA will also be able to ensure that schools are safe for all students by partnering with families to understand what safe schools mean to them and their children.

We believe that the proposed Washington Statewide Family Engagement Center will provide educators, parents, and other community stakeholders with access to the information, know-how, and professional supports they need to help every student thrive. If funded, we look forward to partnering with your organization on this important work.

Sincerely,



March 2, 2022

Patty Wood  
Chief Executive Officer  
Education Northwest  
1417 NW Everett S, Suite 310  
Portland, OR 97209

Dear Ms. Wood:

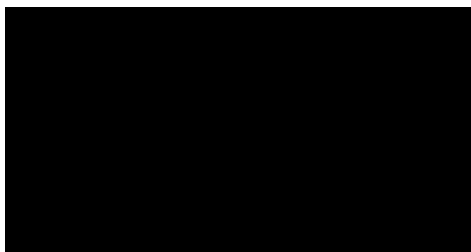
The Washington Association of School Administrators (WASA) is pleased to support Education Northwest's proposal to serve as the Washington Statewide Family Engagement Center. The proposed project will provide crucial services for our state. This grant will move us closer to our goals by establishing and enhancing systemic and effective family engagement policies, programs, and activities that lead to improved student outcomes – something we want for each and every child!

As our organization serves superintendents and other district administrators throughout the state, a significant priority for WASA is to provide support in assisting them to create, maintain, and sustain critically important relationships with their families and caregivers. If awarded this grant, we are excited to work with Education Northwest as a partner in developing a collaborative infrastructure which is based on a shared vision of and for Family Engagement in our schools and communities.

The overarching goals for the grant align with WASA's priorities, most notably, building educator and family capacity for effective and equitable school-family-community partnerships, and develop district and school capacity to identify, implement and sustain evidence-based family engagement practices.

If awarded in this coming year, WASA will work with Education Northwest to build capacity for effective family engagement in Washington state. We will be honored to serve on an Advisory Board to provide input for the grant implementation, communicate with our membership as appropriate, and assist in other ways which arise as the project progresses.

We believe that the proposed Washington Statewide Family Engagement Center will provide educators, parents, and other community stakeholders with access to the information, know-how, and professional supports they need to help every student thrive. If funded, we look forward to partnering with your organization on this important work.





**Strong principals. Strong schools. Strong students.**

1021 8th Ave. SE, Olympia, WA 98501 | [www.awsp.org](http://www.awsp.org)  
360.357.7951 | 800.562.6100 | fax: 360.357.7966  
[facebook.com/awsp.principals](https://facebook.com/awsp.principals) | [@awsp\\_principals](https://twitter.com/awsp_principals)

February 25<sup>th</sup>, 2022

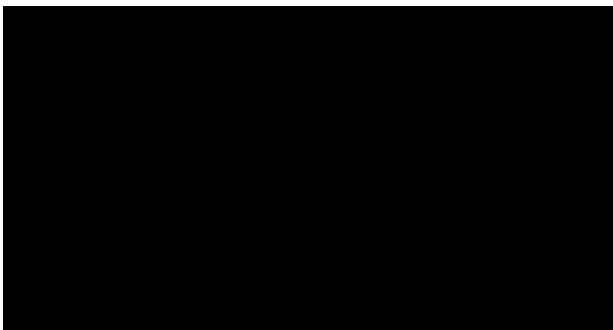
Patty Wood  
Chief Executive Officer  
Education Northwest  
1417 NW Everett S, Suite 310  
Portland, OR 97209

Dear Ms. Wood:

The Association of Washington School Principals is pleased to support Education Northwest's proposal to serve as the Washington Statewide Family Engagement Center. The proposed project will provide crucial services for our state. The grant will move us closer to our goals by establishing and enhancing systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

AWSP mission is to support all principals and the principalship in leading the education of each and every student in their system. A significant priority for our association is to partner with other organizations to strengthen the work of equipping all school leaders with the knowledge, skills, and confidence to foster positive school culture, build equitable systems and lead learning for all. If awarded this grant, we will work with Education Northwest to build capacity for effective family engagement in Washington in the coming year. With our organizations ability to bring school leaders and student voice to the table, we will be able to deepen the collaborative partnership of students and families with school leaders, as we collectively work towards creating inclusive school systems that center and support all students.

We believe that the proposed Washington Statewide Family Engagement Center will provide educators, parents, and other community stakeholders with access to the information, know-how, and professional supports they need to help every student thrive. If funded, we look forward to partnering with your organization on this important work.



#### STATE COMPONENTS

Elementary School Principals of Washington (ESPAW)  
Association of Washington Middle Level Principals (AWMLP)  
Washington Association of Secondary School Principals (WASSP)

#### NATIONAL COMPONENTS

National Association of Elementary School Principals (NAESP)  
National Association of Secondary School Principals (NASSP)

Patty Wood  
Chief Executive Officer  
Education Northwest  
1417 NW Everett S, Suite 310  
Portland, OR 97209

March 8, 2022

Dear Ms. Wood:

This letter is to offer support to Education Northwest's proposal to serve as the Washington Statewide Family Engagement Center. United through the Association of Educational Service Districts (AESD), our state's nine Educational Service Districts (ESDs) are deeply committed to ensuring equity and excellence in education through effective service and meaningful support of our state's 317 public school districts, public charter schools, and state Tribal education compact schools. The proposed project will provide important resources and supports for family engagement that we look forward to connecting with existing statewide initiatives across the AESD Network.

Since 2019, through the AESD Inclusionary Practices Project, our network has grown a statewide professional learning network that supports over 140 school building/district leadership teams across the state. Through this project and embedded through many of our other statewide initiatives, we are committed to helping school and district leaders foster inclusive family partnerships. Further, ESDs are positioned well with deep relationships with school districts and buildings so we are acutely aware of the unique opportunities and needs of local communities across our state.

As we collectively work towards creating inclusive school systems that center and support all students, the AESD Network sees value in common language, vision, and resources that expand the culture of inclusivity across the state. More intentional partnerships will only improve our ability to provide high quality professional learning, coaching and mentoring will deepen collaborative partnerships between school leaders and students and families. We believe that the proposed Washington Statewide Family Engagement Center will provide educators, parents, and other community stakeholders with access to the information, know-how, and professional supports they need to help every student thrive.

Should Education Northwest be awarded, we look forward to partnering with your organization as we work to build capacity for effective family engagement as a part of improving inclusive education.



March 9, 2022

Patty Wood, Chief Executive Officer  
Education Northwest  
1417 NW Everett S, Suite 310  
Portland, OR 97209

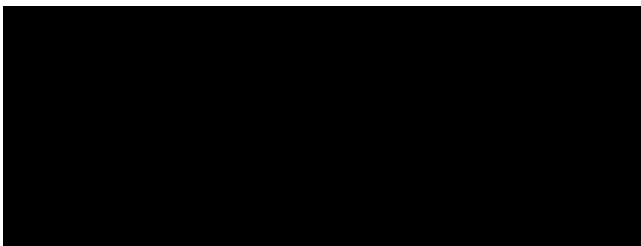
Dear Ms. Wood,

Open Doors for Multicultural Families is pleased to support Education Northwest's (EdNW) proposal to serve as the Washington Statewide Family Engagement Center.

Since 2021, we have worked alongside EdNW as a member of the Family Engagement Collaborative (FEC) funded by the Office of Superintendent of Public Instruction's (OSPI) Inclusionary Practices Professional Development Project. EdNW has contributed their expertise in project management, website analytics to monitor engagement in the new FEC website, reporting, and evidence-based evaluation practices.

We are in full support of EdNW's proposed project outcomes that include: improved support for family-school partnerships, increased awareness of local community based organizations (CBOs), increased confidence in developing family school partnerships, and increased school use of evidence based family engagement practices. Given overwhelming evidence of the exclusionary discipline and restraint and isolation of students of color and students of color with disabilities, particularly Black students, it is critical that families and students of color are named and prioritized in the design of any family engagement systems. This design includes practices, such as Language Access, that allow families to communicate with educators, to understand their rights and services that are available and being provided, and to act as equal partners in their students' education. We are ready to partner with EdNW to ensure that the Washington Statewide Family Engagement Center can reach and support the families from diverse cultural backgrounds that we serve.

We wish you great success in your proposal.







March 2, 2022

Patty Wood  
Chief Executive Officer  
Education Northwest  
1417 NW Everett S, Suite 310  
Portland, OR 97209

Dear Ms. Wood:

Unite:Ed, an initiative of the University of Washington College of Education, is pleased to support Education Northwest's proposal to serve as the Washington Statewide Family Engagement Center (WAFEC). Unite:Ed's mission is to serve as an alliance between the University of Washington College of Education and community and education partners. We are in service of communities experiencing structural and racial inequities in education and join together to exchange knowledge and co-design justice-centered strategies that improve educational systems and create better futures for children and youth.

The proposed WAFEC project will provide crucial services for our state. The grant will move us collectively closer to our goals by establishing and enhancing systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. While our college was already aware of the need to build out a statewide collaborative infrastructure for family engagement, over the past two years we heard from our students, alumni, school and district leaders, and our larger educator network about how critical this need became during the covid-19 pandemic. There is an even stronger and more urgent need to build both educators and families' capacities for effective and equitable school-family-community partnerships as we transition out of this long pandemic.

If awarded this grant, Unite:Ed will work in collaboration with Education Northwest to build capacity for effective family engagement in Washington in the coming year. By leveraging our network, Unite:Ed will assist Educational Northwest in identifying faculty, community partners, and researchers in our region who are engaged in this important work and could serve as resources or play an active role within the partnership. We are also excited by the opportunity to work with and support Dr. Kathryn Torres, who is one of our alum. She earned her Ph.D. in 2015 with an emphasis on Educational Foundations, Leadership & Policy studies. Her research with some of our faculty, including Dr. Ann Ishimaru, focused on the intersections of educational equity, leadership, and family-school-community relationships.

We believe that the proposed Washington Statewide Family Engagement Center will provide educators, parents, and other community stakeholders with access to the information, know-how, and professional supports they need to help every student thrive. If funded, we look forward to partnering with your organization on this important work.



Director, Unite:Ed  
University of Washington College of Education





Patty Wood

Chief Executive Officer

Education Northwest

1417 NW Everett S, Suite 310

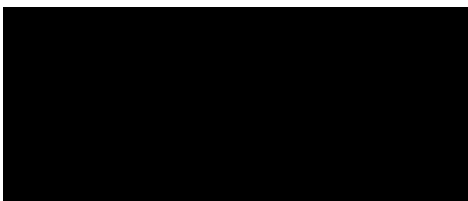
Portland, OR 97209

Dear Ms. Wood:

I am pleased to support Education Northwest's proposal to serve as the Washington Statewide Family Engagement Center. The proposed project will provide crucial services for our state and move us closer to our goals by establishing and enhancing systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

The COVID-19 pandemic further highlighted the need for effective and equitable family engagement to be in place before a crisis impacts the state, a core focus of my scholarship. As a member of the Washington State Family Engagement Framework workgroup, we developed this framework and recommendations for Washington to create a more equitable and accessible system for students and their families. The Washington State Family Engagement Center will further these goals by building statewide systems of supports and capacity for equitable family-school-community partnerships.

If awarded in this coming year, I will work with Education Northwest to build statewide systems of support for equitable family engagement in Washington as an advisory committee member. I look forward to partnering with your organization on this important work.



Bridge Family Associate Professor  
Educational Foundations, Leadership & Policy  
College of Education  
University of Washington



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## APPENDIX H: REFERENCES/BIBLIOGRAPHY

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# Memorandums of Understanding

WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI)

WASHINGTON FAMILY ENGAGEMENT CENTER

ROOTS OF INCLUSION

COMMUNITY CENTER FOR EDUCATION RESULTS

NORC

**PRELIMINARY MEMORANDUM OF UNDERSTANDING**

This Preliminary Memorandum of Understanding (MOU) is by and between the Washington Office of Superintendent of Public Instruction and Education Northwest.

**Purpose**

The purpose of this MOU is to describe proposed activities that Education Northwest will conduct if funded by the U.S. Department of Education to serve as the Statewide Family Engagement Center (SFEC) for Washington. The Statewide Family Engagement Program is a discretionary grant program authorized under title IV, part E of the Elementary and Secondary Education Act of 1965 as amended (ESEA).

This MOU will:

1. Commence on signing of this agreement and continue through June 30, 2027.
2. Describe a mutually agreed upon plan of activities to begin with funding of the Washington SFEC on or about July 1, 2022.
3. Agree that both parties will negotiate and establish a final MOU upon award of the grant.
4. Agree that no person shall, on the grounds of race, color, sex, religion, age, national origin, mental or physical disability, sexual orientation, gender identity or expression, pregnancy, family medical history or genetic information, or marital or veteran status, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this MOU.

**Activities**

In 2022–2023, Education Northwest will work with Washington Office of Superintendent of Public Instruction on the following activities:

1. Be an active partner in the Washington Statewide Family Engagement Center Advisory Committee.
2. Provide leadership to support statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts as well as parental involvement policies under the ESEA.
3. Work with the Washington Statewide Family Engagement Center on identifying and implementing systemic services for family engagement in education that will improve student academic achievement, including understanding how parents can support learning in the classroom with activities at home and in afterschool and extracurricular programs, and how to make informed choices about their child's' education opportunities.
4. To assist in the development and implementation of effective communications strategies with and between families and their children, teachers, school leaders, counselors, administrators, and other school personnel.

## PRELIMINARY MEMORANDUM OF UNDERSTANDING



5. Work with the Washington Statewide Family Engagement Center to facilitate training programs in the community to support families and educators in improving student outcomes through effective family engagement strategies.
6. To build family engagement strategies aligned to the [Family Engagement Framework Workgroup](#) and the Dual Capacity Framework (Mapp, K)
7. Provide [REDACTED] for 1.5 FTE for OSPI staff to support this work.

### Responsibilities

Education Northwest will:

1. Lead and provide oversight for all SFEC activities.
2. Communicate each month to provide progress updates on all activities.
3. Provide project management of financial oversight.

Washington Office of Superintendent of Public Instruction will:

1. Designate a primary contact from the Center for the Improvement of Student Learning (CISL), Executive Director Maria Flores to serve on the SFEC management team.
2. Participate in planning and oversight and contribute to decision making
3. Facilitate the participation of Washington Office of Superintendent of Public Instruction staff representing early learning, elementary and secondary education, system and school improvement, student engagement and support, native education, and special education, to support an integrated system of family engagement services to the families and students in Washington.

### Approval

The MOU was entered into this day by the parties by and for the partner agencies. This agreement can be altered or concluded at any time by mutual written consent.

[date]

[date]

This Preliminary Memorandum of Understanding (MOU) is by and between Washington Family Engagement and Education Northwest.

### **Purpose**

The purpose of this MOU is to describe proposed activities that Education Northwest will conduct if funded by the U.S. Department of Education to serve as the Statewide Family Engagement Center for Washington (Washington SFEC). The Statewide Family Engagement Program is a discretionary grant program authorized under title IV, part E of the Elementary and Secondary Education Act of 1965 as amended (ESEA).

This MOU will:

1. Commence on signing of this agreement and continue through June 20, 2027.
2. Describe a mutually agreed upon plan of activities to begin with funding of the Washington SFEC on or about July 1, 2022.
3. Agree that both parties will negotiate and establish a final MOU upon award of the grant.
4. Agree that no person shall, on the grounds of race, color, sex, religion, age, national origin, mental or physical disability, sexual orientation, gender identity or expression, pregnancy, family medical history or genetic information, or marital or veteran status, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this MOU.

### **Activities**

In 2022–2023, Education Northwest will work with Washington Family Engagement on the following activities:

1. Be an active partner in the Washington Statewide Family Engagement Center Advisory Committee.
2. Provide leadership to support statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts as well as parental involvement policies under the ESEA.
3. Work with the Washington Statewide Family Engagement Center on identifying and implementing systemic services for family engagement in education that will improve student academic achievement, including understanding how parents can support learning in the classroom with activities at home and in afterschool and extracurricular programs, and how to make informed choices about their child's' education opportunities.
4. Assist in the development and implementation of effective communications strategies with and between families and their children, teachers, school leaders, counselors, administrators, and other school personnel.

5. Work with the Washington Statewide Family Engagement Center to facilitate training programs in the community to support families and educators in improving student outcomes through effective family engagement strategies.

### **Responsibilities**

Education Northwest will:

1. Lead and provide oversight for all SFEC activities.
2. Communicate each month to provide progress updates on all activities.
3. Provide project management of financial oversight.

Washington Family Engagement will:

1. Designate a primary contact to serve on the SFEC management team.
2. Participate in planning and oversight and contribute to decision making.
3. Facilitate the participation of WAFE's staff in project management roles to support an integrated system of family engagement services to the families and students in Washington.

### **Approval**

The MOU was entered into this day by the parties by and for the partner agencies. This agreement can be altered or concluded at any time by mutual written consent.

[date] 3/10/22

2/10/22

This Preliminary Memorandum of Understanding (MOU) is by and between Roots of Inclusion and Education Northwest.

### **Purpose**

The purpose of this MOU is to describe proposed activities that Education Northwest will conduct if funded by the U.S. Department of Education to serve as the Statewide Family Engagement Center for Washington (Washington SFEC). The Statewide Family Engagement Program is a discretionary grant program authorized under title IV, part E of the Elementary and Secondary Education Act of 1965 as amended (ESEA).

This MOU will:

1. Commence on signing of this agreement and continue through June 20, 2027.
2. Describe a mutually agreed upon plan of activities to begin with funding of the Washington SFEC on or about July 1, 2022.
3. Agree that both parties will negotiate and establish a final MOU upon award of the grant.
4. Agree that no person shall, on the grounds of race, color, sex, religion, age, national origin, mental or physical disability, sexual orientation, gender identity or expression, pregnancy, family medical history or genetic information, or marital or veteran status, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this MOU.

### **Activities**

In 2022–2023, Education Northwest will work with Roots of Inclusion on the following activities:

1. Be an active partner in the Washington Statewide Family Engagement Center Advisory Committee.
2. Provide leadership to support statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts as well as parental involvement policies under the ESEA.
3. Work with the Washington Statewide Family Engagement Center on identifying and implementing systemic services for family engagement in education that will improve student academic achievement, including understanding how parents can support learning in the classroom with activities at home and in afterschool and extracurricular programs, and how to make informed choices about their child's' education opportunities.
4. To assist in the development and implementation of effective communications strategies with and between families and their children, teachers, school leaders, counselors, administrators, and other school personnel.

5. Work with the Washington Statewide Family Engagement Center to facilitate training programs in the community to support families and educators in improving student outcomes through effective family engagement strategies.

## Responsibilities

Education Northwest will:

1. Lead and provide oversight for all SFEC activities.
2. Communicate each month to provide progress updates on all activities.
3. Provide project management of financial oversight.

Roots of Inclusion will:

1. Designate a primary contact to serve on the SFEC management team.
2. Participate in planning and oversight and contribute to decision making.
3. Facilitate the participation of Roots of Inclusion staff and contracted additional professionals as necessary for the development of family learning and engagement opportunities.

## Approval

The MOU was entered into this day by the parties by and for the partner agencies. This agreement can be altered or concluded at any time by mutual written consent.

[date] 3/10/22

02-04-2022

This Preliminary Memorandum of Understanding (MOU) is by and between Community Center For Education Results and Education Northwest.

### **Purpose**

The purpose of this MOU is to describe proposed activities that Education Northwest will conduct if funded by the U.S. Department of Education to serve as the Statewide Family Engagement Center for Washington (Washington SFEC). The Statewide Family Engagement Program is a discretionary grant program authorized under title IV, part E of the Elementary and Secondary Education Act of 1965 as amended (ESEA).

This MOU will:

1. Commence on signing of this agreement and continue through June 20, 2027.
2. Describe a mutually agreed upon plan of activities to begin with funding of the Washington SFEC on or about July 1, 2022.
3. Agree that both parties will negotiate and establish a final MOU upon award of the grant.
4. Agree that no person shall, on the grounds of race, color, sex, religion, age, national origin, mental or physical disability, sexual orientation, gender identity or expression, pregnancy, family medical history or genetic information, or marital or veteran status, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this MOU.

### **Activities**

In 2022–2023, Education Northwest will work with Community Center For Education Results on the following activities:

1. Be an active partner in the Washington Statewide Family Engagement Center Advisory Committee.
2. Provide leadership to support family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts as well as parental involvement policies under the ESEA.
3. Work with the Washington Statewide Family Engagement Center on identifying and implementing systemic services for family engagement in education that will improve student academic achievement, including understanding how parents can support learning in the classroom with activities at home and in afterschool and extracurricular programs, and how to make informed choices about their child's' education opportunities.
4. Work with the Washington Statewide Family Engagement Center to coordinate and facilitate training programs in the community to support families and educators in improving student outcomes through effective family engagement strategies.



## Responsibilities

Education Northwest will:

1. Lead and provide oversight for all SFEC activities.
2. Communicate each month to provide progress updates on all activities.
3. Provide project management of financial oversight.

Community Center For Education Results (CCER) will:

1. Designate a primary contact to serve on the SFEC management team.
2. Participate in planning and oversight and contribute to decision making.
3. Facilitate the participation of Road Map Project District Leaders and Parent Leaders as collaborator, manager, co-creator, support, monitor, advocate, etc. to support an integrated system of family engagement services to the families and students in Washington.

## Approval

The MOU was entered into this day by the parties by and for the partner agencies. This agreement can be altered or concluded at any time by mutual written consent.

3/10/22

2/4/2022

This Preliminary Memorandum of Understanding (MOU) is by and between NORC and Education Northwest.

### **Purpose**

The purpose of this MOU is to describe proposed activities that Education Northwest will conduct if funded by the U.S. Department of Education to serve as the Statewide Family Engagement Center for Washington (Washington SFEC). The Statewide Family Engagement Program is a discretionary grant program authorized under title IV, part E of the Elementary and Secondary Education Act of 1965 as amended (ESEA).

This MOU will:

1. Commence on signing of this agreement and continue for one year, unless otherwise terminated by either party with ten (10) days written notice.
2. Describe a mutually agreed upon plan of activities to begin with funding of the Washington SFEC on or about July 1, 2022.
3. Agree that both parties will negotiate and establish a final contract upon award of the grant.
4. Agree that no person shall, on the grounds of race, color, sex, religion, age, national origin, mental or physical disability, sexual orientation, gender identity or expression, pregnancy, family medical history or genetic information, or marital or veteran status, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this MOU.

### **Activities**

In 2022–2023, Education Northwest will work with NORC on the following activities:

1. Be an active partner in the Washington Statewide Family Engagement Center Advisory Committee.
2. Propose staff to support statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts as well as parental involvement policies under the ESEA.
3. If awarded the proposal, work with the Washington Statewide Family Engagement Center to evaluate their services for family engagement in education.

### **Responsibilities**

Education Northwest will:

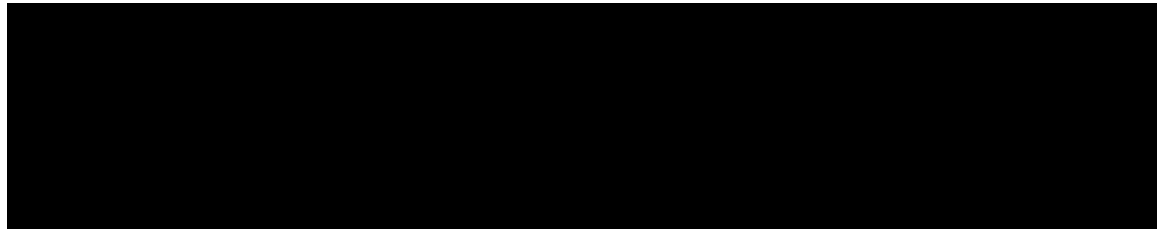
1. Lead and provide oversight for all SFEC activities.
2. Communicate each month to provide progress updates on all activities.
3. Provide project management of financial oversight.

If awarded the proposal, NORC will:

1. Designate a primary contact to serve on the SFEC management team.
2. Participate in planning and oversight and contribute to decision making.
3. Plan and implement a rigorous evaluation of the WAFEC program.

Approval

The MOU was entered into this day by the parties by and for the partner agencies. This agreement can be altered or concluded at any time by mutual written consent.



3/10/22

3/10/22

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## BUDGET NARRATIVE

### PERSONNEL

#### A. Senior/Key Personnel

**Kathryn Torres, Ph.D.**, Senior Advisor at Education Northwest, will serve as the Principal Investigator for the project. Dr. Torres will provide overall management of project activities, long and short-range planning, management of daily program work. She will also coordinate with partners the delivery of family engagement activities, workshops and events, and manage the dissemination of resources.

[Approximate FTE per project year: .50, .50, .50, .50, .50]

**Tim Speth, M.A.**, Leader at Education Northwest, will serve as co-PI and will provide general oversight, management and support for project activities and be the primary interface with core partners in planning and delivery of services.

[Approximate FTE per project year: .23, .23, .23, .23, .23]

**Julie Petrokubi, Ph.D.**, Senior Advisor at Education Northwest, will lead the regional Communities of Practice work and support the recruitment of culturally diverse families.

[Approximate FTE per project year: .19, .19, .14, .14, .14]

**Mandy Smoker Broaddus, M.F.A.**, Native Education Practice Expert at Education Northwest, will provide support and technical assistance to families, schools, and community-based organizations with a focus on services being culturally responsive. She will be the liaison between project partners and work in Indigenous communities.

[Approximate FTE per project year: .10, .10, .10, .10, .10]

Total salary and fringe benefit costs for Senior Personnel are

#### Key Personnel: Salary/Benefits

Project year	Salary	Fringe benefits	Total
Year 1			
Year 2			
Year 3			

Year 4	
Year 5	
Total	

### ***B. Other Personnel***

***Professional, Communications, Finance, and Administrative Personnel:*** 7 staff members at Education Northwest will serve on the project team and provide professional, logistical, financial, and clerical support.

[Approximate FTE per project year: .30, .28, .23, .22, .22]

Total salary and fringe benefit costs for Other Personnel are

#### *Other Personnel: Salary/Benefits*

Project year	Salary	Fringe benefits	Total
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Total			

### ***Salaries, Wages, and Fringe Benefits***

The calculation of full-time equivalents (FTE) is based on actual working days in the contractual period. There are typically 260 weekdays in each year. One FTE equals 260 working days per year, or 2,080 hours for exempt professional staff (8 hours per day). These total annual hours are then adjusted for average paid time off (PTO), such as holidays, vacation, and personal time off resulting in 1,760 productive hours.

These total productive hours are used to calculate the annual FTE requirements of this proposal. For example, if a staff person is required to be 0.5 FTE, then the total number of hours proposed are 880 (1,760 hours x 0.5 FTE).

Labor costs are derived by multiplying direct labor hours by effective rates. Education Northwest employs an effective rate as a means of calculating base hourly rates used in this proposal. Effective rates are calculated by dividing staff's base annual salary by the total annual productive hours. For example, an employee making [REDACTED] per year has a base effective hourly rate of [REDACTED] per hour budgeted

This proposal contains an average annual increase of 3%, which is established based on policy set annually by the Board of Directors.

The level of effort provided in the proposal reflects highly qualified staff employed to efficiently carry out the work within the budget we have proposed.

Fringe benefits consist of the employer's share of costs for employee health, life, and unemployment insurances, retirement plans, Worker's Compensation, payroll taxes, and other benefit costs each employee receives. These costs are pooled, calculated, and applied as a factor of total organizational direct labor costs. Fringe benefits are estimated to be 38.4% of direct labor costs.

### ***C. Equipment***

None.

### ***D. Travel***

Travel includes subsistence and transportation expenses. Subsistence expenses include lodging and per diem for meals and incidentals, based on amounts set by the Federal Government's General Services Administration. Transportation costs include costs for commercial carriers, and other transportation, including auto rental expense, taxi fares, parking at airports, and mileage at the current IRS rate per mile. Air fares have been budgeted at current economy rates.

#### *Travel Estimates by Location*

Four annual trips from Portland, OR to Olympia, WA for partner meetings for three staff members.

Twelve annual trips from Portland, OR to various Washington State locations for on-site technical assistance for two staff members.

Total travel costs are [REDACTED]

From	To	Travel estimates				
		Lodging	Per diem	Air	Ground	Other
Portland, OR	Olympia, WA	[REDACTED]				
Portland, OR	TBD WA locations					

#### ***E. Other Direct Costs***

##### ***1. Materials and Supplies***

We budgeted [REDACTED] in Years 1 through 5 for a total of [REDACTED] for duplication and printing to support this work.

##### ***2. Translation Services***

We budgeted [REDACTED] in Year 1, [REDACTED] in Year 2, and [REDACTED] in Year 3 through 5 for a total of [REDACTED] for translation services to support this work.

##### ***3. Annual Convening***

We budgeted [REDACTED] in Years 2 through 4 for a total of [REDACTED] for an annual convening for approximately 100 attendees.

##### ***4. Advisory Meetings***

We budgeted [REDACTED] in Years 1 through 3, and [REDACTED] in Year 5 for a total of [REDACTED] for advisory group meetings ([REDACTED] per quarterly meeting).

##### ***5. Regional trainings***

We budgeted [REDACTED] in Years 1 through 5 for a total of [REDACTED] for regional trainings. These costs are estimated to include one regional training per month.

#### ***F. Subawards /Contractual Costs***

A subaward will be provided to Roots of Inclusion. The funds will be used to develop and implement effective communication strategies between families and their children and school personnel, including an expansion of the Community Conversations Toolkit. Lead community



conversations facilitator workshops and training. Conduct family focused webinars and workshops. Provide technical assistance, coaching, and resources to support school districts to effectively implement family engagement strategies. The total costs for this subaward are [REDACTED]

A subaward will be provided to CCER. The funds will be used to facilitate the participation of Road Map Project District Leaders and Parent Leaders to support an integrated system of family engagement services. They will coordinate and facilitate training programs in the community to support families and educators effectively implement family engagement strategies

The total costs for this subaward are [REDACTED]

A subaward will be provided to WA Family Engagement Trust. The funds will be used to build capacity with parents to support students outside of school by creating a Washington network of parent groups and organizations that support parents. They will develop a resource bank with evidence-based tools from national experts in the field to support family engagement. The Trust will also provide ongoing communication and technical assistance to parents and organizations that support parents. The total costs for this subaward are [REDACTED]

A subaward will be provided to Washington Office of Superintendent of Public Instruction (WA OSPI). The funds will be used for staff to support the implementation of the Washington Family Engagement Framework, help coordinate work across the state and support LEAs and Tribal communities in the work. The costs for this subaward are [REDACTED]

A subaward will be provided to NORC. The funds will be used to provide third party external evaluation services. The total costs for this subaward are [REDACTED]

Procurement procedures have followed 2 CFR 200.317-200.326.

Project year	Roots of Inclusion	CCER	WA Family Engagement Trust	WA OSPI	NORC	Total
Year 1	[REDACTED]					
Year 2						
Year 3						
Year 4						

Year 5	
Total	

We budgeted [REDACTED] in Years 1 through 5 for a total of [REDACTED] for stipend for advisory group participation. The [REDACTED] will serve as an honorarium for their participation. Stipends are expected to be provided for 10 members at [REDACTED] per year for participation.

Total stipend costs are [REDACTED]

### ***G. Occupancy***

Education Northwest directly allocates the costs of rent, facilities maintenance and services, information technology equipment, software, services, and telecommunications, as well as other miscellaneous overhead costs. These costs are considered directly associated with the scope of work for this project and are pooled, calculated, and applied as a factor of total organizational direct labor costs.

Total occupancy costs are [REDACTED]

Project year	Occupancy
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Total	

### ***H. Total Direct Costs***

Total direct costs are [REDACTED]

Project year	Direct costs
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Total	

### ***I. Indirect Costs***

Education Northwest's Indirect Cost Rate is established annually with the Department of Education. Budgeted indirect cost rate for the project period is the anticipated rate of 28.6 percent for the period January 1, 2021 – March 31, 2022. Per the Electronic Code of Federal Regulations (Title 2, Subtitle A, Chapter II, Part 200, Subpart A, §200.68), Education Northwest utilizes the Modified Total Direct Cost (MTDC) application of its indirect cost rate as it applies to subcontractor costs. The Circular states that the MTDC consists of subcontract costs up to the first [REDACTED] per subcontract agreement per year.

Cognizant agency: U.S. Department of Education

Negotiator: Andre Hylton, [REDACTED]

Total indirect costs are [REDACTED]

Project year	Indirect costs
Year 1	
Year 2	
Year 3	
Year 4	

Year 5	
Total	

**J. Total Direct and Indirect Costs**

Total direct and indirect costs are

Project year	Total costs
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Total	

**J. Fee**

None.



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

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Education Northwest

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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)								

**\*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: 01/01/2021 To: 03/31/2022 (mm/dd/yyyy)  
Approving Federal agency: ☒ ED ☐ Other (please specify):  
The Indirect Cost Rate is 28.60 %.
- (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 %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:  
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S310A220048

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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.	
Education Northwest		

**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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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)**

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Name of Institution/Organization Education Northwest	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.
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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524