National Center for Families Learning

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

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

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Introduction

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

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

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

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

A. Quality of the Project Design. *A1*. NCFL's three-tiered, evidence-based approach to family engagement in education and family literacy provides the framework for this proposal. NCFL's work is driven by research that shows parents and caretakers have the greatest influence on the academic trajectories of their children, and that strong parent-child and parent-school relationships are catalytic to educational progress, particularly for disadvantaged families from diverse backgrounds (Henderson, Mapp, Johnson, & Davies, 2007). The tiers of NCFL's framework, based on equity, effective practice, and research, each: 1) coincide with the intensity and duration of services needed to promote educational equity, 2) are driven by families' goals, 3) are culturally responsive to the varying and changing needs of disadvantaged families, and 4) take an assets-based approach to supporting families.

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

Tier Two Solutions build the capacity of professionals to support families by sharing research-based strategies, one of five essential supports in the Dual Capacity-Building Framework. As staff connect student learning to family engagement, understand the needs of disadvantaged
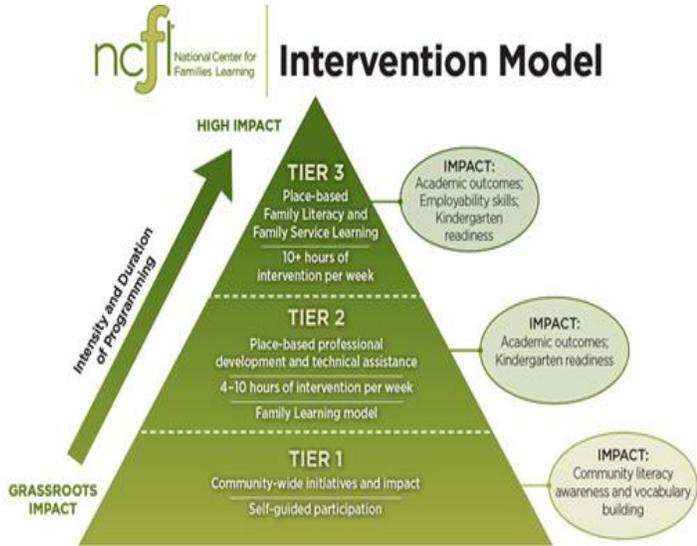
families, and foster an inclusive environment for parents, a bridge built upon trust connects the home to schools.

Tier One Solutions promote community-wide awareness and support of family engagement. Through a combination of free digital resources, community trainings, and self-guided participation, more parents learn how to support the academic needs of their children, family-school partnerships are solidified, and learning expands into the home and community. Research shows that students whose families are more involved in school display higher levels of achievement than students whose families are less involved in school (Fan & Chen, 2001; Jeynes, 2003, 2005).

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

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

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

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

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

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

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

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

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

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

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

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

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

affecting reading acquisition" (McQuillan, 1998). According to the NAEP, only 28 percent of

Arizona fourth grade students were reading proficiently in 2013 (Retrieved online from:

https://www.phoenix.gov/news/education/801). Packages of four research-based, culturally

relevant picture books will be distributed regularly to 25 families at each model demonstration

site (100 books total per family). An additional 1,000 families in surrounding communities will

receive a book package, along with access to UL's digital library. Parent information cards

support a self-determined habit of reading. All materials are available in English and Spanish.

Data from the 2015 NAEP produced a significant finding that 77% of 8th grade students in

Arizona with 100+ books in their homes and a daily habit of reading scored at or above

proficient, compared to 20% of the average 8th grade student (NAEP, 2015).

SWHD, MWFB, and ROA will offer early childhood community trainings in each region

where demonstration sites are located through an eight-week program that shares the importance

of early language and literacy skill development and how parents can support their children. Ten

trainings will be held for disadvantaged families annually at each site, resulting in at least 300

families served per year. Trainings are held on-site at apartment complexes, faith-based

organizations, pediatric well-child clinics, neighborhood schools, mobile parks, and family

resource centers. Most trainings are delivered in Spanish. By meeting families where they are,

the information reaches families that have a difficult time engaging in school. This addresses an

alarming statistic in Arizona, as only 34% of three- and four-year-olds across Arizona are

enrolled in preschool, which is 14% less than the national average (Children's Action Alliance,

2014). MWFB, ROA, and SWHD's community trainings demonstrate significant gains. Before

entering programming, 19% of parents reported that no one in their households had read to their

children in the past week and an additional 37% read to their child between one to three times in

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

Compilation of ROA's Existing Family Literacy Resources and Awareness Campaign A comprehensive list of literacy resources will be made available to site staff and families. A research brief that includes data on school literacy plans, data impact trends, and case studies of bright spots will be used to inform implementation of supports and services to students and families. ROA will scale its early language and literacy awareness campaign, *Smart Talk*, which targets families with children ages 0 – 3 and the professionals that serve them.

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

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

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

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

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

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

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

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

Outputs and Outcomes: Please reference logic model.

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Quality of the Management Plan and Project Personnel

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

Management of cross-sector partner collaborations: NCFL will collaborate with partners to guide the development and implementation of the SFEC initiative throughout the grant period. This will entail reviewing and integrating state and local policies, existing family engagement initiatives, and state academic standards; and identifying parent needs to determine how to best embed the SFEC into the state system. ***Formation of a special advisory committee:*** Including a variety of community stakeholders (parents, educators, students, SEA, LEA representatives, community business members), this parent-majority committee will encompass a diverse array of perspectives, providing feedback and guidance on the SFEC initiative. ***Parent Leadership***

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

B2. Management and Governance - National Center for Families Learning

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

Project Director (.15 FTE): The project director will provide leadership and fiscal oversight of the grant over the funding period and will be based out of NCFL's headquarters. *SFEC Grant Coordinator (1.0 FTE):* The grant coordinator will provide operational and on-the-ground management of the project, operating out of ROA's offices in Arizona. This role will work with partner site leads to coordinate and monitor the effective delivery of all SFEC services in the logic model. Responsibilities will include support for training delivery. *Budget Analyst (.50 FTE)***:** The budget analyst will support the director and coordinator with fiscal oversight and will work out of NCFL's headquarters. *Administrative Assistant (.5 FTE)***:** The administrative

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

B3. **Table 1: Project Milestones and Timelines**

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 4 includes resumes for key project personnel.

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

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

Natalia Hoffman (Lead, MWFB) (MWFB Impact Director for Family Education and Literacy) Relevant experience includes 1) 7 years managing MWFB's Family Education and Literacy, 2) 10 years first-hand experience working with children, families, and early childhood educators and partner agencies across the early childhood system in southern Arizona. **Kendra Smiley (Lead, SWHD)** (SWHD Senior Literacy Program Manager) Relevant experience includes 1) 14 years' experience working with children, families, child care teachers and directors, 2) Member, Read On Phoenix Executive committee. **Mike McGuffee (Lead, UL)** (UL Founder and President) Relevant experience includes 1) 20 years making engaging, low-cost books for distribution to disadvantaged communities 2) Member, ROA Executive Committee.

C. Adequacy of Resources

C1. The Arizona SFEC proposed project is led by a deeply committed partner, NCFL, which has

led family-based education solutions for three decades. Lead partners include the ADE, ROA,

MWB, SHD, and UL. Each partner has submitted MOUs and Letters of Support that indicate

their commitment, also detailed below.

Applicant and Lead Partner: NCFL pioneered the creation of the four-component family

literacy program defined in the SFEC RFP grant competition. For the last three decades, NCFL

has seeded and supported effective family literacy programs across the US that serve

disadvantaged families - including those with students who are English language learners,

minorities, are disabled, are homeless, in foster care, and migrants - and has continued to

demonstrate effectiveness through independent evaluation and research. NCFL was instrumental

in developing the federal definition of family literacy services that informs the US government

today. This definition brings continuity to traditional four-component family literacy programs

and is in federal legislation, such as the Elementary and Secondary Education Act, Head Start

Act, Workforce Investment Act, and the Community Service Block Grant Act.

At its core, family literacy is an evidence-based, high-impact approach to family

engagement services. Based on its experience providing training and technical assistance to

LEAs for three decades, NCFL has developed a powerful suite of resources for application in

school systems beyond the evidence-based family literacy model. NCFL also has an effective

method for deploying high-impact, statewide family engagement systems. NCFL's commitment

to this project is implicit in its mission, vision, and values which center on improving the

academic achievement of disadvantaged students by building adult, child, and family capacity

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

Arizona Department of Education (ADE) (*Phoenix, Arizona*) (Objectives 1.1, 2.2, 3.1) In the FY16 Annual Report of the Arizona Superintendent of Public Instruction, ADE supports 15 county-level education agencies, more than 200 public school districts, over 400 charter holders, and 13 Joint Technological Education Districts. More than 1.1 million students attend publicly funded K-12 schools in Arizona. Approximately 950,000 of those students attend one of more than 1,700 traditional public schools, with the remainder attending one of more than 500 charter schools. Arizona is home to approximately 90,000 certified teachers, 50,000 working in traditional K-12 schools and 10,000 in charter schools (retrieved from https://www.azed.gov/finance/2018/01/17/fy-2017-superintendent-annual-financial-report-safr-posted). **Read On Arizona** (*Phoenix, Arizona*) (Objectives 1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 3.2) ROA supports communities to build coalitions that elevate literacy as a priority, fill gaps in vital student services, and scale effective practices. Serving students, families, and educational organizations implementing early literacy programs across the state, ROA targets students ages birth through eight years, with a strategic focus on the economically disadvantaged. The ROA State-level Collaborative is comprised of state agencies, philanthropic organizations, and community partners committed to building an early literacy system for Arizona that delivers improved outcomes for students ages birth through eight. In addition, 25 ROA Communities throughout Arizona comprise a network of communities focused on a collaborative approach to solutions in early literacy. **Make Way for Books** (*Tucson, Arizona)* (Objectives 1.2, 3.1, 3.2) MWFB is an early literacy nonprofit that provides proven programs, services, and resources to 30,000 young children, parents, and educators throughout southern Arizona each year. Using a

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

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

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

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

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

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

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

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

D. Quality of the Evaluation Plan

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

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

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

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

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

Data definition of variables. a) <u>Participation in SFEC</u>: Number of total hours of all activities over the course of a school year enrolled parents participate in SFEC, b) <u>Education-related parenting behaviors</u>: Self-reported out of school parenting behavior and in school engagement, c) Attendance rate: Percent of students attending 90% of the time and the percentage of time attending school/time scheduled to attend school, Pre-test and Post-test scores, end of year benchmark level for a standardized measure of reading benchmarks, state assessments.

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

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

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

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

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

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

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

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

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

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

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

Goals, Indicators, Project Objectives, Measures, and Timelines

Table 1
Impact Evaluation Data Collection, Analysis and Time Line
Key: QT: Quantitative   QL: Qualitative   BOY: Beginning of Year   MOY: Middle
       of Year   EOY: End of Year (SO) Summative Outcome   (*DOC*)
       Documentation for data needed
       Collected by (*T*),   (*S*) Supervisor,   (*AT*) Adult Teacher, (*PT*) PACT Teacher,
       (P) Parent (SG) School Gathered; (E) Evaluator
GOAL 1: Improve academic achievement for disadvantaged students.

Data Collection	Data Analysis	Time Line

Objective 1.1. Place-based family literacy programming.

Evaluation Strategy: Frequency count number and descriptive statistics of established centers, of high-quality staff, and of parents who report use of at-home literacy practices

QT: Name of sites (S)	QT: Comparison to Targets DOC: List of sites	BOY and EOY
QT: Name of staff and training level (S)	QT: Comparison to Targets DOC: List of staff and their level of training.	BOY and EOY
QT: List of at home literacy practices (S)	QT: Comparison to Targets DOC: List of at-home literacy activities.	Monthly
SO 1.1: Meets 80% of program indicators on Benchmarks (S)	QT: Descriptive Statistics DOC: Evaluation compared to Benchmarks for each site	BOY, MOY, and EOY

Objective 1.2. Providing additional high-impact, evidence-based family literacy activities and resources that connect the home, school and community.

Evaluation Strategy: Frequency count and descriptive statistics of the number of all students and whether they meet the criteria.

SO 1.2a: Families report reading to-gether and engaging with their children around the Unite for Literacy books =>3 times per week. **(P)**	QT: Descriptive Statistics, Comparison to target (80%)	**EOY**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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