

We Are A Village

Absolute Priority: *Parent and Family Engagement* **Competitive Priorities:** *Innovations for Improving Early Childhood Outcomes (#6); and Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students (#8)*

The #6 Competitive Priority is addressed by integrating parent and family engagement strategies from preschool to third grade at the School District' preschool and elementary schools, community based Head Start, and preschool classrooms at early care and education programs in Central Falls. Activities are designed to support successful transitions from preschool to elementary school by providing opportunities for cross-system, cross-grade training for parents, families, and staff; parent and family school leadership opportunities; peer support school transition groups; and integrating the evidence-based *Incredible Years (IY)* programs throughout the schools to address children's social and emotional competencies, in partnership with parents and families, in efforts to improve children's school readiness and academic outcomes.

The #8 Competitive Priority is addressed by providing universal parent and family engagement activities that are responsive to the needs of parents and families whose children have disabilities and/or of limited English proficiency. Targeted outreach to involve parents and families with disabilities and/or limited English proficiency in their children's school and learning is also provided by the project's staff as well as direct support to these parents and families when needed. Parent training will also be provided specifically to meet the needs of these parents and families. Moreover, *IY* has shown positive outcomes for children with conduct disorder.¹

PROJECT DESIGN *Listening. Following directions. Getting along with others. Paying attention. Controlling negative emotions. Liking myself.* These are some of the behaviors and skills that parents, families, schools, and the community want children to possess; and children's

ability to master these behaviors and skills are the foundation for school readiness and success.

When children's social and emotional competencies are poor, their school adjustment and academic outcomes suffer.ⁱⁱ In following the proverb, "*It takes a village to raise a child*", we all must work together to ensure that children have the tools to be successful in school and life.

We Are A Village (Village) is a collaboration with the Central Falls School District, LEA; Children's Friend and Service (Children's Friend), a local nonprofit; Bradley Early Childhood Clinical Research Center (Bradley), a clinical service and professional training agency, and part of Bradley Hasbro Children's Research Center; and the Annenberg Institute for School Reform (AISR), a national policy research and reform support organization at Brown University. *Village* focuses on improving school readiness and academic achievement of young, high-need children, from preschool to third grade, by using the research-based Head Start Parent, Family, and Community Engagement (PFCE) Framework to shape our parent and family engagement strategies as well as embedding the evidence-based *IY Teacher Classroom Management and IY BASIC Parenting Programs* within the project's schools to implement a three-tiered approach of prevention, identification, and intervention to support children's social and emotional competencies. We are requesting three years of funding for the project.

Target Population Central Falls, RI, affectionately known as the "City with a Bright Future", encompasses a land area of 1.27 square miles. The community is culturally and ethnically diverse; over 50% of its 19,000 residents are of Latin descent. It is a proud working class community; however, most of its residents are low-income. The median family income is \$33,660, and about 36% of city's children are living in poverty.

The District is an urban school district of 2,900 students; 38% are English Language Learners, or have limited English proficiency. Our mission is to develop our students into responsible

citizens, effective communicators, innovative problem-solvers, and critical thinkers who are able to fully participate in and positively contribute to society. We have been working on the integration of student-centered reforms across three areas: education practice, policy, and public understanding and demand by promoting the integration of Student-Centered Learning.

Village targets high-need children from preschool to third grade, which includes District preschool and elementary students, children living in Central Falls that are participating in the Head Start program, and children attending preschool programs at early care and education centers in Central Falls. ***Village* is anticipated to directly impact 5 schools serving over 1,000 children annually in 32 classrooms throughout Central Falls.** The collective demographics of the students are: 93% economically disadvantaged, 74% racial and ethnic minorities, 24% with disabilities and/or special needs, 78% Hispanic, and 43% English Language Learners or living in homes with home languages other than English.

Goals, Objectives, and Outcomes See pages 4-12.

Project Activities In the PFCE Framework, *program leadership, continuous improvement, and professional development* are critical foundations in establishing successful parent and family engagement. *Village* is designed with input from parents and families, staff, and key staff, Children's Friend, Bradley, and AISR. In addition, *Village* has adequate staffing to support the project, including the District's **Executive Director, Center of Family Support and Student Development**, who will serve as the **Project Director**; a **Bilingual Parent and Family Engagement Coordinator (Coordinator)**; a **Bilingual Parent and Engagement Supervisor (Supervisor)**; and five **Bilingual Parent and Engagement Collaborators (Collaborators)**. Other key and supporting staff is described in the Management Work Timetable (pages 21-25) and/or budget and budget narrative (pages 29-41). *Village* has stringent evaluation components

(see pages 17-20) that allow us to collectively review the project's progress, and to make any necessary changes to improve our project. Training, reflective supervision, and peer support are provided for staff to assist them in engaging parents and families as well as assistance in supporting children's social and emotional competencies using the evidence-based *IY* programs.

Village also includes consideration of possible barriers that might impede parent and family involvement. *Village* has culturally competent and bilingual staff, and all written materials for parents and families will be available in English and Spanish. Services will be flexible and occur during convenient times for parents and families. Child care, meals, transportation, gift card incentives, and parent stipends are also available. With these foundations in place, *Village* is ready to address the four Framework impact areas, which include *program environment*, *community partnerships*, *family partnerships*, and *teaching and learning*.

To meet the Framework's impact area of *program environment*, **goal I is that parents and families feel welcomed, valued, and respected at their children's schools. Objective 1 is that "Parents Are Power!" resource rooms are located in each school.** The *Village* schools will be transformed into centralized community hubs for parents and families through these warm, inviting, and family-friendly resource rooms. "Parents Are Power!" hubs will be a consistent and familiar point-of-entry for parents and families throughout the *Village* schools. They will function as community drop-in centers where parents and families can connect with one another, participate in *Village* activities, and receive assistance for their needs. A "Parents Are Power!" hub will be at each of the five participating schools and staffed by a Collaborator, Parent Peer Navigators (PPN) - trained, seasoned parent volunteers (see pages), and parent volunteers. *Through these resource rooms, parents and families will utilize "Parents Are Power!" drop-in services and supports, and gain knowledge and access to community supports.*

Supporting professional development to build knowledge and skills in engaging parents and families is critical to a school's success in getting parents and families involved in their children's school and learning.ⁱⁱⁱ ***Objective 2 is that staff and PPN participate in cross-system training on parent and family engagement.*** All staff and PPN will participate in cross-system, cross-staff training once a year on parent and family engagement. The training will provide education on the importance of parent and family engagement; cultural norms, values, and belief systems that may influence parental and familial involvement; potential barriers to engagement; and effective engagement strategies that are culturally responsive, including meeting the needs of parents and families with children with disabilities and/or limited English proficiency, and high-risk parents and families. Training will be offered twice annually. It is anticipated that a total of 180 people, consisting of staff and PPN will be trained each year of the project. *As a result, staff and PPN will increase their skills in reaching out to and partnering with parents and families.*

Outreach to parents and families to get involved in their schools sends a message that the contributions of parents and families in their children's learning is welcomed and valued.^{iv} ***Objective 3 is that staff and PPN directly contact parents and families identified as high-risk to promote their involvement, including parents and families of children with disabilities and/or limited English proficiency.*** The Collaborators and PPN will work with staff in helping to identify parents and families that may benefit from targeted outreach. Monthly outreach activities will include phone calls, mail, email, and/or direct contact. During this outreach, parents and families will be invited to participate in the schools' parent and family engagement activities. They will also be invited to drop-in at the "Parents Are Power!" resource rooms at any time just to say hello or if they need support with any type of concern, school and/or non-school related. *By conducting targeted outreach to high-risk parents and families, including parents*

and families of children with disabilities and/or limited English proficiency, parents and families will become actively engaged in school activities. All of these activities under the program environment impact areas will be implemented throughout the project's duration.

For the Framework's *community partnerships* impact area, **goal 2 is that parents and families have improved connections and involvement with their peers, schools, and community.**

Objective 1 is that parenting governing bodies are developed in each school. "Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents".^v Each school will have a parent governing body that consists of parents and families, PPN, parent volunteers, Collaborators, and key school leadership staff that will meet monthly to collaborate about school matters and share leadership, decision-making, and policy development. Through the parent governing bodies, parents and families will have increased input in and ownership of their school.

Objective 2 is that the schools will provide cross-system educational workshops for parents and families, including training specifically designed to support parents and families of children with disabilities and/or limited English language proficiency. Each school will hold three educational workshops at the "Parents Are Power!" resource rooms each year on topics that their parent governing body selects. One of these three trainings will address the needs of parents and families of children with disabilities or limited English language proficiency. Educational topics could include information on sensory integration or preserving children's home language while developing English language skills at school. To help foster the development of peer support systems, parents and families can participate in workshops throughout the schools. These workshops are expected to allow parents and families to meet other parents, and increase their skills in meeting and advocating for their children's needs.

Activities that provide opportunities for parents and families to make connections with schools prior to and after their children's transitions can support smooth transitions and continued parent and family involvement as children move from one school to another.^{vi} ***Objective 3 is that parent-to-parent transition support groups are provided to assist in positive school transitions.*** Each school's "Parents Are Power!" resource rooms will host parent-to-parent support group(s) for parents and families of children transitioning into kindergarten or into middle school. These groups will enhance the current transition activities, such as orientations and Open Houses. The groups will be co-facilitated by the Collaborator or Guidance Counselor, and PPN. Parents of students that recently transitioned into kindergarten and middle school will be invited to participate to share their expertise on having a successful transition experience. Groups will run during the Spring and Fall of each year. It is anticipated that a minimum of five parents will participate in each group. Although *Village* will not be evaluating middle school transitions, it is believed that providing a middle school transition group is important to help maintain parent and family engagement and support successful transitions. *The groups are expected to result in parents and families building relationships with one another, and continuing their involvement in their children's new school as well as helping them to better prepare themselves and their children for school transition.*

In addition to opportunities for parent leadership through the parenting governing bodies, ***objective 4 is that parent volunteers participate in training to become PPN.*** The purpose of the PPN role is to provide parent volunteers opportunities for further skill development as well as allowing parents and families the opportunity to receive support from their peers. PPNs will support the project's activities such as co-facilitating groups with staff or helping parents and families connect to community resources. Twice annually, PPN training will be provided for

parent volunteers that have actively volunteered at their children's school for a minimum of three months. A total of 15 parent volunteers are anticipated to participate each year in the PPN training. To encourage parents to become PPNs, each parent that completes the 12 hour PPN training will receive a \$120 stipend. Once they begin volunteering, each PPN will also receive a \$50 weekly stipend for a minimum of five hours per week of volunteering. A total of 20 PPNs are anticipated to volunteer annually. As a result, parent volunteers will develop skills in supporting other parents and families in building parent motivation to engage in their children's learning, and schools will have increased ability to support parent and families to proactively identify and reach out to the highest risk children and families. All of the Framework's *community partnership* activities will be implemented throughout the project's duration.

The opportunity to build upon children's academic achievements through school and parent/family partnerships by including social and emotional learning should fully be taken advantage of, particularly when social and emotional development are critical factors in educational outcomes and children's positive character development.^{vii} In order to seize this opportunity as well as address the Framework's impact areas of *teaching and learning* and *family partnerships*, *Village* will partner with parents and families in providing support in ***three-tiers – universal, indicated, selected*** – to children in school and at home to assist in development of their social and emotional competencies. **Goal 3 is that the Village schools will demonstrate improved school attendance for children from preschool to third grade, improved school readiness for children entering kindergarten, and improved third grade New England Common Assessment Program (NECAP) scores.**

Objective 1 is that staff will complete the IY Teacher Classroom Management Program.

Parents, families, and school staff will partner in embedding the *IY Teacher Classroom*

Management Program throughout the *Village's* schools, from preschool to third grade, in order to provide **universal** strategies to support children's social and emotional well-being. *IY* is an evidence-based program shown to improve parenting and teaching practices, as well as to improve children's social competence.^{viii ix} In addition to supporting teachers in providing an effective and nurturing learning environment, the curriculum also builds teachers' skills in initiating and building positive, collaborative relationships with parents and families. The initial *IY Teacher* training is 36 hours, and "booster" training will be provided annually. Classroom-based consultation will be provided weekly. Substitute teachers will be used when training occurs during the school year. Upon completion of the project, staff will continue to use the *IY* curriculum in their classrooms. *As a result, teachers will demonstrate: increased ability to observe and understand children's behavior and use more proactive strategies to intervene effectively, reductions in use of harsh, punitive behavior management strategies in the classroom, competency in specific strategies for promoting social, emotional, and academic competency and problem solving in the classroom, and collaboration with parents and families in supporting children's learning through home activities.*

Objective 2 is that parents and families seeking support or identified as high-risk receive a Family Check-Up assessment. *Village* will use the *Family Check-Up (FCU)* to provide **indicated** support to parents and families that actively seek out assistance or for children who are identified at the highest risk for academic problems or behavior concerns. This may also include parents and families with children with disabilities and/or limited English proficiency. The *FCU*, available in English and Spanish, is an evidence-based assessment tool that assists in identifying parental and familial needs and building their motivation to engage in services. The *FCU* has also shown to support parental and familial participation in the *IY BASIC Parenting*

Program groups that will be provided through *Village* (see pages 10-11).^x Upon completion of the FCU, staff will recommend strength-based, family-based interventions and will link parents and families to supports and services that will best meet their needs. Our partnership with Children's Friend will support access to an array of services; such as family counseling, WIC, programs for fathers, and a variety of family support and family preservation programs. Staff will receive training and ongoing supervision throughout the project's duration on using the FCU. After the project, staff will continue to use the FCU to support the needs of parents and families. By using the FCU, parents and families needs will be identified along with the development of an individualized family action plan, and they will have increased motivation and readiness to participate in more targeted parenting and family services. It is also expected that parents and families will be linked with appropriate school and community services to meet their needs.

Objective 3 is that school staff delivers the IY BASIC Parenting Program for parents and families identified as needing parenting support through the FCU assessment. Parents and families selected as needing support through the FCU assessment will be prioritized to participate in the groups; however, the groups will also be made available for all parents and families. Four *IY BASIC Parenting Program* groups – two facilitated in Spanish and two in English - will be provided annually. Each *IY BASIC Parenting Program* group consists of 18 sessions at 2 hours per session, and can enroll up to 15 parents. For parents and families of children 3-6 years old, the *Preschool/Early Childhood* curriculum includes education on ways to strengthen their children's social skills and emotional regulation, and ways to provide positive discipline and praise. For parents and families of children 6-12 years old, the *School Age* curriculum includes support on promoting positive behaviors, reducing inappropriate behaviors,

and ways to support their children's education. Parents and families will receive a \$50 gift card for groceries when they complete the group. Collaborators, Guidance Counselors, Clinicians, and community organization staff will participate in a 32 hour *IY* group leader training, and will receive ongoing consultation throughout project. Four group leaders will receive additional support in facilitating the *IY BASIC Parenting Program* to fidelity in preparation for submitting an application to the *Incredible Years* for *IY* Group Leader Certification. By helping staff to become *IY* Certified Leaders, these staff can train future staff, thus increasing the capacity and sustainability of the *IY BASIC Parenting Program* after the project ends. *By providing the IY BASIC Parenting Programs, it is expected that parents and families demonstrate improvements in promoting children's social, emotional, and academic competence at home, improvements in use of consistent, positive parenting strategies, and improved relationships with school staff.*

Objective 4 is that IY Collaborative Working Groups (CWG) are established to ensure effective readiness and ongoing support for the implementation of IY. In order to effectively and successfully implement a new practice within a program, it is important to have stakeholder buy-in to the practice and the implementation process.^{xi} A multidisciplinary team of staff, such as Teachers, Guidance Counselors, Clinicians, and Principals will participate in the CWGs that are facilitated by a Bradley consultant. The CWGs will meet twice per month in order to establish coordinated plans to most effectively implement the curriculum adaptations, including relationship building, building school and staff implementation readiness, and maximizing parent and family involvement. The Supervisors of CWG members will also receive monthly reflective supervision from Bradley to help them support their supervisees work on the CWG. *By providing IY CWGs it is expected that staff will experience "buy in" and motivation to participate in training and to implement services, services will be implemented with fidelity, and*

services for parents and families, as well as the children, become self-sustained practices within the schools. All of these activities under the Framework's areas of *teaching and learning* and *family partnerships* will be provided throughout the duration of the project. Staff training and meeting schedules are listed in the Management Work Timetable on 21-25.

Cost Effectiveness The anticipated number of students to be impacted by the project are 1034; therefore the cost per student is \$1,110. As parent and family engagement has shown to have positive impacts on a variety of student achievements, such as high school graduation rates, \$1,110 per student is a small investment. A New York Times op-ed piece reported that each high-school graduate saves the public \$127,000 over his/her lifetime determined by their higher earnings than non-graduates, and the reduction in the need to use public assistance, health care, and/or criminal justice costs. It further reported a \$1.45 to \$3.55 return on investment for every dollar spent on supporting a student's graduation from high school. ^{xii}

Costs of Scaling Project to Larger Population Cost to scale to 100,000 students is estimated at \$252.87 per student. As the project costs are variable as it is scaled to 250,000 and 500,000 students, the estimated costs are \$250.43 per student and \$249.76 per student, respectively.

Sustainability *Village* was designed in consideration of future sustainability. Staff trained in the *IY* Classroom Behavior Management, *IY BASIC Parenting* group leader training, and the *FCU* will be able to continue to provide those services after the project ends. Four staff will be supported to obtain *IY* Group Leader Certification, thus allowing them to train other staff on group leader facilitation for *IY BASIC Parenting* programs, thus building capacity for continuation. *Village's* other activities such as "*Parents Are Power!*" resource rooms, parenting governing bodies, training, and workshops have a high potential to be continued. We will also seek funding to expand the project to the District's other elementary schools and higher grades.

Village also supports changes in school culture to value and appreciate the contributions of parents and families, and improve upon how staff engages parents and families. Simultaneously, through our parent and family engagement activities, *Village* will build the confidence of parents and families in believing that they can make important contributions to their schools and their children's learning. Moreover, providing family-centered support allows parents and families to view their schools less as daunting institutions, but rather as empathetic and caring places that understand and can support their whole needs. By changing the perspectives of schools, parents, and families, *Village* lays a foundation for continued partnership long after the project ends.

SIGNIFICANCE - *Exceptional Approach* *Village* is designed using a sound theoretical background that has demonstrated improvements to parent and family involvement as well as improvements to student achievement, which include the following (see appendix D): 1) Parent and family engagement improves children's school outcomes; 2) Effective parent and family engagement strategies need to be varied, meaningful, and include training for staff; 3) Parent and family engagement activities that are paired with children's learning and make connections between home and school are even more effective than typical strategies; 4) Parent and family engagement improves children's social and emotional competency; 5) Social and emotional competency is important to children's academic success; 6) Programs that support children's social and emotional competency improve children's academic outcomes; 7) Children that benefit the most from programs that support their social and emotional competency are those from disadvantaged families and urban communities.; 8) Children's transition into public school can be a challenging time socially and academically, and 9) Parent and family involvement decreases as children advance throughout the grades. The hallmarks of *Village* is building a **shared belief in the value of parent and family involvement in children's learning** for

parents, families, and staff, while **integrating the research based Head Start PFCE Framework into our parent and family engagement strategies as well as evidence-based practices**, educational opportunities for parents and families, and staff professional development **from preschool to third grade**, and **within the public and private sectors in Central Falls**.

Potential Contribution Head Start is a leader in positive outcomes in parent and family engagement. Moreover, research on *IY* in Head Start showed that parent and family involvement was not maintained as children transitioned to kindergarten, and called for further development of *IY* into the elementary grades in order to maintain the momentum and gains on parent involvement and student achievement.^{xiii} By integrating the Head Start PFCE Framework and *IY* within preschool to third grade that spans across LEA, Head Start, and community preschool programs, *Village* has the potential of shaping the future of parent and family engagement practices from preschool to third grade and within the public and private sectors.

Likeliness of Positive Impact Children whose parents and families are involved in their schools, regardless of income or background, have higher grades and test scores, better school attendance, better adjustment and attitudes toward school, and higher graduation rates and postsecondary education.^{xiv xv xvi} The most substantial markers for student achievement - trumping parental and familial income and socioeconomic status - are parents and families being involved in their children's school, their abilities to express high and appropriate academic expectations for their children, and creating a home environment that encourages learning.^{xvii} Programs which focus their efforts on a specific academic area are known to have better outcomes.^{xviii} *Village* provides a variety of opportunities where parents and families can become meaningfully and actively involved with their children's school as well as training and support that allow them to develop realistic social, emotional, and behavioral expectations for their children; and practical,

hands-on learning experiences to carry over into their homes to best support their children's social and emotional well-being. **It is expected that through *Village*, a systemic, consistent, and integrated approach to supporting parent and family engagement and children's social and emotional well-being, from preschool to third grade, all children in the project will have improved school attendance, improved school readiness for children entering kindergarten, and improved third grade New England Common Assessment Program (NECAP) scores.**

MANAGEMENT PLAN AND PERSONNEL *Management Work Timetable* See pages 21-25.

Qualifications The District has managed multiple grants from Federal, State, and private agencies, and has appropriate systems in place to manage and monitor expenditures as well as implementation. Examples of previous awards include a 2009 US Department of Education Counseling Demonstration Grant as well as Title I, Title II, Title III, IDEA Part B, and most recently in July 2012, a Full-Day Pre-Kindergarten award from the RI Department of Education.

Key Staff Resumes, curriculum vitae, or biographic sketches for key staff are in appendix F.

Key District staff includes **Frances Gallo, Ph.D., Superintendent**, has over thirty years of experience in key roles within the RI School Districts. Dr. Gallo serves on the RI Association of School Administration and the RI Association of Supervision & Curriculum Development. Dr. Gallo has overall administrative responsibility for the District and will provide supervision to the Project Director and Director of Finance to ensure appropriate implementation of the project.

Patricia Martinez, M.A., Executive Director, Center for Family and Student Support, will serve as the **Project Director** and will oversee project's implementation. Ms. Martinez brings over 20 years of experience in contract management, organizational development, and management. Ms. Martinez has experience in the private non-profit as well as Government, and

has strong financial management skills with federal funds such as Title IV, Title IXX, Title I; Justice and Older American funds, in addition to Community Development Block Grants and private foundations. **Director of Finance** is responsible for the overall management and supervision of the District's finance department. He will provide oversight of grant spending, and ensure financial reports are submitted. The applicant is in the final stages of being hired.

Key partnering staff includes **Claudia Villa, B.A., Parent Involvement and Community Partnership Manager at Children's Friend**, has a Bachelor's Degree in Psychology and over 16 years of working with high-need parents and families. Through her direct work of providing support, education, and community linkage to parents and families in Central Falls, Ms. Villa has become extremely knowledgeable of the resources and community's culture as well as greatly respected by the community and its residents. Her most recent role is overseeing the parent involvement activities through the Head Start program at Children's Friend, including the Policy Council activities, registration and enrollment, and family drop-in services. **Stephanie Shepard Umaschi, Ph.D.**, is a licensed clinical psychologist at the Bradley Early Childhood Clinical Research Center and an assistant professor in the Department of Psychiatry and Human Behavior at Brown University. Among Dr. Shepard's extensive background is her involvement in bringing the *Incredible Years Series* into Head Start and other service settings. She is a certified group leader for the *IY Child Social Skill Program* ("Dina School"), the *IY Teacher Classroom Management Training Program*, and the *IY BASIC Preschool Parenting Program*, and is trained to provide parent group leader training and supervision to mental health providers and educators interested in facilitating *IY* parenting groups. She is the only such *IY* parent group leader mentor on the east coast. She will provide *IY* training for the project. **Rosann Tung, Ph.D., AISR**, leads an experienced team of Research and Policy staff engaged in a range of projects to inform

district-level reform and community organizing for school reform. The team's work includes original research; documentation and evaluation of reform efforts; analyses of current education policies; and the development of tools to share lessons and best practices. Prior to joining AISR, she was founding Director of Research and Evaluation at the Center for Collaborative Education (CCE) in Boston. There, she led studies of autonomous small school reform, reviewed English language learner education in urban districts, and documented patterns of enrollment and outcomes in the Boston Pilot School network. She will lead the evaluation of the project.

EVALUATION Evaluation Questions AISR will employ a mixed-methods approach, collecting and analyzing quantitative and qualitative data to inform three evaluation questions:

- 1) How and under what conditions do the trainings, workshops, and opportunities for parents and families contribute to active engagement with their respective schools and teachers, including increased input, ownership, knowledge, and access in their respective schools?
- 2) How and under what conditions do the elements of the *Incredible Years (IY)* facilitate and support families to increase their partnership with teachers in building children's social and emotional well-being and promoting the academic readiness of students?
- and 3) How and under what conditions do families who participate in the *Family Check-Up* assessments increase their partnership with teachers, leading to improved student behavior and school readiness?

Evaluation design The evaluation will provide both formative and summative data and feedback for the LEA and its partners to improve *Village* project design, implementation, and outcomes. In order to track implementation and outcomes of the Objectives in each Goal, we will collect *qualitative and quantitative* data that informs program developers about the quality of implementation, level of adoption of the program components, participants' experience of the activities, and outcomes for families, teachers, and students. Care will be taken to triangulate

data points across multiple stakeholders and methods. Given the funding cycle (starting in January 2013), the evaluation will cover two full school years: SY2013-14 and SY2014-15. In the first school year, qualitative data collection will occur at the pre-kindergarten (pre-K) and Kindergarten (K) grades (involving three pre-K centers and one K-1 school; about 320 students). In the second full school year, qualitative data collection will occur at grades 1-3 (involving the K-1 school and an elementary 1-4 school; about 630 students). Through a data sharing agreement with the Pre-K schools and with Central Falls School District, non-identifiable student level data on enrollment and outcomes will be collected and analyzed to the school and grade levels in both school years as well as the school year before grant activities began (SY2012-13).

Formative evaluation For each strategy or activity, we will collect and analyze relevant documentation, including attendance, agendas, meeting notes, session evaluations, and completion rates. Each school year, we will conduct focus groups of samples (approximately 10% of total) of Peer Parent Navigators (PPN), parent volunteers (PV), and parent participants to explore their experiences of parent engagement trainings, parent governing body meetings, and parent transition support groups (Goals 1 and 2). For the IYS elements in Goal 3, we will collaborate with Bradley, through a data partnership agreement, to share non-identifiable data that Bradley staff routinely collects for IY implementation, such as session evaluations, satisfaction surveys, and implementation fidelity checklists. Annually, we will interview all Collaborators and project staff for their perspectives on the goals and evaluation questions.

Summative evaluation In the absence of conditions necessary for a quasi-experimental design, we hypothesize that if the implemented grant activities and strategies successfully reach their intended audiences and objectives, then families in these schools will be more engaged, and school wide attendance rates, behavioral indicators, and scores on standardized assessments

would improve from 2013 to 2015. Unlike the formative evaluation, which focuses on different schools and grades in each project year, summative enrollment and outcome measures will be collected and analyzed each spring (2013 [pre-grant activities], 2014, and 2015) for all involved schools and grades. At pre-K, the available testing data covers developmental, speech, social, emotional, vision, and hearing through Child Outreach. At K, all students have the following assessments prior to entry: Early Screening Inventory (ESI), Preschool language scale (version 4) (PLS-4), and the Ages and Stages Questionnaire: Social and Emotional (ASQ:SE). In the fall and spring, grades K and 1 are assessed using the Developmental Reading Assessment (DRA) and the Phonological Awareness Literacy Survey (PALS). In grade 2, the DRA is also administered in fall and spring. In grades 3, all students have the NECAP in the Fall.

In addition to the analysis of student outcomes at each school and grade, we will delve further into two aspects of Goal 3. In depth data collection will occur for those families receiving more intensive services through the FCU assessment and *IY BASIC Parenting Program*. As part of the *FCU*, clinicians collect comprehensive data on parent behavior, social and emotional health, and child behavior through interviews and questionnaires. For the *FCU* families who choose to enroll in the *IY BASIC Parenting Program*, the summative evaluation will track parent attendance and completion rates and session satisfaction and behavior. In addition, the evaluation will include post-questionnaires analogous to the ones completed during the *FCU*, completed during a final *IY BASIC Parenting Program* session. The *FCU* families who do not enroll in the *IY BASIC Parenting Program* will be asked to complete the same post-questionnaires through the mail, online, or in a home visit. Teachers of children in *FCU* families will complete the INVOLVE-T questionnaires (<http://www.incredibleyears.com/Measures/em.asp>), which share information about the parent-teacher relationship. The *IY* program developers have shared these field-tested

and validated data collection instruments with implementers (Webster-Stratton and Reid, 1999a; Webster-Stratton and Reid, 199b). Finally, behavioral and academic outcomes for children of families who participated in the *FCU* and *IY BASIC Parenting Program* will be tracked separately from the grade-wide cohorts. In order to evaluate the efficacy of *IY Teacher Classroom Management* training for teachers (Goal 3), we will collect pre- and post-training data from teachers, using the classroom management strategies questionnaires.

Reporting AISR will collect and analyze all of the data on an ongoing basis and prepare an interim (Winter 2014) and final report (Fall 2015) of findings related to the evaluation questions. In order to respond to program developer needs, AISR will provide additional memos of findings between the two formal reports as needed. The interim report will contain data for each school by grade, as well as a description of grant activities gleaned from documentation, interviews, and focus groups. For those families who participated in the *FCU* assessment for SY2013-14, it would also compare pre- and post- measures of children's outcomes. The interim report would also include analysis of survey data from pre-K and K teachers pre- and post-participation in the *IY Teacher Classroom Management Program*. The final report would contain data for each school by grade, a description of grant activities at Robertson grade 1 and Veteran's, and pre- and post- measures of student and parent outcomes for those who participated in the *FCU* assessment for SY2014-15. This summative report would also include analysis of data from grade 1-4 teachers pre- and post-participation in the *IY Teacher Classroom Management Program*. This report would address the evaluation questions, report on project objectives attainment, document project design, implementation, and modifications, and synthesize qualitative and quantitative data and findings across sites, providing a final descriptive assessment of the project.

Management Work Timetable

Goal 1: Program Start-Up		
Objective: Initial needs for program start-up are completed.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
1	A 1.1: Develop & secure contracts with partners.	District, Children’s Friend (CF), Bradley, & AISR
1-3	A 1.2: Advertise, interview, & fill positions.	District & CF
1-3	A 1.4: Finalize program evaluation procedures & forms.	District, CF, Bradley, & AISR
Program Goal 1: Parents and families feel welcomed, valued, and respected at their children’s school.		
Objective 1: “Parents Are Power!” resource rooms are located in each school.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
4	S 1.1: Open “Parents Are Power!” hubs.	Coordinator (Coord.), Supervisor (Sup.), & Collaborators (Collab.)
2	A 1.1.1: Identify space for ‘Parents Are Power’ hubs.	“
2-4	A 1.1.2: Order “Parents Are Power!” materials.	“
2-4	A 1.1.3: Organize “Parents Are Power!” hubs.	“
2-4	A 1.1.4: Develop, display, & distribute flyers/ posters re: hubs.	Collab. & C/G Asst.
6-36	A 1.1.5: Order hub materials needing refreshing.	Collab. & School Staff
2-36	S 1.2: Staff hubs with PPN & parent volunteers (PV).	Collab.
2-36	A 1.2.1: Identify current & potential PV.	Collab. & School Staff
2-36	A 1.2.2: Contact current & potential PV.	“
8-36	A 1.2.3: Determine PV& PPN schedules.	Collab., PPN, & PV
8-36	A 1.2.4: Train new PV or new PPN.	Collab.
8-36	A 1.2.5: Provide stipend to PPN.	Collab., PPN, & PV
8-36	S 1.3: Facilitate mthly “Parents Are Power!” coffee hours.	Coord., Sup., & Collab.
8,20, & 32	A 1.3.1: Determine topics/activities & coffee hours mtg. schedule.	Collaborators, PPN, PV, & staff
9,21, & 33	A 1.3.2: Develop, display, & distribute flyers/ posters re: coffee hr.	Collab., PPN, PV, & C/G Asst.
Objective 2: PPN and staff participate in cross-system training on parent engagement		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
3,9,15,21, 27, & 33	S 2.1: Provide parent engagement training twice annually.	Coord.

1,7,13,19, 25, & 31	A 2.1.1: Identify & secure trainer, & determine trng. schedule.	“
2,8,14,20, 24, & 30	A 2.1.2: Develop, display, & distribute flyers/posters re: trng.	Collab., PPN, PV, & C/G Asst.
2,8,14,20, 24, & 30	A 2.1.3: Identify & register PPN, PV, & staff for trng.	Principals,Child Dev.Man., & Ctr. Dir
3,9,15,21, 27, & 33	A 2.1.4: PPN, parent volunteers, & staff complete trng.	PPN, PV, & staff
Objective 3: PPN and staff directly contact parents and families identified as high-risk to promote their involvement, including parents and families of children with disabilities and/or limited English proficiency.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
2-36	S 3.1: Identify & encourage parents/families to get involved.	Collab., PPN, PV, & staff
2	A 3.1.1: Create & distribute referral form; develop contact log.	Sup. & Collab.
2-36	A 3.1.2: Receive parent/family referrals from staff.	Collab., PPN, PV, & staff
2-36	A 3.1.3: Contact parents/ families; log & track contact.	“
2-36	A 3.1.4: Connect parents/families identified as needing support.	Collab., PPN, & staff
Program Goal 2: Parents and families have improved connections and involvement with their peers, school, and community.		
Objective 1: Parent governing bodies (PGB) are developed in each school.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
4-36	S 2.1: Hold monthly PGB meetings.	Principals, PI&CP Manager, & Coord.
2-4	A2.1.1: Agree on mtg. time; create, display, & distribute flyers/posters.	“
4,9,21, & 33	A 2.1.2: Vote on officers, by-laws, roles, tasks, & mtg. procedures.	“
2-36	A 2.1.3: Provide transportation, child care, & meals.	Collab., Bus Driver, & CC staff
Objective 2: Schools provide cross-system educational workshops for parents and families.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
6,9,12,14, 17,22,26, 29, &34	S 2.2: Provide 3 workshops annually.	Collab.& PGB
4,14, & 24	A 2.2.1: Vote on top 3 training priorities.	PGB
5,15, & 25	A 2.2.2: Identify & secure trainers for calendar yr; deter. schedule.	“
5,8,11,13, 16,21,25,26,& 33	A 2.2.3: Develop, display, & distribute flyers/posters.	Collab. & C/G Assist.
6,9,12,17, 22,26,29, & 34	A 2.2.4: Provide transportation, child care, & meals	Collab., Bus Driver, & CC staff
Objective 3: Parent-to-parent transition support groups are provided to assist in positive school transitions.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
4-5,9-11,16-17,21-23,28-29, & 33-35	S 3.1: Facilitate transition support groups for parents/families.	Sup., Collab., & PPN

3,8,15,20, 27, & 32	A 3.1.1: Set grp. time & leaders; create, post, & distribute flyers/posters.	Sup., Collab., & C/G Asst.
3,8,15,20, 27, & 32	A 3.1.2: Identify & invite past K & 5 th grader parents/families to join.	Coord., PPN, PV, & staff
4-5,9-11,16-17,21-23,28-29, & 33-35	A 3.1.3: Provide transportation, child care, & meals.	Collab., Bus Driver, & CC staff
Objective 4: Parent volunteers participate in training to become PPN.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
3,10,15,22,27, & 34	S: 4.1: Facilitate PPN training twice annually.	Coord., Sup., & Collab.
2,9,14,21, 26, & 33	A 4.1.1: Identify volunteers to participate; identify trainers & schedule.	Sup., Collab., & school staff
3,10,15,22, 27, & 34	A 4.1.4: Provide transportation, child care, & meals.	Collab., Bus Driver, & CC staff
3,10,15,22, 27, & 34	A 4.1.3: Provide stipends to new PPN after completion of trng.	Coord.
Program Goal 3: Schools involved in the project will demonstrate improved school attendance for children from preschool to third grade, improved school readiness for children entering kindergarten, and improved third grade New England Common Assessment Program (NECAP) scores.		
Objective 1: School staff complete the IY Teacher Classroom Management program.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
8-36	S 1.1: Provide IY Teacher Classroom Management trng., annual booster trng., & ongoing support.	Bradley, Principals, Child Dev. Man., & Ctr. Dir
8-12	A 3.1.1: Provide training to pre-K & K teachers.	Bradley
15,21,27, & 33	A 3.1.2: Provide booster training to pre-K & K teachers.	“
19-24	A 3.1.2: Provide training to 1 st , 2 nd , and 3 rd grade teachers.	“
27 & 33	A 3.1.3: Provide booster training to 1 st , 2 nd , and 3 rd grade teachers.	“
8-36	A 4.1.5: Provide one day a week of on-site coaching and consultation.	“
Objective 2: Parents and families seeking support or identified as high-risk receive a Family Check-Up (FCU) assessment.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
5-6	S 2.1: Provide FCU training & ongoing support on the FCU	Bradley
6	A 2.2.1: Complete FCU training.	Guidance Counselors (GC), Family Workers (FW), Clinicians (Clin.), Coord., Sup., & Collab.
6-36	S 2.2: Provide FCU to 150 parents/families annually.	“
4	A 2.2.1: Develop & distribute referral form; develop contact log	Coord. & Sup.
6-36	A 2.2.2: Receive parent/family self-referrals & referral from staff.	Sup., Collab., & PPN

6-36	A 2.2.3: Contact parents/families; log & track contacts.	“
6-36	S 2.3: Link parents/families to community support.	“
6-36	A 2.3.1: Determine parents/families needs; link them to services.	“
6-36	A 2.3.2: Coordinate referrals & services with school staff.	“
6-36	S2.4: Support capacity to administer FCU after project.	Bradley
6-36	A 2.4.1: Provide 2 hours of reflective supervision monthly on FCU.	“
Objective 3: School staff delivers the IY BASIC Parenting Series for parents and families.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
4, 5-36	S 3.1: Provide IY BASIC Parent. Lead. Trng. & ongoing support.	Bradley
4	A 3.1.1: Provide IY BASIC Parenting Series Lead. trng.	“
5-35	A 3.1.2: Provide 2 hours per month of consultation to grp leaders.	“
4-12,14-18,20-24,&32-36	S 3.2: Provide 4 groups each year; 2 in English & 2 in Spanish.	Sup., Collab., GC, Clin., & FW
3,13,19,&31	A 3.2.1: Create, display, & distribute posters/flyers re: grps.	Sup., Collab., & C/G Assist.
4,13,19,&31	A 3.2.2: Register parents/families identified; provide grps.	Sup., Collab., & PPN
4-12,14-18,20-24,&32-36	A 3.2.3: Provide transportation, child care, and meals.	Collab., Bus Driver, & CC staff
11,18,24,&36	A 3.2.4: Provide stipend to parent/families upon grp. completion	Coord.
5-36	S 3.3: Support capacity to provide groups after project.	Bradley
3	A 3.3.1: Determine 4 staff for IY Certification Leader mentoring.	District & CF
6-11,14-18,20-24,&32-36	A 3.3.1: Tape the 4 group leaders during their grp. facilitation.	Bradley
18,24,30&36	A 3.3.1: Review certification tapes.	“
Objective 4: IYS Collaborative Working Groups (CWG) are established to ensure effective readiness and ongoing support for the implementation of IYS.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
1-36	S 4.1: Establish CWG.	Bradley
7	A 4.1.1: Recruit Pre-K & K members for the CWG.	Bradley, Principals, Child Dev. Man., & Ctr. Dir
19 & 31	A 4.1.2: Add 1 st – 3 rd grade members to CWG.	“
8-36	A 4.1.3: Provide 2 hrs consultation/mo. to each CWG.	Bradley
8-36	A 4.1.4: Provide 3 hrs supervision/mo. to CWG Supervisors.	Bradley
Goal 2: Project Sustainability		
Objective: Determine project activities to continue after the project; identify resources.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>

28-30	<i>A 2.1: PGB surveys parents/families on activities they prefer to continue & expand upon after the project is over.</i>	PGB
30	<i>A 2.2: Convene mtg. with partners & PGB members; review parents/families surveys & program evaluation data.</i>	District, PGB, CF, Bradley, & AISR
30	<i>A 2.3: Determine desired activities to continue within the schools.</i>	“
30-34	<i>A 2.4: Planning & discussions on the possibility of reallocating school funds & sharing resources to sustain desired project activities.</i>	District & CF
30 +	<i>A 2.6: Seek private sources of funding.</i>	“
34	<i>A 2.5: Reconvene meeting to discuss plans for sustainability.</i>	District, PGB, CF, & Bradley
Goal 3: Project Scalability		
Objective: Determine project activities to scale up after the project; identify resources.		
<i>Month(s)</i>	<i>Strategy (S) or Activity (A)</i>	<i>Responsible Person(s)</i>
30	<i>A 2.2: Convene mtg. with partners & PGB members; review parents/families surveys & program evaluation data.</i>	District, PGB, CF, Bradley, & AISR
30	<i>A 2.3: Determine desired activities to expand within the schools.</i>	“
30-34	<i>A 2.4: Planning & discussions on the possibility of reallocating school funds & sharing resources.</i>	District & CF
30 +	<i>A 2.6: Seek private sources of funding.</i>	“
34	<i>A 2.5: Reconvene meeting to discuss plans for scaling project.</i>	District, PGB, CF, & Bradley

Key Milestones include:

March 2013: Parent, families, and staff participate in the project’s first parent engagement training. April 2013: “Parents Are Power!” resource rooms open to the parents, families, and their children. April 2013: Staff receives training on the Family Check-up assessment. May 2013: Staff receives training on the IYS BASIC Parenting program leader facilitation. August 2013: Pre-K and kindergarten teachers receive training on the IYS Classroom Behavior Management program. August 2014: Teachers from 1st through 3rd grade receive training on the IYS Classroom Behavior Management program.

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