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Empowering Families

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Providence faces significant challenges in ensuring that all of its young people have access to educational opportunities that will enable them to succeed. For example, 85% of Providence Public School District (PPSD) students are eligible for free or reduced price lunch, 30% of children are born to mothers with less than a high school diploma, 20% need specialized education services, and 15% possess limited English proficiency. The current graduation rate is 66%, less than 50% of students entering 4th grade test proficient on the state reading assessment, and only 30% of students entering kindergarten demonstrate benchmark early literacy skills. Furthermore, NCLB sanctions have been imposed upon 75% of schools. As these statistics show, our city is in need of major education improvements to strengthen children's outcomes.

Providence is fortunate to have new leadership from Angel Taveras, the City's first Latino mayor and Superintendent Susan Lusi. In a new spirit of partnership, Mayor Taveras and Dr. Lusi have made school readiness and grade-level reading key features in a new educational action plan. Through the creation of the Mayor's Children and Youth Cabinet (CYC), Providence has created a new era of cross-sector partnership consisting of public, private, and nonprofit leadership who share a collective focus to improve outcomes for all Providence's youth. Such efforts taken by the Mayor and Superintendent are having an impact. In 2012, Providence was designated as a *Grade-Level Reading All-America City* by the National Civic League. In March, the city won the \$5 million *Mayor's Challenge* from Bloomberg Philanthropies for a family engagement project to improve the oral language skills of pre-school age children.

A key element to the successes achieved thus far in Providence has been a significant shift within the city and PPSD about the important role that community-based organizations can play in facilitating strong partnerships among families and schools. It is through this spirit of collaboration that The Providence Plan (a nonprofit with a mission to improve the well-being of Providence residents) is submitting this application in partnership with PPSD under the *Improving Parent and Family Engagement Absolute Priority*. Since 2003, our two entities have partnered on several projects that focus on improving the school readiness status of children.

Our i3 project is entitled *Empowering Families* – a name designed to reflect the critical role

families play in supporting the developmental trajectory of children. Our project model centers on the delivery of *Mind in the Making*, a 16-hour training that builds the capacity of families, teachers, and schools to understand how children’s executive function impacts social-emotional and cognitive growth. *Mind in the Making* applies a theory-of-change that parent-child interactions improve when parents are engaged in understanding their own learning, when parents are more mindful of their own practice, and when parents become more engaged as learners about teaching and learning. By providing concrete activities and the accompanying vocabulary about the importance of executive function to children’s development, *Mind in the Making* is designed to help parents translate their learning into everyday practice.

SIGNIFICANCE

Over the years, numerous studies have revealed how family involvement can be a strong predictor for a student’s success in school (Jeynes, 2005; Sheridan et al, 2011). Within this research, several theories have emerged that now guide many of today’s approaches to family engagement. Such theories include Rimm-Kaufman & Pianta (2000) on how the “transition-to-kindergarten” phase represents a critical starting point of the family-school relationship. Others include the work of Eccles & Harold (1996) and Hoover-Dempsey & Sandler (1997, 2004) on the importance of ‘perception of invitation’ (by the child, school, or teacher) to become involved in learning as well as Grolnick et al (1997), who have studied the individual, contextual, and institutional factors for parent involvement. Moreover, research from Sheridan et al (2010) has elevated the connection between social-emotional learning and the building of school-family partnerships. In addition, Weiss et al (2009) has shown that within diverse communities, learning is not necessarily perceived as a “shared responsibility among school officials, communities, and families” – a perception that affects the level of involvement among parents.

In developing *Empowering Families*, our team considered these studies in formulating our project goals and activities. At the same time, we seek to couple these seminal findings with new approaches to family engagement as outlined in this section. In taking this approach, we believe that our project model is consistent with the goals of the i3 program.

Empowering Families features several components that leading researchers have identified as warranting more investigation. These attributes include: 1) a family engagement strategy that focuses on the topic of children's executive function and social-emotional development; 2) the use of a cross-cohort training model in which families, teachers, and school staff participate jointly in training; and 3) school readiness strategies that are specifically targeted for families whose children arrive in kindergarten without having any formal early childhood experience.

A Focus on Executive Function: While family engagement interventions in the elementary years have tended to focus on more traditional components of school readiness (e.g. literacy and numeracy), *Empowering Families* will take a different path – one that elevates the importance of executive function in children's social-emotional and cognitive learning. Executive function is an umbrella term for cognitive processes such as planning, working memory, attention, problem solving, verbal reasoning, inhibition, mental flexibility, task switching, and monitoring of actions that regulate, control, and manage other cognitive processes, (Chan et al 2008).

Renowned child development expert, Dr. Jack Shonkoff, has been an emerging voice for new research on executive function. In a 2011 article published in *Science*, he stated that “Vulnerable children who do well in school often have well-developed capacities in executive function and emotional regulation, which help them manage adversity more effectively and provide a solid foundation for academic achievement and social competence. Evidence that executive function and self-regulation predict literacy and numeracy skills underscores the salience of these capacities for targeted intervention. Many teachers also contend that competence in these domains is more important at school entry than knowledge of letters and numbers.”

Shonkoff is not alone in his interest to explore the potential that children's executive function may have on student growth. Dr. Adele Diamond, a pioneer in the field of cognitive neuroscience, has been conducting research for 30 years about executive function. She and fellow researchers note, that there is more and more evidence showing that executive functions actually predict success better than IQ tests (2007).

From an empirical perspective, Duckworth & Allred (2012) have demonstrated that children

who receive support for competencies put forth in *Mind in the Making* (e.g., self-regulation, persistence) have improved grades and attendance relative to those who have not. A range of school-based interventions that focus on self-regulation have also been shown to have a positive effect on performance in executive function and in school readiness gains among young children (Raver et al, 2011) - in particular, for those who are identified as at-risk (Hamre & Pianta, 2005).

Finally, in the 2011 paper *Building the Brain's "Air Traffic Control System": How Early Experiences Shaped the Development of Executive Function*, researchers from the Center on the Developing Child at Harvard affirmed the evidence-base for efforts to focus on executive function among children, especially from vulnerable populations. This paper indicates that programs that train teachers in supporting executive function skills have resulted in significant impacts on children's social competence and ability to engage in academic learning.

A Cross-Cohort Training Model: Historically, family engagement programming has taken a top-down training approach in which a school professional typically provides information directly to families. Under this approach, such trainings have not involved families and teachers in a collaborative (bi-directional) format. The *Mind in the Making* modules used in this project reverses this trend by creating opportunities for families and professionals to learn together.

As described in our project design, all participants - families, teachers, and school personnel (psychologists, nurses, literacy coaches, office staff, cafeteria personnel, etc.) - will participate in the same *Mind in the Making* modules. In other words, participants will receive the same content delivered with a high degree of fidelity. In addition to providing parents, teachers, and school staff with a common training experience, half of our *Mind in the Making* sessions will be structured to have families, teachers, and school staff participate in mixed-group settings. Through this approach, our project will promote a culture of mutual understanding about the complementary roles that parents and educators must play in supporting children's development.

Our approach to provide this type of "cross-cohort" training model has been examined by Albright & Weissberg (2010). In *School-Family Partnerships to Promote Social and Emotional Learning*, the authors call for more research on combined parent and educator learning about

social-emotional development – believing that such an approach could lead to greater levels of family engagement and student growth when compared to training that is completed by parents or educators alone. Our project will contribute new data to the field of family engagement – designed in a such a way that it can be replicated in other settings.

Existing work on this cross-cohort training approach is already underway in Providence. In late 2012, Providence was one of seven sites in the country invited to participate in a project entitled *Mind in the Making and Community Schools: Crossing Boundaries and Creating Strong Linkages for Children Birth through Eight and their Families*. Funded by the W.K. Kellogg Foundation, the project is a collaboration among the Families and Work Institute, The Children’s Aid Society’s, the National Center for Community Schools, and The Institute for Educational Leadership. Earlier this year, 30 individuals associated with the PPSD Full Service Community Schools initiative (teachers, parents, school staff, and leaders from community-based organizations) were trained as facilitators, and each individual agreed to facilitate *Mind in the Making* in their respective schools/organization twice over the next two years. The cross-cohort approach used in this training-of-trainers created positive feedback from participants about the content of the training and potential to learn from each other. The results achieved thus far have been a catalyst to PPSD and ProvPlan to pursue i3 resources as a mechanism to scale up this activity from a small pilot in five schools to districtwide. In doing so, our team is confident that this full-scale deployment will foster stronger family-school interactions, while yielding the empirical data needed to demonstrate the impact of this project on student growth.

Children with no prior early education as a target population. *Empowering Families* will prioritize programming for those families whose children have not had any early childhood experience prior to kindergarten. It is estimated that 50% of incoming kindergarteners in Providence do not attend any licensed early education programming. Research findings from leading early childhood education researchers - Catherine Snow (2001) and Susan Neuman (2010) - demonstrate that children who are not exposed to some type of formal early education are most at risk to show early learning difficulties. Such deficiencies often have a snowball effect

that result in the need for intensive and high-cost approaches such as Response-to-Intervention (RtI) programming. The early literacy assessment data that PPSD collects from the beginning of the kindergarten year through 3rd grade confirm that children with no early education are most likely to be assigned to those intervention tiers that require supplemental reading instruction.

As described in our project design, our team will directly engage such families during the kindergarten registration process. By fostering a one-on-one relationship with these families - seven months before their child actually enters kindergarten - we believe our project can create a positive “perception of invitation” that will motivate these parents to become more engaged in all aspects of child’s learning (as noted by Eccles & Harold, 1996). In working specifically with these families, our engagement work will prioritize the issue of kindergarten attendance. Recent analysis of PPSD data by Lee & Steiny (2013) revealed an extraordinarily high correlation between a child’s absenteeism rate in kindergarten (low, moderate, or chronic) and the child’s subsequent attendance record – a trend that extends well into the middle school years.

QUALITY OF PROJECT DESIGN

Our project design will include *Mind in the Making* training for 2,580 families (grades K-3), 240 PPSD teachers and 160 other school staff. All 21 PPSD elementary schools will participate during the four-year project. Associated with this training, *Empowering Families* will improve the relational and structural supports that research has shown are essential to create meaningful family-school interactions. In order to extend and sustain the outcomes of this training, our i3 project will also guide and inform the creation of a Parent University model within PPSD that will provide District families with the tools they need to sustain their engagement efforts as their child progresses into the middle and high school years. A detailed Logic Model which outlines the inputs, strategies, outputs, outcomes, and impacts for the project is located on page 16.

Mind in the Making will serve as a centerpiece of our intervention. This 8-module, 16-hour curriculum developed by Ellen Galinsky and her team at Families and Work Institute is based on the modules derived from the book *Mind in the Making: The Seven Essential Skills Every Child Needs*. These research-based modules are geared to helping families focus on children’s life

skills and target executive functions that support children's learning and academic growth.

Mind in the Making is designed to help adults in three areas. The first is to help them learn about the research on executive function and how it applies to their own lives. The second is to help them appreciate the research on how children learn best and the importance of children's executive function skill development. The third area is to help adults learn how to apply this research in ways that highlight the critical role that relationships play in supporting children's development and learning. The seven essential skills associated with *Mind in the Making* include: Focus and Self-Control; Perspective Taking; Communicating; Making Connections; Critical Thinking; Taking on Challenges; and Self-Directed, Engaged Learning. *Mind in the Making* has selected these skills as focal points within the research-based curriculum that represent core capacities for children's learning within cognitive and social-emotional domains.

The *Mind in the Making* modules incorporate two principles. The first is to engage participants in a process of self-reflection and discovery. The delivery of *Mind in the Making* encourages participants to see themselves as learners; to reconnect with the excitement of what it means to be a learner; to understand how they take in information; and, how they change as a prelude to understanding children's learning. Second, participants work together in learning groups. Participating in such groups not only helps participants understand their own learning, it provides them with opportunities to reflect on the experiences of others. By observing videos that take participants on virtual field trips into research labs that share the leading studies on early learning, participants observe best practice compared to other approaches. This process enables them to modify their own style. Furthermore, *Mind in the Making* provides families with the shared vocabulary they need to engage with teachers and school staff about how their child is progressing in terms of social-emotional development and cognitive learning. By building this shared vocabulary and the capacity of parents to understand core executive function concepts, *Empowering Families* will expand the breadth and depth of teacher-parent interactions that begin in kindergarten and extend throughout the elementary years.

Studies indicate that social and emotional skills “need to be observed, applied, and reinforced

across contexts of home, school, and community (Christenson & Havy, 2004). Through our intervention, the *Mind in the Making* modules will not only provide participants with information about children's skills development but also highlight the importance of helping children to develop skills across multiple contexts. The initial training among families and the ongoing support they receive through our intervention will illustrate the complementary roles of families and educators, while working to enhance the relational and structural supports that numerous studies have shown are essential for an effective and longitudinal family-school partnership.

ProvPlan has a strong record of partnership with the Families and Work Institute – a key capacity that will support project start-up activities in January. In 2006, ProvPlan was one of the entities initially selected by the Families and Work Institute to pilot a the *Mind in the Making Learning Modules for Educators* – a 36-hour course that is designed to bridge the gap between research and teaching practice that was intended specifically for the early education workforce. The *Learning Modules for Educators* are designed to complement existing teaching curricula, with a focus on helping teachers (defined as an adult who teaches and cares for children from birth through the early elementary school years) in schools, centers and home-based settings become more reflective and intentional in their work with children and families. Over the past seven years, ProvPlan has delivered the *Learning Modules of Mind in the Making* to 800+ participants, including 500 Spanish-speaking family child care providers. The vast majority of our Mind in the Making work with early childhood educators occurred in conjunction with our U.S. Department of Education *Early Childhood Educator Professional Development* grant.

Based on this past achievement and a proven leadership, the Families and Work Institute is keen to partner with us to deliver the *Mind in the Making Seven Essential Skills* to PPSD families, teachers, and school staff. Like all training that ProvPlan delivers, modules will be offered in both English and Spanish by native speakers. Other languages will also be offered with simultaneous translation. Given our experience in working with diverse populations, ProvPlan is attuned to the training formats that result in strong attendance levels.

GOAL 1: Families with children transitioning into kindergarten will demonstrate: 1) a greater capacity to support their child’s social-emotional and cognitive learning; and 2) the ability to collaborate more effectively with their child’s teachers & other school personnel.

Objective 1a) Provide outreach to 4,800 families over four years through the Kindergarten registration process and recruit 1,280 families to participate in Mind in the Making training.

For many years, ProvPlan has sought to work in partnership with PPSD staff to transform the kindergarten registration process from a purely administrative procedure to an ‘invitation point’ that inspires families to become involved in a variety of school readiness and engagement activities. *Empowering Families* represents a collective strategy to operationalize this approach.

For the vast majority of families, their first experience with PPSD occurs during kindergarten registration. As in many urban LEAs, kindergarten registration in Providence can be a stressful process. In addition to long wait times, families express anxiety over complex student assignment procedures and the need to bring numerous forms of documentation. Furthermore, the great diversity of language and literacy abilities that exist among families in the city can present a challenge to even the most committed registration personnel. While families seek to move through the registration process as quickly as possible, this experience is also shaping their “perception of invitation” to become involved in their child’s learning and school activities.

In each year of our four-year project, ProvPlan and PPSD will collaborate to provide targeted outreach to the vast majority of PPSD families who register for kindergarten (1,200 families per year and 4,800 families in total). In Providence, registration occurs in person primarily during an intensive six-week period between mid-January and late February - seven months prior to the start of the school year. Through this project, our Family Outreach Ambassadors will be onsite at the registration office to offer fun learning activities to children, distribute materials to parents, and provide families with access to resources that will help them prepare their child for kindergarten. These activities will be aligned to the new RI Early Learning Standards. Ambassadors will also serve as greeters to families when they enter the registration office and be fully versed in the registration process - thus creating a supportive environment for families.

In addition to building the capacity of families to support the school readiness preparation of their children, kindergarten registration will also serve as a key venue to recruit parents of incoming kindergartners to participate in *Mind in the Making* training prior to the beginning of the school year. Our Ambassadors will conduct a brief survey with parents that will collect basic information on incoming students as well as data on children's participation in early education.

Objective 1b) Deliver Mind in the Making to 1,280 families with children entering kindergarten and 80 District kindergarten teachers and teacher aides. Using the recruitment plan highlighted above, our team will annually conduct 16 sessions of *Mind in the Making* for 320 families with children entering kindergarten (64 sessions and 1,280 families throughout our project). These sessions will occur between March and August in each project year (during the months before a child enters kindergarten). By offering *Mind in the Making* in this timeframe, families will develop new skills that not only support the school readiness status of their children but also build the capacity of families to communicate more effectively with their child's teachers.

In addition to working with families of incoming kindergarten children, our project team will also provide *Mind in the Making* training for 80 kindergarten teachers and/or teacher aides. This training – delivered to two cohorts of 20 in Year 1 and another two cohorts in Years 2 and 3 – will occur as a summer professional development institute (modules completed in three days as opposed to the typical 8-week cycle). By offering *Mind in the Making* specifically to kindergarten teachers, our team seeks to increase the likelihood that parents of incoming kindergartners who complete *Mind in the Making* will be greeted by a teacher who has also taken the training. Our team will recruit those kindergarten teachers whose schools are most likely to have a high percentage of children with no prior early education experience.

Objective 1c) Help 1,280 families use a Child Information Sheet to assess their children's strengths and needs, monitor their progress, and communicate with school personnel. As a culminating activity of *Mind in the Making* for incoming kindergarten families, parents will learn how to complete a *Child Information Sheet* as a way to gauge their child's school readiness status and ongoing executive function development. Families will learn how to use the *Child*

Information Sheet as a discussion tool with their child's teacher. Kindergarten teachers who participate in *Mind in the Making* will also receive an overview of the *Child Information Sheet*.

Created in 2006 as part of a formal Transition-to-Kindergarten partnership between ProvPlan and PPSD, the original *Child Information Sheet* functioned as a two-page checklist that captured information on children's development. The information collected aligned with the domains of the Rhode Island Early Learning Standards that included: Approaches to Learning; Social and Emotional Development; Language Development; Literacy; Math; Science Creativity; and Physical Health and Development. This original version of the *Child Information Sheet* was designed for Head Start and preschool teachers to complete in the summer prior to a child's arrival in kindergarten. In its intermediary role, ProvPlan worked with PPSD central staff to have checklists distributed to kindergarten teachers throughout the District prior to the beginning of the school year. At its highpoint in 2009, ProvPlan collected 850 *Child Information Sheets*, which represented 50% of the kindergarten class that year. However, there has been no funding for the *Child Information Sheet* collection and distribution over the past three years.

Through this project, staff from ProvPlan, PPSD, and the Families and Work Institute will collaborate to redesign the *Child Information Sheet* to incorporate the core competencies associated with *Mind in the Making* as well as relevant content associated with the Rhode Island Early Learning and Development Standards. In this approach, families will now complete the *Child Information Sheet* as part of a capstone activity to the *Mind in the Making*. Families will be strongly encouraged to share their *Child Information Sheet* with teachers at the beginning of the school year and use them as a key discussion point during parent-teacher conferences and other informal discussions. To ensure that all teachers are familiar with the *Child Information Sheet* (regardless of whether they have yet completed *Mind in the Making*), staff from the PPSD Office of Family and Community Engagement will meet with principals prior to the beginning of each school year to present the document and provide sample copies for teachers to review.

As a way to help families get the most of the *Child Information Sheet* and the *Mind in the Making* training in general, the Family Outreach Ambassadors, who are stationed at registration

during January and February of each project year, will work year-round to connect with families throughout the kindergarten year and be available to provide ongoing support to enhance their involvement in their child's learning. This process will include supporting the use of *Child Information Sheets* as a way to guide discussion. Our Ambassadors, along with the PPSD Office of Family and Community Engagement, will sustain a critical link between families and schools.

Through the *Child Information Sheet*, the conversations that occur with teachers, and the support of Ambassadors, families will be more attuned to their child's milestones, while teachers will gain insight about students. The key outcome of these activities will be a more substantive, bi-directional relationship between families and educators.

GOAL 2: Support the full integration of Mind in the Making training throughout all PPSD elementary schools and create a community of learners (families, teachers, and school staff) who possess a capacity to establish systemic and process conditions for family engagement.

Objective 2a) Deliver 80 sessions of Mind in the Making in all 21 elementary schools and deploy a cross-cohort training model that includes families, teachers, and school staff.

As part of this goal, our team will conduct 80 sessions of the *Mind in the Making*. This training will occur in all 21 elementary schools and involve families, teachers, and school staff associated with children in grades 1-3. In conjunction with our commitment to a cross-cohort approach, trainings will have an 80%-20% ratio of families to PPSD personnel. This ratio will result in another 1,280 parents, 160 grade 1-3 teachers, and 160 school staff completing *MITM*.

In order to execute an effective roll-out of these activities, PPSD has developed a methodology by which all 21 elementary schools will implement *Mind in the Making* by the end of the project. Over the performance period, we will deliver training in seven elementary schools per school year (SY 2014-15, SY 2015-16, and SY 2016-17.). PPSD has decided to use each school's Classification under Rhode Island's NCLB Flexibility Waiver as the mechanism to identify the three groups. As such, the seven schools in the Innovation Zone will be Group 1, the seven schools in the Advancement Zone will be Group 2, and the seven schools in the Acceleration Zone will be Group 3. Innovation Zone schools demonstrate the greatest need for

improvement relative to performance – followed by Advancement and Acceleration. To meet ongoing demand, schools in the Innovation and Advancement Groups served in Years 1 and 2 will continue to provide training in subsequent years. By project end, Innovation Zone schools will have offered 31 sessions of *MITN* to 620 participants; Advancement Zone schools 28 sessions to 560 participants; and Acceleration Zone schools, 21 sessions to 420 participants.

As noted in our project evaluation section, our team is confident that as a result of *Mind in the Making*, our project will see measurable changes in parent involvement in their children's learning (e.g. reading to them and helping them with homework) and family-school engagement (e.g. communicating with teachers and staff). At the student level, we expect improvement in student engagement (e.g. attendance, homework completion, etc.) and better student performance across learning domains (as measured by student outcomes data) and relevant executive function metrics (gleaned from student report card data). Among participating families, we also expect improvement in engagement as measured by attendance in parent-teacher conferences as well as assessment and survey data designed to gauge the degree in which families are applying *Mind in the Making* content in their interactions with teachers and their interactions with children.

Objective 2b) Provide additional training to parents, teachers, and school staff through post Mind in the Making modules and roll out of a Parent University model for the District.

While the crux of Empowering Families is to improve parent-child interactions, teacher-child interactions, and parent-teacher interactions, ProvPlan and PPSD recognize that an additional measurement of project success must include our ability to effectively leverage ongoing family engagement activities after the *Mind in the Making* training has ended. Based on our experiences in delivering numerous family engagement programming, our team fully expects that *Mind in the Making* participants will demonstrate substantial demand for additional programming (post *Mind in the Making*). Such activities will further examine the critical relationship between children's executive function and their learning and academic outcomes. To respond to the anticipated demand, our project will expand our partnership with the Families and Work Institute.

Based on the positive response that the Families and Work Institute has already received

from other communities that are currently piloting these *Mind in the Making* modules, the Institute is presently developing four additional, stand-alone modules that will serve as sequels to *Mind in the Making*. Providence has been invited to pilot these modules through our i3 project. The topics for these four new modules include: 1) Supporting Children with Disabilities, 2) New Findings about Brain Development, 3) Understanding the World of Social Media, and 4) Supporting the Needs of Young English Language Learners. All project participants will be offered the opportunity to partake in these modules as a way to extend their knowledge. We are also optimistic that these modules will continue to promote and enrich relationships among families and teachers that will result in greater levels of student growth. It is anticipated that at least 35% of *Mind in the Making* participants will complete at least one post-training module.

One particular area of post-*Mind in the Making* work that our team is eager to pursue will be working with those parents who, upon completing the modules, are poised to become trained as assistant facilitators. ProvPlan has a demonstrated capacity of capturing participant enthusiasm for a course and transforming that energy into a facilitation capacity that many parents did not know that they possessed. As noted in our budget narrative, we anticipate that 10% of our *Mind in the Making* trainings will include “alumni parents” working as assistant facilitators.

To further capitalize on the resources, human capital, and momentum that will be generated from our i3 activities, PPSD will deploy a Parent University model in connection with our project deliverables. As part of the new District Strategic Plan to be debuted this fall, the PPSD Parent University will be highlighted as a new and major opportunity to further engage families.

Currently in the preliminary stages, PPSD envisions a Parent University that will initially roll out as an expansion of the current one-day Parent Conference that has been offered in the past. PPSD is hopeful that its Parent University will serve as a vehicle for the district to learn directly from parents. In addition, the model will also become an effective vehicle that will enable new and existing parents to gain the knowledge, skills, and competencies needed to prepare them to help their child’s educational experience in elementary, middle and high school.

The PPSD Office of Family and Community Engagement will lead the development of the

Parent University model with ProvPlan playing a supporting role. Thus far, leadership from the PPSD Office of Family and Community Engagement have begun a review of other successful Parent University models - such as the ones operated by Boston Public Schools and Charlotte-Mecklenberg Schools. Through this review process, PPSD will use the experiences gained through this project to expand the scope of its Parent University to include a multitude of course offerings on various topics ranging from curriculum-based topics to skill building opportunities.

Mitigating Risk: As a four-time recipient of U.S. Dept. of Education's funding (including the only nonprofit to receive an *Early Reading First* and *Early Childhood Educator Professional Development* funding), ProvPlan is familiar with complex projects. A thorough planning process between ProvPlan and PPSD has resulted in a feasible model that partners feel can be implemented. With that, there are two risks to success: 1) our ability to provide the number of proposed trainings, and 2) our ability to keep participants engaged during *MITM* and afterwards.

During peak periods of our project (Spring 2015 and Spring 2016), our team will need to deliver 25 *Mind in the Making* sessions, for which we will need 50 facilitators associated with the co-facilitation model. In order to ensure that we can meet this demand, concerted efforts will be taken in the beginning of the project to train as many facilitators as possible. As noted earlier, 30 people already completed the training in April 2013. Funds have been budgeted to train an additional 60, thus expanding our pool to 90. This is a number we feel good about relative to the ongoing balance of achieving our target deliverables while preserving overall project fidelity.

In addressing the needs of families from diverse cultural, linguistic, and socioeconomic backgrounds who often encounter barriers in accessing support systems, ProvPlan has a track record of recruiting staff, AmeriCorps members, and volunteers that reflect the communities they serve – and deploying them to provide valuable peer-to-peer support. In this project, our team will use this ability to meet the challenges of participant retention (within a multi-week training) and sustained engagement (through the duration of children's academic life) by cultivating and supporting parents who will remain engaged in their children's education and contribute to the development of meaningful parent engagement programs within their school communities.

Logic Model for Empowering Families

Inputs	Strategies	Outputs (4-year period)	Outcomes (4-year period)	Impact
<ul style="list-style-type: none"> ● New leadership within PPSD has resulted in the district taking a new approach to family engagement that embraces strong partnerships with community-based orgs. ● MITM as a research-based training that builds the capacity of families, teachers, & schools to understand how executive function impacts social-emotional & cognitive growth. ● Confidence that MITM can serve as a successful training model - based on past work that Families and Work Institute has completed throughout Providence. ● Support throughout PPSD for this project, including the Superintendent, Office of Parent Engagement, Office of Strategic Partnerships, and Providence Teachers' Union. ● A 10-year track record of collaboration between PPSD and ProvPlan, which includes a cadre of transition-to-K activities. PPSD also leverages ProvPlan's experience in managing large-scale federal projects such as i3. ● A competent evaluator (Wellesley) who has prior working experience with partners on projects of a similar scope. 	<ul style="list-style-type: none"> ● PPSD transforms the kindergarten registration into a venue in which families feel invited to engage in their child's learning and participate in school activities. ● Families whose children are slated to enter kindergarten without any formal early childhood education experience are provided with activities and programming aimed at improving their child's overall school readiness status. ● Mind in the Making modules increases the capacity of families, teachers, and school staff to have a mutual understanding of how executive function is critical to child development. ● MITM is delivered using a cross-cohort training model, designed to foster the use of a common vocabulary among parents and teachers related to children's social-emotional and cognitive development. ● Project team evaluates Parent University models used in other cities to develop a detailed approach for Providence. 	<ul style="list-style-type: none"> ● 4,800 families receive school readiness activities and programming during kindergarten registration process. ● 1,280 families of children entering kindergarten and 80 kindergarten teachers complete the <i>Mind in the Making</i> modules and learn to use <i>Child Info Sheet</i> to assess children's strengths & needs and monitor progress. ● 1,600 families, teachers & school staff (grades 1-3) from all PPSD elementary schools) complete <i>Mind in the Making</i> using cross-cohort training model. ● 35% of Mind in the Making completers participate in at least one of four post-MITM modules. ● Evaluation data is collected quarterly via surveys, focus groups, report cards, and other analyses. Such information is used to promote ongoing improvements to the project and to demonstrate results. 	<ul style="list-style-type: none"> ● Families demonstrate the knowledge and vocabulary to more effectively engage with teachers about their child's social-emotional and cognitive development. ● Teachers and school staff that have participated in this project also demonstrate more comfort in referencing children's executive function as part of their ongoing discussions about children's development. ● Families and teachers acknowledge that a more bi-directional and substantive relationship has been formed as a result of the MITM trainings. ● Assessment data collected throughout the project provide measurable changes in the following areas: student attendance rates, participation in parent-teacher conferences, student suspension rates, and behavior-related transfer rates. ● PPSD redesigns their overall family engagement strategy and uses the Parent University model as a vehicle to connect families with offerings that are responsive to their articulated needs. 	<ul style="list-style-type: none"> ● Early support for families whose children arrive in kindergarten without formal early childhood education is demonstrated to be an evidence-based practice that improves attendance and other student growth metrics. ● The successful implementation of this project enhances families "perception of invitation" by PPSD and inspires them to become more involved and invested in their child's social-emotional and cognitive development. ● PPSD and partners leverage the "perception of invitation" concept and use it to apply to similar demonstration projects at the middle and high school where parent engagement has been more difficult to achieve. ● Cross-cohort training opportunities in which families teachers and school staff have the opportunities to learn together become more common within the District's overall approach to family engagement and professional development. ● PPSD continues to elevate the importance of executive function and students who participate in such programs demonstrate higher achievement levels compared to other PPSD students.

QUALITY OF THE MANAGEMENT PLAN

The assembled project team has the capacity to achieve our goals on time and within budget through a clear delineation of responsibilities and timeline. A management plan with key activities and benchmarks is presented on the next page. As noted in our project design, start-up activities will be minimal based on our prior experience delivering *Mind in the Making* and the existing collaboration that exists with PPSD (see MOU on pages 71-76). In addition to the local partnerships that exist, the Families and Work Institute (see pages 83-84) will provide ongoing support with a focus on ensuring that our project activities are replicable and scalable.

In undertaking this work, partners will leverage the myriad of family engagement strategies ongoing in our city. Providence was recently designated as a *Grade-Level Reading All-America City* from the National Civic League and through this effort has numerous projects that focus on out-of-school time, summer learning loss, and school readiness (see page 85). Furthermore, the city won the \$5 million Mayor's Challenge from Bloomberg Philanthropies for a family engagement project to improve the oral language skills of pre-school age children (see page 79).

As noted in our 11 letters of support on pages 77-90, our project enjoys broad support from political and educational leaders, strong involvement from national stakeholders, a deep sense of commitment from community organizations, and the backing of the Providence Teachers Union (page 82). As a primary start-up task, our team will draft a comprehensive management plan that will feature regular management meetings and mechanisms for progress review and reflection. The table on page 18 articulates key responsibilities, timelines, and milestones with regard to our specific project goals and objectives. As the official i3 grantee, ProvPlan will work closely with all partners – especially parent engagement staff at PPSD - to collect and review constituent feedback from families, teachers, and school staff. This input, along with technical assistance from Families and Work Institute and quarterly progress reports from our independent evaluator (the Wellesley Centers for Women), will be used to modify outreach and training delivery, as needed in subsequent project phases. The composition of our team, as well as our past experience in sharing participant-level data, will greatly support continuous improvement efforts.

Management Plan Table for Empowering Families																				
Objective	Activity	Involved Personnel	Year 1 - 2014				Year 2 - 2015				Year 3 - 2015				Year 4 - 2016				Benchmarks/ Deliverables	
			Q1	Q2	Q3	Q4														
Objective 1a) Implement Outreach Activities at Kindergarten Registration	Staff registration w/ Ambassadors	Family Ambassadors, Dir. of Educational Partnerships, PPSD Registration Office & PPSD Parent Engagement Staff	■				■				■				■				4,800 families participate in activities & gain info about school readiness. 1,280 families recruited for MITM training.	
	Provide activities & resources		■				■				■				■					
	Conduct parent survey		■				■				■				■					
	Recruit training participants		■				■				■				■					
Objective. 1b) Implement MITM training for families of entering Kindergateners & K Teachers	Train 30 additional MITM Facilitators	Project Director, Director Of Family Partnerships, MITM Facilitators, Families & Work Institute, AmeriCorps Members	■								■								1,280 families from Obj. 1a) complete MITM and develop knowledge regarding executive function. 80 kindergarten teachers also complete MITM.	
	Create training calendar for families and K teachers		■	■			■	■			■	■			■	■				
	Coordinate materials, deliver trainings & collect data		■	■	■		■	■	■		■	■	■		■	■	■			
Objective 1c) Implement Child Information Sheet (CIS) as communication tool for families & schools	Adapt CIS to align it with Mind in the Making competencies	Project Director, Dir. of Education Partnerships, Families & Work Institute, PPSD Principals, PPSD Office of Family Engage. Staff	■	■															1,280 families complete Child Information Sheet to assess children's strengths/ needs, monitor progress, & communicate w/ teachers	
	Meet with principals prior to school year. Distribute CIS to teachers				■				■				■				■			
	Teach families and K teachers about use of Child Info Sheet		■	■	■		■	■	■		■	■	■		■	■	■			
	Assist families in completion & promote usage via follow-up		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Objective 2a) Deliver 80 MITM sessions in elementary schools for families, teachers, & school staff in grades 1-3	Recruit families, teachers, and staff by leveraging existing family engagement and school improvement programming	Project Director, Dir. Of Family Partnerships, MITM Facilitators, Families & Work Institute, AmeriCorps, PPSD Office of Family Engagement Staff			■				■				■						1,280 families, 160 teachers (grades 1-3), & 160 PPSD staff complete MITM. Families & teachers use content to create a more bi-directional relationship regarding child development.	
	Create training calendar for families and K teachers				■				■				■							
	Coordinate materials, deliver trainings & collect data				■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Objective 2b) Conintue peer-to-peer support & training to parents, teachers, and school staff post MITM. Pilot Parent University for PPSD	Complete development of additional (post) MITM modules	Project Dir., Dir. of Edu. Partnerships, Director Of Family Partnerships. Families & Work Inst. Family Outreach Ambassadors, PPSD Central Office, & PPSD Office of Family Engagement Staff			■	■													Parents receive ongoing peer support from AmeriCorps, 35% of MITM participants complete at least one post-MITM module. 10% of parents become asst. facilitators in MITM. Parent University is fully operational by with sustainability plan in place.	
	Deliver post-MITM modules to families, teachers, & PPSD staff						■	■	■	■	■	■	■	■	■	■	■	■		
	Complete robust planning process on PPSD Parent Univerity					■	■	■	■											
	Phased roll out of Parent University, beginning with multi-day events, progressing to multi-week courses								■	■	■	■	■	■	■	■	■	■		
Project Evaluation Activities	Conduct quarterly eval. check-in	Wellesley evaluator), key staff from ProvPlan, PPSD, Families & Work	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	Full eval repor for U.S. Dept of Ed. Progress documents & reports for ProvPlan & PPSD.	
	Complete annual report consistent with project evaluation protocol					■				■				■				■		

PERSONNEL

ProvPlan, PPSD, and our partners have collaborated to assemble a project team with the right balance of acumen, partnership experience, and community connections needed to execute a project of this magnitude. The vast majority of staff associated with *Empowering Families* are already on board and have worked together for many years on projects of similar scope.

ProvPlan: Leslie Gell will serve as our Project Director (.75 FTE) and will be responsible for the implementation of all project-related activities. With 30+ years of experience in education, Gell is recognized as a statewide leader within both the early education and adult education communities. She has deep experience in managing projects of similar complexity. Over the past five years, she has served as the project director for three U.S. Dept. of Education funded projects (totaling \$10 million). Through these projects, Gell has gained a great capacity in managing partnerships, working with linguistically diverse communities, and coordinating the work of evaluators. As a former child care director serving a diverse constituency, Gell has a firm understanding of the questions, curiosities, hopes, and fears that many parents feel as their children transition into kindergarten. Gell has served as the director of ProvPlan's Ready to Learn (R2LP) initiative since 2007. She earned a Master's in Education from the University of Massachusetts and a Bachelor's from Brown. A copy of her resume is located on pages 53-54.

Supporting Gell in the operations of our project will be a strong team anchored by Tania Quezada and Christine Chiacu-Forsythe. Quezada is the R2LP director of family and community partnerships. For eight years, she has played a major role in connecting hundreds of early education professionals and local families with school readiness activities. In this project, Quezada (.60 FTE) will supervise our Family Outreach Ambassadors and coordinate the logistics associated with the 148 sessions of *Mind in the Making* that will be delivered in this project. She will also assist in data-collection activities to support our evaluation. Quezada is an accomplished, bilingual facilitator – having led dozens of sessions of the educator modules of *Mind in the Making*. She is the founder of the *El Club de Proveedores Infantil* - a club of 250 Spanish-speaking, home-based early childhood educators that focuses on training. In addition,

Quezada is a past PTO President of the Sackett School. She has a Master's in Organizational Management and Leadership from Springfield College. A resume is on pages 55-56.

Chiacu-Forsythe is the R2LP director of education partnerships. In this role, she serves as the liaison between the early education and the K-12 community in Providence. In this project, Chiacu-Forsythe (.30 FTE) will manage the school readiness and recruitment efforts activities associated with our registration office activities. She will also lead our *Child Information Sheet* activities. Chiacu-Forsythe has 38 years of experience as an education trainer. Since joining R2LP in 2006, Chiacu-Forsythe has led our Transition-to-Kindergarten initiatives with PPSD. In our Early Reading First projects, she led the team that developed the *Personal Literacy Plan* – a framework for early educators to organize assessment data to identify individual literacy needs and plan differentiated language instruction. The R2LP *Personal Literacy Plan* is featured on the federal *Doing What Works* online collection. Prior to R2LP, Chiacu-Forsythe was on the faculty at Wheelock College where she taught courses on curriculum and assessment. She has a Master's from Wheelock and a Bachelor's from URI. Her resume is on pages 57-58.

ProvPlan has identified Mirna Carrillo and Ana Velez as full-time Family Outreach Ambassadors starting in January. A third Ambassador will join the project in Year two. Carrillo and Velez are completing AmeriCorps service terms with R2LP. Carrillo has been a three-year AmeriCorps member. Her current assignment is at the Mount Pleasant Library where she serves as a liaison between the branch and dozens of family child care providers. Velez, meanwhile, is completing an AmeriCorps assignment as a child wellness screener for Project Launch, a statewide effort to help parents complete child wellness screenings as part of pediatric visits. Both were part of the cohort earlier this year that were trained as *Mind in the Making* facilitators.

Providence Public School District: A key element to the strength of our partnership with PPSD is the quality of PPSD staff who will support this project; in particular, Janet Pichardo and Carrie Feliz (see pages 63-67 for resumes). Pichardo is the director of the Office of Family and Community Engagement. She has worked in this Office since 2003, serving as director since 2006. In this role, she manages the District's effort to increase parent engagement by assisting

schools, administrators and the community. In this project, Pichardo will be significantly involved in project start up activities and through efforts to support the various post-*Mind in the Making* opportunities for families outlined. Pichardo will also supervise the Parent Coordinator that will be hired by the District specifically to support our project activities. A copy of the job description for this position is on pages 69-70. Feliz, meanwhile, is the PPSD director of strategic community partnerships. Feliz has played a major role in PPSD's efforts to pilot *Mind in the Making* training over the past year. She is also fully engaged in the District's Full Service Community School work. Prior to joining PPSD, Feliz worked as a manager at the Rhode Island Department of Health. During her six year tenure with the state, Feliz led various community-based initiatives intended to reduce health disparities among urban communities.

Consultants & Contractors: Dr. Joanne Roberts from the Wellesley Centers for Women (Wellesley College) will serve as the principal investigator (PI) for our evaluation. Roberts has been a senior research scientist at the Centers since 2001 where she directs research regarding the cognitive, language and social development of young children. For the past four years, Roberts has been the PI on ProvPlan's Early Reading First project. This experience in setting up implementation activities relative to research questions will positively impact the success of our project and the degree to which our efforts can be replicated. Her resume is on pages 59-62.

Ellen Galinsky, President and Co-Founder of the Families and Work Institute, will serve as a technical advisor. Galinsky is the author of *Mind in the Making*, a former president of the National Association for the Education of Young Children, and a researcher who has evaluated a number of efforts to improve the quality of early learning interventions. Given that this project will function as one of the largest *Mind in the Making* demonstrations to date, Galinsky is eager to serve in an advisory role on our project design, the evaluation, and the methods in which a community organization partners with a school district. Her bio sketch is located on page 68.

QUALITY OF PROJECT EVALUATION

The Wellesley Centers for Women will serve as the independent evaluator for our i3 project. As noted above, Wellesley is playing a similar role for ProvPlan on our current Early Reading

First project and thus our team has past relationships regarding IRB and how to successfully integrate evaluation into project design. Wellesley will use a mixed-methods approach (process, formative and summative evaluation) to improve project design, facilitate implementation and replication of our intervention, and document the promise of *Mind in the Making* in maximizing desired outcomes relative to family engagement and the growth of students. In this section, we have separated the research questions, data collection, and analysis plans for each goal. Despite the degree of overlap that exists in terms of the activities, each goal will be evaluated separately.

Goal 1 Research Questions. 1) How effectively is *Mind in the Making (MITM)* implemented to parents and Kindergarten staff? 2) Do participating families and teachers in *MITM* training demonstrate a greater capacity to support children's social, emotional and cognitive learning and transition to kindergarten after the training, compared to before the training? 3) Do our *MITM* families exhibit greater levels of parental educational involvement, parental efficacy and attitudes towards family involvement compared to a matched sample of non-participating families (control group)? 4) Do children of *Mind in the Making* parents have better social skills, academic outcomes, and a smoother transition to kindergarten compared to control group?; 5) Do teachers report changing classroom practices after *MITM*?

Goal 1 Design & Data Collection Plan. Parent, child, teacher and *Mind in the Making* training data will be collected as described in the Chart on page 23. To inform the summative evaluation of the parent portion, Wellesley will employ a control group using a matched pair design, based on baseline data collected during kindergarten enrollment. The matching protocol will include demographics, child care prior to K, and child developmental status. Control group parents will complete the same end-of-kindergarten follow-up survey as *Mind the Making* parents to compare the parental involvement, parental attitudes towards school engagement and parental efficacy as well as differences in children's social skills and academic competence. PPSD will collect family follow-up surveys via the children's schools. A statewide Kindergarten Readiness Assessment being developed through the state's Early Learning Challenge grant will be completed by 2015 and will become a tool to determine the efficacy of *Mind in the Making*.

Chart: Data Collection Sequence for Empowering Families

Goal 1 Participants	Measures	Collection Point
Families enrolling children kindergarten	Baseline Survey: Demographics; Child care/preschool history; short developmental screen & receipt of early intervention services	PPSD Kindergarten registration
Families taking Mind in the Making (MITM) and matched control group	Follow-Up Survey administered at the end of the K year: measures on pre-MITM survey plus Transition to kindergarten; Family School Partnership Parent Involvement Questionnaire (Hoover-Dempsey & Sandler, 2005)	End of K year
Children entering kindergarten	Kindergarten readiness assessment – a to-be-developed assessment in conjunction with Race to the Top Early Learning Challenge Grant	TBD, as early as September 2015
Goal 1 & 2 Participants	Measures	Collection Point
Mind in the Making families (n=2,560)	Surveys including: <i>Attitudes toward school engagement</i> ; <i>Parent Perceptions of Parent Efficacy</i> (Hoover-Dempsey & Sandler, 2005); <i>NHES Parent Involvement in Education Survey</i> (adapted); <i>SSIS</i> (Gresham & Elliott, 1985); <i>Demographics</i> ; <i>Developmental screen</i> ; <i>MITM Evaluation Forms</i> (post); <i>Barriers to MITM participation</i> (post)	Pre- and post-test, at beginning and end of intervention
Mind in the Making teachers (n=240) & school staff (n=160)	Various surveys including: Surveys from Family School Partnership (Hoover-Dempsey & Sandler, 2005); <i>Teacher attitudes toward family engagement in schools</i> (Schaefer & Edgerton 1985)	Pre/post @ begin/end of intervention and Kindergarten follow-up (K staff only)
MITM facilitators	Recruitment forms and screeners, training sign-in sheets, field notes module check lists, Mind in the Making facilitator survey & interviews	Recruitment, On-going, end of project
All MITM participants	Focus groups	End of school year
Children in grades K-3	Key data points within the PPSD student report card, including attendance, family involvement, work habits & behaviors, reading proficiency level	Every quarter beginning Nov. 2014

Goal 1 Analysis Plan. In the Process Evaluation, Wellesley will analyze attendance logs, recruitment forms, baseline surveys, parental evaluations, teacher evaluations, facilitator notes, and completion records, to determine the extent to which *Mind in the Making* is implemented; assess fidelity and variability in implementation; identify barriers to implementation; document frequency of implementation and training; and review the extent to which the program reached the targeted participants overall and across schools (Bliss et al, 2002). Correlational matrices will examine the relation among key variables. Regression analyses will test the effect of the various process activities (e.g. doses) on the outcome measures (e.g., parental efficacy).

The Formative Evaluation will include analyzing qualitative (focus groups with parents and teachers, facilitator interviews, facilitator training notes) and quantitative data (parent, teacher, and facilitator evaluations, training check lists etc.) for themes/trends to inform changes to content and teaching strategies. Changes to the implementation strategies will be logged and documented using an Innovation Configuration Mapping technique (Hall & George, 2000).

The Summative Evaluation will include the analysis of significant differences between pre-

post and follow-up data- regarding changes in parents' and teachers' perception of efficacy and attitudes toward parent-school involvement to identify significant differences between pre- and post-assessment. Regression analyses will identify key intervention variables that facilitated and hindered parent outcomes. Growth models of pre-, post- and follow-up Social Skills Improvement Scale (SSIS) data will be analyzed to examine changes in children's behavioral problems and academic competence. Regression analyses will examine the role of changes in parental educational involvement, efficacy and attitudes as a predictor of child outcomes. Variables related to project participation and dose will be examined as potential moderator and/or mediators of the relation of parental variables to children's outcomes. RM-ANOVA will determine if statistically significant differences exist between intervention cohorts and control groups on academic outcome, teacher and parent measures over the four-year period of the grant. A sensitivity analysis will test for differences in outcomes for children and families by schools, with further analyses conducted as need to inform the intervention plan.

Goal 2 Research Questions: 1) To what extent do staff, teachers and parents at schools participate in *MITM*? 2) Do teachers who participate report more optimal teacher attitudes and greater family involvement after *MITM* compared to before? 3) To what extent do staff, teachers and parents participate in follow up *MITM* modules and/or Parent University? 4) Do teachers report changing classroom practices after *MITM*? 5) Do participating families demonstrate a greater capacity to support children's social-emotional and cognitive learning after the training, compared to before the training? 6) Do children in participating classrooms have better outcomes compared to children of non-participating classrooms in the same schools? 7) Are average levels of children's academic outcomes and/or social competence higher at the end of the intervention year compared to previous years in the same schools prior to the intervention? 8) Are outcomes influenced by whether parent, a teacher, or both completed *MITM*? 9) To what extent are outcomes influenced by whether parents and educators complete *MITM* in mixed cohorts?

Goal 2 Analysis Plan. The Process Evaluation is similar to the analysis plan outlined in Goal 1, and will include the extent to which *Mind in the Making* was implemented; assess fidelity and

variability in implementation; compare fidelity across participating schools, facilitators and completion levels; identify barriers to implementation across different schools and school grades; document frequency of implementation and training by schools and school grades; review the extent to which the project reached the targeted participants across schools and grades; and highlight the relationships between different school contexts and project implementation. Analyses will include descriptive statistics, t-tests and ANOVA to measure difference between groups and regression analyses to examine how intervention activities predicted outcomes.

The Formative Evaluation follows the process outlined above (Goal 1), and will include data from teacher and staff surveys and comparison of participants perceptions of *MITM*. Feedback throughout the project will inform training content and implementation practices. The Summative Evaluation will include the analysis of changes in parents' and teachers' perception of efficacy, attitudes toward parent-school engagement and perceptions of parental educational involvement and the assessment of pre- and post-differences in children's social skills completed by those parents participating in *Mind in the Making*. It will also include analyses of differences in children's enrollment, academics, social competencies and attendance for children in participating *MITM* classrooms versus non-participating classrooms. A two-level Hierarchical Linear Model (HLM) will be used to model students (Level 1) who are nested within classrooms (Level 2) to determine the relationship between *MITM* teacher training and changes in child outcomes. To examine school- and grade-level differences in the average levels of children's outcomes, student-level data on enrollment, academics, attendance, suspensions, behavior-related transfers, and outcomes from the previous year before the implementation and for the implementation year will be provided. ANOVAs will determine significances between the intervention year and prior year in these key variables.

Reports/documentation. Wellesley will meet with project leadership quarterly to discuss findings and operational issues. Wellesley will also use the data referenced above to create bi-annual and annual reports. And finally, Wellesley will collaborate with PPSD communications staff to produce an annual project update aimed at principals, teachers, school staff, and families.

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