

**JEFFERSON COUNTY PUBLIC SCHOOLS
CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES**

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter “Contract”) is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter “Board”), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and National Center for Families Learning, Inc. (hereinafter “Contractor”), with its principal place of business at 325 W. Main Street, Suite 300, Louisville, KY 40202-4237.

WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter “Parties”) agree as follows:

ARTICLE I

Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board’s Procurement Regulations currently in effect (hereinafter “Regulations”) that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

ARTICLE II

Services

Contractor agrees to perform the following services (hereinafter “Services”) of a quality and in a manner that is within the highest standards of Contractor’s profession or business. The Services are as follows:

Contractor shall provide family engagement professional development and district support services to JCPS Early Childhood, Federal Programs Parent & Family Engagement Department and all participating JCPS schools to build capacity and collaborate effectively with families. Services shall be designed to improve literacy levels and family-school partnerships for all preschool and kindergarten through 12th grade students through interactive and intergenerational literacy activities that involve multiple staff members, community members, and parents to develop and implement a family engagement system. Specific activities to be included will be determined by the JCPS Family Engagement Specialist based on school, district, family, and community needs. Dates and locations of

all services shall be agreed upon by the Contractor and the Family Engagement Specialist. JCPS-NCFL Family Engagement Partnership is attached and incorporated herin by reference.

ARTICLE III Compensation

The Board shall pay Contractor the total amount stated below (hereinafter “Contract Amount”). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

Contract Amount:	\$658,194
Progress Payments (if not applicable, insert N/A):	Within 30 days of approved invoice for services provided
Costs/Expenses (if not applicable insert N/A):	N/A
Fund Source:	Title I

ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on August 5, 2020 and shall complete the Services no later than August 15, 2021, unless this Contract is modified as provided in Article VIII.

ARTICLE V Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined below.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor’s employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.

Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, \$1,000,000; and automobile liability, \$1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of \$1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

ARTICLE VI Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

ARTICLE VIII Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

ARTICLE IX

Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

ARTICLE X

Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

ARTICLE XI

Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

ARTICLE XII

Contractor's Work Product

Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

ARTICLE XIII

Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to Contractor of the

appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

ARTICLE XIV Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.
- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.
- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.
- G. If this Contract requires Contractor and/or any employees of Contractor access to school grounds on a regularly scheduled and continuing basis for the purpose of providing services directly to a student or students, all individuals performing such services under this Contract are required to submit per KRS 160.380 to a national and state criminal history background check by the Department of Kentucky State Police and the Federal Bureau of Investigation and have a letter, provided by the individual, from the Cabinet for Health and Family Services stating no findings of substantiated child abuse or neglect found through a background check of child abuse and neglect records maintained by the Cabinet for Health and Family Services.
- H. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of August 5, 2020.

Contractor's Social Security Number or Federal Tax ID Number:

JEFFERSON COUNTY BOARD OF
EDUCATION

By: _____

Title: Martin A. Pollio, Ed.D.
Superintendent

National Center for Families Learning, Inc.
CONTRACTOR

By: MJ [Signature]

Title: Marc Otte
Vice President, Finance

Cabinet Member: Dr. Carmen Coleman

(Initials)

Jefferson County Public Schools
**NONCOMPETITIVE NEGOTIATION
DETERMINATION AND FINDING**

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

State the date the emergency was declared by the superintendent: _____

2. There is a single source for the items within a reasonable geographic area —

Explain why the vendor is a single source: _____

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

State the type of service: Education Specialist

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

State the item(s): _____

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

State the type(s) of item(s): _____

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

State the item(s): _____

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

State the location: _____

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

Explain the logic: _____

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

State the items: _____

I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.

Chrystal Hawkins

Print name of person making Determination

Title I

School or Department

Signature of person making Determination

Date

National Center for Families Learning, Inc.
Name of Contractor (**Contractor Signature Not Required**)

Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

F-471-1

Revised 05/2011

The National Center for Families Learning (NCFL) proposes the following professional development and district support plan of action for family-school partnership and engagement in Jefferson County Public Schools (JCPS) for the 2020-21 school year. The primary goal of the partnership between NCFL and JCPS is to expand and amplify family-school partnership and engagement efforts within the school system. This includes providing professional development driven by action plans supported by data for staff, school administrators, families, and community networking partners that is culturally and linguistically responsive, focuses on family and student needs and goals.

NCFL's mission is to eradicate poverty through education solutions for families. For three decades, NCFL has pioneered two-generational programming and resources that build the capacity of parents—alongside their children—to strengthen the entire family so that they can achieve self-sufficiency. These resources include: a) place-based family literacy programming; b) parent leadership and empowerment curriculum; c) coalition-building and community development; d) professional development; e) online two-generation family engagement resources; f) relevant research and publications; and, g) consultation to the U.S. government, human service agencies, community-based organizations, libraries, and school systems.

NCFL creates programming which supports the efforts of families with children who live in concentrated poverty. Program participants are from culturally and ethnically diverse backgrounds, experience social isolation, may not speak English as a first language, have inherited generational poverty, and have limited opportunities to achieve social and economic stability due to persistent structural and institutional inequities. Across its current footprint, NCFL serves ethnically diverse, low-income families in 61 communities across the country. Approximately 80 percent of these families are Hispanic-Latino and the remainder are predominantly Native American and African American. In addition to these 61 communities, NCFL has a broader network spanning 80 additional community partners—with whom it has worked over time—as well as millions of teachers and students who use NCFL's digital learning properties.

PROPOSED SCOPE OF WORK

The Scope of Work for this partnership includes the following programs and system supports:

1. **JCPS-NCFL Early Childhood Professional Development and Coaching:**
Early language/literacy, social-emotional, and family engagement supports for early childhood teachers. (Pages 2 to 4)

2. **JCPS K-12 Family-School Partnerships and Engagement:** Comprehensive tiered system of supports for family engagement across participating schools and programs. (PAGES 5 to 13)

These program supports include integrated capacity building and plans for sustainability to maintain high quality early childhood education and family engagement over the pre-K through 12th grade continuum.

BUDGET

A menu of programming options to deliver the proposed Scope of Work is detailed on the following pages. A budget snapshot is provided below:

JCPS-NCFL Early Childhood Professional Development and Coaching	Total Base Cost- \$156,647
JCPS K-12 Family-School Partnerships and Engagement	Total Base Cost- \$ 501, 547

Scope of Work (1): JCPS-NCFL Early Childhood Professional Development and Coaching: Early language/literacy, social-emotional, and family engagement supports for early childhood teachers.

NCFL will render services to JCPS from the date of contract execution and extending through August 15, 2021.

Strategies, objectives, and related activities are detailed below. The scope of the project will include all JCPS early childhood educational staff.

Strategy 1: Interactive coaching and engagement strategies to promote developmentally appropriate practices in the classroom.

Objective: Increase the use of research-based instructional strategies in the classroom.

Participants: JCPS Early Childhood administrators, teachers, coaches, and assistant teachers through early childhood hubs.

Activities:

- Initial leadership consultation: NCFL Specialists will meet with administrators from each center to gain a better understanding of current culturally and linguistically responsive practices, instructional strategies, and family engagement

opportunities. NCFL will review Work Sampling, ECERS-3, parent feedback, and other assessment data to help determine needs for each site. NCFL coaches will also participate in JCPS Early Childhood team meetings, related to professional development, to determine opportunities for district-wide PD.

- Early childhood instructional coach consultation: NCFL will meet with instructional coaches to review plans for each site.
- Initial professional development session: Based on initial meetings and data analysis for the current school year, NCFL Specialists will plan initial PD sessions at each site.
- Coaching/feedback: Following the PD sessions, NCFL Specialists will support teachers' and coaches' classrooms through virtual coaching sessions, which will be used to guide future PD.
- Leadership consultation: NCFL Specialists and Directors will work with leadership to explore and define additional strategies currently used to engage families with JCPS sites beyond those discussed in initial professional development and coaching.
- Ongoing professional development sessions: NCFL Specialists will host additional monthly PD with early childhood educational staff to continue focus on classroom and parent engagement strategies based on coaching sessions. Observation/feedback and additional coaching follows these PD opportunities as needed.

Strategy 2: Interactive and intergenerational activities in the classroom, home, and community.

Objective: Increase and improve preschool family engagement in children's learning using research-based instructional strategies.

Participants: JCPS Early Childhood teachers, coaches, and assistant teachers.

Activities:

- Material creation: NCFL will create materials to host successful family learning events to highlight interactive and intergenerational strategies being used in the classroom. Such materials can be retained by JCPS for future use.
- Family learning events: NCFL will provide PD and coaching services to sites hosting a family learning event. These events focus on engaging families in intergenerational literacy strategies.

- Debriefing sessions: NCFL Specialists will host virtual debriefing sessions with JCPS sites focused on successes and challenges with parent engagement efforts.

Strategy 3: Summer engagement in intergenerational strategies focused on kindergarten transition.

Objective: Increase and improve family engagement in JCPS summer camp.

Participants: JCPS Early Childhood teachers, coaches, and assistant teachers.

Activities:

- Host summer professional development session: NCFL Specialists will host a PD session with summer early childhood educational staff to overview and practice inquiry-based, intergenerational literacy strategies and how to transition strategies *into the home*.
- Support summer family learning events: Work with JCPS summer staff to support family learning events one day a week at six sites for four weeks. Events will include NCFL content and materials to engage families on and offline.
- Debriefing sessions: NCFL Specialists will host debriefing sessions with JCPS sites that will focus on successes and challenges with summer efforts.

Strategy 4: Family Leadership in Early Childhood

Objective: Increase intentionality in family engagement efforts of early childhood programs to build a foundation and set expectations for strong family-school partnerships.

Participants: JCPS Early Childhood teachers, coaches, assistant teachers, and family leaders.

Activities:

- PAC Member Recruitment: NCFL Specialists will work with JCPS Early Childhood to recruit a committed cohort of family members and community partners from JCPS early childhood centers to participate on the Parent Advisory Council.
- Family Engagement Teams: NCFL Specialists will work with JCPS Early Childhood to identify family members to participate in school-based family engagement teams.

- Family Leadership Support: NCFL Specialists will work with family leaders and family engagement teams to plan quarterly family engagement opportunities.

TOTAL EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT AND COACHING BUDGET = \$156,647

Scope of Work (2): JCPS K-12 Family-School Partnerships and Engagement: Comprehensive tiered system of supports for family engagement across participating schools and programs.

Our goal in partnering with JCPS Family Engagement is to bolster the district's capacity to support school administrators, teachers, support staff, families, students, and communities as they work to increase meaningful family-school partnerships and engagement that support intergenerational learning and agency through a continuum of services with varying levels of intensity and duration. The overarching proposed contracted services to achieve this goal are:

1. Facilitation and support of the district Family and Community Engagement (FACE) team. (Strategy 1: Page 5)
2. Development, facilitation, and support of a 3-tiered approach to school-family partnerships and engagement focused on improving intergenerational agency and education outcomes. (Strategy 2: Pages 6 to 13)

The strategies, objectives, and activities to achieve this goal are as follows:

Strategy 1: Facilitation and support of the district Family and Community Engagement (FACE) team.

Objective: Increase intentionality of work group to integrate all represented JCPS departments and improve outcomes of JCPS family engagement efforts.

Participants will consist of JCPS district leaders across various departments (i.e., Diversity, Equity & Poverty; Teaching & Learning; Student Assignment; Special Education; Academic Support Services; Climate & Culture; English as a Second Language; etc.). Cabinet/department leadership recommends members, who will support departments and overall JCPS academic goals through increased family engagement. Members will align department resources to effectively help schools and families overcome barriers to achievement.

Activities:

- Summer retreat: NCFL Specialists will work with JCPS to plan, facilitate, identify objectives for, and carry out a summer retreat planning session to integrate efforts to improve family engagement outcomes in JCPS schools. NCFL will provide a location and refreshments for the retreat.

- Monthly meetings: NCFL Specialists will provide consistent support to the work group to support district goals through virtual and in-person monthly meetings.
- Integrated support: NCFL Specialists will work with the JCPS FACE team to support family engagement content across JCPS departments as well as in schools.
- Advocacy: NCFL Specialists will engage district staff in creating systems for receiving family members' advocacy and supporting family agency.
- Materials Review: NCFL Specialists will review a sampling of district resources and/or communication from two JCPS departments through a family-school partnership lens to provide feedback and suggestions.

Strategy 2: Development, facilitation, and support of a 3-tiered approach to school-family partnerships and engagement focused on improving intergenerational agency and education outcomes.

Objectives:

- Provide opportunities for family representatives from every JCPS school to develop a deeper understanding of district and school policies, procedures, and practices through networking, support and learning opportunities with district staff.
- Deepen family-school partnerships through dual-capacity building professional development for families and school staff in targeted schools.
- Develop and support intensive Family Engagement Teams through methods and practices that are co-created and co-led by the principal, school staff, and family leaders in a limited number of schools that apply to participate.

Participants: All 150+ JCPS schools are eligible to participate in Tier 1 Support (see below); 35-40 Title I schools are eligible to participate in Tier 2 support (see below); 12 Title I/ AIS schools in greatest need of academic support are eligible for Tier 3 intensive support (see below).

Activities:

Tier 1: Building a Larger Community of Family Engagement for all 150+ JCPS Schools and Departments

District and School Staff Family Engagement Support and Resources for all JCPS Schools and Departments:

- Professional Development: NCFL will provide quarterly webinars available to all JCPS staff from on strategies related to family engagement. Webinars will be recorded and shared via the resource drive.
- Resources: NCFL will create a menu of digital resources that are universally accessible to all JCPS staff. These resources will focus on family engagement best practices.
 - Existing resources from 2019-2020 including conference tip sheets, suggestions for writing for families, and communication logs will be included.
 - Additional resources, such as tip sheets, sample phone call scripts, sample surveys, and sample event plans, related to the four webinar topics will be created and added. A minimum of eight new resources will be developed during the term of this agreement.
 - Additional resources that are co-designed with school teams as part of targeted support or intensive support may also be added to the universally accessible drive with the permission of those school teams.

District-Wide Parent Advisory Council (PAC):

- PAC Member Recruitment: NCFL Specialists will work with JCPS Family Engagement Specialist, school administrators, and family engagement leads to recruit a committed cohort of family members and community partners from all JCPS schools to consistently participate in the PAC. The demographics of the group will represent the demographics of the broader community (racial/ethnic backgrounds, educational attainment, and income levels).
- Monthly Meetings: NCFL will facilitate monthly district-wide Parent Advisory Council (PAC) meetings in collaboration with the JCPS Family Engagement Specialist, where family and community leaders interact with the district FACE team to network, develop affinity groups, review district policies and practices, and gather feedback.
- Resource Sharing: Facilitate sharing of resources and successful leadership and advocacy activities amongst PAC members, district, and school staff.

Communications:

- NCFL communications team will work in collaboration with JCPS Family Engagement Specialist and district communications team to continue to build

the existing online community for families through the JCPS Family Engagement Facebook page.

- NCFL Specialists will work with the JCPS Family Engagement Specialist and other district staff to facilitate the development of a JCPS Family Engagement webpage as part of the existing JCPS website.

Tier 2: Targeted Support for Sustaining and Expanding Family-School Partnerships

NCFL Specialists will work with JCPS staff to identify 35-40 Title I schools to participate in targeted professional development for family leaders and school staff that support expanding upon and creating sustainability for existing family-school partnership practices. This professional development will be co-designed by the family leaders and school staff to meet the needs of their school and district-wide family engagement areas of focus.

Measurable Outcomes

Family leaders and school staff complete pre- and post-surveys to determine their level of knowledge to do the following:

- Conduct focus group discussions with families to determine areas of need.
- Facilitate discussions with families to co-design:
 - Opportunities where families are encouraged to deeply appreciate their language and culture and share them with their children.
 - Communication that expresses a commitment to participants that is ongoing and highly visible (it's about the people, with the people and for the people—con la gente, por la gente, para la gente).
 - Team-building exercises to create a collective sense of ownership and agency.
 - Activities that foster intentional relationship-building among parents and between staff and parents.

School Data—Family Leaders and school staff will review disaggregated data from the following sources, set priorities, and define targets for improvement based on areas of focus determined together:

- Student Culture Climate Audit.

- JCPS Comprehensive School Survey,
- 2020 Impact Kentucky Working Conditions Survey.
- Attendance.

School Report Card.

Participating School Selection Process

- Working with JCPS Family Engagement Specialist, NCFL Specialists will:
 - co-design qualifications for participation in targeted support.
 - create an application in Google Forms.
 - co-design materials to communicate this opportunity and its qualifications along with an application to JCPS administrators.
 - reach out to Family Engagement Leads and Family Leaders from 2019-2020 to explain this opportunity and encourage them to work with administrators to submit an application for their schools.
 - select a cohort of 35 to 40 who are committed to engaging in targeted support.

Family Leader Professional Development:

- Virtual Meetings: NCFL Specialists will work with family leaders identified by school and district staff from the Tier 2 schools to co-create and host a series of quarterly meetings around topics identified by the family leaders and supported by NCFL Specialists.
- Digital Resources: NCFL Specialists will work with family leaders to co-design a series of digital resources to support families as they engage in their children's education and broader school district programs and practices based on identified needs.
- Stipends: Family leaders may be eligible for a stipend for participation in this tier.

School Staff Professional Development:

- Family Engagement Leads: Working with District Family Engagement Specialist, NCFL will identify a committed group of 35-40 Family

Engagement Leads to participate in quarterly convenings and virtual coaching.

- Virtual Meeting: Quarterly convenings for Family Engagement Leads to network and discuss promising practices; facilitated by NCFL.
- Coaching: NCFL Specialists will be available for monthly check-ins (email/video chats) with Family Engagement Leads and family leaders.

Tier 3: Intensive Support for Developing Family-School Partnerships through Dual-Capacity Building

NCFL Specialist will work with the JCPS Family Engagement Specialist to support the development and maintenance of school-based Family Engagement Teams tasked with creating a sustainable model for family-school partnerships focused on improved educational outcomes for all students.

Measurable Outcomes

Family leaders and school staff complete pre- and post-surveys to measure their growth in knowledge about the following information to support their child's learning for each grade level:

- What their child is supposed to be able to do, how they know if their child is able to do it, and what to do if their child is struggling or excelling.
- Key information about successfully transitioning to the next school level for families of students in pre-K, fifth, eighth, and twelfth grades.
- Understanding of, and how to access, the JCPS choice system.
- Ability to recognize assets and share funds of knowledge.

School Data—Family Engagement Team will review disaggregated data from the following sources, set priorities, and define targets for improvement:

- Student Culture Climate Audit.
- JCPS Comprehensive School Survey.
- 2020 Impact Kentucky Working Conditions Survey.
- Attendance.

- School Report Card.

Participating School Selection Process

NCFL Specialists will work with the JCPS Family Engagement Specialist to develop an application process for selecting schools to participate in a cohort of 12 Title I schools that will each develop a school-based Family Engagement Team.

JCPS administrators, Family Engagement Leads, and Family Leaders who served on the JCPS PAC in 2019-2020 will receive materials explaining the application and selection process, including details of the opportunity to build a Family Engagement Team that will receive individualized coaching and support to sustain successful family-school partnerships focused on improved student educational outcomes.

School Commitment: Principals commit to supporting the work of developing a Family Engagement Team in their school by committing to and providing at least 3-5 school staff and 2-3 family members to serve on the team.

Recruitment of Family Members: NCFL Specialists will work with JCPS Family Engagement Specialist to assist in the recruitment of 2-3 family members in the 12 schools selected for the cohort. Ideally, the family members will also be current or former members of the JCPS PAC. Up to 40 family members will be involved in the cohort and each will receive a stipend for the year.

Cohort: The cohort will consist of 4 elementary schools, 4 middle schools, and 4 high schools; principals will have successfully submitted an application and schools would be selected to participate. First priority will be given to Title I schools.

Shared Ownership for Academic Achievement

Successful family-school partnerships are rooted in the fact that both the school staff and the families receive intensive training and support to co-create strong family engagement practices that are linked to student achievement and school improvement. The selected Family Engagement Teams will participate in training and coaching that is co-designed by the team and facilitated by NCFL Specialists.

Team Development: NCFL Specialists will work with the JCPS Family Engagement Specialist to facilitate the development of Family Engagement Teams at each school and provide individualized coaching. The team will learn how to incorporate the essential conditions to support policy and program goals that measure capacity growth among families and educators as defined by the Dual Capacity-Building Framework for Family-School Partnerships (Mapp, K. L. & Bergman, E., 2019):

- Essential Conditions—research-based guidance for best practice to cultivate and sustain partnerships

- Process Conditions—relational, linked to learning, asset-based, culturally responsive and respectful, collaborative, and interactive.
- Organizational Conditions—systemic, integrated, and sustained.
- Policy and Program Goals
 - Capabilities—School and district staff need to be knowledgeable about the assets and funds of knowledge available in the communities where they work. They also need skills in the realms of cultural competency and of building trusting relationships with families. Families need access to knowledge about student learning and the workings of the school system. They also need skills in advocacy and educational support.
 - Connections—Staff and families need access to social capital through strong, cross-cultural networks built on trust and respect. These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services.
 - Confidence—Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural difference.
 - Cognition—Staff need to be committed to working as partners with families and must believe in the value of such partnerships for improving student learning. Families need to view themselves as partners in their children’s education and believe in the importance of engaging in multiple roles to support their children.

Action Plan: NCFL Specialists will work with the Family Engagement Team to co-create and execute an action plan that:

- Aligns with documented school goals to improve educational outcomes for all students.
- Defines objectives based on measurable data.
- Includes specific, evidence-based strategies for engaging families in student learning.
- Provides for regular opportunities for two-way communication with families to provide feedback and engagement with the team.

- Identifies methods to collect evidence and data to demonstrate progress.

Coaching Support: NCFL will provide monthly focused support with the Family Engagement Teams at each school in the cohort, and quarterly opportunities for the cohort of schools to network with each other for support. Teams will present the outcome of their action plans at the final quarterly meeting and may be asked to share their plans and resources with the larger JCPS community via the universally accessible shared drive. Support and presentations may be provided virtually or in person.

Integration/support of targeted FRYSC core components: NCFL will provide support to FRYSC coordinators and their advisory councils to provide deliverables and assistance with event planning for one family engagement event (food, transportation, interpretation, childcare) that address their core components of family literacy (FRC) and career exploration and development (YSC).

TOTAL JCPS K-12 FAMILY-SCHOOL PARTNERSHIPS AND ENGAGEMENT BUDGET = \$501,547

NCFL proposes to continue working with JCPS to support building dual capacity within families and school staff to work in partnership on decreasing the opportunity gaps and improving educational outcomes for all children and families. Now, more than ever in recent history, due to the ravaging effects of COVID-19 and amplified racial injustices, it is important to partner with organizations who are prepared, knowledgeable, and aware to provide solutions and support in this environment. NCFL has vast experience through our work with a number of Kentucky district and community entities to provide family engagement services and support, such as JCPS Early Childhood, JCPS Adult Education, JCPS Title I, Prichard Committee for Academic Excellence, Kentucky Collaborative for Families and Schools, Learning Grove, Partners for Education at Berea College, McFerran Elementary School, Dawson Orman Early Childhood Center, 2NOT1 Fatherhood & Families, Americana World Community Center, AMPED (Academy of Music Production, Education, and Development), Catholic Charities, I would Rather be Reading, Ohio Valley Education Cooperative, and Louisville Urban League. NCFL is also providing a professional development networking platform for all twelve federally-funded Statewide Family Engagement Centers (SFEC) in partnership with the National Association for Family, School, and Community Engagement (NAFSCE); as well as operating the centers in Arizona and Nebraska and partnering with the centers in Kentucky, Maryland, and Pennsylvania.

Mapp, K. L. & Bergman, E. (2019). *Dual capacity-building framework for family-school partnerships* (Version 2). Retrieved from: www.dualcapacity.org on 23 June 2020.

GRAND TOTAL ALL ACTIVITIES: \$658,194