

2Gen Tool Cover Sheet

Tool	Memorandum of Agreement—Family Futures Downeast
Description	This sample memorandum of agreement describes the specific roles and responsibilities for each organization in the Family Futures Downeast 2Gen partnership. The agreement also describes the governance structure and includes an Exhibit that documents the 2Gen program’s design and values, activities, approaches, and measurement approaches.
Adapting the Tool	This sample Memorandum of Agreement is a model that can be adapted and tailored for other 2Gen partnerships.

Memorandum of Agreement

Family Futures Downeast

The Agreement is executed by and between the **Sunrise County Economic Council**, a non-profit organization organized under the laws of the State of Maine with a principal place of business at 7 Ames Way, Machias, Maine (herein "SCEC"), the **Axiom Education and Training Center**, a non-profit organization organized under the laws of the State of Maine with a principal place of business at 6 Colonial Way, Machias, Maine (herein "AETC"), the **University of Maine System**, acting through the **University of Maine at Machias**, an instrumentality of the State of Maine with a principal place of business at 116 O'Brien Avenue, Machias, Maine (herein "UMM"), the **Washington County Community College**, an instrumentality of the State of Maine with a principal place of business at One College Drive, Calais, Maine (herein "WCCC"), **Downeast Community Partners**, a non-profit corporation organized under the laws of the State of Maine with a principal place of business at 248 Bucksport Road, Ellsworth, Maine (herein "DCP"), and the **Community Caring Collaborative**, a collaboration of agencies working in Washington County whose fiscal agent is Sunrise Opportunities, Inc. and whose principal place of business is at 7 Ames Way, Machias, Maine (herein the "CCC") (herein individually "Party" and collectively "Parties").

Whereas, the Parties have jointly developed Family Futures Downeast (herein "FFD"), which is a two-generation focused training initiative that works to introduce parents to higher education and help them succeed while simultaneously helping to prepare their young children for success in school;

Whereas, FFD is a multifaceted initiative that is beyond the individual capacity of any one Party and will require close collaboration between all of the Parties to succeed; and

Now, therefore, in consideration of the terms and covenants contained herein and for the mutual benefits to be derived, the Parties agree as follows:

1. The Parties are committed to implement FFD using the program model attached to this Agreement as Exhibit A;
2. While resource, contract or regulatory constraints may prevent full performance of every aspect of the model, the Parties will use what resources and discretion they have to implement the model to the fullest extent possible;

3. When an apparent inconsistency exists between two individual Parties' policies and practices or between a Party's policy and practices and the model, each Party commits to use their discretion to interpret their own policies and practices in such a way as to eliminate the inconsistency when possible; No Party shall be required to act in a manner inconsistent with any of its policies or practices;
4. Each Party commits to provide, when possible, staff with decision making authority to represent it at FFD advisory board meetings;
5. All Parties agree to communicate directly with other Parties when making program decisions impacting said other Parties;
6. The Parties acknowledge that student education records are confidential and protected by the Family Education Rights and Privacy Act of 1974, 20 U.S.C § 1231g (FERPA). The Parties agree to maintain and utilize student records in accordance with the provisions of FERPA;
7. The Parties shall not discriminate and shall comply with the applicable laws prohibiting discrimination on the basis of race, color, religion, sex, sexual orientation, age, national origin or citizenship status, genetic information, disability, or veteran status;
8. The Parties understand and agree that some or all of this Agreement may be limited by rights legitimately asserted by a WCCC or UMM collective bargaining unit;
9. Each Party shall identify and share name, title, role, and contact information of staff, instructors, consultants and/or volunteers who work directly with FFD participants or work to advance Parties' commitments under this agreement in July of each year and shall update as needed;
10. The term of the Agreement is for two (2) years, beginning on July 1, 2019 and ending on June 30, 2021. Thereafter, upon mutual written agreement of all of the Parties, this Agreement may be extended one or more one-year terms; and
11. This Agreement may be terminated at any time by the mutual assent of all of the Parties. Any Party may withdraw from the Agreement with 90 days written notice to all other Parties.

In addition to these common agreements the individual Parties commit to the following:

SCEC agrees to the following roles and responsibilities:

1. Serve as fiscal agent for contracts, grants, or donations that fund FFD activities across two or more Parties;
2. Convene the Advisory Committee on a monthly basis and sub-committees as needed;

3. Employ and supervise the professional staff to provide individualized student coaching to all FFD participants;
4. Employ and supervise the FFD director;
5. Require SCEC employees who provide services to other Parties to adhere to those Parties' applicable policies and procedures and all applicable state and federal laws, rules and regulations;
6. Acknowledge and understand that student education records are confidential and protected by FERPA. In the course of this Agreement, SCEC employees assigned to perform FFD services will have access to WCCC, UMM, and AETC student education records protected by FERPA. SCEC acknowledges that its employees will be accessing such records as a "school official" as that term is defined in 34 C.F.R. 99.31(a)(1)(i)(B) and SCEC agrees that its employees will use and maintain such information as such, in accordance with federal law and WCCC, UMM, or AETC policy, as applicable. SCEC further agrees that its employees will access only those WCCC, UMM, or AETC education records for the students to whom it provides FFD services;
7. Provide WCCC, UMM, or AETC with the opportunity to review information, data, or analysis of information or data from student education records prior to publication or release;
8. Maintain through the term of this Agreement comprehensive general liability insurance in a minimum amount of One Million Dollars (\$1,000,000) per occurrence, insuring against the negligent acts or omissions of SCEC, its employees and agents;
9. Defend and indemnify and hold harmless WCCC, UMM, and AETC and their officers and employees from and against all claims, damages, losses and expenses, including attorneys' fees, arising out of or resulting from the execution of this Agreement; provided that any such claim, damage, loss or expense is (1) attributable to bodily injury, sickness, disease or death, or injury to or destruction of tangible property, including the loss of use thereof; and (2) to the extent that such claim, damage, loss or expense is caused by any negligent act or negligent omission of a SCEC employee committed in association with the access of student records or the provision of FFD services;
10. Establish and maintain a data management system to track outcomes for all FFD participants;
11. Contract with an Evaluator to design and implement a comprehensive system of program evaluation for FFD;
12. Inform, encourage, and support staff to participate in training and professional development opportunities that support shared knowledge, skills, and values relevant for the success of FFD

families and include but are not limited to: understanding the impacts of poverty, trauma, and substance use; building cultural competency; and understanding principles of two-generational approaches;

13. In cooperation with CCC, develop and implement a sustainable funding strategy for the staff and barrier removal portions of FFD; and
14. Assist FFD Parties in their efforts to develop sustainable funding strategies for the college preparation and early childhood education portions of FFD.

AETC agrees to the following roles and responsibilities:

1. Identify AETC clients eligible for the FFD program and support them through the application process;
2. Provide instruction for one (1) FFD approved College Transitions course to be delivered in the evening using a closed cohort model and offered in July and August annually;
3. In coordination with UMM and WCCC, provide staff and programming for post-secondary readiness activities for prospective FFD participants through the provision of Adult Education courses, HiSET testing, and other activities;
4. In coordination with UMM and WCCC, provide assessment services for post-secondary programming, using the ACCUPLACER and CASAS exams for FFD applicants, and support the transfer of student assessment data to post-secondary parties;
5. Deliver workplace readiness instruction for all FFD students in cooperation with post-secondary institutions;
6. In cooperation with FFD coaches, facilitate opportunities such as interviews, internships, or other work-related learning activities for FFD students to engage in employment and training opportunities;
7. In consultation with the independent evaluator and as permitted by participant releases, provide a means for FFD to track demographic and performance data at the program level and to track systems change across time;
8. Orient SCEC employees who will be providing FFD services to AETC staff and resources; use of the data access portals; and personnel policies and procedures, and notify SCEC employees of changes therein that could materially affect AETC's presence on campus and the performance of this Agreement;

9. Offer technology resources, including AETC's iPad lending library and access to distance learning tools in the Washington County Education Network's 65 community learning sites, to support parent participation in FFD programming when extenuating or unforeseen circumstances prevent in-person or on-campus participation;
10. Inform, encourage, and support staff to participate in training and professional development opportunities that support shared knowledge, skills, and values relevant for the success of FFD families and include but are not limited to: understanding the impacts of poverty, trauma, and substance use; building cultural competency; and understanding principles of two-generational approaches; and
11. Commit to raising annual and long-term sustaining resources to support AETC programmatic contributions to FFD.

UMM agrees to the following roles and responsibilities:

1. Design and approve FFD courses for UMM credit, with the majority of courses approved for core curriculum credits that are required for certificate, Associates or Bachelors programs in Washington County and beyond;
2. Provide instruction annually for five (5) FFD approved courses to be delivered in the evening using a closed cohort model and offered across two semesters and one summer term;
3. In consultation with the independent evaluator and as permitted by participant releases, provide a means for FFD to track demographic and performance data at the program level and to track systems change across time;
4. Develop and implement strategies to contextualize curricula that make course content relevant for low-income parents;
5. In cooperation with DCP, develop shared learning opportunities for children and parents that support mutually beneficial learning results;
6. Provide space as available for FFD personnel, instruction, meetings, and a family center;
7. Orient SCEC employees who will be providing FFD services to UMM facilities, staff and resources; use of the data access portals; and personnel policies and procedures, and notify SCEC employees of changes therein that could materially affect their presence on campus and the performance of this Agreement;

8. Provide leadership through Offices of the Academic Affairs and the Division of Arts and Letters for FFD programming to support students in admissions, orientation, campus activities, student services, remediation and tutoring, and transition into future academic programming or employment; and
9. Inform, encourage, and support faculty, instructors, and staff to participate in training and professional development opportunities that support shared knowledge, skills, and values relevant for the success of FFD families and include but are not limited to: understanding the impacts of poverty, trauma, and substance use; building cultural competency; and understanding principles of two-generation approaches.

WCCC agrees to the following roles and responsibilities:

1. Design and approve FFD courses for WCCC credit, with the majority of courses approved for core curriculum credits that are required for certificate, Associates or Bachelors programs in Washington County and beyond;
2. Provide instruction annually for five (5) FFD approved courses to be delivered in the evening using a closed cohort model and offered across two semesters and one summer term, and provide instruction for the WCCC required First Year Experience course;
3. In consultation with the independent evaluator and as permitted by participant releases, provide a means for FFD to track demographic and performance data at the program level and to track systems change across time;
4. Develop and implement strategies to contextualize curricula that make course content relevant for low-income parents;
5. Provide space as available for FFD personnel, instruction, meetings, and a family center;
6. In cooperation with DCP, develop shared learning opportunities for children and parents that support mutually beneficial learning results;
7. Orient SCEC employees who will be providing FFD services, to WCCC facilities, staff and resources; use of the data access portals; and personnel policies and procedures, and notify SCEC employees of changes therein that could materially affect their presence on campus and the performance of this Agreement;
8. Provide leadership through the Office of the Dean of Academic Affairs and the and Office of the Dean of Enrollment Management and Student Services for FFD programming to support

students in admissions, orientation, campus activities, student services, remediation and tutoring, and transition into future academic programming or employment; and

9. Inform, encourage, and support faculty, instructors, and staff to participate in training and professional development opportunities that support shared knowledge, skills, and values relevant for the success of FFD families and include but are not limited to: understanding the impacts of poverty, trauma, and substance use; building cultural competency; and understanding principles of two-generational approaches.

DCP agrees to the following roles and responsibilities:

1. Provide high-quality early education programming for FFD children (6 weeks – 8 years) at DCP early learning centers located on the University of Maine at Machias and Washington County Community College campuses in order to remove child care barriers for families participating in post-secondary education and training through FFD and to promote school readiness and success for their children;
2. Coordinate and serve healthy meals for FFD parents and young children at DCP centers that include two-generation instructional activities;
3. Using CORAdvantage analysis tools (or alternate DCP approved tools), measure progress for FFD children in improved approaches to learning and increased language, literacy, and self-regulatory skills;
4. In consultation with the independent evaluator and as permitted by participant releases, provide a means for FFD to track demographic and performance data at the program level and to track systems change across time;
5. In cooperation with UMM and WCCC faculty and instructors, develop shared learning opportunities for children and parents that support mutually beneficial learning results;
6. Work with FFD coaches to ensure that child-specific goals are part of each family success plan;
7. Inform, encourage, and support staff to participate in training and professional development opportunities that support shared knowledge, skills, and values relevant for the success of FFD families and include but are not limited to: understanding the impacts of poverty, trauma, and substance use; building cultural competency; and understanding principles of two-generational approaches;

8. Commit to raising annual and long-term sustaining resources to support DCP's programmatic contributions to FFD and promote and support participants' utilization of public resources that support the early education programming.

The CCC agrees to the following roles and responsibilities:

1. Support the coordination of and deliver training to staff in all Parties working with FFD participants including the topics: understanding the impacts of poverty, trauma, and substance use; building cultural competency; and understanding principles of two-generational approaches; additional professional development opportunities will also be made available through the annual training agenda of the CCC;
2. Provide flexible barrier removal funds for FFD participants;
3. Provide individual and group clinical consultation for FFD coaches;
4. In consultation with the independent evaluator and as permitted by participant releases, provide a means for FFD to track demographic and performance data at the program level and to track systems change across time;
5. Inform, encourage, and support staff to participate in training and professional development opportunities that support shared knowledge, skills, and values relevant for the success of FFD families and include but are not limited to: understanding the impacts of poverty, trauma, and substance use; building cultural competency; and understanding principles of two-generational approaches;
6. In cooperation with SCEC, support program sustainability through securing private and public resources for FFD operations and activities, including barrier removal; offer leadership, collaboration, and coordination locally for FFD convenings; and share FFD design and two-generation technical assistance materials with Parties, funders, and regional and national entities.
7. Commit to raising annual and long-term sustaining resources to support CCC's programmatic contributions to FFD.

Governance

FFD is a cooperative effort of individual equals guided by a shared goal of permanently reducing the percentage of parents with young children that live in poverty in Washington County, Maine. The

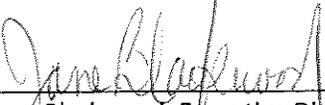
Parties believe that educational achievement is the surest practical means for a family to achieve permanent economic self-sufficiency. The Parties are committed to these values and to the program model. FFD Parties shall not be considered agents or partners of each other or a joint venture.

FFD's governance rests on three interlocking mechanisms: this Agreement, the policies and procedures developed by the Advisory Committee, and the contracts between and among Parties and their funders.

The Advisory Committee is made up of representatives of each Party as well as a student representative from each campus. Although Parties may send multiple staff members to Advisory Council meetings, each Party shall have a single vote. Each student representative also has a vote. The Advisory Committee seeks work by consensus when possible. At times when consensus is not achieved, the Advisory Committee may institute, repeal, or alter a policy by affirmative vote of 2/3rd of the Student Representatives and Parties.

FFD activities are funded by a mix of federal, state, and private sources that operate under grant agreements and contracts. There are also contractual agreements among the Parties related to these funding sources. Taken together, this mesh of grant agreements, contracts, and subcontracts create a framework for decision making, responsibility, and authority over the day to day activities of key aspects of FFD. Before entering into any agreement or contract related to FFD, the Parties will consider the impact of that contract on the program model, the Advisory Committee, and this Agreement and will make every effort to minimize any disruption or negative impact.

The Parties hereby agree to the terms of this Agreement:



Jane Blackwood, Executive Director
Axiom Education & Training Center

8/2/2019
Date



Mark Green, Executive Director
Downeast Community Partners

8/2/19
Date



Charlotte Martin-Berry, Director
Community Caring Collaborative

8/2/19
Date

Charles Rudelitch

Charles Rudelitch, Executive Director
Sunrise County Economic Council

8-1-19

Date

Andrew Egan

Andrew Egan, VP Academic Affairs/Head of Campus
University of Maine at Machias

8/6/19

Date

Susan Mingo

Susan Mingo, President
Washington County Community College

08/01/19

Date

Exhibit A

Family Futures Downeast (FFD) supports low-income Washington County parents in finding pathways out of poverty through education and access to meaningful careers while integrating high-quality early education for their children that promotes school readiness and healthy development. This combined goal is achieved through the cooperation of the Parties in agreement in this MOU, and through the coordination of program activities in FFD's two-generation program model.

Program Design and Values

Family Futures Downeast (FFD) is an education and workforce development program with the purpose of increasing success and stability for vulnerable families in Washington County, Maine. This two-generation program combines post-secondary, workforce development, and career pathway programming for parents with early childhood education for their children. Numerous social, academic, and capacity-building supports give FFD the potential to significantly increase the number of low-income parents who enroll in college in Washington County and who leverage education as a pathway to self-sufficiency. FFD interventions remove the economic, cultural and logistical barriers that make going to college difficult for many parents so they can thrive as students. Within the program they gain the confidence and the ability to pursue educational and vocational goals, just as their children benefit from outstanding, high-quality early education in campus-based early education centers. The program changes outcomes for parents, their children, and the institutions and organizations that partner to make it a success.

FFD was designed collaboratively by Washington County academic, social service, and workforce professionals, with substantial and essential input from potential participants. The collaboration began by acknowledging the profound challenges participants would need to overcome in order to succeed in a post-secondary program and to improve economic stability for families and their children. FFD parents may come with a legacy of generations of poverty, trauma, exposure to violence, substance abuse and profound loss of hope generated by those experiences.

The impact of exposure to poverty and trauma is a root of many of the issues that keep non-traditional students from succeeding. It starts early in life and can leave scars that affect learning and change outcomes. Without adequate adult support, children who are frequently exposed to these adversities are likely to experience a toxic stress response. Toxic stress takes a toll on a child's physical and mental

health, reverberates into adulthood, has a negative impact on educational achievement, and an adverse effect on the extended family. Every aspect of FFD reflects a commitment to understand and counter these barriers in order to increase success for each student, for their children, and to break the legacy of poverty and trauma for future generations. FFD also recognizes the powerful role that children play in motivating parents to make changes to improve their families' lives.

For parents who may have never believed college was an option for them, FFD makes the post-secondary pathway accessible, affordable, and meaningful. Parents find a welcoming, safe environment for themselves and their children and experience coaching supports that align their goals for educational attainment with careers in their own communities. The coaching component of the FFD model is an intensive approach to increasing self-confidence and critical thinking skills that recognizes contemporary science regarding the impact of poverty and trauma on the developing brain. Coaching interventions build executive function skills that help parents make up for missed developmental opportunities they experienced during childhood, simultaneously strengthening their ability to teach essential life and coping skills for their children. Coaches connect participants to campus-based and community resources, resulting in effective referrals to 360-degree supports. This ensures parents can meet their basic needs and reach their goals. Through supportive relationships that celebrate successes, coaching builds skills that parents can model for their children and that give them the opportunity to pursue the future they want for themselves and their families.

Enrolling in college takes energy and hope, things many potential FFD students may initially lack. For the program to succeed, FFD staff and partners commit to sharing a deep understanding of the impacts of multigenerational poverty and other barriers participants may face (i.e., exposure to violence, trauma, intergenerational trauma, and substance use). Staff throughout FFD partner organizations receive intensive training on strengths-based programming and the wraparound process that promotes individualized, family-driven, culturally-competent, and community-based approaches to supporting individuals and families as they make changes in their lives. Training also includes how to make appropriate academic, health, financial, and other referrals. Ongoing training fosters the FFD partnership's shared skills and values and promotes resilience among families served as well as providers delivering the program.

FFD's two-generation model combines strategies that build skills and capacity for parents, recognizes and supports the developmental needs of their children, and intentionally interrupts the cycle of generational poverty.

Program Activities and Approaches:

FFD program activities intentionally align high-quality programming for children with services and opportunities for parents in a whole family framework. The activities and approaches contributed by the Parties in agreement in this MOU include:

- College Transitions, academic remediation, and tutoring supports are offered prior to and throughout post-secondary programming
- Workplace readiness instruction supports academic and workplace preparedness
- Academic resources and career programming point parents toward family-supporting jobs
- Using a cohort approach on each campus, 5 college courses in Family Life Skills offer contextualized learning opportunities and build a foundation for future academic pursuits
- Dedicated space is available for FFD participants in family centers located on each campus
- High-quality early education programming for FFD children is offered in licensed centers located on each campus while parents attend FFD classes
- A family meal is offered prior to FFD classes
- One family coach per campus supports families to build on strengths to address needs and reach goals using a wraparound approach, and a third coach provides transitional supports for up to one year to participants who have completed the first year and are continuing on in education or employment.
- Quality after-school programming on each campus engages FFD youth (ages 9-13) when a significant number of youths need access to evening programming
- Barriers to participants' enrollment and success in the program are resolved using community resources and FFD flexible funds whenever possible.

FFD recognizes that academic remediation for a majority of students may be necessary and includes College Transitions and remediation supports for all students prior to post-secondary enrollment.

Following college preparation and orientation activities, up to thirty-two students enroll in a five-course program in Family Studies – 16 at UMM and 16 at WCCC. The post-secondary program includes two

semesters offering two courses per semester two evenings per week and one eight-week summer term (WCCC offers one additional credit to FFD students). FFD courses are offered in closed sections and are exclusively for FFD students. Each family is assigned a coach, who is a member of the FFD staff and who coordinates their Family Success Plan.

The Family Studies curriculum encourages contextualized learning that is intended to be relevant to students' lives, enabling them to develop and apply skills to improve dynamics in their own families; increase their self-confidence; advocate for themselves and their children; develop better writing, speaking, math, and critical thinking skills; and plan next steps in their academic careers. Students gain core credits (general education requirements) in rigorous academic courses that prepare them for employment and form the foundation for future academic pursuits. These academic credits become the building blocks for certificate and degree programs at UMM, WCCC or other accredited colleges and universities. Both UMM and WCCC give every student individual and personalized attention. All FFD students have access to services on each campus including tutoring, academic advising and career counseling, study centers, and some health services and mental health counseling. FFD students are welcomed and supported as they integrate into the campus cultures.

Throughout their enrollment, FFD students, with support from their coaches, academic advisors, and career and workforce program partners access job-driven workforce development programming and develop academic and career goals that connect them to locally available and high wage/high demand jobs in their communities. These opportunities include internships and apprenticeships, on the job training, work experience, and small business planning.

The coaching model is designed to enhance executive functioning, communication, interpersonal and planning skills that results in participants entering the job market with increased earnings potential. Family coaching strategically connects parent and child programming and connects families to needed resources for such things as: safety and basic needs, health and mental health services, legal assistance, housing, transportation, children's services, and much more. FFD staff and the program overall receive clinical consultation from State of Maine licensed clinical professionals with experience in family practice and/or mental health consultation on a weekly basis.

Comprehensive relational supports are essential to student success and are an integral part of each FFD student's experience. Strategies that recognize the social and emotional barriers for college enrollment and success for low-income parents in Washington County are at the core of FFD's commitment to

creating a truly transformational educational opportunity for families. The cohort model is specifically designed to foster strong peer relationships and bonding social capital among participants. The FFD family centers are designated child-friendly spaces where students can go to do homework, meet with their instructor, tutor, or coach, get information about community resources, make a phone call, and find answers and supports for a variety of needs. Individualized, out-of-class coaching provides structured guidance and encouragement, skill building in critical thinking and self-regulation, academic and career pathway support, and addresses any roadblocks to success that the student encounters all within strengths-based approaches.

Building on the understanding that poverty is associated with multiple barriers to enrollment and success in college and that basic needs must be met in order to focus on learning, FFD commits to removing barriers and building capacity. Financial supports that are provided or addressed by FFD include: tuition and fees; high-quality, onsite child care; support for travel; meals for parents and their children in the early learning centers prior to classes; a laptop and wifi hotspot to borrow throughout the first year of the program; individualized learning implementation resources; child care resources and/or programming for children ages 9-13; and additional funds for limited-time or emergency needs.

Unique to FFD's two-generation approach, the financial supports necessary to address barriers for parents' participation become part of the educational model itself. Knowing their children are in a safe setting offers parents the peace of mind necessary to engage in their own learning. FFD offers more than safe childcare, as programming engages children in high-quality early learning delivered by Downeast Community Partners that improve their educational outcomes at the same time parents improve their own. Similarly, the provision of meals for FFD parents and children supports the basic needs of families whose learning may be interrupted by hunger, and the two-generation model intentionally incorporates mutually reinforcing learning opportunities within that mealtime setting. Intrinsic in the financial supports that remove barriers for FFD participants are opportunities to operationalize learning and improve outcomes.

Program Measurement

FFD evaluation incorporates both quantitative and qualitative components that include: a process evaluation of program implementation and operations; an outcome evaluation of key impacts on FFD children, parents, and families; and a cost/benefit analysis of the program.

Evaluation includes work with program and university staff, participants, and funding partners to ensure that the data collected, the methods used for data collection, and the ongoing data feedback loop are not only embedded in the program, but also represent data that can drive ongoing program accountability and improvement. Key program measures include: post-secondary enrollment, retention, and completion; family stability and economic independence; early childhood development and school readiness; and individual and family strengths.

The Promise

FFD's two-generation model expands existing services and strategically addresses complex issues of service and delivery through strengths-based, culturally competent, authentic collaboration. The model is a cross-system approach that aligns opportunities in education and workforce development with supports in health, safety net programming and social services in order to increase family success. The Parties that formally contribute to FFD's success operate as a partnership of equals. Using principles of best-practice collaboration, the approach exceeds the reach of individual institutions working alone and offers a seamless system of support for families. The Parties share a commitment to understanding the missions and applying the values of each Party in their respective activities with families.

FFD parents and families need multiple, self-identified supports in order to break multigenerational cycles that impact educational outcomes, economic security, and family health and well-being. A strengths-based, collaborative community program, FFD is strategically designed to meet each family's unique needs. Thoughtful, multi-faceted input – from college faculty and staff, community members and organizations, and potential participants – is reflected in the FFD model. The result incorporates the college partners' commitment to academic rigor and quality campus life; early educators' commitment to school readiness and high quality early learning outcomes; workforce partners' commitment to career pathways and family-supporting jobs; the social service and health community's expertise in the delivery of poverty and trauma-informed holistic family services; and low-income parents' depth of personal experience.

FFD was formed in response to needs and aspirations of Washington County families. It is an opportunity to change educational and employment outcomes in ways that promote strengths and increase family stability. FFD Parties are committed to supporting families through a unique coordination of services that increase participants' ability to succeed, strengthen their own motivation to change their lives, and set families on a path to improve their future.