

January 2021

NNPS District Facilitator Early Action Steps

Survey Report

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Supported by: Evaluation Data Solutions, LLC

SURVEY ADMINISTRATION

Administration Period: December 7, 2020 to January 8, 2021

Response Rate: 17 surveys submitted out of 19 invitations sent (89%)

Districts Represented: 15/15 (100%)

Average Survey Completeness: 94%

Average Time to Complete: 12:57 (estimated 10 minutes)

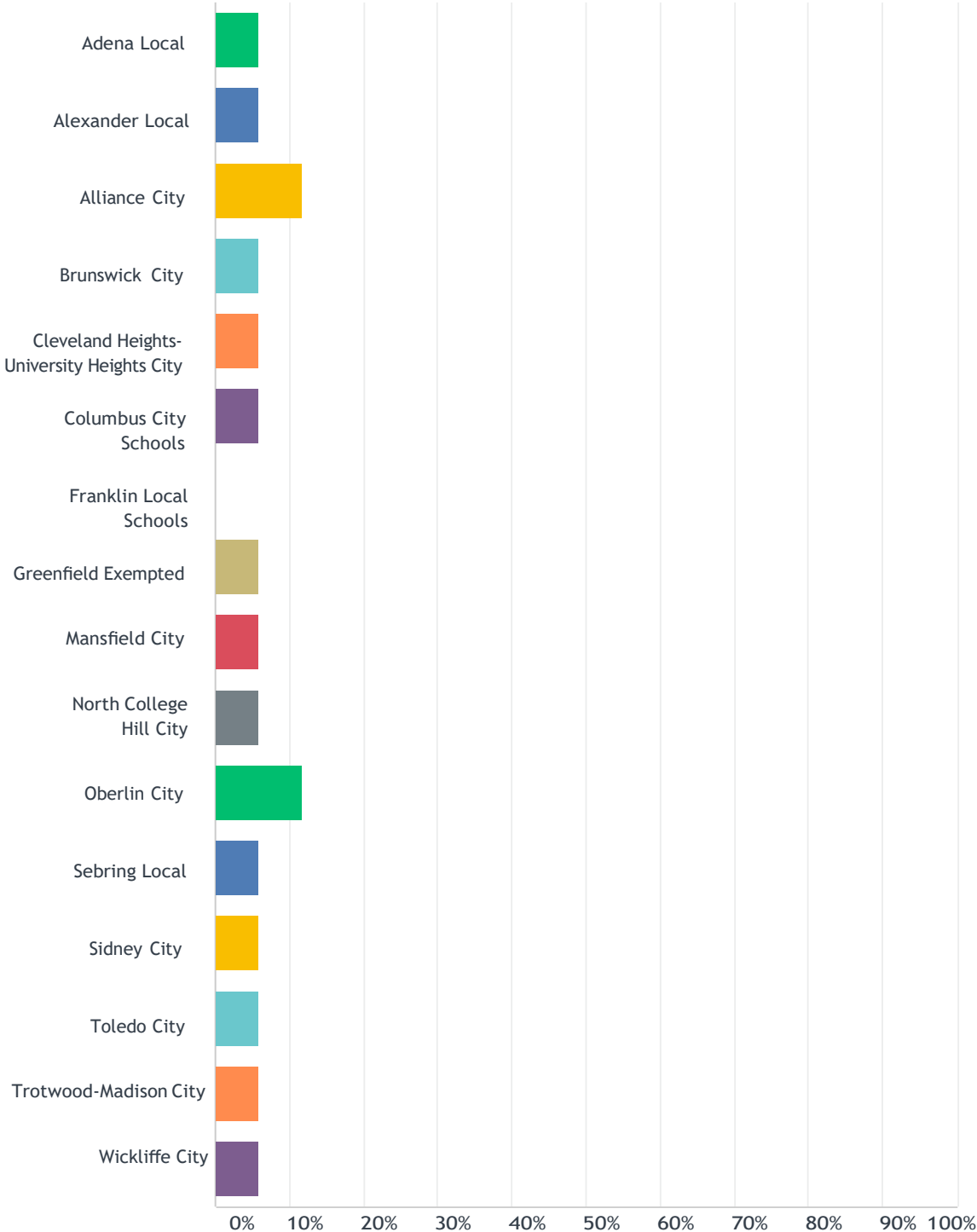
SUMMARY OF KEY INSIGHTS

- The most common position held by District Facilitators is Family/Community Engagement Coordinator, followed by Curriculum or Education Director.
- District Facilitators have worked an average of 5.7 years in their current position. Over 70% have been in their current position for 3 years or more.
- All District Facilitators have at least some prior experience with efforts to improve family engagement in education.
- Nearly 60% of District Facilitators have been involved in efforts to improve family engagement in their district to a large extent or very large extent.
- District Facilitators believe that the top factors limiting family engagement in children's education are:
 - 1) Family work schedules (also listed as the top obstacle by SST Coaches)
 - 2) Previous negative school experiences
- During the prior school year, the primary area where districts focused on improving family engagement was Communicating (supporting two-way communication between home and school about school programs and student progress).
- District Facilitators saw guidance from State Support Teams as the most helpful resource for selecting schools for NNPS, followed by NNPS training.
- 100% of District Facilitators felt that NNPS training prepared them to support school ATPs to at least a moderate extent (60% to a large extent or very large extent).
- The primary ways that District Facilitators report SST Coaches have supported NNPS in districts include:
 - 1) Meeting monthly with District NNPs Facilitators to plan NNPS implementation
 - 2) Developing or updating a leadership plan that identifies and schedules district-level NNPS Activities.
- The primary ways in which District Facilitators report supporting NNPS in their district include:
 - 1) Developing a Leadership Plan for Partnerships for this school year
 - 2) Presenting NNPS to other district administrators and staff
- The primary ways in which District Facilitators report supporting NNPS in schools include:
 - 1) Checking in with school ATPs at least monthly
 - 2) Helping schools identify research-based family engagement practices.
- 50% of respondents did not need additional support to implement NNPS in their district. Those who did want additional support requested additional NNPS training and more information from the Center (such as ideas for implementing virtual family engagement activities).
- The primary challenge reported for implementing NNPS this school year was the COVID-19 pandemic. This has resulted in challenges forming ATPs, difficulties finding times and ways for teams to meet, and overwhelmed schools, teachers, and families.
- The primary successes reported include communication and collaboration with families and progress made on family engagement planning.

All 15 active districts for Cohort 1 are represented in survey responses.

Q1 What is your Ohio school district?

Answered: 17 Skipped: 0



The most common position held by District Facilitators is Family/Community Engagement Coordinator, followed by Curriculum or Education Director.

Q2 What is your job title in the district?

Answered: 17 Skipped: 0

RESPONSES

Communications Liaison

Curriculum Director

Curriculum/Federal Programs Coordinator

Family and Community Engagement Coordinator

Curriculum Director

Superintendent

Director of Curriculum and Instruction

Director of Student and Family Support

Family & Community Engagement Coordinator

Family engagement coordinator

Director of Special Programs

Family Engagement Specialist

Director of Teaching and Learning

CARE Team Coordinator

Director of Student Support Programs

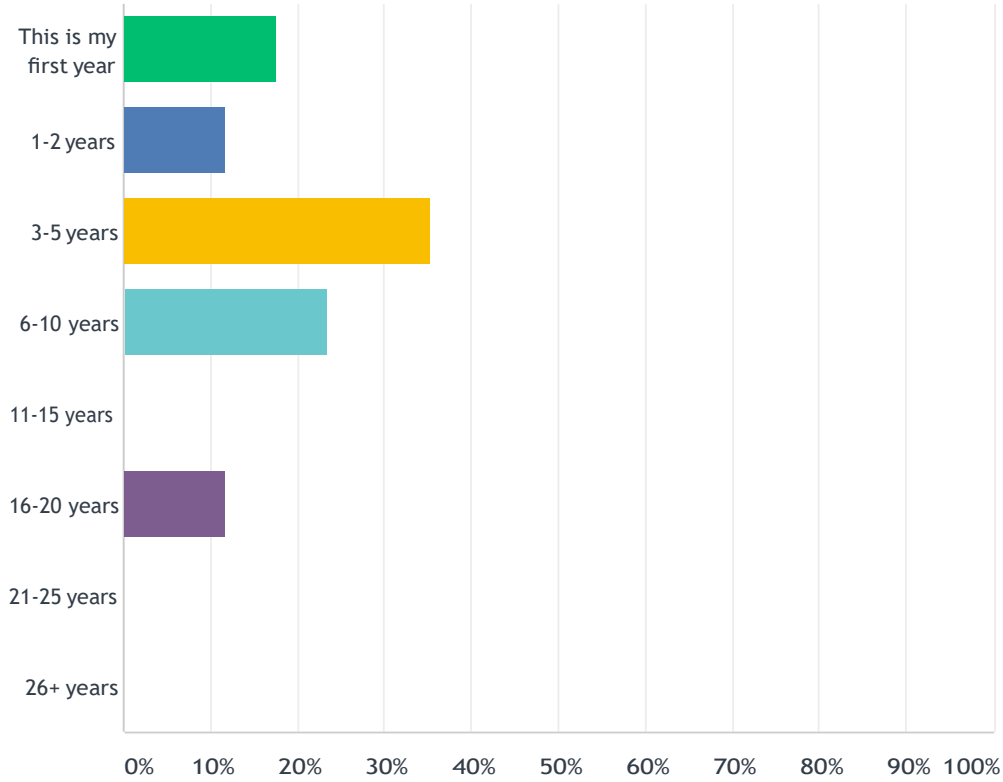
Director of elementary education

Assistant Director of Education

District Facilitators have worked an average of 5.7 years in their current position. Over 70% have been in their current position for 3 years or more.

Q3 How long have you worked in your current position?

Answered: 17 Skipped: 0

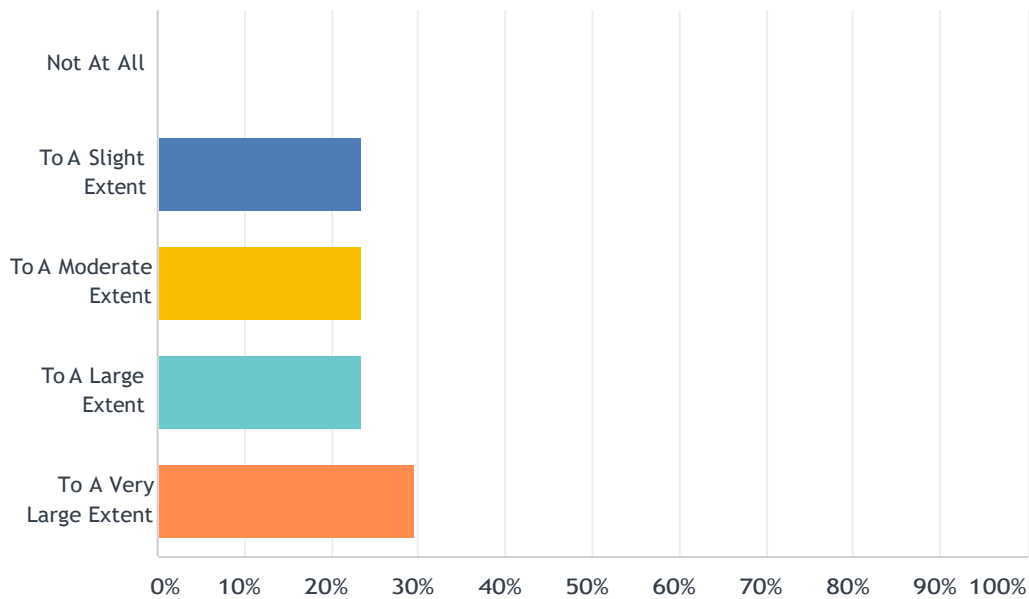


ANSWER CHOICES	RESPONSES	
This is my first year	17.65%	3
1-2 years	11.76%	2
3-5 years	35.29%	6
6-10 years	23.53%	4
11-15 years	0.00%	0
16-20 years	11.76%	2
21-25 years	0.00%	0
26+ years	0.00%	0
TOTAL		17

All District Facilitators have at least some prior experience with efforts to improve family engagement in education.

Q4 Before you were part of this project to implement the NNPS model, how involved were you in efforts to improve family engagement in education?

Answered: 17 Skipped: 0

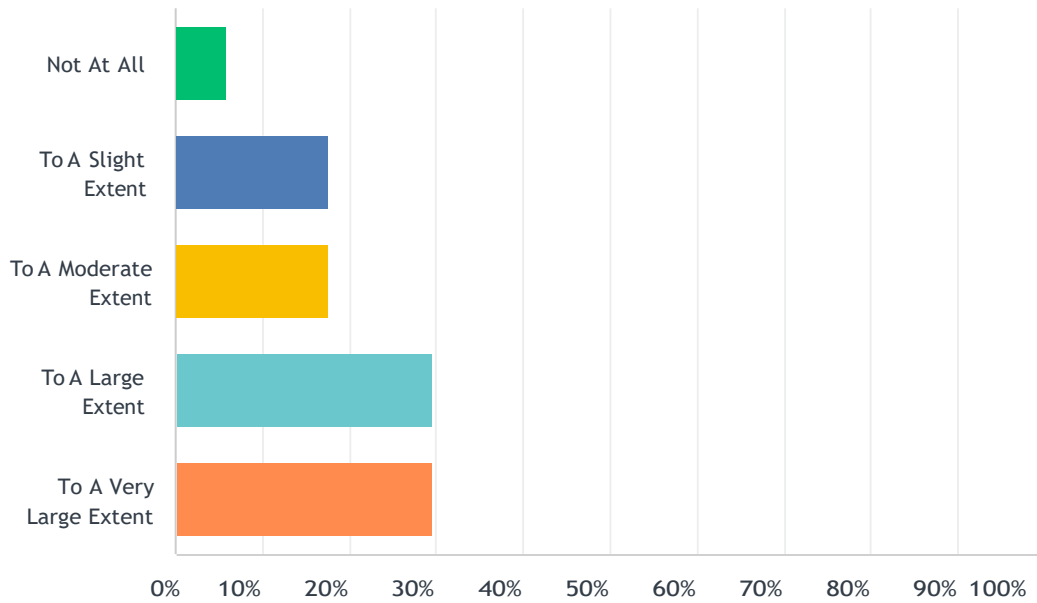


ANSWER CHOICES	RESPONSES	
Not At All	0.00%	0
To A Slight Extent	23.53%	4
To A Moderate Extent	23.53%	4
To A Large Extent	23.53%	4
To A Very Large Extent	29.41%	5
TOTAL		17

Nearly 60% of District Facilitators have been involved in efforts to improve family engagement in their district to a large or very large extent.

Q5 Before you were part of this project to implement the NNPS model, how involved were you in efforts to improve family engagement in this district?

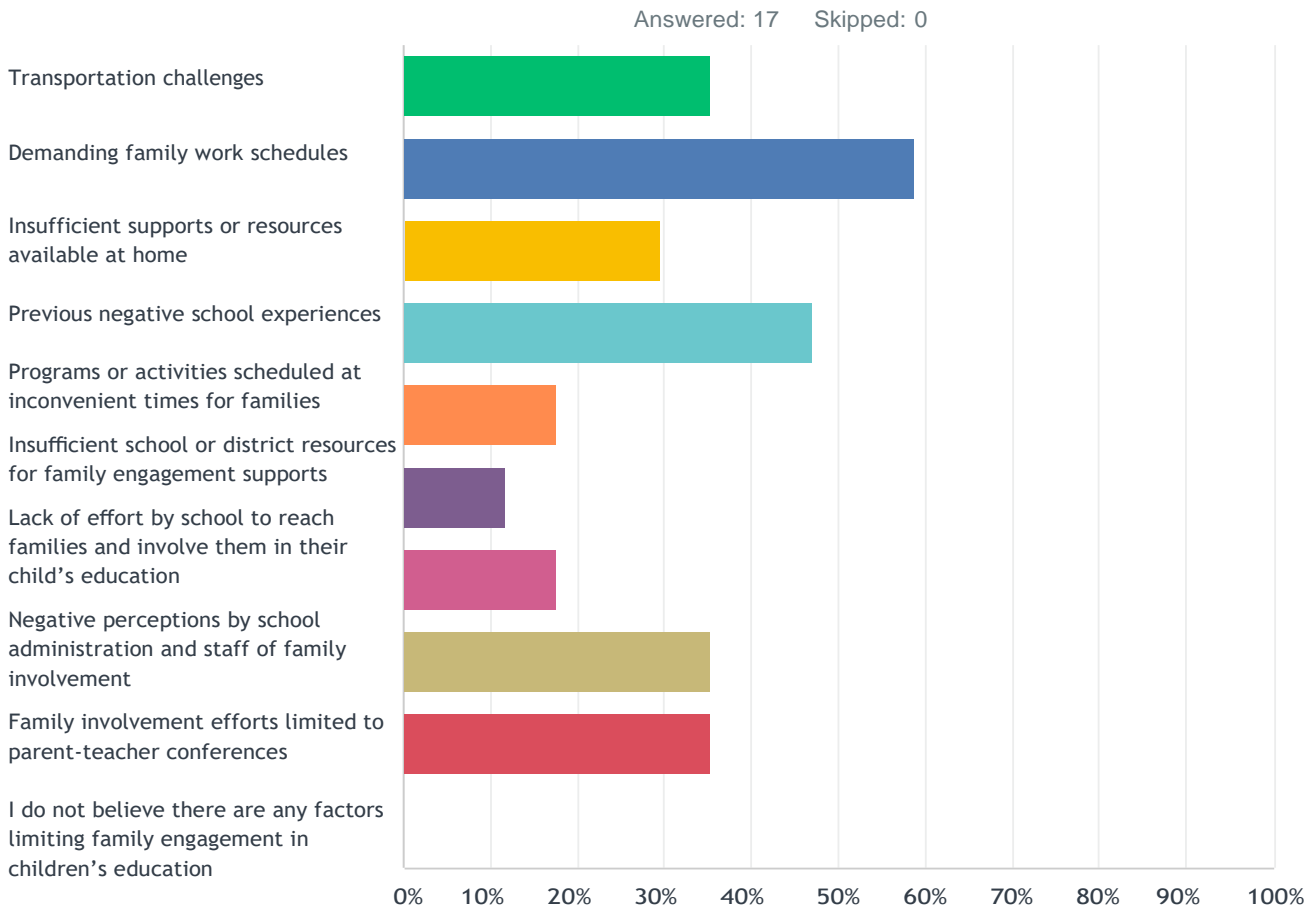
Answered: 17 Skipped: 0



ANSWER CHOICES	RESPONSES
Not At All	5.88% 1
To A Slight Extent	17.65% 3
To A Moderate Extent	17.65% 3
To A Large Extent	29.41% 5
To A Very Large Extent	29.41% 5
TOTAL	17

District Facilitators believe that the top factors limiting family engagement in children's education are 1) Demanding family work schedules 2) Previous negative school experiences

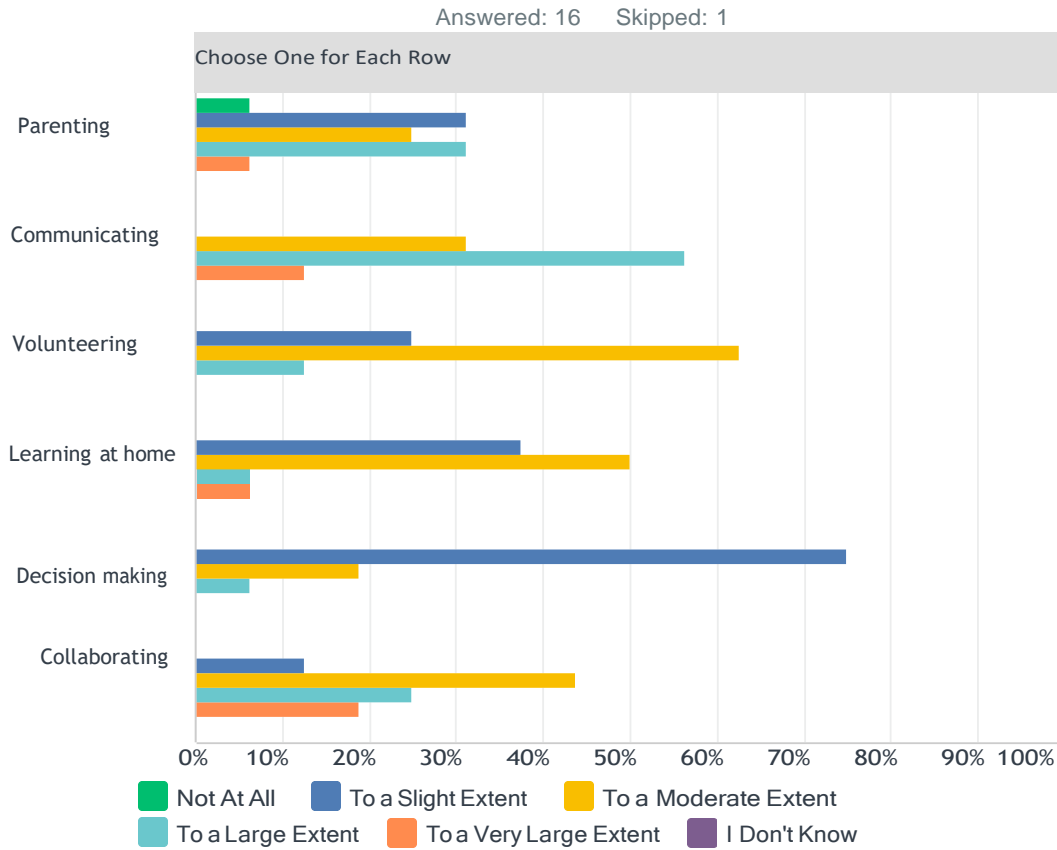
Q6 What do you believe are the top 3 factors limiting family engagement in children's education? (Choose up to 3)



ANSWER CHOICES	RESPONSES	
Transportation challenges	35.29%	6
Demanding family work schedules	58.82%	10
Insufficient supports or resources available at home	29.41%	5
Previous negative school experiences	47.06%	8
Programs or activities scheduled at inconvenient times for families	17.65%	3
Insufficient school or district resources for family engagement supports	11.76%	2
Lack of effort by school to reach families and involve them in their child's education	17.65%	3
Negative perceptions by school administration and staff of family involvement	35.29%	6
Family involvement efforts limited to parent-teacher conferences	35.29%	6
I do not believe there are any factors limiting family engagement in children's education.	0.00%	0

During the prior school year, the primary area where districts focused on improving family engagement was Communicating (supporting two-way communication between home and school about school programs and student progress).

Q7 Before this school year, to what extent did your district focus on improving family engagement in these areas:

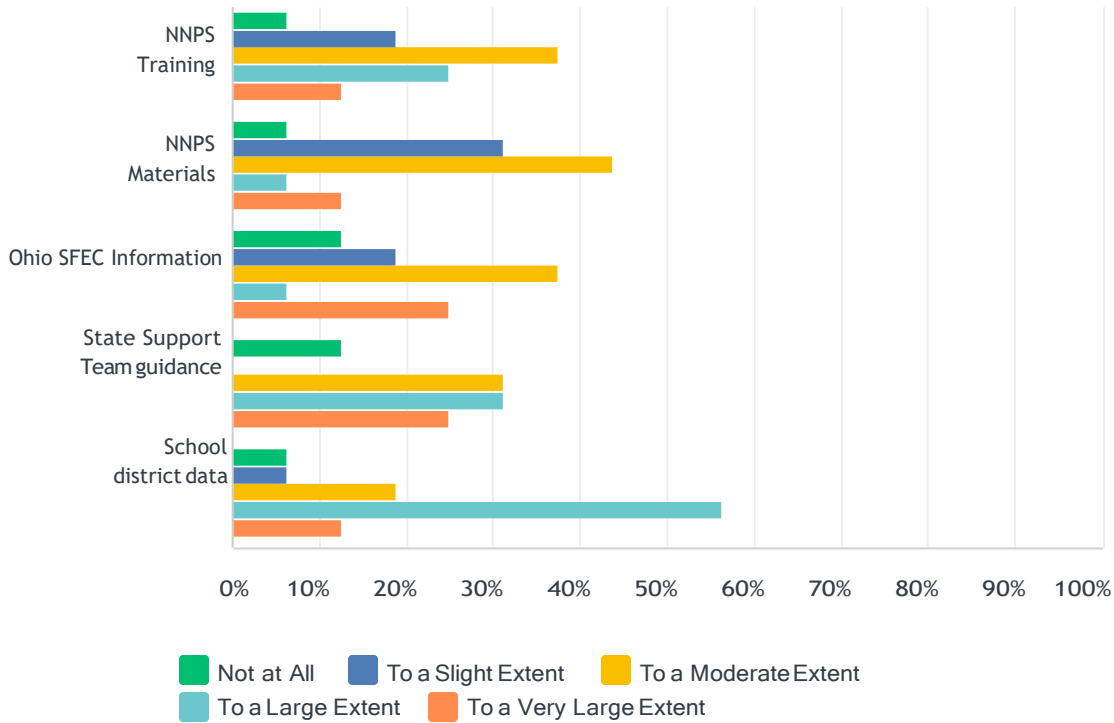


Choose One for Each Row	NOT AT ALL	TO A SLIGHT EXTENT	TO A MODERATE EXTENT	TO A LARGE EXTENT	TO A VERY LARGE EXTENT	I DON'T KNOW	TOTAL
Parenting (promoting parent knowledge of child learning and school knowledge of families).	6.25% 1	31.25% 5	25.00% 4	31.25% 5	6.25% 1	0.00% 0	16
Communicating (supporting two-way communication between home and school about school programs and student progress).	0.00% 0	0.00% 0	31.25% 5	56.25% 9	12.50% 2	0.00% 0	16
Volunteering (fostering parent help and support in class, at school, and at home).	0.00% 0	25.00% 4	62.50% 10	12.50% 2	0.00% 0	0.00% 0	16
Learning at home (creating connections around homework, curriculum, and planning).	0.00% 0	37.50% 6	50.00% 8	6.25% 1	6.25% 1	0.00% 0	16
Decision making (including all types of parents in school decisions and as leaders and representatives).	0.00% 0	75.00% 12	18.75% 3	6.25% 1	0.00% 0	0.00% 0	16
Collaborating with the community (increasing family access to community resources and having students help the community).	0.00% 0	12.50% 2	43.75% 7	25.00% 4	18.75% 3	0.00% 0	16

District Facilitators saw guidance from State Support Teams as the most helpful resource for selecting schools for NNPS, followed by NNPS training.

Q8 To what extent did these resources help you select schools in your district to implement NNPS?

Answered: 16 Skipped: 1

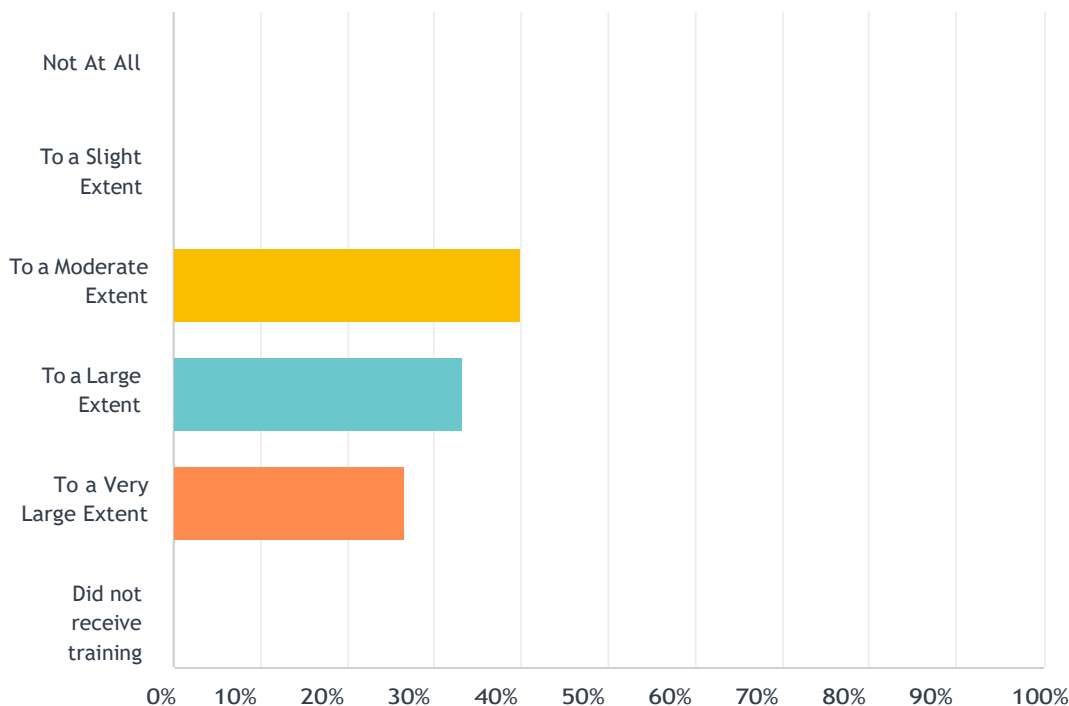


Choose One for Each Row						
	NOT AT ALL	TO A SLIGHT EXTENT	TO A MODERATE EXTENT	TO A LARGE EXTENT	TO A VERY LARGE EXTENT	TOTAL
National Network of Partnership Schools training	6.25% 1	18.75% 3	37.50% 6	25.00% 4	12.50% 2	16
National Network of Partnership Schools materials	6.25% 1	31.25% 5	43.75% 7	6.25% 1	12.50% 2	16
Ohio Statewide Family Engagement Center information	12.50% 2	18.75% 3	37.50% 6	6.25% 1	25.00% 4	16
State Support Team guidance	12.50% 2	0.00% 0	31.25% 5	31.25% 5	25.00% 4	16
School district data or information	6.25% 1	6.25% 1	18.75% 3	56.25% 9	12.50% 2	16

100% of District Facilitators felt that NNPS training prepared them to support school ATPs to at least a moderate extent (60% to a large extent or very large extent).

Q9 To what extent has NNPS training prepared you to support school Action Teams for Partnerships (ATPs) as a District Facilitator for Partnerships?

Answered: 15 Skipped: 2



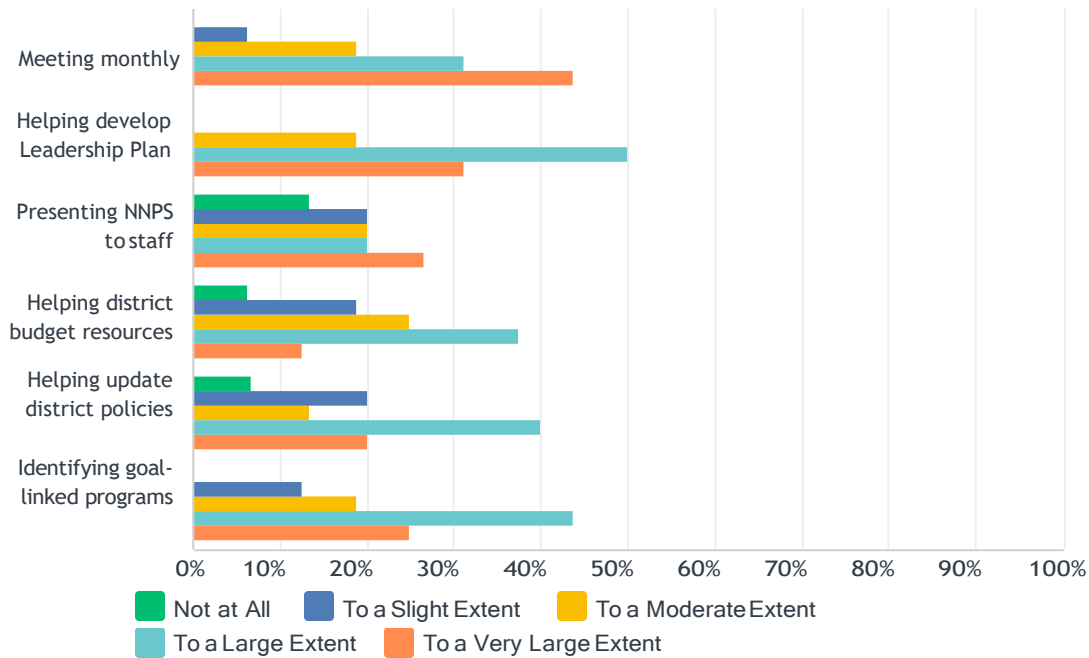
ANSWER CHOICES	RESPONSES	
Not At All	0.00%	0
To a Slight Extent	0.00%	0
To a Moderate Extent	40.00%	6
To a Large Extent	33.33%	5
To a Very Large Extent	26.67%	4
I did not receive training to be a District Facilitator for Partnerships.	0.00%	0
TOTAL		15

The primary ways that District Facilitators report that SST Coaches have supported NNPS in their district include:

- 1) Meeting monthly with District NNPS Facilitators to plan NNPS implementation
- 2) Developing or updating a leadership plan that identifies and schedules district-level NNPS Activities.

Q10 This school year, to what extent has your SST NNPS Coach supported NNPS implementation in your district by:

Answered: 16 Skipped: 1



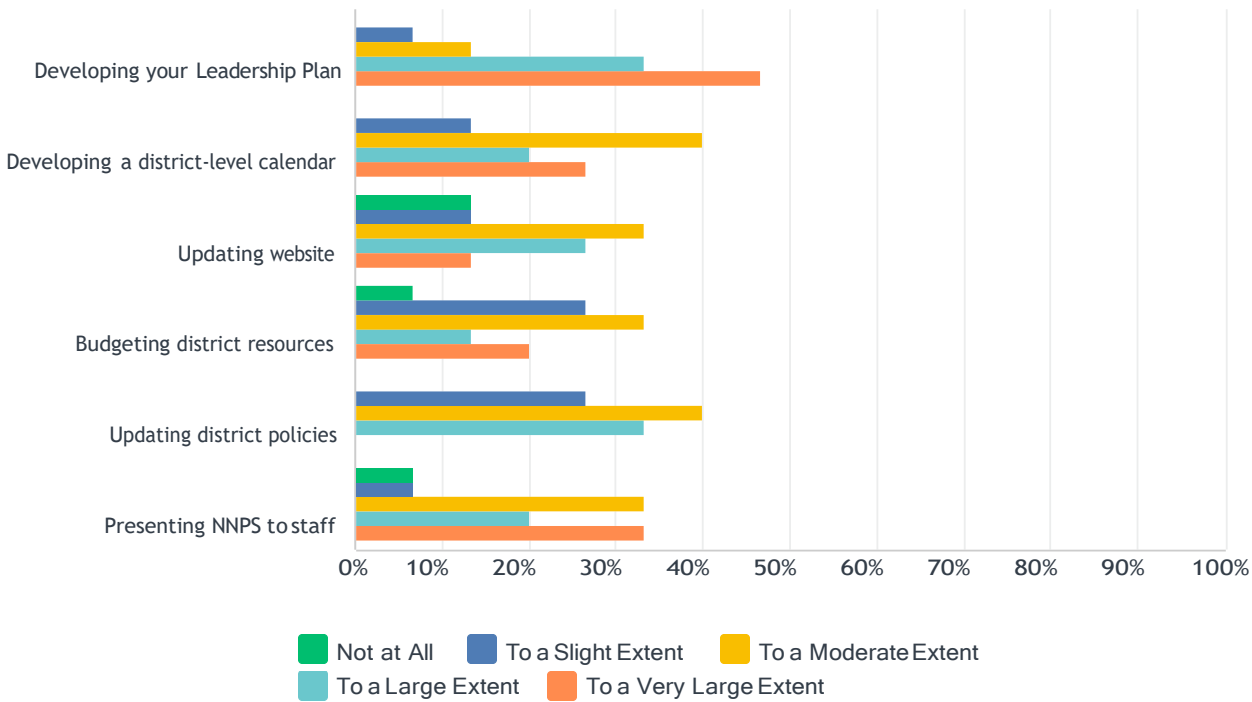
Choose One for Each Row						
	NOT AT ALL	TO A SLIGHT EXTENT	TO A MODERATE EXTENT	TO A LARGE EXTENT	TO A VERY LARGE EXTENT	TOTAL
Meeting monthly with you to plan NNPS implementation	0.00% 0	6.25% 1	18.75% 3	31.25% 5	43.75% 7	16
Helping you develop a Leadership Plan for Partnerships for your district	0.00% 0	0.00% 0	18.75% 3	50.00% 8	31.25% 5	16
Presenting NNPS to other district administrators and staff	13.33% 2	20.00% 3	20.00% 3	20.00% 3	26.67% 4	15
Helping your district budget resources to support family engagement	6.25% 1	18.75% 3	25.00% 4	37.50% 6	12.50% 2	16
Helping you develop or update district policies on family and community involvement	6.67% 1	20.00% 3	13.33% 2	40.00% 6	20.00% 3	15
Identifying goal-linked community engagement programs and strategies for your district	0.00% 0	12.50% 2	18.75% 3	43.75% 7	25.00% 4	16

The primary ways in which District Facilitators report supporting NNPS in their district include:

- 1) Developing a Leadership Plan for Partnerships for this school year
- 2) Presenting NNPS to other district administrators and staff

Q11 This school year, to what extent have you supported NNPS implementation in your district by:

Answered: 15 Skipped: 2



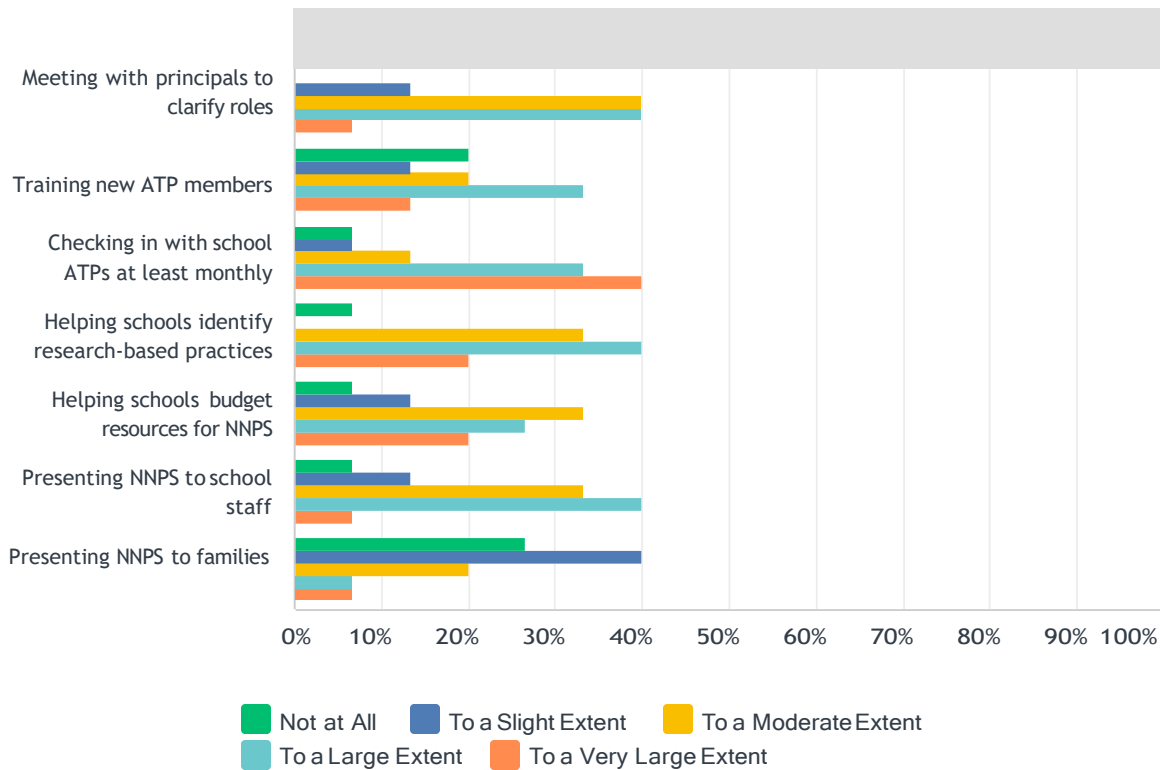
Choose One for Each Row						
	NOT AT ALL	TO A SLIGHT EXTENT	TO A MODERATE EXTENT	TO A LARGE EXTENT	TO A VERY LARGE EXTENT	TOTAL
Developing your Leadership Plan for Partnerships for this school year	0.00% 0	6.67% 1	13.33% 2	33.33% 5	46.67% 7	15
Developing a district-level calendar of activities to support ATPs	0.00% 0	13.33% 2	40.00% 6	20.00% 3	26.67% 4	15
Updating family engagement information on the district website	13.33% 2	13.33% 2	33.33% 5	26.67% 4	13.33% 2	15
Budgeting district resources to implement family engagement activities	6.67% 1	26.67% 4	33.33% 5	13.33% 2	20.00% 3	15
Developing or updating district policies on family involvement	0.00% 0	26.67% 4	40.00% 6	33.33% 5	0.00% 0	15
Presenting NNPS to other district administrators and staff	6.67% 1	6.67% 1	33.33% 5	20.00% 3	33.33% 5	15

The primary ways in which District Facilitators report supporting NNPS in schools include:

- 1) Checking in with school ATPs at least monthly
- 2) Helping schools identify research-based family engagement practices

Q12 This school year, to what extent have you supported NNPS implementation in schools by:

Answered: 15 Skipped: 2

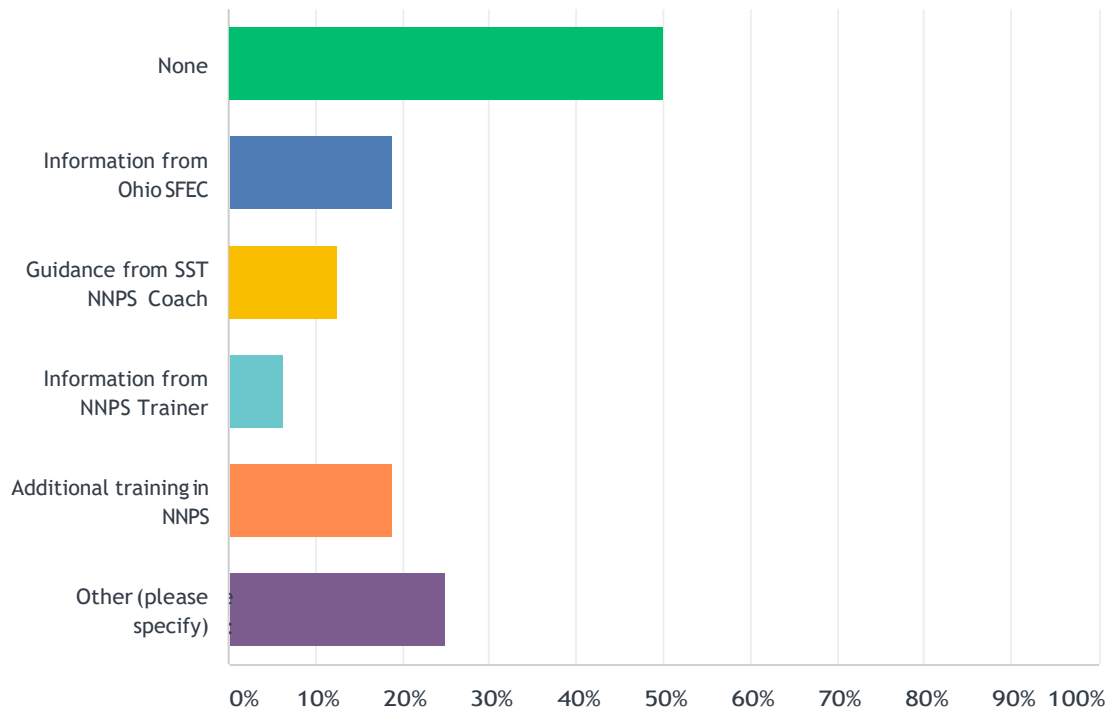


Choose One for Each Row	NOT AT ALL	TO A SLIGHT EXTENT	TO A MODERATE EXTENT	TO A LARGE EXTENT	TO A VERY LARGE EXTENT	TOTAL
Meeting with principals to clarify the roles of SST Coach and District NNPS Facilitators	0.00% 0	13.33% 2	40.00% 6	40.00% 6	6.67% 1	15
Training new ATP members	20.00% 3	13.33% 2	20.00% 3	33.33% 5	13.33% 2	15
Checking in with school ATPs at least monthly	6.67% 1	6.67% 1	13.33% 2	33.33% 5	40.00% 6	15
Helping schools identify research-based family engagement practices	6.67% 1	0.00% 0	33.33% 5	40.00% 6	20.00% 3	15
Helping schools budget resources for NNPS activities	6.67% 1	13.33% 2	33.33% 5	26.67% 4	20.00% 3	15
Presenting NNPS to school administrators, staff, and teachers	6.67% 1	13.33% 2	33.33% 5	40.00% 6	6.67% 1	15
Presenting NNPS to families and students	26.67% 4	40.00% 6	20.00% 3	6.67% 1	6.67% 1	15

50% of respondents did not need additional support to implement NNPS in their district. Those who did want additional support requested additional NNPS training and more information from the Center (such as ideas for implementing virtual family engagement activities).

Q13 What additional support do you need as you implement NNPS in your district?

Answered: 16 Skipped: 1



ANSWER CHOICES	RESPONSES	
None	50.00%	8
Information from Ohio State Family Engagement Center	18.75%	3
Guidance from SST NNPS Coach	12.50%	2
Information from the NNPS Trainer	6.25%	1
Additional training in NNPS Implementation	18.75%	3
Other (please specify):	25.00%	4
Total Respondents: 16		

#	OTHER (PLEASE SPECIFY):
1	Time
2	Access to other Family Engagement workshops offered from NNPS (train the trainer model)
3	Ideas for implementing virtual family engagement activities
4	Time with the team.

Q14 Please share any additional information about support needed to implement NNPS.

Answered: 7 Skipped: 10

RESPONSES

The NNPS meetings have been helpful as well as Google Meets with our SST consultant.

Josh Preece from SST2 has done an excellent job of supporting this work.

Josh Preece is a huge asset and help. He always reaches out to assist with implementation and makes himself available to answer questions.

It has been tough to get started with all of the changes this school year. We are doing our best to put together a system of support for our buildings and will continue to be reflective and make improvements.

We have not rolled out the final plan to students and families YET.

The SST support has provided the right amount of support that I need, as well as the Action Teams. I would not consider it their position to change family policy. This lies in the hands of the district. The support I have received has been appropriate for the need.

None, everything is available.

The primary challenge reported for implementing NNPS this school year was the COVID-19 pandemic. This has resulted in challenges forming ATPs, difficulties finding times and ways for teams to meet, and overwhelmed schools, teachers, and families.

Q15 What have been your biggest challenges to NNPS implementation so far?

Answered: 16 Skipped: 1

RESPONSES

Staff mindset about family engagement

COVID has seriously slowed down the implementation and roll-out of our ATPs. Meetings have been rescheduled due to conflicts. We have a better plan for the remainder of the year and hope to get things moving soon.

Find time to do the activities and meet as well as how to navigate this during COVID.

Pandemic and Anticipated District Reorganization

Being in school. COVID has created communication challenges

Connecting with families during the time of Covid outside of the district provided family meals and laptop computers

The pandemic has changed many lives and plans. We are doing our best to implement the program to the best of our ability.

Creating ATP

This entire year has been a huge challenge. Schools are under a lot of stress with the changing mandates and it has been hard to get going.

COVID!!

The Pandemic has thrown things off-kilter for many of our district initiatives, so keeping things moving forward has presented significant challenges amid competing priorities for both staff and families.

COVID

Implementing challenging/ meaningful virtual activities that encourage family engagement. Adapting activities.

COVID. Since we are virtual, it is very difficult to implement family engagement activities. Teachers are inundated with training and learning to teach in new ways. Asking them to do one more thing during this time was very overwhelming. Although, they have been pulling through for the monthly meetings. Finding parents to engage at the middle school has been a challenge. I felt other primary buildings were in a better place to begin this work, especially during a pandemic. I would have liked to focus on the buildings that were ready to move forward with parent engagement and had relationships with some families in place already.

COVID limitations of face to face meetings

COVID and time to get this on the agenda.

The primary successes reported include communication and collaboration with families and progress made on family engagement planning.

Q16 What have been your biggest successes with NNPS implementation so far?

Answered: 14 Skipped: 3

RESPONSES

Building capacity about the positive impact of family engagement on student success.

Putting our plan down on paper and sharing ideas with a broader-base parent group has been a plus.

Formation of a strong team.

Regular communication with families. A weekly newsletter goes out to families starting back in June.

Collaborating with school staff and family

Leaders and counselors are excited about the outcome of NNPS implementation and they appreciate the value in it.

We have schools that are willing to participate and will continue to develop supports for them.

Being able to align, document and move forward with initiatives that we have been working on.

The silver lining has been having a research-based framework that has equitable outcomes built-in & clearer pathway forward that supports student learning & assistance for families navigating learning at home.

Creating a plan.

Discovering that the district NNPS is working cohesively towards success. Family game night!!!!

The primary building I am working with has had great success with the Action Plan and involving parents in the process. Meeting online for this parent was more convenient for her since she did not have transportation. Having another option for families and teachers to connect (Google Meet) has been a blessing in disguise.

engagement of AIS action Team!

When the team met we did get a good start on our plan.