

OHIO'S STATEWIDE FAMILY ENGAGEMENT CENTER (OHSFEC)

A STATEWIDE FAMILY ENGAGEMENT CENTER PROJECT

Year 1 Evaluation Report

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PREPARED BY THE YOUTH POLICY INSTITUTE, INC.

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I. THE PROJECT

A. Project Overview

In September 2018, The Ohio State University (OSU) was awarded a 5-year Statewide Family Engagement Center (SFEC) Program Grant from the U.S. Department of Education’s Office of Innovation and Improvement. The funding from this grant facilitated the creation of the Ohio Statewide Family Engagement Center (“the Center”) at OSU, an initiative that builds on prior work in family engagement through OSU’s College of Education and Human Ecology. The SFEC grant also funds the ambitious 5-year Ohio State Family Engagement program (“OhSFEC”).

During the five years of OhSFEC (2018-2023), the Center, with the support of partners including the National Association of Family, School, & Community Engagement (NAFSCE), is tasked with guiding the formation and implementation of a statewide Family Engagement Framework. This Framework, developed collaboratively by stakeholders, will apply to schools and districts in all of Ohio’s 88 counties. To develop and oversee rollout of the Family Engagement Framework (“the Framework”), the Center will recruit and convene, beginning in Year 1, a Statewide Advisory Council (“the Council”) composed of family, school, district, state, non-profit, government, advocacy, university, research and corporate representatives from across the state of Ohio. The work of the Council will include defining family engagement for Ohio, drafting and refining the statewide Framework, assembling resources and technical assistance for Ohio districts, schools, and families, and providing policy recommendations at the state and local level.

The Center will also initiate and coordinate training and support for state, regional, and district and school staff to implement the National Network of Partnership Schools Model (NNPS), an evidence-based model that guides family engagement partnership activities. To ensure that resources are directed to where they are likely to have the greatest impact, districts and schools targeted by OhSFEC for NNPS implementation will be drawn first from areas designated by the Ohio Department of Education (“ODE”) to receive Intensive or Moderate supports. Across Ohio’s 16 State Support Regions, a total of 96 schools in 48 districts (2 schools in each district) will be implementing the NNPS model by Year 4. The first cohort of 16 districts (involving 32 schools), will begin implementing NNPS in Year 2, with 16 additional districts added in Year 3 (Cohort 2) and Year (Cohort 3). Prior to implementing NNPS, Cohorts 2 and 3 will serve as a match control groups for Cohorts 1 and 2 respectively, permitting the implementation of a quasi-experimental evaluation design as outlined below.

B. Evaluation Framework and Methodology

The Youth Policy Institute, Inc. (YPI) of New York, a not-for-profit research and evaluation agency, is conducting the independent evaluation of OhSFEC. Over the course of this multi-year study, YPI will document the rollout of planned activities, examine the extent to which OhSFEC meets goals and objectives, and investigate OhSFEC’s impact on family engagement at the state, district, and school level. The overall evaluation framework links the program context and project activities to family, teacher, and student outcomes (**Table 1** below).

Table 1: Framework for Evaluating OhSFEC Context

	<i>Key Players</i>	<i>Contextual Factors</i>	<i>Evaluation Tools</i>
National	<ul style="list-style-type: none"> • NNPS Facilitators 	<ul style="list-style-type: none"> • NNPS Model • Training and Support 	<ul style="list-style-type: none"> • Training Surveys
State	<ul style="list-style-type: none"> • Statewide Advisory Council (SAC) • Ohio Department of Education (ODE) • Ohio Family Engagement Center 	<ul style="list-style-type: none"> • SAC Membership • ODE Initiatives • Ohio Center Partners 	<ul style="list-style-type: none"> • Council Survey • Partner Interviews
Regional	<ul style="list-style-type: none"> • State Support Teams • SST Coaches 	<ul style="list-style-type: none"> • NNPS Training/Support • Regional Resources • Region Characteristics 	<ul style="list-style-type: none"> • State/District Leader Survey • Training Surveys
District	<ul style="list-style-type: none"> • District Leadership Team 	<ul style="list-style-type: none"> • NNPS Training/Support • District Resources • District Characteristics 	<ul style="list-style-type: none"> • State/District Leader Survey • Training Surveys • Site Visits
School	<ul style="list-style-type: none"> • Building Leadership Team • Action Partnership Teams (APT) • Parent Teacher Organizations • Community Partners • School Personnel 	<ul style="list-style-type: none"> • School Characteristics • Staff Retention • Training/PD • Family Engagement Supports 	<ul style="list-style-type: none"> • State/District Leader Survey • Training Surveys • APT Survey • NNPS 1-Year Plans • Site Visits
Teacher	<ul style="list-style-type: none"> • ATP Teacher Members • Teachers 	<ul style="list-style-type: none"> • Experience • Training • Attitudes 	<ul style="list-style-type: none"> • Teacher Survey
Family	<ul style="list-style-type: none"> • ATP Parent Members • Parents and Guardians 	<ul style="list-style-type: none"> • Characteristics • Training • Attitudes 	<ul style="list-style-type: none"> • Family Survey
Student	<ul style="list-style-type: none"> • Elementary, Middle, and High School Students 	<ul style="list-style-type: none"> • Achievement • Behavior • Engagement 	<ul style="list-style-type: none"> • Student Behavior and Achievement Data

OhSFEC is a complex project that involves multiple, nested layers of activities and supports that promote family engagement from a statewide level down to the level of individual elementary, middle, and high schools and their students and families. Evaluating such a broad, multi-faceted initiative requires a comprehensive set of qualitative and quantitative data collection activities to support evaluation of project implementation and impact, outlined in **Tables 2 and 3**.

Table 2: Qualitative Data Collection Activities

Qualitative Data	Schedule	Qualitative Data Sources
Document/Project Records Review	Spring Years 1-5	Project staff resumes, meeting schedules and agendas, training records, MOUs, meeting notes, project communications, website
OhSFEC Staff Interviews	Semi-annual Years 1-5	Qualitative data regarding data-driven decision making, implementation planning, successes, obstacles, lessons learned
District Leader Focus Groups	Winter Years 2-5	Training, implementation, successes, obstacles, lessons learned, sustainability and replication planning/activities
School Site Visits	Spring Years 3-5	Sample of sites to establish the qualitative context for quantitative data, focus groups with School Teams

Table 3: Quantitative Data Collection Activities

Instruments	Schedule	Types of Data
Training Survey	Ongoing Years 1-5	Perceived effectiveness of trainings provided by NNPS to SST, District and School Leaders, and APTs
Statewide Advisory Council Survey	Spring Years 1-5	Involvement in and feedback on Council activities, Framework development and implementation, technical assistance plan development and implementation, policy recommendations, collaborations, sustainability
State/District Leader Survey	Spring Years 2-5	Training and preparation, recruitment/selection of participating districts, training of School Action Teams for Partnerships (“ATPs”), implementation, supports
SST Coach Survey	Spring Years 2-5	Training and preparation, recruitment/selection of participating districts, training of ATPs, implementation, supports
Action Team for Partnership Survey	Spring Years 3-5	Relevant experience, training quality, roles and responsibilities, development and implementation of annual plans, perspective on implementation and program impacts
Teacher Survey	Spring Years 3-5	Type/extent of interactions with project functions, factors influencing family engagement activities with families, use of core strategies, changes in student engagement/achievement and family involvement
Family Survey (Spring, Years 3-5)	Spring Years 3-5	Demographics, involvement with ATPs, schools, and community services, effects on school engagement, capacity to support students, and student achievement
Student Record Data	Summer Years 2-5	Baseline and ongoing: achievement data, behavior data, attendance and graduation rates, demographics

The guiding questions YPI is using to inform the formative evaluation (implementation) and summative evaluation (impact) are shown below in **Table 4**.

Table 4: Formative and Summative Evaluation Questions

Formative Evaluation
1. Does OhSFEC have the organizational structure, resources, and qualified staff to effectively implement project activities? Is there a detailed roll-out plan with clear responsibilities? What are the challenges during project development/refinement? How are they resolved?
2. Are project resources, services, and activities reaching the intended target audiences?
3. What factors are promoting or impeding quality implementation with fidelity?
4. Do the SST coaches, District leads, and School Teams believe the training and preparation received effectively prepared them for their implementation roles and responsibilities?
5. How do OhSFEC stakeholders (including families, teachers, school administrators, SAC members) assess the quality, reach, and impact of project components and overall?
Summative Evaluation
1. As a result of OhSFEC, what changes were made in school policies and procedures, organizational structures, and resource allocation to support implementation?
2. As a result of OhSFEC, what changes occurred in teacher attitudes towards and strategies and techniques for increasing family engagement?
3. As a result of OhSFEC, what changes occurred in participating parents’ active involvement in the school, engagement in their child’s experience, and ability to support achievement?
4. To what extent were OhSFEC program effects among students (academic achievement and school engagement) comparable among schools and districts? To what extent were gains consistent across grade levels and demographics (e.g., race/ethnicity, gender, and SES)?
5. Are the impacts of the OhSFEC initiative on students, family members, and teachers cumulative?
6. How did school contextual factors affect program implementation and student outcomes?
7. To what extent did different levels of implementation at OhSFEC schools affect outcomes?

YPI will compare the effects of the intervention on family engagement and student achievement, behavior, and attendance using the three cohorts of schools implementing NNPS (**Table 5**). Each cohort will be selected to include a diverse mix of regions and schools, and the progress made by treatment schools during implementation will be compared to the matching schools that will implement the program in the future. Controlling for student and school characteristics, YPI will also be able to analyze changes in schools over time within and across cohorts as the project progresses in implementation. This *Matched-Comparison Group Design*¹ is one of two Quasi-Experimental Designs (QEDs) that YPI is using as part of the Summative Evaluation. The second QED is a *Levels of Implementation (LoI) Design*: NNPS implementation criteria and APT and Teacher survey responses will be used to classify schools into high- and low-implementing groups to compare the impact of family engagement efforts on student outcomes each year and over time.

Table 5: Treatment and Control Group Selection and Implementation		
	<i>Treatment Schools</i>	<i>Match Control Schools</i>
<i>Year 1 (2018-2019)</i>	N/A	N/A
<i>Year 2 (2019-2020)</i>	Selection of 16 districts (2 schools each) for Cohort 1	Selection of 16 districts (2 schools each) for Cohort 2
<i>Year 3 (2020-2021)</i>	Cohort 1 (16 districts, 32 schools)	Cohort 2 (16 districts, 32 schools)
<i>Year 4 (2021-2022)</i>	Cohort 2 (16 districts, 32 schools)	Cohort 3 (16 districts, 32 schools)
<i>Year 5 (2022-2023)</i>	Cohort 3 (16 districts, 32 schools)	N/A
Total	48 districts, 96 schools	

C. OhSFEC Goals and Objectives

Table 6: OhSFEC Government Performance and Results Act (GPRA) Measures (Year 1)		
<i>GPRA Measures</i>	<i>Target</i>	<i>Status</i>
GPRA 1: Number of parents participating in SFEC activities designed to provide them with the information necessary to understand their annual school report cards and other related ESEA provisions.	N/A	N/A
GPRA 2: Number of high impact activities or services provided to build a statewide infrastructure for systematic family engagement that includes support for SEA and LEA level leadership and capacity-building.	3	6 (see Project Activities below)
GPRA 3: Number of high impact activities or services to ensure parents are trained and can effectively engage in activities leading to student achievement.	N/A	N/A
GPRA 4: Percentage of parents and families receiving SFEC services who report having enhanced capacity to work with schools and service providers.	N/A	N/A

This initial YPI evaluation report examines the first year of OhSFEC planning and early implementation activities. As the program begins its comprehensive roll-out in Year 2, YPI will track the extent to which OhSFEC is achieving its goals and objectives. These include the Government Performance and Results Act (GPRA) indicators established by the U.S. Department of Education for this project (**Table 6**) and OhSFEC project goals and objectives (included in the relevant sections below).

¹ See, e.g. - National Center for Education Evaluation and Regional Assistance. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*. Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved from <https://www2.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>

II. YEAR 1 PROJECT ACTIVITIES

The first year of OhSFEC focused on laying the groundwork for the ambitious work planned for Years 2-5: development and statewide implementation of the Framework and implementation of the NNPS model in 96 schools across the state. In YPI's evaluation of this initial OhSFEC year, it is evident that the Center successfully oversaw a multi-systemic process that initiated and strengthened critical partnerships, established organizational structures that clearly promote and sustain the project's goals and objectives, and developed processes that have created a strong foundation for the work of the next few years. Highlights from this first year are listed below.

Center Formation and Project Staffing. At the start of Year 1, the Center was formed (GPRA 2, High Impact Activity #1) with a Project Director, Project Manager, and several project associates, including a Data Manager, in place to ensure timely project rollout. A Project Coordinator was brought on board within the first three months of the project, and a Marketing and Communications Director was hired from among a large pool of applicants in January 2019. An additional staff member with substantial state-level experience in family engagement was brought on board in August 2019. A review of resumes for staff hired in Year 1 reveals they are all exceptionally qualified for their respective positions.

Project Partnerships. The success of a complex, statewide initiative depends on the support and strength of its partnerships operating at the local/regional, state, and national levels. OhSFEC initiated partnerships with national organizations to access their expertise and resources around family engagement, including, notably, one with the Council of Chief State School Officers (CCSSO), which oversees a consortium working with states to develop systemic and strategic approaches to family engagement. This CCSSO consortium includes, among its participants, the National Association for Family, School, and Community Engagement (NAFSCE), which is also partnering directly with the OhSFEC initiative, as are the Mid-Atlantic Equity Consortium, Inc. (MAEC) and the Campaign for Grade Level Reading (GLR).

Other key OhSFEC partners include: the Ohio Department of Education (ODE), a key ally for developing and implementing the Family Engagement Framework and obtaining educational data; the National Network for Partnership Schools (NNPS), which will be co-facilitating implementation of the NNPS model in Ohio; and the Youth Policy Institute, which provides the independent evaluation of OhSFEC. The OhSFEC initiative also partners with several organizations that support children with disabilities and their families, including the Ohio Center for Autism and Low Incidence (OCALI).

Statewide Advisory Council. The formation of the Statewide Advisory Council (Council) is one of the core accomplishments of the first year of OhSFEC (GPRA 2, High Impact Activity #2). The Council is intended to provide input for the development, dissemination, and acceptance of Ohio's Family Engagement Framework and ongoing guidance, monitoring, and support for project efforts to implement the NNPS model in rural, suburban, and urban settings. At the start of the project, the Center identified crucial stakeholders, soliciting applications for family and student representatives and inviting organizational and corporate partners to participate in the Council.

53 members were identified for the Council, including 27 family representatives, 4 student representatives, and 21 educational, organizational, and corporate representatives. Four meetings of the Council were held between February and August 2019. A document outlining the Terms of Reference for the Council was developed in Year 1 and is included in **Appendix A**. The work of the Council in this first project year is discussed in detail in **Section III** of this report.

Framework Team. The Center has partnered with ODE staff who have expertise in family engagement and the implementation of state-wide initiatives to provide guidance and technical assistance for the Council's work developing the Framework. Four Framework work groups meet regularly (at least monthly) to focus on their assigned priorities: 1) drafting the Family Engagement Framework using research and best practices, along with Council input; 2) soliciting feedback from organizational partnerships; 3) identifying or developing resources for the Framework; and 4) communicating with statewide audiences about the Framework. A review of agendas, meeting minutes, and other documents reveal that the work of this team actively engaged in these priorities, supporting and enhancing the work of the Statewide Advisory Council. For example, team members attended and presented at regional and statewide conferences aligned with the work of OhSFEC, and devoted multiple meetings to reviewing and incorporating feedback from Council members on the Ohio Family Engagement definition and on early drafts of the Framework (GPRA 2, High Impact Activity #3).

NNPS Implementation. In Year 1, the Center consulted closely with Joyce Epstein, Director of the Center on School, Family, and Community Partnerships and NNPS, to plan and prepare for the planned OhSFEC implementation of the NNPS model in elementary, middle, and high schools across Ohio's 16 Student Support Regions. Key activities in the first year to lay the groundwork for NNPS implementation included building awareness among state, regional, and district leaders about the work of the Center and the plan for NNPS implementation; collecting essential information through the Family Engagement Readiness Survey (below) to permit a data-driven selection process for participating schools; developing and formalizing school selection and implementation timeframes; and initiating NNPS training starting at the statewide level. An initial day long training to introduce the NNPS model to state, regional, and district staff was held in August 2019. Regional and district coordinators will receive additional intensive training in Year 2 in preparation for recruiting and selecting the first groups of NNPS schools. Feedback on the initial training and additional information on implementation is included in **Section IV** of this report.

Family Engagement Readiness Survey. An essential first step for selecting schools for the first round of NNPS implementation was to identify the Ohio districts in need of the family engagement supports that are prepared to implement them. In April 2019, the Center sent Family Engagement Readiness surveys to 181 districts receiving Intensive or Moderate improvement supports from ODE. The results of this survey were used to identify both districts that were likely candidates for NNPS implementation and topics and issues that were priorities for training and resources (GPRA 2, High Impact Activity #4).

Responses to the Family Engagement Readiness Survey shared with YPI indicate that 55% of the responding districts have a family engagement plan in place, but fewer than 1 in 5 districts have a staff member spending more than one-quarter of their time on family engagement.

At this early stage of OhSFEC's rollout, 47 districts (27%) indicated they were very interested in NNPS implementation, while 75 districts (43%) were somewhat interested, and 51 (29%) were not currently interested or were unsure.

Website and Social Media. A key project planned for the first year of OhSFEC operations was the development of a Statewide Family Engagement Center website, envisioned as a repository for resources to support family engagement at all levels: tools to support school and family communication, links to local Ohio resources for families, resources to educate families about ways to support learning, and training for families and schools to develop effective partnerships. Planning for the website began in the first month of the project, and the website was launched in August 2019 at <https://ohiofamiliesengage.osu.edu/> (GPRA 2, High Impact Activity #5).

A review of the resources currently offered on the site indicates they address a broad range of topics and issues for families and schools, including those identified as top priorities in the Family Engagement Readiness Survey: engaging families in academics; addressing mental health and trauma; communicating with families; building trustful and respectful relationships with families; and forming high quality community partnerships to support families. A Twitter account and Instagram account (@OhioEngage) share tips and resources on a regular basis (GPRA 2, High Impact Activity #6).

III. STATEWIDE ADVISORY COUNCIL

A major accomplishment for the OhSFEC initiative in its first year was the formation of the Statewide Advisory Council (the Council). The Council was designed to represent a range of stakeholders invested in family engagement for schools at every level, from state organizations down to the families and students themselves. The Ohio Center began recruiting Council members in October 2019. Representatives from state government, schools and school districts, institutes of higher education, advocacy and education organizations, teacher's associations, and Ohio businesses were invited to be part of the initial Council gathering. A Terms of Reference document (**Appendix A**) that clarifies Council structure and activities and member responsibilities was finalized in August 2019.

Family and Student Representatives. Parents, guardians, and grandparents from across Ohio were encouraged to apply online or by mail to be family representatives using an application form developed by the Center and reviewed by members of Ohio's Family and Community Engagement Network. Additional support in recruiting family and student representatives was provided by large urban districts and the Rural Education Collaborative. The Center received 120 family representative applications; the initial group of family and student representatives was chosen to provide broad geographical representation.

- The 27 family representatives participating in Year 1 represented 20 counties and 23 districts (7 urban districts, 11 rural districts, and 9 suburban districts), including districts in rural Appalachia. The districts were spread across Ohio, although certain regions were under-represented (specifically western and northwestern Ohio and southern and southeastern Ohio).²

² Family representatives received a participation stipend and reimbursement for travel expenses.

- Family representatives during this first program year included biological parents, guardians, close relatives (grandparents and uncles), and foster and adoptive parents. A significant majority identified as female (21), with only 4 male family representatives.
- The children of the family representatives included 9 infant to Pre-K children, 13 elementary students, and 18 middle and high school students. Parents of children with disabilities and English Learner families were also represented.
- Four student representatives (two male and two female) were recruited from Title I schools and were eligible to receive service work credit for their participation. One middle school student and three high school students were selected, representing two suburban districts, one urban district, and one rural district.
- Interviews with Center staff and records of Council meeting attendance indicate that the attendance and retention of family and student representatives has been a challenge in the first year, despite the financial support for their time and travel and the other incentives provided. The Center is exploring options to increase family and student involvement, including facilitated remote participation, changes to the length of commitment to the Council, and additional incentives.

Organizational Representatives. The Center created an extensive list of Ohio organizations and entities that were engaged in supporting disadvantaged children and families or children with disabilities. Initial contacts for selected organizations were identified and directly invited to participate in Council meetings, with the option of having another organizational member participate in their stead. The following organizations participated in the first year of the Council: the Lau Resource Center for English Learners, the Ohio Migrant Education Center, the Ohio Parent-Teacher Association (PTA), Coalition of Rural and Appalachian Schools, The Ohio State University (including its Rural County Extension), the Ohio Family and Children First Council, the Ohio Center for Autism and Low Incidence (OCALI), the Ohio Coalition for the Education of Children with Disabilities, and United Citizens Power (which supports disadvantaged students in urban schools).

The state, regional, district, and school levels of Ohio education were also included in Year 1, with representatives from: ODE's Head Start Collaboration and Family Engagement and Foster Care Offices; the Stark County Regional Support Team; the Columbus City Schools Parent and Community Engagement Office; and the Cleveland Metropolitan Schools Family and Community Engagement Office. In addition, the Parent Involvement Coordinator for Cincinnati Public Schools joined the Council, along with principals of three Ohio elementary, middle, and high schools.

- Identifying and recruiting a corporate partner that was aligned with the purpose and goal of the Statewide Advisory Council proved to be a challenge during the first year of the project. The McGraw-Hill Corporation was identified as an appropriate partner and a representative began attending at the last Council meeting of Year 1.

Council Activities. The Statewide Advisory Council was first convened in February 2019 in Columbus, OH, and successive meetings were held in March, May, and August 2019. The first three meetings were livestreamed for the benefit of OhSFEC stakeholders and recorded for future reference. Each meeting included a refresher on the goals and purpose of the Council, along with presentation of best family engagement practices and evidence-based tools and techniques. Selected organizational representatives (including ODE, OCALI, and the Ohio PTA) were invited to present on the work and resources their organization offers related to family engagement. Substantial time during each 4-hour meeting was dedicated to soliciting input and feedback from Council members on the definition of Family Engagement for Ohio and the development of the Family Engagement Framework.

After the fourth and final Council meeting held in Year 1, Council members were provided with an online survey developed by YPI that explored their experience with Council and their perceptions on the progress of Framework development. 34 Council members completed the survey, including 18 student and family representatives and 16 organizational and educational representatives.

- As expected, organizational and educational representatives had more prior experience with efforts to build family engagement than student and family representatives . 39% of student and family representatives had little or no prior experience with these efforts, compared to 12% of organizational and educational representatives.

Table 7: Member Perceptions of Year 1 Council Participation

Scale: Strongly Agree (-3), Somewhat Disagree (-2), Slightly Disagree (-1) Slightly Agree (1), Somewhat Agree (2), Strongly Agree (3)

	Student and Family Representatives (N=18)	Organizational and Educational Representatives (N=16)	All Council Members (N=34)
1. I am well-prepared for Council meetings by the materials provided ahead of time.	2.44	2.75	2.59
2. I am satisfied by how agenda items are addressed at Council meetings.	2.83	2.69	2.76
3. I actively participate when I attend Council meetings.	2.33	2.31	2.32
4. Other Council members take my input seriously.	2.56	2.63	2.59
5. If I miss a Council meeting, I keep up by reviewing meeting recordings and handouts.	2.50	2.67	2.58
6. Council meetings improve my understanding of Ohio Center goals and activities.	2.83	2.81	2.82
7. I can apply things I learn at Council meetings at home and/or at work.	2.67	2.56	2.62
8. I share with the Council areas where I think family engagement in Ohio can be improved.	2.61	2.44	2.53
9. I am satisfied with my level of involvement in the Council.	2.41	2.50	2.45
10. I work or consult with Council members outside of scheduled meetings.	-0.56	0.31	-0.15
11. I discuss Council activities with others who are not Council members.	1.56	1.81	1.68
12. I plan to continue supporting Council activities after I am no longer a Council member.	2.83	2.47	2.67
13. I would encourage other people to participate in the Council.	2.94	2.63	2.79
14. I would like to participate in the Council next year.	2.50	2.94	2.71
Grand Mean	2.32	2.39	2.35

- Overall, 50% of Council survey respondents (39% of student and family members and 63% of organizational members) had been very much involved in family engagement efforts prior to serving on the Council.
- When asked what limited family engagement, both types of members concurred that demanding family work schedules were the principle limitation (62% of Council members), followed by previous negative experiences with schools (38%). Family and student representatives reported that schools limiting family involvement to parent-teacher conferences was a barrier to engagement, while organizational and educational representatives thought that inconveniently scheduled programs or activities were a significant challenge.

Council members were surveyed about fourteen facets of their Council involvement. The Grand Mean of their responses provides an overall measure of satisfaction with Council participation. As seen in **Table 7** above, the Grand Mean among all respondents was 2.35, indicating that Council members were generally quite satisfied with their involvement. There was little difference in Grand Means between the two principal groups of respondents.

On the -3 to +3 scale, respondents, both student and family and organizational and educational representatives, provided average ratings of at least 2.31 on each area surveyed, with only two exceptions. Student and family Council members slightly disagreed (mean of -0.56) that they collaborated with Council members outside of scheduled meetings, while organizational and educational members slightly agreed (mean of 0.31). In addition, both groups slightly agreed that they discussed Council activities with others who were not Council participants. This is likely a reflection of both the newness of the Council, where working relationships among members were still developing, and an acknowledgment that development of the Framework and other Council activities were still in the early stages.

Council members were asked to assess the quality of the interactions of the Council using five levels of partnership, ranging from “networking” (indicating low levels of communication and cooperation) to “collaboration” (reflecting a highly cooperative structure characterized by shared decision making).³ Given that many Council members had no prior working experience with other participants and that four meetings are rarely sufficient to develop a group identity and communication pathways, it is striking that, on average, the Council survey respondents reported that the Council was at a level of “coordination” (where members perceive that they have defined roles, are communicating frequently with one another, are providing each other information and resources and sharing decision making). Students and family representatives had a more positive opinion of the extent of Council partnership than organizational and educational representatives.

³ From the lowest to the highest level of partnership: 1) Networking: aware of organization; loosely defined roles; little communication; all decisions made independently; 2) Cooperation: provide information to each other; somewhat defined roles; formal communication; all decisions made independently; 3) Coordination: share information and resources; defined roles; frequent communication; some shared decision making; 4) Coalition: share ideas; share resources; frequent and prioritized communication; all members involved in decision making; 5) Collaboration: members belong to one system; frequent communication marked by mutual trust; consensus reached on most decisions.

- Council members did not report any significant challenges to the Council’s ability to work and make progress toward meeting their goals. Council meeting attendance was seen as the most likely challenge to effectiveness, but survey respondents saw this as a minor problem. A review of attendance records for Council meetings and interviews with Center staff does indicate that fluctuations in attendance have posed a challenge for the first year of Council activities. For Year 2, the Center is actively exploring ways to increase commitment and attendance from both family representatives and organizations.

Family Engagement Framework. When they were surveyed in August 2019, Council members provided exceptionally positive reports of the progress made on Framework development in the first project year (**Table 8**). They were particularly satisfied with the Center’s support of the process; this feedback is largely attributable to the Center’s ability to effectively provide clear objectives and timelines for OhSFEC activities. It also reflects the Center’s accomplishment, with ODE, in establishing the Framework Team and working diligently on Framework development over the course of the year.

Table 8: Council Perceptions of Family Engagement Framework Development			
Scale: Strongly Agree (-3), Somewhat Disagree (-2), Slightly Disagree (-1) Slightly Agree (1), Somewhat Agree (2), Strongly Agree (3)			
	Student and Family Representatives (N=18)	Organizational and Educational Representatives (N=16)	All Council Members (N=34)
1. The Council has a realistic timeline for statewide implementation of the Ohio Family Engagement Framework (Framework).	2.78	2.31	2.56
2. I have a clear understanding of what I can do to help successfully implement the Framework.	2.28	2.19	2.24
3. The Ohio Center effectively supports Framework development and implementation.	3.00	2.44	2.73
4. This year I contributed to the definition of family engagement for the Ohio Family Engagement Framework.	2.29	2.14	2.23
Grand Mean	2.59	2.27	2.44

Council members also believed that the Framework, even in its early stages of development, was well on its way to meeting the benchmarks of quality established by the OhSFEC project (**Table 9** below). Student and family representatives had a notably higher perception of the emerging Framework’s quality than organizational and educational representatives, but both groups were positive in their perceptions (with a Grand Mean of 2.61 on a scale of -3 to +3).

- A review of feedback provided by Council members after each meeting indicates that the positive perceptions of Council activities reported by end-of-year survey respondents were present throughout the year. From its first meeting, the Council encouraged active collaboration, with members indicating that they understood their roles, were communicating with one another, and were involved in decision making. Members, early on, also expressed familiarity with the OhSFEC project. YPI will be tracking the perceptions of Council members in successive years.

Table 9: Council Member Perceptions of Family Engagement Framework Quality			
Scale: Strongly Agree (-3), Somewhat Disagree (-2), Slightly Disagree (-1), Slightly Agree (1), Somewhat Agree (2), Strongly Agree (3)			
<i>The current Family Engagement Framework...</i>	Student and Family Representatives (N=18)	Organizational and Educational Representatives (N=16)	All Council Members (N=34)
1. Defines family engagement from birth to graduation.	3.00	2.43	2.74
2. Applies to both family members and educators.	2.82	2.50	2.68
3. Incorporates, as much as possible, research on proven methods for encouraging family engagement.	2.88	2.57	2.74
4. Includes a way to measure levels of family engagement that can be easily used by schools and/or districts.	2.94	1.64	2.35
5. Incorporates input from a wide range of stakeholders.	2.82	2.36	2.61
6. Aligns with relevant federal laws, programs, and policies (such as Title I, ADA, and the federal Family Engagement Policy).	2.94	2.36	2.68
7. Aligns with relevant Ohio laws, programs, and policies (such as Ohio's Strategic Plan and the Ohio Family Engagement Policy).	2.93	2.50	2.72
8. Aligns with school and district improvement efforts in Ohio (such as Ohio Educator Standards and the Ohio Improvement Process).	2.81	2.23	2.55
9. Accessible for diverse audiences.	2.63	2.14	2.40
Grand Mean	2.86	2.30	2.61

As indicated in **Table 10**, OhSFEC fully met five of the six Year 1 Objectives established in its Project Narrative, and it partially met the sixth.

Table 10: OhSFEC Goals and Objectives		
Objectives	Year 1 Tasks	Year 1 Status
Activity 1: Support the development of the Ohio Department of Education's Family Engagement Framework.		
Objective 1.1: Recruit, convene, and maintain a Statewide Advisory Committee.	<ul style="list-style-type: none"> a) Recruit parents, students, and professionals from all Ohio regions. b) Develop Terms of Reference. c) Convene group in 2019 to inform ODE's state Family Engagement Framework development (4-5 meetings) 	<ul style="list-style-type: none"> a) <i>Partially achieved</i> (some regions not represented) b) <i>Achieved</i> (see Appendix A) c) <i>Achieved</i> (4 meetings held in February, March, May, and August 2019)
Objective 1.2: Provide expertise and guidance for the development of Ohio's Family Engagement Framework.	<ul style="list-style-type: none"> a) Provide up-to-date research-based information; national perspectives; local perspectives; existing educational infrastructure. b) Assist with writing and reviewing state Framework. c) Conduct needs assessment and outreach activities to garner a broad range of input from families and educators. 	<ul style="list-style-type: none"> a) <i>Achieved</i>. Each Council meeting included guest speakers from different perspective and highlighted research-based information and existing resources. b) <i>Achieved</i>. The Council meetings provided a structure for soliciting input and crafting the outline for the Framework. c) <i>Achieved</i>. In May 2019, District Readiness surveys were sent to 181 districts receiving Intensive or Moderate supports from ODE.
Activity 2: Support implementation of Ohio Family Engagement Framework by ODE, LEAs, schools, and organizations. (Years 2-5)		
Objective 2.1: Provide content expertise and guidance in the development and implementation of awareness campaign for Ohio's Family Engagement Framework (begins in Year 2)		
Objective 2.2: Development and rollout of resources for families and schools for implementation of policies and practices aligned with Family Engagement Framework (begins in Year 2)		

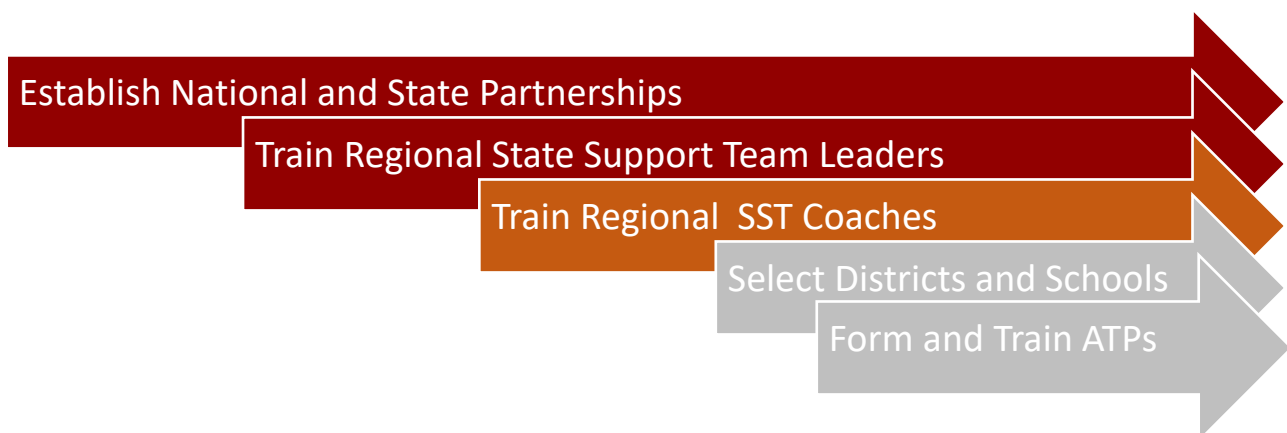
IV. NATIONAL NETWORK OF PARTNERSHIP SCHOOLS (NNPS)

The National Network of Partnership Schools (NNPS) model is an evidence-based, nationally recognized model for school, family, and community partnerships to support student learning and development. The program was developed by Joyce Epstein and colleagues at Johns Hopkins University and uses a framework of six types of family involvement to help school-based teams select and implement activities to support their students and schools (**Table 11**). NNPS serves as a national-level partner for the OhSFEC initiative.

Table 11: The NNPS Model’s Six Types of Family Involvement
1. <i>Parenting</i> (helping all families understand child and adolescent development and sustain caring and supportive home environments across the grades)
2. <i>Communicating</i> (establishing two-way exchanges about school programs and children’s progress)
3. <i>Volunteering</i> (recruiting and organizing parent help at school, home, or in other locations)
4. <i>Learning at home</i> (providing information and ideas to families about how to help students with homework and other curriculum-related learning)
5. <i>Decision-making</i> (having parents from all backgrounds serve as advocates for their own children and representatives and leaders on school committees)
6. <i>Collaborating with the community</i> (identifying and integrating resources and services from the community to strengthen school programs and students’ experiences)

NNPS provides training to district and school leaders to help support the formation of the school-based Action Team Partnerships, or ATPs (comprised of administrators, parents, and teachers), and to provide guidance for ATP planning and implementation activities. A key component of the work of ATPs is the development of One-Year Action Plans for their school and community that reflect the six types of family involvement listed in **Table 11**. OhSFEC expands on the nested model of NNPS by including two additional layers of support and training: regional, in the form of State Support Teams, and statewide, in the form of state education leaders (including the Ohio Department of Education). OhSFEC has made significant progress in establishing structures and initiating training for NNPS implementation in Year 1 (**Figure 1**).

Figure 1: NNPS Implementation Progress



- The Center, the state of Ohio, and the 16 Regional State Support Teams (“SSTs”) applied for and were admitted as members to the NNPS organization. Districts and schools selected to implement NNPS in Years 2-5 will also receive NNPS memberships.
- The initial NNPS training for Ohio was held in Columbus, OH, on August 14th, 2019. Joyce Epstein, the Director of NNPS, presented the history of and theory behind the NNPS model, and provided an overview of implementation.
- The 84 training participants included 67 regional SST leaders and staff representing all 16 regions in Ohio, 3 representatives from the Columbus and Cincinnati school districts, 6 ODE staff, and 8 Center and OSU staff.

All training participants were asked to rate the quality and usefulness of the training. 47 participants completed the post-training survey, for a response rate of 56%. The ratings from training survey respondents (**Table 12**) were highly positive across all areas.

Table 12: Rating of NNPS Training (N=47)	
Scale: Agree with statement: not at all=0; small extent=1; moderate extent=2; great extent=3	
1. The training had clearly articulated goals.	2.96
2. The training was appropriate for my skill level and knowledge.	2.80
3. The training had a good balance of theory and practice.	2.78
4. The training allowed ample time for my questions.	2.85
5. The training provided answers to all my questions.	2.74
6. The training gave me a clear understanding of the NNPS model.	2.85
Grand Mean	2.83

- Nearly all training survey respondents (43/47) anticipated supporting NNPS implementation at either the regional or district level. More than two-thirds felt the training prepared them to a great extent to serve in this role, and provided clear steps for implementation, and an additional 31% felt moderately prepared in both areas. 74% of the survey respondents predicted they would require technical assistance of some kind to effectively support districts and schools.

Table 13: SST Coach Preparedness to Support NNPS Implementation(N=21)	
Scale: Agree with statement that they are prepared: not at all=0; small extent=1; moderate extent=2; great extent=3	
1. Select districts for NNPS implementation.	2.14
2. Select schools for NNPS implementation	2.19
3. Support districts to effectively implement NNPS.	2.10
4. Implement NNPS when there are existing family engagement practices.	2.14
5. Implement NNPS when there are no current family engagement practices.	2.00
Grand Mean	2.11

- 21 training participants who responded to the survey also anticipated that they would be serving as an SST coach for NNPS district implementation and would be involved in selecting, training, and support schools in NNPS. As seen in **Table 13**, these potential coaches feel moderately prepared to initiate and support NNPS implementation at the district level. The next level of NNPS training, planned for Year 2, will be an intensive training for these SST coaches. YPI will continue to monitor their preparation for and success at NNPS implementation over time.

Table 13: OhSFEC Goals and Objectives

Table 13: OhSFEC Goals and Objectives		
<i>Objectives</i>	<i>Year 1 Tasks</i>	<i>Year 1 Status</i>
Activity 3: Provide direct services to parents and families through evidence- based activities		
<p>Objective 3.1: Secure & deliver turnkey training to institute & sustain effective PD & coaching to support the NNPS EBP model for family engagement.</p>	<ul style="list-style-type: none"> a) Determine regional coaching service delivery plan to provide ongoing coaching from SSTs to LEAs implementing the NNPS model. b) Recruitment/onboarding of all 16 Ohio SSTs (leadership) and selection of SST Partnership Coaches for each region. c) NNPS provides 1-day PD to state leads and regional SST Coaches in the NNPS model. 	<ul style="list-style-type: none"> a) Achieved. Delivery model drafted in preparation for recruitment of districts and schools in Year 2. b) Partially achieved. All 16 SSTs trained in NNPS; selection of SST coaches planned for Year 2. c) Achieved. Held August 14th, 2019.

OHIO STATEWIDE FAMILY ENGAGEMENT CENTER

Every Child.
Every Family.
Every School.

YEAR 1 HIGHLIGHTS

53

STATEWIDE ADVISORY COUNCIL MEMBERS

27 family representatives
4 student representatives
21 organizational and educational representatives
1 corporate representative



STATEWIDE ADVISORY COUNCIL MEETINGS

4



The Council convened 4 times in Year 1, and the Framework Team subgroups met at least monthly for the entire year.

181

DISTRICTS SURVEYED

181 Districts Completed the Family Engagement Readiness Survey



TRAINED IN NNPS 84



67 Regional SST Members
3 Urban District Leaders
6 DOE Staff
8 OhSFEC/OSU Staff

RESOURCES AND SOCIAL MEDIA

Website: <https://ohiofamiliesengage.osu.edu/>
Twitter: @OhioEngage
Instagram: @OhioEngage

Created by the Youth Policy Institute

APPENDIX A. STATE ADVISORY COUNCIL TERMS OF REFERENCE



Ohio Statewide

Family Engagement Center

at The Ohio State University

Statewide Advisory Council Terms of Reference

Originally Drafted on March 19, 2019

Effective Date – August 9, 2019

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PURPOSE

The purpose of the Ohio Statewide Family Engagement Advisory Council is to provide strategic advice and support for the activities of the Ohio Statewide Family Engagement Center (OhSFEC). More specifically, the Advisory Council is a group of family and organizational representatives who are responsible for helping the OhSFEC develop and beta-test resources for families and educational professionals aligned with Ohio's Family Engagement Framework.

DUTIES OF THE STATE ADVISORY COUNCIL

The duties of the State Advisory Council are:

- Actively participate in meeting discussions and focus work
- Advise OhSFEC of concerns from families of communities they represent
- Support open discussion and encourage fellow Advisory Committee members to voice their insights
- Develop new connections with other Council members
- Provide feedback for resources for the state of Ohio and Family Engagement
- Support awareness and understanding of Ohio's Family Engagement Framework
- Develop and beta-test resources targeted to schools, families, and organizations
- Understand the goals, objectives, and desired outcomes of the OhSFEC, and communicate positively about the project
- Participate in evaluations given by OhSFEC

GENERAL- COUNCIL MEMBERSHIP

Members

OhSFEC is funded by a grant from the U.S. Department of Education. OhSFEC will maintain a manageable size of a total of 50-60 members for the Council. The Council will include, but is not limited to, individuals from the following groups:

- **Family Representatives of children birth-K12 (majority of members):** Parents, guardians, grandparents, other care givers, families of children with disabilities; urban, suburban and rural LEAs, EL, and parents with students in a variety of educational settings. Family representatives who are not educational professionals will be given priority.
- **Middle/High School Students (six-eight):** Rural, urban, & suburban LEAs, high percentage of Title I eligible students
- **Key ODE Staff:** Family & Child Community Coordinator of Office of Innovation and Improvement (Foster Care specialist); English Language Learner Consultant, LAU Resource Center
- **Representatives of Ohio Organizations Supporting Families of Disadvantaged Students, for example:** Ohio Migrant Education Center, Ohio PTA, Urban League, The Coalition of Rural & Appalachian Schools, Business Representatives, OSU Extension, OCALI, and Ohio Family & Children First Councils

- **Local Education Administrators (LEA):** Urban & rural LEAs with high percentages of disadvantaged students
- **Elementary, Middle & High School Administrators:** Title I eligible schools
- **IDEA funded Parent Training and Information Center representative:** Ohio Coalition for the Education of Children with Disabilities
- **Regional educational support staff:** State Support Team and Educational Service Center representative
- **Business representative:** Business interested in service to families

Membership Process

- 1) Family and student Representative Membership recruitment will begin in the fall of each year based on the amount of spaces available. Information about membership applications will be available by OhSFEC and distributed through different sources such as regional and county agencies and the OhSFEC website (OhioFamiliesEngage.osu.edu). Only applications submitted by the deadline will be considered for membership. Council member applications are reviewed by the Director of the OhSFEC and a small committee made up of OhSFEC staff members. Members will then be selected based on fulfilling the diverse requirements as promised in the Grant funded by the U.S. Department of Education. All new members will be officially notified of their selection, in writing and via electronic email by the Director of the Ohio State Family Engagement Center before the new membership term begins.
- 2) Organizational Representative Membership recruitment is done by invitation from the Director of the OhSFEC.

Terms of Membership

The terms of membership for Families and Students shall be as follows:

- 1) All members agree to participate in the council for a term of two (2) fiscal years, from January 1 - December 31.
- 2) Members in good standing may renew for a third year.
- 3) Commitment for a third (3rd) year term must be reported by August of the second year served.

The terms of membership for Organizations shall be as follows:

- 1) Member agrees to participate in the council for as long as they are the appointed individual for their organization. An alternative designee can be named to take their place at any time if they are no longer able to serve.

Requirements for Membership

All Council members are expected to:

- 1) Attend four (4) meetings in person each calendar year.
- 2) Respond to meeting RSVP's in a timely fashion.
- 3) Notify OhSFEC project coordinator as early as possible if you are unable to attend a meeting.
- 4) Members will inform OhSFEC if they can no longer serve on the council per the requirements of these terms.
- 5) Only Organization members may appoint someone else to represent their organization in case of an absence.

Resignation/Termination

Council members may be replaced when the following occurs:

- 1) The member resigns; or
- 2) The member does not attend at least two (2) meetings in person in one (1) calendar year.

After two (2) absences in one (1) calendar year, an OhSFEC representative will contact the Council member to verify interest and ability to continue to serve on the Council. When a member resigns or is removed, the Project Coordinator will notify the Director of OhSFEC and the selection committee of the vacancy. The Director and selection committee may review eligible applicants on file or recommend that the position remain vacant until the next cycle of appointments.

Organization Member:

In the case of an Organization member resignation, OhSFEC will request that the organization appoint another representative, or seek a new partnering organization.

Compensation (As long as funds are available):

- 1) All Council members will be provided a working meal and beverages at each meeting.
- 2) Only Adult Family Representatives will be compensated a stipend of \$60 from The Ohio State University for each meeting in physical attendance.
- 3) Only Adult Family Representatives will be reimbursed for roundtrip mileage from home address to the Council meeting location.

3.7 Benefits

As a member benefit, all members in "good standing" will have access to a National Association for Family School and Communication Engagement (NAFSCE) membership for length of their term so long as funding is available.

MEETINGS

Frequency

Council shall meet four (4) times a year. All meetings will be held in Columbus, Ohio. Dates and specific building locations will be established and communicated to council members before the start of each term. All SAC members will be notified of meeting time changes in advance.

Agenda, Minutes, and Supporting Materials

OhSFEC project coordinator will send an email to All members at least one (1) week prior to an Advisory Council meeting with an agenda and any preparation documentation. Any Council member who plans to attend a meeting may request an interpreter or other needed services. Minutes of each meeting will be recorded and distributed by the OhSFEC office.

DUTIES OF OHSFEC STAFF

The responsibilities of the OhSFEC leaders are as follows:

- Set the agenda for each meeting and address questions as needed.
- Keep the meeting moving by putting time limits on each agenda item and keep all meetings to four (4) hours.
- Encourage broad participation from members in discussion.
- End each meeting with a summary, responsibilities between meetings, and future meeting topics.
- Identify and share resources that members can use in their communities.
- Ensure that the council membership is diverse and represents Ohio's families, schools, and organizations.

The OhSFEC project coordinator supports the council as follows:

- Ensures that agendas and supporting materials are delivered to members in advance of meetings.
- Sends out communications to council members involving meetings or announcements.
- Processes fiscal related items of reimbursement for family participants.
- Follows up with absent members to determine if they will continue membership.
- Works with OhSFEC leaders to ensure council membership is diverse and representative.

ADVISORY COUNCIL LIASON SUB-COMMITTEE

A sub-committee made up of two (2) Organization Representatives and two (2) Family Representatives will be established at the beginning of each new calendar year to be liaisons between the OhSFEC staff and the Advisory Council.

Purpose of sub-committee:

- Help shape Advisory Council meeting agendas by bringing ideas and needs from other council members.
- Assist with tracking the Council's measures of impact.

Requirements of the committee:

- A one-year volunteered commitment.
- Attendance after each quarterly meeting to debrief and brainstorm for the following Advisory Council meeting.
- Participate in one or more conference calls prior to each quarterly meeting to help finalize the meeting agenda.

TERMS OF REFERENCE AMENDMENT PROCEDURES

Council members shall review these terms of reference and operating procedures as needed but not less than every two years and make recommendations for changes to the Director of the OhSFEC.