

# OHIO'S STATEWIDE FAMILY ENGAGEMENT CENTER (OHSFEC)

*A STATEWIDE FAMILY ENGAGEMENT CENTER PROJECT*

## Year 2 Evaluation Report

**OCTOBER 2020**

**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. This award facilitated the creation of the Ohio Statewide Family Engagement Center (“the Center”) at OSU, which builds on prior work in family engagement through OSU’s College of Education and Human Ecology. The purpose of the initiative (“OhSFEC”) is to develop a set of resources, programs, and policies that will support and sustain the implementation of high-quality family engagement activities throughout the State. The Center will collaborate with a wide range of partners to meet the goals of this initiative, including the National Association of Family, School, & Community Engagement (“NAFSCE”), the National Network of Partnership Schools (“NNPS”), and dozens of Ohio organizations and educational institutions.

Over the five years of OhSFEC (2018-2023), the Center will provide content expertise and technical assistance to support the development and implementation of the Ohio Department of Education’s Family Engagement Framework (“Framework”). The Framework will guide the efforts of schools and districts in Ohio’s 88 counties to implement family engagement policies and practices. To support the development and rollout of the Framework and a wide range of family engagement initiatives articulated in the Project Narrative, the Center will work closely with its Statewide Advisory Council (“Council”). The Council is 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 providing feedback on the Framework, assembling resources and technical assistance for Ohio districts, schools, and families, and providing state and local policy recommendations.

A central feature of OhSFEC is implementing an evidence-based family engagement model. The Center will initiate and coordinate training and support for state, regional, district, and school staff to implement the National Network of Partnership Schools Model (“NNPS”). To ensure that resources are efficiently directed to where they can 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 implement the NNPS model by Year 4. The first cohort of 16 districts (involving 32 schools) was planned to implement NNPS in Year 2, with 16 additional districts added in Year 3 (Cohort 2) and Year 4 (Cohort 3). Prior to implementing NNPS, Cohorts 2 and 3 are intended to serve as a match control groups for Cohorts 1 and 2 respectively, permitting the implementation of a quasi-experimental evaluation design.

The disruptions and school closures occurring because of the COVID-19 pandemic have affected the planned timelines for OhSFEC project objectives and program rollout. This is particularly true for implementation of the NNPS program, where training, school team selection, and school-level implementation for the 16 Cohort 1 schools have all been delayed. Training for Cohort 1 facilitators and school teams will take place virtually in August and September 2020, with initial implementation in Cohort 1 schools planned for the 2020-2021 school year. Cohort 2 school teams and district facilitators will be trained in Spring 2021, as originally planned, with implementation intended for Year 4 (2021-2022).

## B. Evaluation Framework and Methodology

<b>Table 1: Framework for Evaluating OhSFEC Context</b>			
	<b>Key Players</b>	<b>Contextual Factors</b>	<b>Evaluation Tools</b>
<b>National</b>	<ul style="list-style-type: none"> <li>National Network of Partnership Schools (NNPS)</li> <li>National Association for Family, School, and Community Engagement (NAFSCE)</li> </ul>	<ul style="list-style-type: none"> <li>NNPS model</li> <li>Training and support</li> <li>Research and best practices</li> </ul>	<ul style="list-style-type: none"> <li>Training surveys</li> <li>Partner interviews</li> </ul>
<b>State</b>	<ul style="list-style-type: none"> <li>State Advisory Council (Council)</li> <li>Ohio Department of Education (ODE)</li> <li>Ohio Family Engagement Center (Center)</li> </ul>	<ul style="list-style-type: none"> <li>Council membership</li> <li>ODE initiatives</li> <li>Center Partners</li> </ul>	<ul style="list-style-type: none"> <li>Council survey</li> <li>Partner interviews</li> </ul>
<b>Regional</b>	<ul style="list-style-type: none"> <li>State Support Teams (SSTs)</li> <li>SST NNPS Coaches</li> </ul>	<ul style="list-style-type: none"> <li>NNPS training &amp; support</li> <li>Regional resources</li> <li>Region characteristics</li> </ul>	<ul style="list-style-type: none"> <li>SST survey</li> <li>District leader survey</li> <li>Training surveys</li> </ul>
<b>Districts</b>	<ul style="list-style-type: none"> <li>District leadership teams</li> <li>District NNPS facilitators</li> </ul>	<ul style="list-style-type: none"> <li>NNPS training &amp; support</li> <li>District resources</li> <li>District characteristics</li> </ul>	<ul style="list-style-type: none"> <li>SST survey</li> <li>District Facilitator survey</li> <li>Training surveys</li> <li>Site visits</li> </ul>
<b>Schools</b>	<ul style="list-style-type: none"> <li>School leadership teams</li> <li>Action Teams for Partnership (ATPs)</li> <li>Parent-Teacher organizations</li> <li>Community partners</li> <li>School personnel</li> </ul>	<ul style="list-style-type: none"> <li>School characteristics</li> <li>Staff retention</li> <li>Training &amp; professional development</li> <li>Family engagement supports</li> </ul>	<ul style="list-style-type: none"> <li>SST survey</li> <li>District Facilitator survey</li> <li>Training surveys</li> <li>ATP survey</li> <li>ATP 1-year plans</li> <li>Site visits</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>ATP teacher members</li> <li>Instructional staff</li> </ul>	<ul style="list-style-type: none"> <li>Experience</li> <li>Training</li> <li>Attitudes</li> </ul>	<ul style="list-style-type: none"> <li>ATP survey</li> <li>Classroom Teacher survey</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>Council family members</li> <li>ATP family members</li> <li>Family training participants</li> <li>Families of students</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics</li> <li>Training</li> <li>Attitudes</li> </ul>	<ul style="list-style-type: none"> <li>ATP survey</li> <li>Family survey</li> <li>Training surveys</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>Council student members</li> <li>Elementary, Middle, and High School Students</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> <li>Behavior</li> <li>Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Student behavior and academic achievement data</li> <li>Family survey</li> <li>Teacher survey</li> </ul>

The Youth Policy Institute, Inc. (“YPI”) of New York, a not-for-profit research and evaluation agency, is conducting the independent evaluation of OhSFEC. During this multi-year study, YPI is documenting the rollout of planned activities, examining the extent to which OhSFEC meets goals and objectives, and examining OhSFEC’s impact on family engagement at the state, district, and school level.

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. The evaluation framework, summarized in **Table 1** above, links the program context and project activities to family, teacher, and student outcomes. Evaluating this 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**.

<b>Table 2: Qualitative Data Collection Activities</b>		
<b>Qualitative Data</b>	<b>Schedule</b>	<b>Qualitative Data Sources</b>
Project records and documents	Spring Years 1-5	Project staff résumés; meeting schedules, agendas, and transcripts/notes; training records; MOUs; newsletters; Center website; social media accounts
OhSFEC staff interviews	Quarterly Years 1-5	Qualitative data regarding data-driven decision making, implementation planning, successes, obstacles, lessons learned
Partner interviews	Spring Years 3-5	Qualitative data regarding partnership activities, work products, level of collaboration, processes, successes, obstacles, lessons learned
School site visits	Spring Years 4-5	Sample of sites to collect qualitative data to provide context for quantitative data ( <b>Table 3</b> ) and focus groups with ATPs

<b>Table 3: Quantitative Data Collection Activities</b>		
<b>Instruments</b>	<b>Schedule</b>	<b>Types of Data</b>
Training survey	Ongoing Years 1-5	Perceived effectiveness of trainings provided by NNPS to SST, district facilitators, district and school leaders, and ATPs
Council survey	Summer Years 1-5	Involvement in and feedback on Council activities, Framework development and implementation, technical assistance plan development and implementation, policy recommendations, collaborations, and sustainability
State Support Team (SST) survey	Spring Years 3-5	Training and preparation, recruitment/selection of participating districts, support of districts, NNPS implementation, supports
District leader survey	Spring Years 3-5	Training and preparation, support of school ATPs, NNPS implementation, supports
SST coach survey	Spring Years 3-5	Training and preparation, recruitment/selection of participating districts, training of ATPs, NNPS implementation, supports
ATP survey	Spring Years 3-5	Relevant experience, training quality, roles and responsibilities, development and implementation of annual plans, perspectives on implementation and program impacts
Teacher survey	Spring Years 3-5	Type/extent of interactions with project activities, factors influencing family engagement, use of core strategies, changes in student engagement and achievement, changes in family involvement
Family survey	Spring Years 3-5	Demographics; levels of 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 (impacts) are shown below in **Table 4**.

<b>Table 4: Formative and Summative Evaluation Questions</b>
<b>Formative Evaluation</b>
1. Does OhSFEC have the organizational structure, resources, and qualified staff to effectively implement project activities?
2. Is there a detailed roll-out plan with clear responsibilities? What are the challenges during project development/refinement? How are they resolved?
3. Are project resources, services, and activities reaching the intended target audiences?
4. What factors are promoting or impeding quality implementation with fidelity?
5. What changes has the project made to services, timeline, or objectives?
6. To what extent do the SST coaches, District leads, and ATPs indicate that the training and preparation provided by the initiative effectively prepared them to carry out their roles and responsibilities?
7. How do OhSFEC project stakeholders (including families, teachers, school administrators, Center and Council members) assess the quality, reach, practicability, and potential impact of project components?
<b>Summative Evaluation</b>
1. As a result of OhSFEC project activities, 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 have occurred in teacher attitudes towards and strategies and techniques for increasing family engagement?
3. What changes have occurred as a result of OhSFEC in parents' active involvement in the school, engagement in their child's educational experience, and their ability to support achievement?
4. To what extent were 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. To what extent are there cumulative impacts of the OhSFEC initiative on students, family members, and teachers?
6. To what extent did different levels of implementation of NNPS activities at schools affect outcomes?
<b>Supplementary Evaluation Questions for COVID-19</b>
1. What changes were made to OhSFEC project staffing, and resource allocation due to COVID-19 disruptions?
2. What changes were made to project services, timeline, or objectives due to COVID-19 disruptions?
3. To what extent are NNPS schools engaging in activities during COVID-19 school closures? What variables explain differences in implementation?
4. To what extent have changes in local and state resources and supports to schools and families during the pandemic affected the activities and impact of the OhSFEC project?
5. To what extent is NNPS training and rollout continuing as planned?
6. What changes are planned to project activities and benchmarks as a result of the COVID-19 pandemic?

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** below). Each cohort selected is intended to include a diverse mix of regions and schools. 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, the evaluators will be able to analyze changes in schools over time within and across cohorts as the project progresses. Information on the districts and schools selected for the first cohort of NNPS can be found in **Section IV** of this report.

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

This *Matched-Comparison Group Design*<sup>1</sup> 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 ATP 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.

This evaluation report addresses the second year of OhSFEC implementation activities. YPI is tracking the extent to which OhSFEC is achieving its goals and objectives each program year. These goals and objectives 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 (**Table 16**).

Table 6: OhSFEC Government Performance and Results Act (GPRA) Measures		
GPRA Measures as of August 2020	Year 1	Year 2
<b>GPRA 1:</b> 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.	Target: N/A Actual: N/A	Target: 96 Actual: 131 <u>Met and Exceeded</u>
<b>GPRA 2:</b> 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.	Target: 3 Actual: 6	Target: 4 Actual: 10 (Met and Exceeded – see Project Activities)
<b>GPRA 3:</b> Number of high impact activities or services to ensure parents are trained and can effectively engage in activities leading to student achievement.	N/A	Target: 32 Actual: -- (Delayed by COVID-19 – see Project Activities)
<b>GPRA 4:</b> Percentage of parents and families receiving SFEC services who report having enhanced capacity to work with schools and service providers.	N/A	Target: 30% Actual: -- (Delayed by COVID-19 – see Project Activities)

<sup>1</sup> 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/rigorousvid/rigorousvid.pdf>

## II. PROJECT ACTIVITIES

**Staffing and Support.** The first two years of OhSFEC have focused on creating the structures and processes necessary to support development and statewide implementation of the Family Engagement Framework and implementation of the National Network of Partnership Schools model in 96 Ohio schools. In Year 1, the Ohio Family Engagement Center (the Center) was formed and staffed with a Project Director, Project Manager, Project Coordinator, Marketing and Communications Director, and several project associates.

In Year 2, the Center added three staff members to the team: a Family Engagement Community Manager to support program outreach and community relations, a Program Manager with expertise in professional development and teacher training, and a Program Manager tasked with overseeing NNPS compliance. Two new project associates (current OSU doctoral students) are providing support for family engagement resource development and compilation and family training and education initiatives. With the departure of the Marketing and Communications Director, additional marketing support is being provided by external consultants. A review of resumes and CVs shows that all Center staff are well-qualified for their positions, with substantial experience in their designated program areas. All current team members have a Bachelor's degree or higher. Six staff also have Master's degrees in their field, with three currently working towards a doctoral degree. Three team members (including the Project Director and Project Manager) hold doctoral degrees in their fields.

**National Level Activities.** In the first year of the project, the Center initiated partnerships with key national and state-level organizations, including the National Association for Family, School, and Community Engagement (NAFSCE) and a family engagement consortium overseen by the Council of Chief State School Officers (CCSSO). In Year 1, as part of its partnership with NAFSCE, the Center presented at NAFSCE's Reframing the Conversation around Family Engagement event. In Year 2, the Center continued to provide support and content for NAFSCE events, while NAFSCE provided complimentary memberships to Council and SST members and Center staff. In Year 2, the Center also strengthened its partnership with the National Network of Partnership Schools (NNPS, which was initiated in Year 1, by actively collaborating on the format and content of regional, district, and school trainings for implementation of the NNPS model. The Center, along with the Regional State Support Teams and the first cohort of NNPS districts and schools, are active members of NNPS.

**State Level Activities.** In the second year of the project, the Center launched a virtual community of practice for Ohio school district leaders around family engagement: Family Engagement Leaders of Ohio ("FELO"). Meetings were held quarterly and topics included discussions and training around family engagement theory and practice, measuring family engagement, and supporting family engagement among families with middle school students. The 90 inaugural members of FELO represent a range of family engagement expertise and involvement at the state, community, district, and school levels, including superintendents and principals, family engagement specialists, program coordinators and coaches, organizational directors and officers, and educational consultants.



The FELO initiative led to the conception and planning of Ohio's first Family Engagement Leadership Summit, held in September 2020. In response to the COVID-19 pandemic, the Summit was made completely virtual, which significantly expanded its geographical reach. Over 900 participants registered to participate in the 5-hour Summit. Sessions included a range of family engagement topics including engaging families in middle schools, using trauma-informed instructional approaches, supporting families with learning at home, addressing race and inclusion in family engagement, and engaging families to promote early literacy skills. The recorded Summit sessions have been made available to the public on the Center website at <https://ohiofamiliesengage.osu.edu/summit/>.

State level work initiated in Year 1 also continued into Year 2. The Statewide Advisory Council (**Section III**) continued to meet with a full complement of members during 2019 and 2020, providing feedback on OhSFEC activities and training its members to be advocates and supporters of high-quality family engagement practices. The Center continued to collaborate with and provide technical assistance to the Ohio Department of Education (ODE) in several key areas: initiating a program to establish a state awards system for family engagement, helping to revise the state school board adopted model district policy for family engagement, providing input and content for Ohio's Whole Child Framework, and contributing to Ohio's Reset and Restart planning guide for schools and districts in the wake of the COVID-19 pandemic. In addition, Center staff were actively involved in Year 2 in developing post-secondary transition training for Ohio educators.

**Communication and Outreach.** In Year 1, the Center developed and launched the Ohio Families Engage website (<https://ohiofamiliesengage.osu.edu/>) to offer educators and family members a wide range of resources for promoting family engagement at all school levels. The Center also initiated social media accounts on Twitter, Instagram, and Facebook (@OhioEngage) to extend the initiative's reach by creating broader awareness of the OhSFEC project and by establishing opportunities for discussions about family engagement.

In Year 2, the Center nearly doubled the number of available resources on the Ohio Families Engage website to over 234 resources, including articles, program links, videos, and printable tools. Nearly 12,000 people used the website for the first time during the last 12 months, an average of 1,000 new users per month. Among its many resources, the website includes a new interactive School Choice Tool to assist Ohio families to choose an appropriate school for their children. Particular areas of resource development included middle school family engagement (supported by Center research in this area), financial literacy for families, and supports for grandparents parenting school-age children. In response to the COVID-19 pandemic, the Center added a collection of Remote Learning and Pandemic Resources for families and educators to the website.

The @OhioEngage Twitter account was active in Year 2, with 532 tweets between September 2019 and August 2020, and over 400 new followers during that time period. The Facebook page shares tips and resources on at least a weekly basis and currently has 191 followers. The Instagram account has been notably less active, with 13 posts in September and October 2019 and 96 followers.

In March 2020, as a rapid response to the COVID-19 pandemic, the Center launched a bi-weekly newsletter highlighting family engagement resources and tools for school leaders with a particular focus on the virtual environment. These newsletters are intended to be informational briefs highlighting research, resources, and best practices in family engagement for Ohio educators and families. Eleven newsletters have been published to date addressing parental communication, supports for parents, partnering initiatives for parents, and approaches for supporting learning during the summer and during the 2020-21 school year. The newsletter currently has nearly 1000 subscribers and will continue monthly publication in Fall 2020.

**Training and Resources for Schools and Families.** Leveraging its location at a renowned teaching and research university, the Center has partnered with OSU faculty and researchers in Year 2 to develop high-quality training opportunities in several key areas, including family financial literacy, supporting grandparents raising Pre-K-12 students, supporting families of middle school students, and promoting early literacy skills.

The Family Financial Literacy Coaching project, also called Money Talks, is a collaboration between the Center and OSU Extension faculty and staff to research strategies for improving family financial literacy. This collaboration has yielded five new financial literacy resources that were made available on the Center website in Year 2. The next phase of this project is the development and implementation of a phone-based financial literacy coaching program that is individualized and includes resources to support families in their conversations with their children in grades K-12 about money and financial planning. Rollout for these accessible supports is planned for Year 3 and will include specific resources focusing on COVID-19 financial impacts.

In response to a growing awareness of the number of Ohio students whose education and/or upbringing is being overseen by a grandparent, the Center has initiated a project with OSU staff called Grandunderstandings. The focus of this project is to develop resources and supports for grandfamilies and for the schools working to assist them with the educational development of their grandchildren. The Center also gathered additional information on the percentage of grandfamilies in targeted Ohio districts through its second annual District Family Engagement Survey. Of particular note, 11% of districts responding to the survey reported that more than 20% of families in their districts were led by grandparents.

The Center is drawing on the expertise of several of its staff members, along with other OSU faculty, to develop resources and trainings around supporting middle school students and their families. This effort has resulted in new resources for the Center website's middle school section, training for State Advisory Council members, presentations at the Ohio Family Engagement Leadership Summit, and training in community settings prior to COVID-19 closures (reflected in *GPRA 1* in **Table 6**). Additional training opportunities are planned for Year 3.

Center staff had previously overseen two successful iterations of Partnerships for Literacy (“PFL”) under an Ohio State Professional Development Grant. PFL is an established statewide program that provides training and support at the regional level to support schools to improve home and school supports around early literacy. With OhSFEC funding, the Center is expanding the PFL model to provide support for early literacy at the district level. This third cohort of PFL is partnering with seven rural Ohio districts that are either receiving moderate supports from the Ohio Department of Education or have other areas of significant need.

**GPRA Activities.** As seen in **Table 6** above, the first GPRA measure (*GPRA 1*) tracks the number of parents who have received high quality professional development or training through OhSFEC. Although COVID-19 disruptions delayed the timelines for direct training and support in the areas listed above to Year 3, the Center was still able to provide training to 105 families who attended workshops provided by OhSFEC staff in community settings (such as partner conferences or local LEAs) prior to March 2020 school closures. These workshop topics include middle school family engagement, family engagement in literacy, positive behavioral interventions and supports, and family engagement resources. An additional 26 State Advisory Council family representatives (see **Section III** below), received training in Ohio school choice, national and state definitions and frameworks for family engagement, effective family engagement practices, resources for schools and families, and financial support for students with disabilities.

The second GPRA measure (*GPRA 2*) addresses high impact activities or services provided to build a statewide infrastructure for systematic family engagement. This measure includes support for state-level and district and school level leadership and capacity building. The Center initiated or supported multiple key statewide and district level family engagement activities, services, and initiatives, as noted above, including: 1) continuing the work of the Statewide Advisory Council 2) establishing the Family Engagement Leaders of Ohio community of practice 3) holding the first Ohio Family Engagement Leadership Summit 4) establishing a state awards system for family engagement 5) revising the model district policy for family engagement 6) helping develop Ohio’s Whole Child Framework 7) contributing to Ohio’s Reset and Restart COVID-19 planning guide for schools and districts 8) initiating post-secondary training opportunities for Ohio educators 9) initiating a third cohort of Partnerships for Literacy with a focus on district-level support and rural districts and 10) initiating a monthly information and resource brief with the Center’s monthly newsletter. Taken together, the number of statewide infrastructure activities substantially exceeds the target number of 4 activities or services for Year 2 of the project.

Activities for *GPRA 3* (high impact services to train parents and help them support student achievement) and *GPRA 4* (percentage of parents and families participating in these services who report having enhanced capacity to work with schools and service providers) were impacted by COVID-19 disruptions and have been delayed to Year 3.

### III. STATE ADVISORY COUNCIL

A key accomplishment in the first year was the formation of the State Advisory Council (Council), 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 51 inaugural family, student, organizational, and corporate members provided feedback on the forthcoming Ohio Family Engagement Framework definition of family engagement in Year 1. They also provided input on project efforts to further develop the Framework and to expand effective family engagement practices throughout Ohio.

**Council Membership.** During the first project year, 7 Advisory Council members representing a mix of family and organizational representatives stepped down from their role on the Council. An additional 10 Council members opted not to continue serving on the Council in 2019-2020. In Year 2, the Council welcomed 20 new Council members, representing families, students, and governmental and non-profit organizations, for a total of 54 active Council members during 2019-2020.

<i>Council Members</i>	<b>Year 1 (51)</b>	<b>Year 2 (54)</b>
<b>Family/Student</b>	30 (59%)	34 (63%)
<b>Organizational/Educational</b>	21 (31%)	20 (37%)

*Organizational Members.* In the Council’s first year, 21 organizations were represented including the Coalition of Rural and Appalachian Schools, the Ohio Center for Autism and Low Incidence (OCALI), the Ohio Coalition for the Education of Children with Disabilities, the Ohio Family and Children First Council, the Ohio Migrant Education Center, the Ohio Parent-Teacher Association (PTA), The Ohio State University (including its Rural County Extension and Educational Studies Department), and United Citizens Power (which supports disadvantaged students in urban schools).

In the second year of OhsFEC, the Council added new representatives from the Commission on Fatherhood, the Ohio Education Association, and the Lorain County Urban League. Five organizations from Year 1 did not appoint representatives to serve on the Council during Year 2, but may in future years. A representative from McGraw-Hill serves as a corporate partner and participated in Council activities both project years.

All levels of Ohio education were represented both years of the Council: the state level, by representatives from the Ohio Department of Education (including the Head Start Collaboration, Family Engagement Office, Foster Care Office, Lau Resource Center for English Learners, and Rural Liaison); the regional level, by the Stark County Regional Educational Service Center; the district level, by the Family Engagement offices for Columbus City, Cincinnati, and Cleveland Metropolitan Public Schools; and the school level, by the Director of Instruction at Oberlin Schools and by principals at three Ohio schools.

*Family and Student Members.* Each year, 26 parents, guardians, and grandparents from across Ohio have served as family representatives on the Council. Sixteen of these family representatives served on the Council in both Years 1 and 2. The family representatives represent a range of school districts, counties, and regions across Ohio, including urban, suburban, and rural districts.

In Year 1, one middle school and three high school students were recruited from Title 1 schools to participate in the Council and receive work service credit. All four students continued to work with the Council in some capacity in Year 2, and were joined by two new middle school students and one new high school student.

**Council Meetings.** Since it was first convened in February 2019, the State Advisory Council meetings have used an interactive and focused format. This format includes refreshers on the goals and purpose of the Council, introductions to best family engagement practices and evidence-based tools and approaches, along with presentations from organizational partners about their work related to family engagement. In Year 1, substantial time during each meeting was dedicated to gathering input and feedback from Council members on the definition of family engagement for Ohio and the development of the Family Engagement Framework. In Year 2, the focus shifted to how to identify and provide high-quality family engagement resources to families, schools, and districts.

The five State Advisory Council meetings held in 2019 were held in-person in Columbus, OH, and were livestreamed and recorded for stakeholders who could not attend. With COVID-19 school closures, the three Council meetings held in 2020 were held online via Zoom. These online meetings maintained a similar structure and format to the in-person meetings, with presentations from Ohio Center staff and organizational partners, and opportunities for Council members to participate in discussions and provide feedback in small groups and with the Council as a whole.

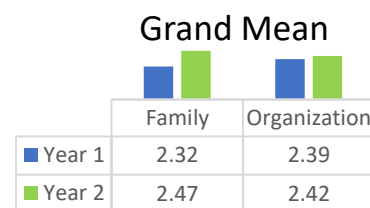
**Council Feedback.** In August of each project year, active Council members completed an online survey developed by YPI that asked about their experience with Council and their perceptions on progress towards Council objectives. In Year 1, 34 respondents completed the survey; 18 (53%) were family or student representatives, while 16 (47%) were representatives of organizations or educational institutions or agencies. By contrast, out of the 31 respondents in Year 2, 21 (68%) were family or student representatives, while 10 (32%) were organizational or educational representatives. These response rates represent a substantial over-representation of organizational and education perspectives in Year 1 (47% of respondents compared to 31% of Council members), and a moderate under-representation of organizational perspectives in Year 2 (32% of respondents compared to 37% of Council members).

- Each year, over 80% of organizational and educational representatives reported prior experience with efforts to build family engagement. By contrast, 60% of student and family representatives each year reported similar prior experience with family engagement efforts.
- Each year, a plurality of Council members agreed that demanding family work schedules were the primary limitation on family engagement (40% of members in Year 1 and 30% in Year 2), followed by previous negative experiences with schools (20% in Year 1 and 25% in Year 2). Each year, 17-18% of Council members were also concerned about insufficient resources being available at home.

- Family and student representatives also indicated that schools limiting family involvement to parent-teacher conferences was a barrier to engagement (23-30% of family and student representatives each year).

*Council Participation.* Council members were surveyed each year about fourteen different facets of their Council involvement. The Grand Mean of their responses provides an overall measure of the degree with which members reported they were able to effectively participate in Council activities. As seen in **Table 7** below, the Grand Mean (on a -3 to +3 scale) rose from 2.35 in Year 1 to 2.45 in Year 2, indicating an increase in the general level of satisfaction with the ways Council activities promoted active involvement.

- The Grand Means for family representatives and organizational representatives were within less than 0.10 points of each other each year, indicating similar levels of satisfaction with participation. In Year 1, organizational members had a slightly more positive perception of their involvement with the Council than family representatives. In Year 2, family representatives had a slightly more positive perception than organizational representatives, and a more substantial increase in their ratings compared to Year 1 (6% increase in Grand Mean compared to 1% for organizational representatives). The change to virtual meetings in 2020 may have been a factor in the increase in family representative satisfaction with involvement; by contrast, the satisfaction of organizational representatives shifted only slightly over the same period.



- Both project years, 12 of the 14 indicators listed in **Table 7** were rated very positively by Council members (between 2.3 and 3 on a -3 to +3 scale). In addition, the first five indicators (#1-5) improved from Year 1 to Year 2, indicating increasing satisfaction with Council meeting preparations, processes, and participation.
- The two areas that were rated lowest each year (#10 and #11 in **Table 7**) addressed collaboration and communication beyond Council meetings. However, Council member ratings of both items improved substantially from Year 1 to Year 2, indicating improvement in these areas. This is particularly noteworthy given the limits on collaboration incurred by COVID-19 safety measures. The increase is likely reflective of the Center’s consistent encouragement that Council members share the work of the Council with their schools, organizations, and communities.
- There were only two items (#9 and #14 in **Table 7**) where the mean declined more than 0.1 points from Year 1 to Year 2. The first item addressed satisfaction with the member’s level of involvement with the Council, and may reflect the transition from in-person meetings to virtual meetings between the 2019 and 2020 calendar years. The second item, about participating in the Council next year, likely reflects both the uncertainty of the COVID-19 pandemic and the reality that many members have already completed the 2-year requested commitment with the Council.

**Table 7: Member Perceptions of Council Participation**

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

	<b>Year 1 (N=34)</b>	<b>Year 2 (N=31)</b>
1. I am well-prepared for Council meetings by the materials provided ahead of time.	2.59	2.61
2. I am satisfied by how agenda items are addressed at Council meetings.	2.76	2.81
3. I actively participate when I attend Council meetings.	2.32	2.42
4. Other Council members take my input seriously.	2.59	2.65
5. If I miss a Council meeting, I keep up by reviewing meeting recordings and handouts.	2.58	2.60
6. Council meetings improve my understanding of Ohio Center goals and activities.	2.82	2.81
7. I can apply things I learn at Council meetings at home and/or at work.	2.62	2.61
8. I share with the Council areas where I think family engagement in Ohio can be improved.	2.53	2.52
9. I am satisfied with my level of involvement in the Council.	2.45	2.39
10. I work or consult with Council members outside of scheduled meetings.	-0.15	0.77
11. I discuss Council activities with others who are not Council members.	1.68	2.13
12. I plan to continue supporting Council activities after I am no longer a Council member.	2.67	2.68
13. I would encourage other people to participate in the Council.	2.79	2.77
14. I would like to participate in the Council next year.	2.71	2.58
<b>Grand Mean</b>	<b>2.35</b>	<b>2.45</b>

A review of feedback provided by State Advisory Council members after each meeting held in the 2019-2020 project year indicates that the positive perceptions of Council activities reported by end-of-year survey respondents were present throughout the year. YPI surveys conducted after each meeting show that members perceived the Council as encouraging active collaboration, with members indicating that they understood their roles, were communicating with one another, were involved in decision making, and were learning more about the OhSFEC project during each meeting.

*Council Collaboration.* Council members were asked each year to assess the quality of the Council’s organization, communication, and decision-making using five ascending levels 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.

In Year 1, Council survey respondents reported that the Council was operating approximately midway between Coordination and Coalition (average response of 3.45). In Year 2, survey respondents reported that the Council continued to work at a similar level (average response of 3.42).

Observations of two virtual State Advisory Council meetings confirm that Council meetings involve dynamic sharing of information, ideas and resources, frequent discussion and communication, and active input by most members into decision-making.

- Both years, students and family representatives had a more positive opinion of the extent of Council partnership than organizational and educational representatives, who rated the interactions somewhere between Cooperation and Coordination.

*Council Challenges.* Council members did not report any significant challenges to the Council’s ability to work and make progress toward goals in either year, even with the significant disruptions of COVID-19. Meeting attendance was seen as the most likely challenge to Council effectiveness in both Year 1 and Year 2, particularly for family representatives. However, meeting attendance was seen as a minor problem in Year 1, and less so in Year 2. The pivot to virtual gatherings beginning in 2020, accompanied by the continuation of incentives for family and student representative participation, may have helped encourage consistent participation for family and student representatives in particular.

**Family Engagement Framework.** In the first year of the project, State Advisory Council meetings focused primarily on ODE’s Family Engagement Framework (“Framework”) project. Council members were asked for their input on the definition of “family engagement” and for feedback and input on the draft Family Engagement Framework. In Year 1, ODE initiated stakeholder meetings, arranged collaborative development meetings, and developed the draft Framework. The Center was actively involved in collaborating on Framework development, providing technical assistance, and building public awareness of the Framework through the Council and other partnerships and initiatives.

In Year 2, ODE experienced a change in leadership and a reorganization of the Department that led to a shift in priorities. The draft Framework was submitted for ODE review by the ODE Framework development team in Year 2. However, this review was paused as development of the Ohio Whole Child Framework, which organizes all ODE work under a holistic framework, took central focus. During the initial development of the Ohio Whole Child Framework, the Center provided significant input into the addition and development of the family engagement component and to the inclusion of families in the community engagement component. This collaboration helped further the coordination of family engagement efforts in Ohio and promote alignment of the Family Engagement Framework and the Whole Child Framework. Review of the Family Engagement Framework will recommence when the State Board of Education provides final approval for the Whole Child Framework.

In Year 1, Council members had very positive perceptions of the progress made on Framework development (**Table 8** below), particularly highlighting the Center’s support of the process. Their perceptions were even more positive in Year 2, with only one exception: they did not believe they had contributed as much during the second year of the project to the definition of family engagement. This reflects the shift in focus in Year 2 from Framework input and feedback to training around family engagement best practices.



<b>Table 8: Council Perceptions of Family Engagement Framework Development</b>		
Scale: Strongly Agree (-3), Somewhat Disagree (-2), Slightly Disagree (-1), Slightly Agree (1), Somewhat Agree (2), Strongly Agree (3)		
	<b>Year 1 (N=34)</b>	<b>Year 2 (N=31)</b>
1. The Council has a realistic timeline for statewide implementation of the Ohio Family Engagement Framework (Framework).	2.56	3.03
2. I have a clear understanding of what I can do to help successfully implement the Framework.	2.24	2.48
3. The Ohio Center effectively supports Framework development and implementation.	2.73	2.77
4. This year I contributed to the definition of family engagement for the Ohio Family Engagement Framework.	2.23	1.74
<b>Grand Mean</b>	<b>2.44</b>	<b>2.51</b>

In the first year of the project, Council members also reported exceptionally high perceptions of progress towards Framework goals and benchmarks of quality given its early stages of development (**Table 9**). These perceptions were tempered in Year 2 survey responses and reflect that Framework development and review was put on hold in Year 2 during Ohio’s focus on the Whole Child Framework. There is also the recognition, emerging from the additional training Council members have received, that there is still ample work to do towards these Framework quality objectives. Both years, student and family representatives had a notably higher perception of the emerging Framework’s quality than organizational and educational representatives. However, overall, both groups were positive in their perceptions of the Framework each year.

<b>Table 9: Council Member Perceptions of Family Engagement Framework Quality</b>		
Scale: Strongly Agree (-3), Somewhat Disagree (-2), Slightly Disagree (-1), Slightly Agree (1), Somewhat Agree (2), Strongly Agree (3), Don't Know (0)		
<i>The current Family Engagement Framework...</i>	<b>Year 1 (N=34)</b>	<b>Year 2 (N=31)</b>
1. Defines family engagement from birth to graduation.	2.74	2.29
2. Applies to both family members and educators.	2.68	2.52
3. Incorporates, as much as possible, research on proven methods for encouraging family engagement.	2.74	2.61
4. Includes a way to measure levels of family engagement that can be easily used by schools and/or districts.	2.35	2.13
5. Incorporates input from a wide range of stakeholders.	2.61	2.35
6. Aligns with relevant federal laws, programs, and policies (such as Title I, ADA, and the federal Family Engagement Policy).	2.68	2.42
7. Aligns with relevant Ohio laws, programs, and policies (such as Ohio’s Strategic Plan and the Ohio Family Engagement Policy).	2.72	2.42
8. Aligns with school and district improvement efforts in Ohio (such as Ohio Educator Standards and the Ohio Improvement Process).	2.55	2.39
9. Is accessible for diverse audiences.	2.40	2.10
<b>Grand Mean</b>	<b>2.61</b>	<b>2.36</b>

## IV. NATIONAL NETWORK OF PARTNERSHIP SCHOOLS (NNPS)

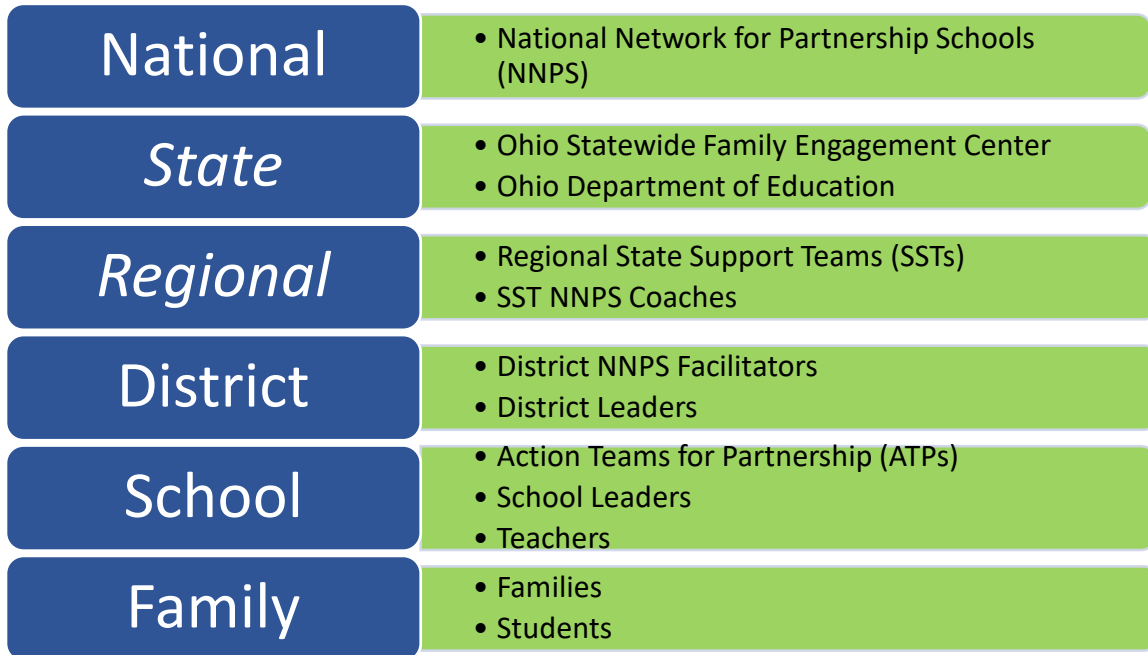
The National Network of Partnership Schools (NNPS) is serving as a partner for the OhSFEC initiative and is co-facilitating the Ohio implementation of the National Network of Partnership Schools (NNPS) model. NNPS is an evidence-based, nationally recognized model for school, family, and community partnerships that systematically support family engagement and student learning. The program was developed by Dr. Joyce Epstein, Director of the Center on School, Family, and Community Partnerships and NNPS, and colleagues at the Johns Hopkins University. It 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 10**).

Table 10: 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)

The NNPS organization provides training to implementing partner schools and districts and supports them on an ongoing basis with technical assistance. OhSFEC expands on the original model of NNPS by including two additional layers of support and training: state and regional. The state level includes the Ohio Department of Education and the Ohio Statewide Family Engagement Center itself, which serves as a state level resource center for NNPS implementation. The regional level includes Ohio’s 16 regional State Support Teams (“SSTs”), which are part of Ohio’s Statewide System of Support for schools and families (which also includes Education Service Centers, Information Technology Centers, and professional associations and organizations). SSTs provide targeted, regionally focused support and assistance to Ohio districts and schools to support continuous school improvement and improved student outcomes.

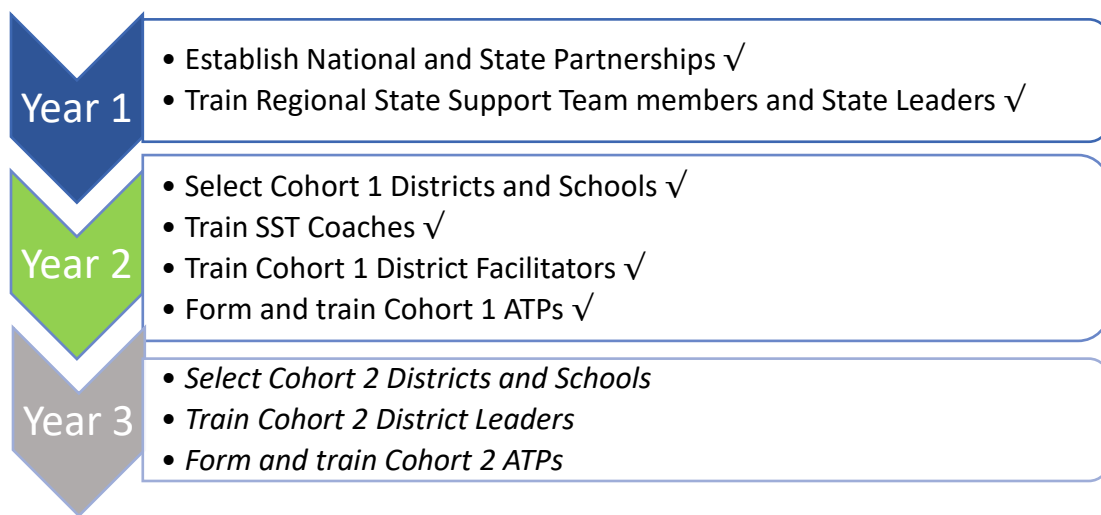
Trained SST NNPS Coaches will provide regional guidance and accountability for NNPS implementation at the district level (**Figure 1**). The existing relationships between SSTs and districts and schools in their regions will support effective selection of NNPS districts and schools and ensure an additional level of support during NNPS implementation.

**Figure 1: Levels of NNPS Implementation**



OhSFEC is the first project to implement the NNPS model with the goal of statewide implementation. As shown in **Table 5** above, the project has begun NNPS rollout with an initial cohort of 16 districts – one district in each of the 16 State Support team regions. These 16 districts have each selected two schools (usually one elementary and one middle or high school) to form Action Teams for Partnership, receive training, and begin NNPS planning and activities – 32 schools in total (**Table 11** below). Each year, an additional cohort of 16 districts and 32 schools will be trained and will begin NNPS activities. Participating districts are expected to extend the NNPS model to other district schools over time. This staggered implementation approach will allow the NNPS model to scale across the entire state of Ohio.

**Figure 2: NNPS Implementation Progress**



All participants in the Ohio NNPS model, from the statewide level down to the school level, are members of the NNPS organization. In Year 1, the Center, the state of Ohio, and the 16 Regional SSTs applied for and received NNPS membership. The 16 Districts and 32 schools selected in Year 2 as the first cohort to implement NNPS also applied to receive NNPS membership.

In Year 1, the Center worked closely with Dr. Joyce Epstein to plan and prepare for the planned OhSFEC implementation of the NNPS model and to initiate NNPS training at the statewide level. The Family Engagement Readiness survey of 181 districts receiving Intensive or Moderate improvement support from ODE helped identify likely districts for NNPS implementation and priorities for training and resource topics. An initial training of representatives from ODE, the Center, all 16 Regional State Support Teams, and the Columbus and Cincinnati school districts was held in August 2019.

In Year 2, the Center began the process of identifying and enrolling districts and schools for Cohort 1. Trainings for district NNPS facilitators and the school-based ATPs were planned for March 2020 with Dr. Joyce Epstein. When the threat of COVID-19 first emerged, the trainings were converted to a virtual format; however, school closures required that the trainings be cancelled and rescheduled to August and September 2020.

<b>Table 11: Ohio NNPS Cohort 1</b>			
<b>SST Region</b>	<b>District</b>	<b>Elementary Schools</b>	<b>Middle/High Schools</b>
<b>1</b>	Toledo City	Riverside Elementary	Woodward High School
<b>2</b>	Oberlin City	Eastwood Elementary	Oberlin High School
<b>3</b>	Cleveland Heights- University Heights City	Noble Elementary	Monticello Middle School
<b>4</b>	Wickliffe City	---	Wickliffe Middle School Wickliffe High School
<b>5</b>	Sebring Local	BL Miller Elementary	Sebring McKinley Jr/Sr High School
<b>6</b>	Sidney City	Emerson Elementary	Sidney High School
<b>7</b>	Mansfield City	John Sherman Elementary	Mansfield Middle School
<b>8</b>	Brunswick City	Brunswick Memorial Elementary Walter Kidder Elementary	---
<b>9</b>	Alliance City	Alliance Intermediate	Alliance Middle School
<b>10</b>	Trotwood-Madison City		Trotwood-Madison MS Trotwood -Madison HS
<b>11</b>	Columbus City Schools	Eakin Elementary	Wedgewood Middle
<b>12</b>	Franklin Local Schools (Withdrew)		Philo Junior High Philo High School
<b>13</b>	North College Hill City	North College Hill Elementary	North College Hill Secondary
<b>14</b>	Greenfield Exempted	Rainsboro Elementary	Greenfield McClain HS
<b>15</b>	Adena Local	Adena Elementary	Adena MS/HS
<b>16</b>	Alexander Local	Alexander Elementary	Alexander Junior High/HS

**NNPS Cohort 1.** The first 16 districts and 32 schools to implement NNPS were selected in Year 2. The Family Engagement Readiness Survey conducted in Year 1 helped the Center and Regional SST Coaches identify districts at an Intensive or Moderate Improvement support status with ODE who were ready to initiate NNPS activities. Over the course of the year, changes to district priorities and the disruptions of COVID-19 led to expected adjustments in the final list for this first cohort. The state and regional level partnerships established in Year 1 were an asset to securing district and school representation for 15 out of the 16 SST regions (**Table 11** above). One district, Franklin Local Schools in District 12, was initially selected but withdrew from participation, citing COVID-19 impacts in their district and a lack of qualified substitutes to support teacher training and participation.

<b>Table 12: Characteristics of Districts Selected for NNPS Cohort 1 (N=16)<sup>2</sup></b>					
	<b>&lt;1000</b>	<b>1001-5000</b>	<b>5001-10000</b>	<b>10001+</b>	<b>Average</b>
<b>Enrollment</b>	2 (13%)	10 (63%)	2 (13%)	2 (13%)	6668
	<b>0-10</b>	<b>11-30</b>	<b>31-60</b>	<b>61+</b>	<b>Average</b>
<b>Number of Buildings</b>	11 (69%)	3 (19%)	1 (6%)	1 (6%)	15
	<b>1-200</b>	<b>201-500</b>	<b>501-750</b>	<b>751-847</b>	<b>Average</b>
<b>State Ranking (1-847)</b>	1 (6%)	4 (25%)	7 (44%)	4 (25%)	556
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Average</b>
<b>State Grade</b>	0 (0%)	0 (0%)	6 (38%)	10 (63%)	D
	<b>Independent</b>	<b>Watch</b>	<b>Moderate</b>	<b>Intensive</b>	<b>Average</b>
<b>District Support Level</b>	1 (6%)	0 (0%)	12 (75%)	3 (19%)	Moderate
	<b>0-25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76-100%</b>	<b>Average</b>
<b>% Economically Disadvantaged Students</b>	1 (6%)	4 (25%)	3 (19%)	8 (50%)	71.7%
<b>% Disabled Students</b>	14 (88%)	2 (13%)	0 (0%)	0 (0%)	17.7%
<b>% White Students</b>	3 (19%)	2 (13%)	2 (13%)	9 (56%)	62.0%
<b>% Black Students</b>	11 (69%)	2 (13%)	2 (13%)	1 (6%)	44.3%
<b>% Teachers Skilled</b>	1 (6%)	10 (63%)	4 (25%)	0 (0%)	41.4%
<b>% Teachers Accomplished</b>	3 (19%)	3 (19%)	9 (56%)	1 (6%)	50.5%
<b>% Students Testing Proficient or Above (2018-19)</b>	0 (0%)	7 (44%)	8 (50%)	1 (6%)	53.5%

*Characteristics of Cohort 1 Districts.* As seen in **Table 12**, the districts selected for Cohort 1 NNPS implementation range in size and in demographics.

- The majority of districts have between 1000 and 5000 students and 0 and 10 buildings.
- All Cohort 1 districts fall into the bottom half of state rankings, with an average ranking of D; 10 (63%) have a State Grade of D and 6 (38%) have a State Grade of C.
- 12 districts (75%) are at a Moderate support level with ODE and 3 (19%) are at an Intensive Level. One district, Sebring Local, is at an Independent level (no support from ODE) but has a D rating.
- The average Cohort 1 district has 72% economically disadvantaged students; only one district (Brunswick City) has fewer than 25% in that category.

<sup>2</sup> Source: Ohio Department of Education 2018-2019 District Data, <https://reportcard.education.ohio.gov/download>

*Characteristics of Cohort 1 Schools.* As seen in **Table 13**, the 32 schools chosen for the first round of NNPS implementation also varied widely in their characteristics and status.

<b>Table 13: Characteristics of Schools Selected for NNPS Cohort 1 (N=32)<sup>3</sup></b>					
	<b>0-250</b>	<b>251-500</b>	<b>501-750</b>	<b>751-1000</b>	<b>Average</b>
<b>Enrollment</b>	4 (13%)	14 (44%)	11 (34%)	3 (9%)	477
	<b>Elementary</b>	<b>Middle</b>	<b>Jr./Sr. High</b>	<b>High</b>	
<b>School Level</b>	14 (44%)	6 (19%)	4 (13%)	8 (25%)	
	<b>Priority</b>	<b>Watch</b>	<b>Focus</b>	<b>No Status</b>	
<b>School Priority Status</b>	1 (3%)	8 (25%)	7 (22%)	16 (50%)	
	<b>A or B</b>	<b>C</b>	<b>D</b>	<b>F</b>	
<b>School Grade</b>	0 (0%)	7 (22%)	11 (34%)	14 (44%)	
	<b>0-25%</b>	<b>26-50%</b>	<b>51-75%</b>	<b>76-100%</b>	<b>Average</b>
<b>% Economically Disadvantaged Students</b>	2 (6%)	10 (31%)	2 (6%)	18 (56%)	49.2%
<b>% Disabled Students</b>	5 (16%)	27 (84%)	0 (0%)	0 (0%)	18.1%
<b>% White Students</b>	8 (25%)	4 (13%)	5 (16%)	15 (47%)	56.9%
<b>% Black Students</b>	20 (63%)	4 (13%)	2 (6%)	6 (19%)	43.9%
<b>% Teachers Skilled</b>	5 (16%)	14 (44%)	10 (31%)	3 (9%)	44.5%
<b>% Teachers Accomplished</b>	8 (25%)	8 (25%)	11 (34%)	5 (16%)	46.7%
<b>% Students Testing Proficient or Above (2018-19)</b>	4 (13%)	11 (34%)	15 (47%)	2 (6%)	48.3%

- The average Cohort 1 school has 477 students and serves students in Grades K-8.
- Seven schools are at a Focus priority status, eight are at a Watch status, and one is at a Priority status. Sixteen schools did not have a priority assignment as of 2018-19.
- Seven schools had an overall grade of C, eleven had a D grade, and fourteen had an F grade as of 2018-19.
- Overall, 49% of students in Cohort 1 NNPS schools are economically disadvantaged. At 20 schools, more than half of enrolled students are economically disadvantaged.
- On average, less than half of students at Cohort 1 schools have tested proficient or above on state academic assessments.

**NNPS Training.** The NNPS organization provides training to district and school leaders to help support the formation of the school-based Action Teams for Partnership, or ATPs (comprised of administrators, teachers, and parents). NNPS trainings provide guidance for ATP planning and implementation activities. A key component of ATP work is the development of One-Year Action Plans for their school and community that reflect the six types of family involvement listed in **Table 10**.

In August 2020, the program held a virtual SST Coach training to ground SST NNPS Coaches in the NNPS model and help them plan for next steps. 24 SST Coaches and other SST members representing all 16 SST regions attended the training. All training participants were asked to rate the quality and usefulness of the trainings.

<sup>3</sup> Source: Ohio Department of Education 2018-2019 Building Data, <https://reportcard.education.ohio.gov/download>

22 participants completed the post-training survey, a 92% response rate. The ratings from training survey respondents (**Table 14**) were positive across all areas, averaging between 3.41 and 3.50 on a 0 to 4 scale.

<b>Table 14: Rating of SST NNPS Coach Training (N=22)</b>	
Scale: Agree with statement: not at all=0; slight extent=1; moderate extent=2; large extent=3; very large extent=4	<b>Mean</b>
1. The training had clearly stated goals.	3.50
2. The training provided both information and action steps.	3.41
3. The training allowed time for my questions.	3.45
4. The training answered all my questions thoroughly.	3.50
<b>Grand Mean</b>	<b>3.47</b>

As seen in **Table 15**, the training was very effective at increasing SST Coach knowledge of the NNPS model, according to their reports. SST Coaches’ understanding of each facet of the NNPS model listed increased substantially after receiving the training. Their overall understanding of NNPS improved from a grand mean of 1.84 before the training to 2.96 after the training on a 0 to 4 scale (a 61% improvement).

<b>Table 15: SST Coach Understanding of NNPS Model (N=22)</b>		
To what extent do you understand... Scale: not at all=0; slight extent=1; moderate extent=2; large extent=3; very large extent=4	<b>Before Training</b>	<b>After Training</b>
1. The NNPS (National Network of Partnership Schools) model.	2.05	2.86
2. The role of SST Coaches in the NNPS model.	1.82	3.05
3. The role of District Leaders in the NNPS model.	1.71	3.09
4. The way school Action Teams are intended to function.	1.64	2.77
5. The role of the Center in supporting implementation of the NNPS model.	2.00	3.05
<b>Grand Mean</b>	<b>1.84</b>	<b>2.96</b>

The training was moderately effective at preparing SST Coaches for next steps for implementation. On average, SST Coaches reported feeling prepared to a moderate extent to: 1) align their coaching responsibilities with other regional coaching priorities 2) identify and address challenges to the NNPS model from COVID-19 3) identify effective early action steps 4) identify effective family engagement programs and strategies for their region, 5) identify goal-linked community engagement programs and strategies and 6) collaborate across SST regions.

SST Coaches also felt that the training had given them a moderate understanding of each of the six areas of parent engagement in the NNPS model. The one area where SST Coaches felt the training prepared them to a large extent was in their ability to plan monthly meetings with District NNPS facilitators. SST Coaches were also asked what type of follow-up they expected to receive after the SST Coach training.

- 59% expected to receive additional information from the Center.
- 50% expected to receive additional training in NNPS implementation.
- 32% expected to receive additional information from the NNPS trainer, Dr. Joyce Epstein.



The next set of trainings, originally planned for Spring 2020, will train District NNPS Facilitators and their school-based Action Teams for Partnerships over the course of two full days. Due to COVID-19 school closures, these trainings were converted to virtual trainings and delayed to late September 2020. Results from these trainings will be available for the Year 3 evaluation report.

## V. PROGRESS, HIGHLIGHTS, AND NEXT STEPS

*Progress and Highlights.* Even with the significant disruptions of the COVID-19 pandemic, the second year of the OhSFEC initiative brought substantial progress towards project objectives. OhSFEC fully met seven of the thirteen Year 2 objectives established in its Project Narrative (**Table 16**). Five additional objectives were partially achieved, and one objective will be addressed in Year 3.

Table 16: OhSFEC Goals and Objectives		
Objectives	Year 2 Tasks	Year 2 Status
<b>Activity 1: Support the development of the Ohio Department of Education’s Family Engagement Framework.</b>		
<p><b>Objective 1.1:</b> Recruit, convene, and maintain a Statewide Advisory Committee.</p>	<p>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)</p>	<p>a) <i>Achieved.</i> Council members come from Ohio’s North, South, East, and West and represent urban, rural, and suburban districts. b) <i>Achieved in Year 1.</i> c) <i>Achieved in Year 1.</i> 3 meetings were held in Year 2 in January, March, and September 2020 to accommodate COVID-19 disruptions.</p>
<p><b>Objective 1.2:</b> Provide expertise and guidance for the development of Ohio’s Family Engagement Framework.</p>	<p>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</p>	<p>a) <i>Achieved.</i> Each Council meeting included guest speakers from different perspective and highlighted research-based information and existing resources. b) <i>Partially achieved.</i> Review of the state Family Engagement Framework was delayed to allow for development of the Whole Child Framework. c) <i>Achieved.</i> A second needs assessment was conducted in May and June 2020.</p>



**Table 16: OhSFEC Goals and Objectives**

Objectives	Year 2 Tasks	Year 2 Status
<b>Activity 2: Support implementation of Ohio Family Engagement Framework by ODE, LEAs, schools, and organizations (impacted by COVID-19).</b>		
<p><b>Objective 2.1:</b> Provide content expertise and guidance in the development and implementation of awareness campaign for Ohio’s Family Engagement Framework</p>	<p><b>a)</b> Awareness campaign plan developed for resources and delivery methods.</p> <p><b>b)</b> Recruit and train Parent Ambassadors.</p>	<p><b>a)</b> <i>Partially achieved.</i> Planning was initiated for trainings and outreach. This work was placed on hold due to the extended Framework review process and the impacts of COVID-19 pandemic.</p> <p><b>b)</b> <i>Partially achieved.</i> Parent members of the State Advisory Council have received training and information to begin to raise awareness of State Advisory Council work, including the Family Engagement Framework. Further work is on hold due to the extended Framework review process and the impacts of COVID-19 pandemic.</p>
<p><b>Objective 2.2:</b> Development and rollout of resources for families and schools for implementation of policies and practices aligned with Family Engagement Framework</p>	<p><b>a)</b> Resources targeted to schools, families, and community stakeholders are developed &amp; vetted with Council.</p> <p><b>b)</b> OSU-EHE SFEC team, ODE and partnering state agencies and organizations distribute tools, resources, social media &amp; training according to awareness campaign plan.</p>	<p><b>a)</b> Planned for start in Year 3.</p> <p><b>b)</b> Planned for start in Year 3</p>
<b>Activity 3: Provide direct services to parents and families through evidence- based activities</b>		
<p><b>Objective 3.1:</b> Secure &amp; deliver turnkey training to institute &amp; sustain effective PD &amp; coaching to support the NNPS EBP model for family engagement.</p>	<p><b>a)</b> All 16 SSTs recruit 1 LEA, Intensive or Moderate support status (Cohort 1).</p> <p><b>b)</b> 16 LEAs select 1 district-level Partnership Lead.</p> <p><b>c)</b> 16 LEAs select 2 schools (1 ES &amp; 1 MS or HS). Total 32 schools.</p> <p><b>d)</b> 32 schools receive 2.5-day NNPS model PD including LEA administrators, and school teams of 2-3 parents, 2-3 teachers, administrator, community member and student (MS/HS). (Total 96 parents and 96 teachers).</p> <p><b>e)</b> 32 school teams develop a 1-Year Action Plan of high impact activities and services for family engagement of all families and personnel in the school.</p>	<p><b>a)</b> <i>Partially achieved.</i> 16 districts recruited as Cohort 1 LEAs (not all Intensive or Moderate support status).</p> <p><b>b)</b> <i>Achieved.</i> District level Facilitators selected for Cohort 1 LEAs.</p> <p><b>c)</b> <i>Achieved.</i> 2 schools selected for each of 16 LEAs (not all ES + MS or HS).</p> <p><b>d)</b> <i>Achieved.</i> Held virtually for 32 Cohort 1 district facilitators and school teams in September 2020.</p> <p><b>e)</b> Delayed until Year 3.</p>

# OHSFEC YEAR 2 HIGHLIGHTS



Every Child. Every Family. Every School.

## INNOVATION



- Launched Family Engagement Leaders of Ohio (FELO) community of practice
- Hosted first virtual Family Engagement Summit in Ohio
- Contributed to Family Engagement portion of Ohio Whole Child Framework
- Helped establish state awards program for family engagement
- Launched School Choice Tool
- Expanded Partnerships for Literacy program to include district support and rural focus

## COMMUNICATION



- Launched statewide newsletter (over 1000 subscribers)
- Expanded Twitter activity and presence
- Continued Facebook presence

## IMPLEMENTATION



- Recruited NNPS Cohort 1 Districts & Schools
- Trained SST Coaches
- Trained Cohort 1 District Facilitators and School Action Teams for Partnership
- Continued the work of State Advisory Council
- Served 131 parents through State Advisory Council and community-based workshops
- Helped revise model district policy for family engagement
- Developed post-secondary transition training for educators

## INFORMATION



- Completed second annual Family Engagement District Needs Assessment
- Significantly expanded website resources
- Contributed to Ohio's Reset and Restart Planning Guide

*Next Steps.* As the progress towards goals and objectives and the highlights of Year 2 project activities demonstrate, OhSFEC is well-situated for the next project year. Next steps for Year 3 include the start of NNPS implementation in Cohort 1 schools, selection and training of Cohort 2 districts and schools, and support for regional resources to enhance NNPS implementation. The Family Engagement Framework, once reviewed by ODE, will be ready for revision, rollout, and development of resources. The State Advisory Council will play a critical role in Framework rollout and in identification and selection of resources, along with outreach to districts and schools.

Based on a review of qualitative and quantitative data, as well as a consideration of current circumstances, there are several areas where OhSFEC might consider changes to increase its reach and impact beginning in Year 3:

- The Center website (<https://ohiofamiliesengage.osu.edu/>) currently holds nearly 300 resources. Currently, resources are sorted by levels (elementary, middle, or high school) for schools or families, with additional subtopics within those categories. To increase usability for educators and families searching for resources for specific topics, the Center might consider developing an index by topic that centralizes all resources for a particular topic area (similar to the current Remote Learning and Pandemic Resources special section).
- The Center might consider additional investment in marketing, social media, and SEO to increase its presence on Facebook, Instagram, and other social media platforms used by educators, families, and students (such as LinkedIn, Pinterest, or TikTok), and to expand its website reach.
- As the COVID-19 pandemic impacts a second year of school for Ohio families and educators, the Center can continue to consider additional ways in which its current project plans and objectives could be modified or leveraged to provide more targeted support to districts and families during a time of distance, hybrid, and highly-modified in-person learning.

## APPENDIX A. NNPS IMPLEMENTATION SURVEYS

The Youth Policy Institute developed a series of survey to assess the extent of NNPS implementation and its impacts in participating schools. The nested and triangulated surveys cover all levels of NNPS implementation, from regional (SST members and SST Coach) to district (District NNPS Facilitator and district leaders) to school (Action Teams for Partnership and classroom teachers) to family (family members of students).

Due to COVID-19 related implementation delays, these surveys could not be administered as planned in Spring 2020. The surveys will be administered beginning in Year 3. Preview links for the current versions of the surveys are below.

[State Support Team Survey](#)

[District Leader Survey](#)

[Action Teams for Partnership \(ATP\) Survey](#)

[Classroom Teacher Survey](#)

[Family Survey](#)