THE OHIO SFEC INITIATIVE

YEAR 3 EVALUATION REPORT

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THE OHIO STATEWIDE FAMILY ENGAGEMENT CENTER (OhSFEC)

A STATEWIDE FAMILY ENGAGEMENT CENTER PROJECT

WITH THE OHIO STATE UNIVERSITY

Year 3 Evaluation Report

Prepared by Melissa Becce Coaching & Evaluation, LLC

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I. THE PROJECT

A. Project Overview

The U.S. Department of Education's Office of Innovation and Improvement awarded a 5-year Statewide Family Engagement Center (SFEC) Program Grant to The Ohio State University (OSU) in September 2018. The SFEC grant allows OSU to build on prior work in family engagement through the College of Education and Human Ecology by formally establishing the Ohio Statewide Family Engagement Center (the Center). The purpose of the Ohio SFEC initiative (OhSFEC) is to develop policies, programs, and resources to support and sustain the implementation of high-quality family engagement activities throughout the state of Ohio. The Center is collaborating 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), the Ohio Department of Education, and dozens of Ohio organizations and educational institutions.

Over the five years of OhSFEC (2018-2023), the Center is providing content expertise and technical assistance to support the development and implementation of the Ohio Department of Education's (ODE) Family Engagement Framework (Framework). The Framework is intended to guide the efforts of schools and districts in 16 Ohio regions to implement family engagement policies and practices. The Center is also providing technical assistance and expertise to ODE to support a range of statewide family engagement initiatives. The Center is also tasked with forming and structuring the work of a State Advisory Council (Council) to provide feedback and support for family engagement initiatives and activities in Ohio. Council members include family, school, district, state, non-profit, government, advocacy, university, research, and corporate representatives from across Ohio. In its role as a Statewide Family Engagement Center based at OSU, the Center is also curating, developing, and providing a range of resources, training programs, and support options for families, schools, and community partners.

The core intervention of OhSFEC is an evidence-based family engagement model, the National Network of Partnership Schools (NNPS). This initiative is intended to be implemented in three cohorts, reaching a total of 96 schools in 48 districts across Ohio's 16 State Support regions. Each cohort prioritizes districts and schools targeted by ODE for additional support. The Center provides and oversees training and support for state, regional, district, and school staff to implement NNPS and serve as a technical assistance resource for NNPS implementation in Ohio. The COVID-19 pandemic impacted planned timelines for NNPS implementation in 2020. Training, school team selection, and school-level implementation for Cohort 1 schools were delayed until the following school year. Training and implementation for Cohort 2 schools is proceeding as initially planned.

This evaluation report addresses the third year of OhSFEC implementation activities, including progress towards project goals and objectives and the extent to which the project is meeting federal program targets and expectations.

II. THE OHIO SFEC EVALUATION

A. Framework and Guiding Questions

The Ohio SFEC initiative is a complex project that involves multiple, nested layers of activities and supports that promote family engagement at multiple distinct levels: national, state, regional, district, school, family, and student. The five-year independent evaluation documents the rollout of planned activities, looks at the extent to which the project meets goals and objectives, and examines OhSFEC's impact on family engagement at different levels, from the national level to the level of families and students.

Table 1: Ohio SFEC Formative and Summative Evaluation Questions *Indicates evaluation question is addressed in intervention study
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 target audiences?*
3. What factors are promoting or impeding quality implementation of programs 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 and district administrators, SST Coaches, SAC members, and state and national partners) 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 family engagement?*
2. As a result of OhSFEC, what changes occurred in school and teacher understanding and use with fidelity of research-based approaches to family engagement?*
3. As a result of OhSFEC, what changes occurred in participating families' 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 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. Did the benefits of the OhSFEC initiative accrue with increasing family exposure to the program? Did the benefits of OhSFEC accrue with increasing teacher experience?*
6. To what extent did different levels of implementation at OhSFEC schools affect outcomes?*
Supplementary Evaluation Questions for the COVID-19 Pandemic
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?

During the first two years of the project, the independent evaluation of the Ohio SFEC initiative was provided by The Youth Policy Institute (YPI). Beginning this year (Year 3), the evaluation is being provided by Melissa Becce Coaching & Evaluation, LLC. The guiding questions that inform the formative evaluation (implementation) and summative evaluation (impacts) are shown below in **Table 1** above. The evaluation framework, summarized in **Table 2**, provides an overview of the key program context factors at each level addressed by the evaluation and the tools planned for collecting that information.

Table 2: Framework for Evaluating OhSFEC Context			
	Key Players	**Contextual Factors**	**Evaluation Tools**
National	• National Network of Partnership Schools (NNPS) • National Association for Family, School, and Community Engagement (NAFSCE)	• NNPS model • Training and support • Research and best practices	• Training surveys • Partner interviews • Meeting observations • Training observations
State	• State Advisory Council (Council) • Ohio Department of Education (ODE) • Ohio Family Engagement Center (Center)	• Council membership • ODE initiatives • Center Partners	• Council survey • Partner interviews • Staff interviews • Project documents/records
Regional	• State Support Teams (SSTs) • SST NNPS Coaches	• NNPS training and support • Regional resources • Regional characteristics	• SST Coach surveys • District Facilitator surveys • Training surveys • SST Coach logs • Regional Plans
Districts	• District leadership teams • District NNPS facilitators	• NNPS training and support • District resources • District characteristics	• SST Coach surveys • District Facilitator surveys • Training surveys • District Leadership Plans • Site visits
Schools	• School leadership teams • Action Teams for Partnership (ATPs) • Parent-Teacher organizations • Community partners • School personnel	• School characteristics • Staff retention • Training & professional development • Family engagement supports	• SST Coach surveys • District Facilitator surveys • Training surveys • ATP surveys • One-Year Action Plans • Site visits
Teachers	• ATP teacher members • Instructional staff	• Experience • Training • Attitudes	• ATP surveys • Classroom Teacher survey • Site visits
Families	• Council family members • ATP family members • Family training participants • Families of students	• Characteristics • Training • Attitudes	• ATP surveys • Family survey • Training surveys
Students	• Council student members • Student ATP members	• Achievement • Behavior • Engagement	• Student academic and behavior data • Family survey • Teacher survey

B. Methodology and Tools

OhSFEC is a complex, wide-ranging, multi-level initiative that requires a comprehensive set of qualitative and quantitative data collection activities (mixed-methods approach) to evaluate project implementation and impact (outlined in **Tables 3 and 4**). Unless otherwise noted, evaluation tools are adapted from tools developed by YPI for the Ohio SFEC evaluation and are being used with permission.

Table 3: Qualitative Data Collection Activities		
Qualitative Data	**Schedule**	**Qualitative Data Sources**
Project records and documents	Spring Years 1-5	Project staff résumés; meeting schedules, agendas, and transcripts/notes; training materials, resources, and attendance records; MOUs and policies; newsletters; Center website resources and analytics; social media accounts and marketing materials; NNPS regional, district, and school plans
Ohio SFEC staff interviews	Summer, Years 3-5	Qualitative data regarding staff interactions, planning and collaboration, activities, successes, obstacles, lessons learned
Partner interviews	Spring Years 3-5	Qualitative data regarding partnership activities and projects, collaboration, processes and products, successes, challenges, lessons learned
School site visits	Spring Years 4-5	Sample of NNPS sites to collect qualitative data from administrators, teachers, and families to provide context for quantitative data

Table 4: Quantitative Data Collection Activities		
Instruments	**Schedule**	**Types of Data**
Training Survey	Ongoing Years 2-5	Perceived effectiveness of trainings provided by NNPS to SST Coaches, District Facilitators, district and school leaders, and ATP members
State Advisory Council Survey	Summer Years 1-5	Involvement in and feedback on Council activities, Framework development and implementation, resource development, policy recommendations, collaborations, and sustainability
State Support Team (SST) Coach Early Action Steps Survey	Fall, Years 3-5	For new SST Coaches, to assess training and preparation, recruitment/selection of participating districts, NNPS activities to date, and support needed
SST Coach Annual Survey	Spring Years 3-5	Annual assessment of training and preparation, recruitment/selection of participating districts, NNPS implementation activities, and perception of family engagement in region
District NNPS Facilitator Early Action Steps Survey	Fall, Years 3-5	For new District Facilitators, to assess training and preparation, recruitment/selection of participating schools, NNPS activities to date, and support needed
District NNPS Facilitator Annual Survey	Spring Years 3-5	Annual assessment of training and preparation, recruitment/selection of participating schools, NNPS implementation activities, and perception of family engagement in district and schools
Action Team for Partnerships (ATP) Early Action Steps Survey	Fall, Years 3-5	For new ATP members, to assess team structure, training and preparation, meeting frequency, NNPS activity extent and reach, and support needed
ATP Annual Survey	Spring Years 3-5	Annual assessment of team structure, training and preparation, support from region and district, NNPS implementation activities and reach, and perceptions of impacts on schools, families, and students
Teacher Survey	Spring Years 3-5	Experience with and perception of project, satisfaction with school and teaching, and perceptions of impacts on school, families, students, and personal practices
Family Survey	Spring Years 3-5	Experience with and perception of project, perceptions of school quality, and perceived impacts on school, students, and family skills
Student, School, and District Record Data	Summer Years 2-5	District and school data on student achievement, behavior, attendance, graduation rates, and demographics; staff quality and attrition.

For the summative evaluation and the intervention study (**Section V**), the evaluation team will compare the effects of the NNPS program intervention on family engagement and student achievement, behavior, and attendance using the three cohorts of schools implementing NNPS (**Table 5**). Each cohort selected will include a diverse mix of districts and schools selected from Ohio's 16 State Support Team regions. The implementation plan prioritizes districts and schools that have been highlighted for targeted support by ODE.

The first cohort of schools will be the initial treatment group, with successive cohorts serving match groups for the prior cohorts. The progress made by treatment schools during their implementation years will be compared to the matching schools when they implement the program in the future. Controlling for school and student characteristics, the evaluation team will be able to analyze changes in schools over time within and across cohorts as the NNPS program implementation progresses. Details about the districts and schools selected for the first and second cohorts of NNPS can be found in **Section IV.C** and **IV.D** of this report.

Table 5: Treatment and Control Group Selection and Implementation				
	Treatment Districts	**Treatment Schools**	**Match Control Districts**	**Match Control Schools**
Year 2 (2019-2020)	Cohort 1 Selection Target: 16 districts Actual: 14 districts	Cohort 1 Selection Target: 32 schools Actual: 28 teams in 29 schools	N/A	N/A
Year 3 (2020-2021)	Cohort 1: First Implementation Year	Cohort 1: First Implementation Year	Cohort 2 Selection and Training Target: 16 districts Actual: 17 districts	Cohort 2 Selection and Training Target: 32 schools Actual: 37 schools
Year 4 (2021-2022)	Cohort 1: Second Implementation Year Cohort 2: First Implementation Year	Cohort 1: Second Implementation Year Cohort 2: First Implementation Year	Cohort 3 Selection and Training Target: 16 Districts	Cohort 3 Selection and Training Target: 32 schools
Year 5 (2022-2023)	Cohort 1: Third Implementation Year Cohort 2: Second Implementation Year Cohort 3: First Implementation Year	Cohort 1: Third Implementation Year Cohort 2: Second Implementation Year Cohort 3: First Implementation Year	N/A	N/A
Total	**Target: 48 districts** Current: 14 districts	**Target: 96 Schools** Current: 29 schools	**Target: 32 Districts** Current: 17 districts	**Target: 64 schools** Current: 37 schools

The evaluation is using two Quasi-Experimental Designs (QEDs) as part of the Summative Evaluation to examine the impact of family engagement efforts on school, teacher, family, and student outcomes each year and over time.

A) A Matched-Comparison Group Design as outlined in **Table 5.**
B) A Levels of Implementation (LoI) Design, which will use NNPS implementation criteria and survey responses to classify schools into high- and low-implementing groups. This will allow the evaluation team to look at impacts on outcomes compared to extent of implementation.

C. Project Goals and Objectives

The evaluation team is tracking the extent to which OhSFEC is achieving its goals and objectives each program year. These goals and objectives include both the annual objectives and tasks established by the Ohio SFEC initiative (**Table 6**) and the Government Performance and Results Act (GPRA) indicators established by the U.S. Department of Education for this project (**Table 7**).

Progress and Highlights. Even with the significant disruptions of the COVID-19 pandemic in Years 2 and 3, the OhSFEC initiative made substantial progress towards the objectives established in its Project Narrative. In Year 2, OhSFEC fully met seven of the thirteen Year 2 objectives and partially met five additional objectives. One Year 2 objective was deferred to Year 3.

For the 14 objectives addressed in Year 3, OhSFEC fully achieved eight objectives, and partially or nearly completely achieved five additional objectives. One objective has been deferred to Year 4 due to the continuing impacts of the COVID-19 pandemic.

Table 6: OhSFEC Goals and Objectives		
Objectives	**Tasks**	**Year 3 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 (State Advisory Council, or SAC).	a) Year 3: Convene the SAC twice annually to inform and guide content, format, and delivery of high impact resources and TA to families & schools.	a) *Achieved*. The SAC was convened 4 times in Year 3 to receive training in and provide feedback for family engagement frameworks, resources, and activities.
Objective 1.2: Provide expertise and guidance for the development of Ohio's Family Engagement Framework.	a) From Year 2: Assist with writing and reviewing state Framework. b) From Years 1 and 2: Conduct needs assessment and outreach activities to garner a broad range of input from families and educators.	a) *Partially achieved.* Review of the state Family Engagement Framework was put on hold in Years 2 and 3 to allow for development of Ohio's Whole Child Framework. b) *Achieved*. A third needs assessment was conducted in June 2021.
Activity 2: Support implementation of Ohio Family Engagement Framework by ODE, LEAs, schools, and organizations (impacted by COVID-19).		
Objective 2.1: Provide content expertise and guidance in the development and implementation of awareness campaign for Ohio's Family Engagement Framework	a) From Year 2: Awareness campaign plan developed for resources and delivery methods. b) From Year 2: Recruit and train Parent Ambassadors.	a) *Partially achieved.* 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. b) *Partially achieved.* 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.

Table 6: OhSFEC Goals and Objectives		
Objectives	**Tasks**	**Year 3 Status**
Objective 2.2: Development and rollout of resources for families and schools for implementation of policies and practices aligned with Family Engagement Framework	a) Year 3: Resources targeted to schools, families, and community stakeholders are developed & vetted with Council. b) Year 3: OSU-EHE SFEC team, ODE and partnering state agencies and organizations distribute tools, resources, social media & training according to awareness campaign plan.	a) *Achieved.* The Ohio SFEC has developed a range of training, resources, and tools that have been shared with the Council for review and feedback. b) *Partially Achieved.* The Ohio SFEC team, in partnership with ODE and other organizations, has helped distribute information and raise awareness of the Whole Child Framework, which integrates family engagement focuses.
Activity 3: Provide direct services to parents and families through evidence- based activities		
Objective 3.1: Secure & deliver turnkey training to institute & sustain effective PD & coaching to support the NNPS EBP model for family engagement.	**Cohort 1: Year 3** a) 32 Cohort 1 school teams implement first-year Action Plans. b) LEA Partnership Leads provide guidance and support. c) Regional SST Coaches provide on-going coaching support. **Cohort 2: Year 3** a) 16 Cohort 2 SSTs recruit 2nd LEA (Intensive/Moderate support status). b) 16 Cohort 2 LEAs select 2 schools (1 ES & 1 MS or HS). (Total 64 schools in Cohorts 1 & 2) c) 16 LEAs and 32 schools receive 2.5-day NNPS model PD including LEA administrators, and school teams of 2-3 parents, 2-3 teachers, administrators, community members and students (MS/HS). d) NNPS provides 1-day PD on specialized topics to advance regional and LEA supports for high impact activities for family engagement.	**Cohort 1: Year 3** a) *Partially achieved.* 29 school teams developed, submitted, and began implementing One-Year Plans. The COVID-19 pandemic impacted the ability of many ATPs to complete all their planned activities. b) *Achieved.* Cohort 1 ATPs reported that their District NNPS Facilitators provided guidance and support at a moderate level. c) *Achieved.* District Facilitators reported that their SST NNPS Coaches provided guidance and support at a moderate level. **Cohort 2: Year 3** a) *Achieved.* All 16 regions recruited districts for Cohort 2. 15/19 districts were Intensive or Moderate support status. b) *Achieved.* All 16 regions recruited at least two schools for Cohort 2. Current total is 70 schools in Cohorts 1 & 2. c) *Achieved.* Held virtually in April 2021. Training records show 17 LEAs and 36 school teams attended, including a total of 48 parents and 58 teachers. d) Rescheduled to Year 4.

In Year 3, notwithstanding the ongoing pandemic, OhSFEC continues to meet and make progress towards established GPRA measures (**Table 7**). In Year 2, the project met and exceeded two of the four GPRA targets (GPRA 1 and GPRA 2). Two additional GPRA measures were not addressed due to COVID-19 disruptions and delays.

In Year 3, the project has met and exceeded three of the four target measures (GPRA Measures 2, 3, and 4). GPRA 1, the number of parents participating in SFEC activities, was calculated from a) records from trainings facilitated by the Center (**Section III.A**), which show a total of 154 parent participants, and b) from the estimated number of parents and caregivers served by ATPs, as reported by ATP members in annual surveys (estimated at 902). However, this estimate of parents served by ATPs should be interpreted with caution, because it is an average calculated from all the members of each team that responded. In addition, only 24 out of 28 Cohort 1 teams (88%) are represented in these data. Surveys and interviews reveal that Action Teams for Partnerships at Cohort 1 NNPS schools were unable to provide all the high-impact family engagement activities planned because of limitations from the COVID-19 pandemic. In addition, family attendance at and participation in family engagement activities and other trainings was also limited by the COVID-19 pandemic.

Table 7: OhSFEC Government Performance and Results Act (GPRA) Measures			
GPRA Measures	Year 1	Year 2	Year 3
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.	Target: N/A Actual: N/A	Target: 96 Actual: 131 Met and Exceeded	Target: 3,496 Actual: 1,056 Not Met (Incomplete Data – See Project Activities)
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.	Target: 3 Actual: 6 Met and Exceeded	Target: 4 Actual: 10 Met and Exceeded	Target: 5 Actual: 11 Met and Exceeded (See Project Activities)
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	Target: 32 Actual: N/A (Delayed by COVID-19)	Target: 64 Actual: 245 Met and Exceeded (See Project Activities)
GPRA 4: 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)	Target: 35% Actual: 65% Met and Exceeded

Key Finding: The Ohio SFEC Initiative has met the majority of its government performance and project objective targets in Year 3, despite COVID-19 challenges.

III. PROJECT ACTIVITIES

A. The Ohio Statewide Family Engagement Center

STAFFING AND SUPPORT. The Ohio Family Engagement Center (the Center) was established at the Ohio State University in the first year of the project and fully staffed with a Project Director, Project Manager, Project Coordinator, Marketing and Communications Director, and several project associates.

In Year 2, the Center added a Family Engagement Community Manager and two Program Managers who respectively oversee professional development and NNPS compliance. Two project associates (OSU doctoral students) provide support for family engagement resource development and compilation and family training and education initiatives. The Marketing and Communications Director departed, and the project engaged external consultants to provide additional marketing support.

There was no change in core OhSFEC staff from the second to the third year of the project. The Center continues to operate with a full and qualified team. The Center also initiated and strengthened connections with OSU faculty and staff in several departments and centers, including the OSU Extension and the Schoenbaum Family Center (SFC) and the Crane Center for Early Childhood Research and Policy (CCEC). In addition, the Center engaged an external team to gather information and provide technical input to help revise and update the current website. A review of resumes and CVs shows that all current Center staff are fully qualified for their positions, with substantial experience in their assigned program areas. All current team members have a Bachelor's degree or higher. Six staff also have Master's degrees and three are currently working towards a doctoral degree. Three team members (including the Project Director and Project Manager) hold doctoral degrees in their fields.

Interviews with the core Ohio SFEC project team reveal a highly supportive and collaborative working environment. Each staff member brings a wealth of expertise and experience in sectors and areas relevant to family engagement. Staffing roles and responsibilities are well-defined, and staff communicate and meet frequently and effectively.

COMMUNICATION AND OUTREACH. In the first year of the project, the Center developed and launched the Ohio Families Engage website (https://ohiofamiliesengage.osu.edu/), designed to house a wide range of resources related to family engagement for schools and families. Over 100 resources for elementary, middle, and high school educators and families were added to the site. The Center also initiated social media accounts on Twitter, Instagram, and Facebook (@OhioEngage) to begin to create awareness of the Ohio SFEC project and to share information and resources.

In Year 2, the Center nearly doubled resources on the Ohio Families Engage website, including articles, program links, videos, and printable tools. Added resources included an interactive School Choice Tool to help Ohio families pick an appropriate school for their children, and resources around middle school family engagement, financial literacy for families, and supports for grandparents parenting school-age children. The Center also added a collection of Remote Learning and Pandemic Resources to help families and schools respond to the COVID-19 pandemic.

Nearly 12,000 people used the website for the first time during the second year of the project. The Center's Twitter presence grew, averaging 1-2 Tweets per day and adding 400 followers. The Center posted weekly on its Facebook page but provided few Instagram updates. The Center also launched a regular newsletter highlighting family engagement research, resources, and tools for Ohio educators and families.

In Year 3, the Center continued to grow its social media presence on Twitter, Facebook, and Instagram, and established a LinkedIn page and a YouTube channel. The Twitter account now has over 1000 subscribers with daily tweets, and the Facebook page has doubled subscribers since Year 2 to 258. The Center currently has less of a following on Instagram (137 followers), LinkedIn (55 followers), and YouTube (53 subscribers). Through a partnership with Ohio Public Libraries, bookmarks with information about the Center were printed and distributed to every public library in Ohio along with a letter for librarians from the Center's Director.

The Center has also continued to provide a monthly newsletter targeted at educational administrators including superintendents, district administrators, and State Support Teams. Over 1300 people currently subscribe to the newsletter, each issue of which highlights best practices in family engagement. Newsletter topics in Year 3 have included building relationships with and breaking barrier for Black families, working on teams with families, multi-tiered systems of support for family engagement, engaging middle school families, working with grandfamilies, raising awareness of family engagement, building bridges between home and school, summer learning resources, supporting STEM learning, engaging families in early literacy, and supporting attendance.

In Year 3, the Center increased the number of website resources by adding new tools and resources addressing a variety of topics and grade levels. It also launched a new Family to Family video series on the website and on YouTube that shares tools and suggestions directly from family members based on their experiences working with schools and supporting their children's learning. Family to Family video series topics have included choosing a school, learning in summertime, parenting, heading back to school, and mental health.

Key Finding: The Center has increased its online resources for educators and families in Year 3. There is room for strategic improvement in social media and marketing efforts.

TRAINING AND RESOURCES FOR SCHOOLS AND FAMILIES. The Ohio Statewide Family Engagement Center is housed within a translational research center at a renowned teaching and research university. Leveraging its location and connections, the Center has partnered with OSU faculty and researchers in the first three years of the project 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.

- Money Talks, a Family Financial Literacy Coaching project, is a collaborative project between the Center and OSU Extension faculty and staff to research and study strategies for improving family financial literacy. In the process of developing the Money Talks program, five financial literacy resources were identified and made available on the Center website in Year 2. In Year 3, after undergoing an institutional review, the beta Money Talks program was opened for initial participation to middle school families in Columbus City Schools (CCS). The 5-week web-based, mobile-accessible beta program features short (5-10 minute), weekly modules that include key financial literacy tips, family conversation starters, suggested activities, action step prompts, and helpful links. Participants in the initial launch will also complete pre- and post-surveys. To highlight the program and encourage participation, CCS invited Center staff and Money Talks researchers to present about the program on weekly district webinar in September 2021. An overview of the program and related resources are available on the Center website for interested middle school families, and the full set of modules is expected to be made available to the public in Year 4.

- GrandUnderstandings is a project developed by the Center with OSU faculty to develop resources and training for grandparents directly overseeing the upbringing or education of an Ohio student and for schools working with these "grandfamilies". The first training session was held in Spring 2021 with seven participants. 100% of these participants reported that the training helped prepare them to work with schools and service providers to support their students. The program resource page on the Ohio Families Engage website includes research briefs, guides for schools, and links to stories, support groups, and helpful articles.

- The Middle Ground project is another partnership between Center staff and OSU faculty that has produced research, resources, and training around supporting middle school students and their families. In Year 2, this project provided two virtual trainings with teachers about using text messaging to promote middle school engagement. A research brief, white paper, and tips for middle schooler success (translated into six languages) from this project are included in the Center's website's resources for middle school.

- In Year 3, the Center initiated the Middle Years to Careers project, which seeks to raise awareness of and provide resources for career pathway exploration for middle school and high school students. Resources developed to date (and available on the Center's website) include a research brief and a series for conversation starters for middle school families.

- Center staff also developed and offered a professional learning series for educators: <u>Foundations of Family Engagement</u>. This program was offered as a learning series in Summer 2021 (Year 3) for educators and service providers. 59 participants from Ohio and six other states enrolled in the initial program, which was structured as a blended learning design featuring three core modules. Participants completed a module asynchronously, on their own time, and then participated in a live virtual workshop to deepen understanding of content. 34 participants (58%) completed all Foundations program requirements. Among participants who did not complete the program (25 participants, or 42%), the primary reason was other professional responsibilities. Other reasons for program withdrawal included personal or family responsibilities or scheduling issues, including the inability to complete modules in time. Feedback from program completers indicate that they found the program highly effective at improving their family engagement practices.

- In Year 3, as part of its new partnership with the Schoenbaum Family Center (SFC) and the Crane Center for Early Childhood Research and Policy (CCEC) at OSU, the Center launched a <u>Real Talk Series</u> designed to reach families of young learners directly through lunchtime learning programs. Real Talk sessions to date have included such school readiness issues as toilet training, discipline, sibling rivalry, making the most of story time, and preparing for Kindergarten. These sessions have had limited attendance; between 1 and 10 family members have attended each session, an average of 6 per session. The Center is making Real Talk webinar recordings available on the Center website and YouTube channel as a resource for families.

- Center staff are also working with Ohio's <u>Parent Mentors Project</u>. Through this project, Parent Mentors in districts across the state of Ohio work to support partnerships between schools and special education families. The partnership between ODE and OSU's Center on Education and Training for Employment provides professional development and coaching to Parent Mentors to support their work at the regional level. In May 2021, the Center helped plan and deliver a Parent Mentor Conference that provided training to 40 Parent Mentors.

In **Table 7** above, the first GPRA measure (GPRA 1) tracks the number of parents who have received high quality professional development or training through the OhSFEC initiative. The trainings listed above served 75 family members in Year 3. An additional 31 parents serving as State Advisory Council family representatives (**Section III.C** below) received training in race equity in education, factors influencing student motivation, protective factors for student mental health, bringing fathers to the education table, understanding IEPs, and ODE's Whole Child Framework. Through the NNPS project (**Sections IV** and **V**), 48 parent members of Cohort 2 school teams received training in the NNPS model. Estimates from members of 24 out of 28 (88%) Cohort 1 NNPS school teams suggest at least 902 family members received training through NNPS activities at their school. However, this estimate should be interpreted with caution, since it does not represent the full extent of ATP activities and is an average of the estimates provided by all members that responded from each ATP.

> **Key Finding:** The Center has developed a range of training programs for families and educational professionals by leveraging its connections and partnerships.

B. National Level Partnerships and Activities

In the first year of the project, the Center initiated partnerships with two key national organizations: 1) the National Association for Family, School, and Community Engagement (NAFSCE) and the Council of Chief State School Officers' (CCSSO) State Consortium on Family Engagement; and 2) the National Network of Partnership Schools (NNPS). Interviews with national partners reveal that the Center is viewed as a model Statewide Family Engagement Center and a leader in developing, implementing, and reframing family engagement in Ohio and nationally.

NAFSCE PARTNERSHIP. In Year 1, the newly formed Center presented at NAFSCE's Reframing the Conversation around Family Engagement event. In Year 2, the Center provided support and content for other NAFSCE events, while NAFSCE in turn provided 67 complimentary memberships to Council and SST members and Center staff. NAFSCE was scheduled to hold a key event, The Reframing Institute, in Ohio in Spring 2020. Due to COVID-19, this event was rescheduled to Fall 2020 and, with the Center's help, transformed into a well-received virtual series. In Year 3, the Center also presented on two NAFSCE Effective Practices Webinars on the topics of 1) Multi-tiered Systems of Support for Family Engagement (February 2021) and 2) Finding Middle Ground: Collaborating with Families for Success in the Middle Grades (August 2021). Interviews with Center staff and key NAFSCE partners reveal a collaborative and responsive partnership with regular meetings, frequent communication, and a productive and expanding working relationship.

NNPS PARTNERSHIP. The Center initiated its partnership with the National Network of Partnership Schools in Year 1 in preparation for implementing the NNPS model in Ohio in Years 2-5. In Year 2, the Center further strengthened its partnership with NNPS by actively collaborating with Dr. Joyce Epstein, the founder and director of NNPS, 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, which is both a national partnership and a model for family engagement in schools and districts. NNPS training for the first cohort of NNPS schools was rescheduled from March 2020 to September 2020 due to the COVID-19 pandemic and reformatted by NNPS and the Center into a virtual multi-day training. In Year 3, the first cohort of Ohio schools began implementing NNPS, and the second cohort received virtual training in April 2021. The 2021 NNPS Promising Partnership Practices Guide highlighted two of the Center's support practices: the virtual Colleague Connect meetings for regional and district leaders, and the statewide virtual end-of-year celebration for NNPS in Ohio. A Cohort 1 school (Noble Elementary in Cleveland Heights, OH) was also highlighted for its Passport to Partnerships End of Year event. For more details on this partnership and NNPS implementation in Ohio, see **Sections IV** and **V**.

SFEC NETWORK. The SFEC Network is an informal collaboration of the 12 current Statewide Family Engagement Centers (SFECs) supported and coordinated by the National Center for Families Learning (NCFL) and NAFSCE. Representatives from the Center and the independent evaluation team regularly participate in monthly SFEC meetings and share resources and input. Interviews with Center staff reveal that the primary strength of the SFEC Network has been to facilitate direct connections and conversations with other SFECs, which have been a valuable resource for learning and collaboration.

Key Finding: The Ohio SFEC's national and state partnerships are strong, collaborative, and productive.

C. State Level Partnerships and Activities

The Statewide Family Engagement Center program has as its goal a statewide effect on family engagement for each state Center. GPRA 2 in **Table 7** above addresses high impact activities or services provided by the initiative 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 in Year 3, including: 1) working with ODE to develop and rollout Ohio's Whole Child Framework 2) supporting ODE's work to update and revise the model district policy for family engagement 3) facilitating the Family Engagement Leaders of Ohio community of practice to support district and school leaders in family engagement positions 4) supporting the Ohio Family and Community Engagement Network to bring together regional and local agencies 5) holding the second annual Ohio Family Engagement Leadership Summit 6) supporting the rural-focused Partnerships for Literacy program 7) initiating and expanding the work of the State Advisory Council 8) providing monthly informative family engagement newsletters 9) initiating the Foundations of Family Engagement training program 10) facilitating the training and support of the first cohort of National Network of Partnership Schools districts and schools in Ohio and 11) supporting the recruitment and training of the second cohort of NNPS districts and schools.

OHIO DEPARTMENT OF EDUCATION (ODE) PARTNERSHIP. All Statewide Family Engagement Centers are required to partner with their state's Department of Education, to ensure coordination and sustainability of activities. The Center has a multi-faceted working relationship with ODE that was initiated through the initial project proposal and has resulted in key collaborations and connections. The Center's Family Engagement Project Coordinator serves as the primary liaison between the Center and ODE for policy and projects, but there are also several other points of connection. The project director meets regularly with the directors of ODE's Office of Exceptional Children and Office of Integrated Student Supports, which together oversee the work of the regional State Support Teams. The Center also has monthly meetings with the Office of Early Learning and School Readiness, and representatives from multiple ODE departments serve on the State Advisory Council. Interviews reveal that while the extent and effectiveness of individual Center collaborations with ODE have varied (as outlined below), both ODE and Center staff see this partnership as beneficial and productive.

In the first three years of the project, the Center has worked with ODE on several core initiatives (below).

Family Engagement Framework and Whole Child Framework. In the first year of the project, the Center worked closely with ODE to develop a draft Family Engagement Framework, a key state-level activity outlined in the original proposal. A strategic working team comprised of key Center staff and ODE staff from the Office of Integrated Student Supports met frequently to define family engagement and draft the framework, incorporating feedback from the nascent State Advisory Council (discussed below).

In Year 2, the draft Framework was submitted for ODE review by the ODE Framework development team. However, ODE experienced both a change in leadership and a department-wide reorganization that shifted the Department's priorities. The Framework review was paused while the Ohio Whole Child Framework, which organizes all ODE work under a holistic framework, became the central focus.

During the development of the Ohio Whole Child Framework, the Center provided significant input into the addition and development of the family engagement component and the inclusion of families in the community engagement component. In Year 2, the Center also helped ODE initiate a program to establish a state awards system for family engagement, contributed to Ohio's Reset and Restart planning guide for schools and districts in the wake of the COVID-19 pandemic, and helped develop post-secondary transition training for Ohio educators.

In Year 3, the Whole Child Framework once again took priority as this framework was officially launched and the implementation team disbanded. Center staff now serve on the Whole Child Framework Advisory Committee, helping to raise awareness of the Framework and provide technical assistance when needed. The Whole Child Framework was also shared in a presentation with the State Advisory Council during Year 3. Depending on ODE priorities, which are also impacted by the ongoing COVID-19 pandemic, the Family Engagement Framework review is expected to resume in Year 4.

Model Family Engagement Policy. In 2007, the Ohio State Board of Education developed a model family engagement policy for districts and schools. In Year 3, the Center worked collaboratively with ODE to begin the process of updating this policy, including completing a literature review, developing a theory of change, and seeking feedback from stakeholders and the State Advisory Council on proposed updates. The updated policy is expected to be provided to the State Board for approval in Year 4.

Support for Ohio SFEC Activities. As noted above, the Center has direct connections and regular communication with ODE's Offices of Exceptional Children and Integrated Student Supports, which oversee the work of the regional State Support Teams (SSTs). ODE has codified support for Ohio SFEC activities at the regional level in the current Grant Agreement for Ohio's State Support Teams, which is valid for 2022 and 2023. The Grant Agreement specifies SST roles and responsibilities in supporting the implementation of Partnerships for Literacy, the National Network for Partnership Schools program, and the Family Community Engagement Network. In addition, the State Superintendent of Ohio shared opening remarks at both the 2020 and 2021 Family Engagement Leadership Summits (see below).

FAMILY ENGAGEMENT LEADERS OF OHIO. In the second year of the project, the Center launched Family Engagement Leaders of Ohio (FELO), a virtual community of practice for Ohio school district leaders around family engagement. The 90 inaugural members of FELO represented a range of family engagement expertise and involvement at the state, community, district, and school levels. FELO meets quarterly to learn about and discuss family engagement theory and practice. The Center also provides opportunities for more informal connection and communication.

In Year 3, FELO membership expanded to 148 members involved in family and community engagement in Ohio. Topics for the quarterly meetings included multi-tiered approaches to family engagement, addressing hard-to-reach families, building trust between school and home, and reframing the conversation around family engagement. Between 20 and 50 people attended each meeting in Year 3, with an average attendance of 38 members. All FELO meetings are recorded and shared publicly on the Center website and YouTube channel.

In addition to the FELO network, the Center helps to support statewide connection through its involvement in the Ohio Family and Community Engagement (FCE) Network, which is funded under an I.D.E.A. grant. Center staff help support this network by sharing resources, facilitating connections, and supporting best practices for professional learning communities.

FAMILY ENGAGEMENT LEADERSHIP SUMMIT. 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 5-hour Summit was made completely virtual, which significantly expanded its geographical reach. Over 900 participants registered to attend concurrent workshops in a range of family engagement areas. All workshops were recorded and made available on the Center website.

In Year 3, the Center held the second virtual Summit, which received over 980 registrations representing: Ohio schools and districts, local, regional, and state educational organizations in Ohio; health and community organizations libraries, museums, and universities; and school districts in multiple U.S. states. The 2021 Summit was offered in four learning tracks highlighting family engagement research and best practices in key areas: Mental Health, Transitions, Opportunity for All, and Leadership and Planning. As with the first annual Summit, all sessions were recorded and are shared through the Center website.

PARTNERSHIP FOR LITERACY. Center staff oversaw two successful iterations of Partnerships for Literacy (PFL) under a previous 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 expanded the PFL model to provide support for early literacy at the district level. The third cohort of PFL includes seven rural Ohio districts that are either receiving moderate supports from the Ohio Department of Education or have other areas of significant need. These districts received training and support from the Center in Year 2 and in Year 3, the second and final year of this initiative. The Center's intention is to transform Partnerships for Literacy into a replicable program that can be used throughout the state of Ohio.

Key Finding: The Center is taking key steps to further family engagement at the state level in collaboration with ODE and through the State Advisory Council.

STATE ADVISORY COUNCIL. The State Advisory Council (Council) was initiated and organized in the first year of the project as outlined in the initial proposal. The members, recruited by the Center, are intended 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. Each year, the Council has expanded its membership, from 51 members in Year 1 to 62 members in Year 3.

Members represent all key categories outlined in the Council's terms of agreement, including family representatives of children from birth to 12th grade, middle and high school students, ODE staff from key departments, Ohio organizations supporting families of disadvantaged students, and local and regional educational support staff.

Membership. Each year, 59-63% of members are family representatives – parents, guardians, or family members of Ohio students – or are themselves middle

Council Members	Year 1 (51)	Year 2 (54)	Year 3 (62)
Family/Student	30 (59%)	34 (63%)	39 (63%)
Organizational/Educational	21 (31%)	20 (37%)	23 (37%)

school and high school students. The Terms of Agreement of the Council established in Year 1 specify that the majority of representatives each year should be family representatives (including parents, guardians, grandparents, and caregivers), not including students. The national SFEC program further specifies that at least half of the state advisory council should be parents and guardians.

Each year, the Council membership has increased to meet these goals, with parents and guardians serving as 41% of members in Year 1, 48% in Year 2, and 50% in Year 3 (meeting federal program goals). The Council currently has 9 middle and high school student members who attend with their families and provide input and feedback at each Council meeting.

The remaining 31-37% of Council members each year are organizational or educational representatives from schools, districts, regional service organizations, state agencies, universities, non-profits, community organizations, and corporations. Each year of the Council, all levels of Ohio education have been represented, including state, regional, district, and school. New organizational and educational partners in Year 3 included the ODE Office of Federal Programs, the Ohio School Boards Association, the OSU Department of Human Sciences, Toledo Public Schools Community Outreach and Family Engagement, and Oak Hills Local School District. Organizational and educational representatives may change over time, and not every organization will have a representative every year.

Meetings. When the State Advisory Council began meeting in the first year of the project, quarterly meetings were held in-person in Columbus, OH, and livestreamed and recorded for stakeholders who could not attend. During the COVID-19 pandemic, the Council began to meet virtually via Zoom, using a similar structure and format to prior meetings. The Council has continued to meet virtually in Year 3.

Observations of all four Year 3 Council meetings reveal an interactive and engaging structure, with informative and helpful presentations on research and practice, small group sharing and discussion, opportunities for Council members to provide feedback on Center activities and ODE initiatives, and active participation from both family and organization members. Middle school and high school Council members have an opportunity to work as a group each meeting, facilitated by a Center staff member, and to share their insights with the larger Council.

Meeting Feedback. After each Council meeting, members are asked to complete a brief feedback survey. 22-35 people completed the feedback surveys each meeting; 66% were from family and student representatives, and 34% were from representatives of schools or organizations, which reflects the composition of the Council. A review of feedback surveys from Year 3 showed strong agreement (average 2.10-2.35 on a -3 to +3 scale) that the Council was a place where members could share and exchange ideas; where their contributions were appreciated; where they learned more about high-quality family engagement strategies and Center and ODE activities and projects, and where they learned what they could do to support family engagement. The only area where members showed less agreement (1.83 on a -3 to +3 scale) was the area of helping the Council make decisions.

Annual Survey. After the final meeting of each project year, active Council members are invited to complete an online survey that asks about their experience with Council and their perceptions of the Council's work and impact. 34 Council members responded in Year 1 and 31 in Year 2. In Year 3, 30 Council members completed the survey (48% of active members).

Prior Experience. In Years 1 and 2, 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. In Year 3, 94% of family representatives and 100% of school representatives had at least a little prior experience with family engagement in education.

Council Working Experience. Council members have been surveyed each year about twelve different facets of their Council involvement (**Table 8** below). The average level of agreement with these statements (Grand Mean) has risen each year, from 2.30 in Year 1 to 2.46 in Year 3 on a -3 to +3 scale.

- Average responses for 10 of the 12 items were very positive across all three years (2.13 to 2.90 on a -3 to +3 scale). The two items where initial responses were lowest (#8 and #9) measured connection and sharing information outside of scheduled meetings. For both items, average responses increased notably from Year 1 to Year 3. Average reports of satisfaction with involvement (#7) increased notably, along with applying things learned at Council meetings at home or in an organization (#6). In addition, items #10, #11, and #12, which track willingness to continue with Council support and participation, all rose in Year 3 to between 2.80 and 2.90 on a -3 to +3 scale, indicating deep support for Council work.

- There was a difference in the overall responses from family representatives (parents/guardians and students) and organizational representatives, although responses from both groups were highly positive. The Grand Mean for the 12 items in **Table 8** was 2.31 for family representatives in Year 3, compared to 2.65 for organizational representatives. The item where there was the most notable difference between the two groups (#8) addresses collaboration with other Council members. Organizational members (mean response of 1.73) are much more likely to collaborate professionally outside of the Council than parents and students (mean response of -0.77). However, family representatives were more likely to express satisfaction with their level of involvement (#7) and report applying things they learned at the Council (#6) compared to organizational representatives.

Table 8: State Advisory Council Member Perceptions of Participation			
	Year 1 (N=34)	Year 2 (N=31)	Year 3 (N=30)
1. I am well-prepared for Council meetings by the materials provided ahead of time (Years 1 and 2)/I know what to expect when I attend Council meetings (Year 3).	2.59	2.61	2.53
2. I am satisfied by how agenda items are addressed at Council meetings.	2.76	2.81	2.60
3. I actively participate when I attend Council meetings.	2.32	2.42	2.43
4. Other Council members take my input seriously.	2.59	2.65	2.62
5. If I miss a Council meeting, I keep up by reviewing meeting recordings and handouts.	2.58	2.60	2.53
6. I can apply things I learn at Council meetings at home or in my organization.	2.62	2.61	2.77
7. I am satisfied with my level of involvement in the Council.	2.45	2.39	2.67
8. I work or consult with Council members outside of scheduled meetings.	-0.15	0.77	0.42
9. I discuss Council activities with others who are not Council members (Years 1 and 2)/I share Council news and resources outside of the Council (Year 3).	1.68	2.13	2.45
10. I plan to continue supporting Council activities after I am no longer a Council member.	2.67	2.68	2.82
11. I would encourage other people to participate in the Council.	2.79	2.77	2.90
12. I would like to participate in the Council next year.	2.71	2.58	2.80
Grand Mean	2.30	2.42	2.46

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

Challenges to Council Work. Council members also did not report any significant challenges to the Council's ability to work and make progress toward goals in any year of the project, even with the significant disruptions of COVID-19 in Year 2 and Year 3. Communication, technology issues, and attendance were seen as very minor issues in Year 3, while turnover in Council membership and funding for council activities were not seen as issues at all.

Level of 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] Each year, Council survey respondents reported that the Council was operating approximately midway between Coordination and Coalition (average response of 3.45 in Year 1 and 3.42 in Year 2, increasing to 3.56 in Year 3). All three years, students and family representatives had a more positive opinion of the extent and strength of the Council partnership than organizational and educational representatives.

Obstacles to Family Engagement. Each year, a plurality of Council members agreed that demanding family work schedules was one of two key obstacles to family engagement (40% of members in Year 1, 30% in Year 2, and 43% in Year 3). The other key obstacle was previous negative experiences with schools (20% in Year 1, 25% in Year 2, and 43% in Year 3). In Years 1 and 2, 17-18% of Council members were also concerned about insufficient resources being available at home; this rose to 43% of members in Year 3 after 18 months of the COVID-19 pandemic.

Family Engagement Work. In the first year of the project, State Advisory Council meetings focused primarily on ODE's Family Engagement Framework project. Council members were asked for their input on the state's definition of family engagement and for feedback and input on the draft Family Engagement Framework. In Year 2 and Year 3, while the draft Family Engagement Framework has been awaiting review by ODE, the focus of the Council has broadened. Council meetings have focused on training Council members in family engagement research and practice, developing and highlighting resources to help them support families, and gathering their input and feedback on current and proposed activities and programs. The Council is actively looking to further the goal of statewide family engagement by equipping Council members to support and improve family engagement in their schools, organizations, and communities.

- 100% of Council members surveyed in Year 3 reported that Council meetings helped them learn about high-quality family engagement strategies and about Center goals and activities.
- 97% reported they shared areas with the Council where they think family engagement in Ohio can be improved, and 89% reported providing input to help the Center develop resources and tools for families.
- Finally, 89% of Council members surveyed reported using Council resources and information to support their schools, districts, or community, while 100% reported using these resources to help their organization or workplace.
- As of Year 3, 94% of family representatives and 100% of organizational representatives report being aware of the planned Family Engagement Framework, with 50-60% of each group reporting that they are very or extremely aware of this Framework.

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[1] 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 addition, 71% of family representatives and 100% of organizational representatives are aware of ODE's Whole Child Framework. 73% of organizational representatives in Year 3 report being very or extremely aware of this newly launched Framework, compared to only 29% of family representatives.

When asked about Council impact, most Council members strongly agreed that the State Advisory Council was helping advance statewide family engagement in multiple ways (**Table 9**), most notably in promoting statewide awareness of the importance of family engagement.

Table 9: State Advisory Council Member Perceptions of Council Impact (Year 3, N=30)		
The State Advisory Council is helping to…	**Slightly/Somewhat Agree**	**Strongly Agree**
1. Promote statewide awareness of the importance of family engagement.	3%	97%
2. Promote changes to Ohio's policies, regulations, and statutes to support statewide family engagement.	24%	76%
3. Promote changes to local policies and structures to support family engagement.	25%	71%
4. Bring state leaders working on family and community involvement together to share information and identify possible collaborations.	18%	82%
5. Support Ohio's teacher preparation programs to incorporate instruction and training on effective family engagement practices.	22%	74%

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

Note: A small percentage (3-4%) of respondents selected slightly disagree for items 3 and 5.

According to the Council's Terms of Agreement, members who joined the Council in the first year are now at the end of their maximum three-year commitment. Members who have served for three years report in surveys that they have seen, on average, a moderate improvement across seven key areas of family engagement policy and practice since they first joined the Council.[2] This improvement is particularly notable given the many challenges posed by the COVID-19 pandemic in the past two years.

Key Finding: The State Advisory Council has a growing and active membership that is increasingly representative of Ohio families. Parents and guardians represent 50% of current Council members, meeting project goals.

[2] The seven key areas of family engagement policy and practice include: 1) School and district knowledge of family engagement strategies and practices. 2) School and district use of family engagement strategies and practices. 3) School and district evaluation of family engagement. 4) Integration of family engagement into school improvement goals. 5) Training and support for school and district staff in family engagement. 6) State and local government support for family engagement.7) State and local policies to promote family engagement.

IV. THE NATIONAL NETWORK OF PARTNERSHIP SCHOOLS MODEL
(REGIONAL, DISTRICT, AND SCHOOL LEVEL PARTNERSHIPS AND ACTIVITIES)

A. Statewide NNPS Implementation Overview and Progress

The central intervention of the Ohio Statewide Family Engagement Center is the National Network of Partnership Schools (NNPS) program. NNPS is an evidence-based, nationally recognized model for school, family, and community partnerships that systematically support family engagement and student learning. Over the first three years of this project, NNPS has been integrated into all key levels of the Ohio SFEC initiative, from national (as discussed in **Section III.B**) to Ohio regions, districts, schools, families, and students (**Figure 1**). All participants in the Ohio NNPS model, from the statewide level down to the school level, are members of the NNPS organization, including the Center, the state of Ohio, the 16 Regional SSTs, and all districts and schools implementing NNPS.

Figure 1: Levels of Ohio NNPS Implementation

National	• National Network for Partnership Schools (NNPS)
State	• Ohio Statewide Family Engagement Center • Ohio Department of Education
Regional	• Regional State Support Teams (SSTs) • SST NNPS Coaches
District	• District NNPS Facilitators • District Leaders
School	• Action Teams for Partnership (ATPs) • School Leaders • Teachers
Family	• Families • Students
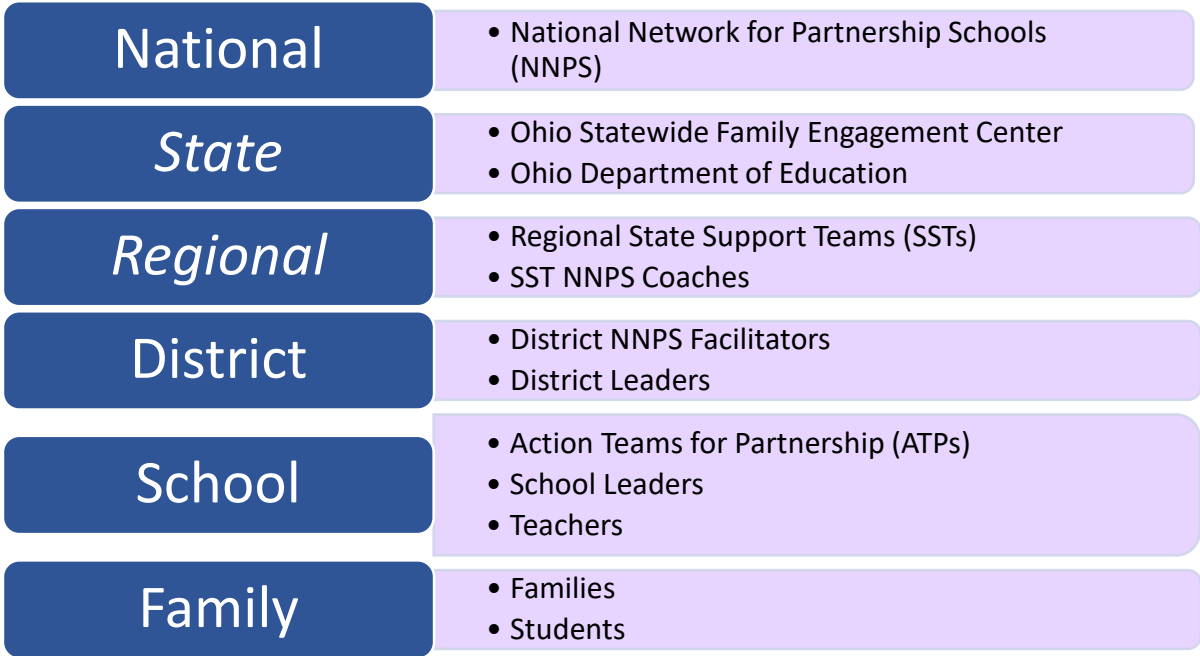
Table 10: The NNPS Model's Six Types of Family Involvement
1. **Parenting** (promoting parent knowledge of child learning and school knowledge of families)
2. **Communicating** (supporting two-way communication between home and school about school programs and student progress)
3. **Volunteering** (fostering parent help and support in class, at school, and at home)
4. **Learning at home** (creating connections around homework, curriculum, and planning)
5. **Decision-making** (including all types of parents in school decisions and as leaders and representatives).
6. **Collaborating with the community** (increasing family access to community resources and having students help the community)

NNPS 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. NNPS 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** above).

In the original model of NNPS, the national NNPS organization provides initial training to implementing districts and schools and provides technical assistance as they implement partnerships to support families and students. OhSFEC is the first project to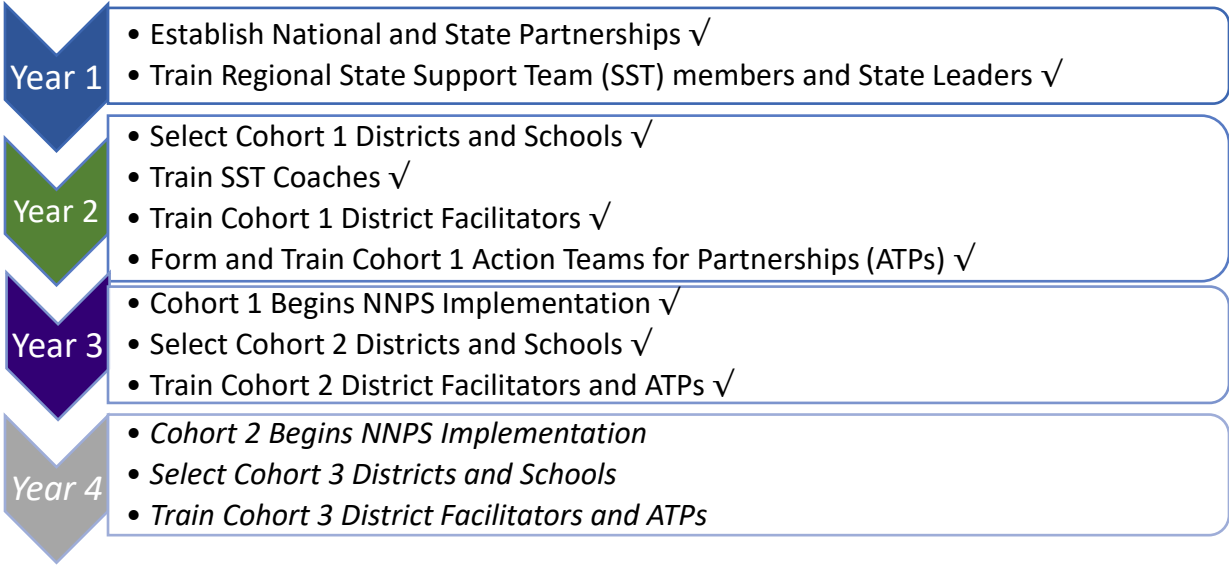 implement the NNPS model with the goal of statewide implementation. It expands on the original model of NNPS by including two additional layers of support and training: state and regional (**Figure 1** above).

- At the state level there is the Ohio Statewide Family Engagement Center itself, which serves as a state level resource center for NNPS implementation, and the Ohio Department of Education, which provides oversight and supports communication between the Center and the regional State Support Teams (as discussed above in **Section III.C**). The Center also works with the national NNPS project to coordinate and customize NNPS training for regional, district, and school-level implementers in each cohort (see below). To support SST Coaches and District Facilitators, the Center holds monthly virtual Colleague Connect meetings to share resources and troubleshoot implementation challenges, in addition to sending regular updates and reminders through ODE and SST newsletters.

- 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. This system 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, program implementation, and improved student outcomes. Each Regional SST has designated one or more SST NNPS Coaches to provide regional support and accountability for NNPS implementation at the district level (**Figure 1**). As directed by ODE and supported by the Center, each of the sixteen regions in Ohio are tasked with selecting and supporting several districts each year to implement NNPS. Interviews with key NNPS staff suggest that the regional level is a key intermediary between the state and district levels that can support strong and effective implementation of NNPS statewide.

- The districts identified and recruited for NNPS implementation each year are expected to select schools to implement NNPS (usually one elementary and one middle or high school). Districts also identify a District NNPS Facilitator to support implementation at target schools.

- In each NNPS cohort, the selected schools are expected to form Action Teams for Partnership – school level teams composed of parents, teachers, and administrators. These teams receive NNPS training and are responsible for creating an action plan aligned with school goals and implementing planned activities. Ultimately, the goal is engage and reach parents and families to support the academic and social development of students.

Despite the disruptions of the COVID-19 pandemic, the Ohio SFEC initiative has met key milestones for NNPS implementation each year, setting a solid foundation for statewide program use (**Figure 2**). This is the first year of implementation activities for Cohort 1 NNPS schools. In Year 4 and Year 5, two additional cohorts of schools will begin NNPS implementation. 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: Ohio NNPS Implementation Progress

Year 1
- Establish National and State Partnerships √
- Train Regional State Support Team (SST) members and State Leaders √

Year 2
- Select Cohort 1 Districts and Schools √
- Train SST Coaches √
- Train Cohort 1 District Facilitators √
- Form and Train Cohort 1 Action Teams for Partnerships (ATPs) √

Year 3
- Cohort 1 Begins NNPS Implementation √
- Select Cohort 2 Districts and Schools √
- Train Cohort 2 District Facilitators and ATPs √

Year 4
- *Cohort 2 Begins NNPS Implementation*
- *Select Cohort 3 Districts and Schools*
- *Train Cohort 3 District Facilitators and ATPs*

Key Finding: The Ohio SFEC initiative has met key milestones for NNPS implementation and is on track for statewide roll-out.

NNPS Cohort 1 Trainings. Working closely with the NNPS organization, the Center offered several consecutive trainings in the NNPS model to Cohort 1 coaches, facilitators, and ATP members. NNPS trainings provide guidance for ATP planning and implementation activities and are a key foundational activity for NNPS implementation.

SST Coach Training. SST Coaches received training in the summer of Year 2 to ground them in the model and help prepare them for next steps. According to training surveys, the training significantly increased SST members' knowledge of the NNPS model and helped Coaches feel moderately prepared to support NNPS implementation. SST Coaches also felt very well prepared by the training to lead monthly meetings with districts. SST Coaches noted that the most valuable pieces of the training were the discussion of roles, the step-by-step implementation overview, and the opportunity to practice strategies.

*District Facilitator and Team Trainings***.** In September 2020, the Center held half-day trainings for District Facilitators, followed by whole-day trainings that District Facilitators attended along with their participating schools' ATPs. SST Coaches were also invited to attend these trainings. Participants were asked to complete a brief training survey after their scheduled training.

Table 11: Mean Ratings of Cohort 1 NNPS Trainings		
The training…	**SST Coach or District Facilitator (N=24)**	**ATP Member (N=36)**
Had clearly stated goals.	3.54	3.36
Provided both information and action steps.	354	3.28
Allowed time for my questions.	3.13	2.94
Answered all my questions thoroughly.	3.13	3.12
Gave me a clear understanding of the NNPS model.	3.42	3.25
Grand Mean	**3.35**	**3.19**

Scale: Agree with Statement Not at all (0), Slight Extent (1), Moderate Extent (2), Large Extent (3), Very Large Extent (4)

Survey respondents were mostly regional, district, or school administrators. Few teachers or parents completed the training survey. The trainings were highly rated for quality (between 3 and 4 on a 0-4 scale), although the school teams rated the trainings less positively overall than the regional coaches and district facilitators (**Table 11**). Overall, training participants felt the training moderately prepared them across most areas covered (**Table 12**). School teams felt less prepared than SST Coaches and District Facilitators across many of the areas covered by the training, likely because both SST Coaches and District Facilitators had received additional training in the NNPS model.

Training participants particularly liked having time to work with their SST Coaches and district and school administrators and enjoyed learning from Dr. Joyce Epstein. However, they felt the training could have been improved by more time for sharing and planning, and more involvement from teachers and parents. Interviews with Center staff indicate plans to modify future trainings for more planning and collaboration time.

Table 12: Mean Effectiveness of Cohort 1 NNPS Training		
To what extend did the training prepare you to:	**SST Coach or District Facilitator (N=24)**	**ATP Member (N=36)**
Organize ATPs according to the NNPS model.	2.96	2.86
Develop or support development of One-Year Action Plans.	3.25	2.89
Address common ATP challenges.	2.63	2.78
Identify effective family engagement strategies for your school, district, or community.	3.05	3.03
Explain the NNPS model to school faculty and staff.	3.21	3.21
Explain the NNPS model to family members.	3.21	2.88
Get support when you have trouble implementing the NNPS model.	3.37	2.94
Grand Mean	**3.10**	**2.94**

Scale: Agree with Statement Not at all (0), Slight Extent (1), Moderate Extent (2), Large Extent (3), Very Large Extent (4)

SST Coaches, District Facilitators, and ATP members were surveyed at the end of Year 1 about how well the NNPS training had prepared them to implement the program.

- On average, SST Coaches felt very well prepared to support NNPS implementation in their region and in districts and schools. District Facilitators felt moderately prepared to support NNPS at the regional, district, and school level, and to support the work of ATPs. ATP members felt moderately prepared overall to support their school by serving on the ATP.

- 46% of SST Coaches, 23% of District Facilitators, and 21% of ATP members felt they did not need additional support to implement NNPS. The most common source of additional support requested was additional training in NNPS implementation (32% of SST Coaches, 31% of District Facilitators, and 26% of ATP members). 31% of District Facilitators also wanted additional information from the Center, particularly around how to budget for ATP activities and how to train ATP members.

Key Finding: Confidence to implement NNPS increases with training. Additional training is the top implementation support requested.

B. Regional NNPS Implementation and Plans

The 16 Regional State Support Teams have each identified an SST member to serve as an NNPS Coach for Ohio implementation. Several SSTs have also identified additional members to help support NNPS. The SST NNPS Coach selects districts in the region to implement NNPS, prioritizing districts in need of support. With the help of the SST Coach, districts select schools for implementation. SST Coaches are expected to help the District Facilitators within their region support NNPS implementation in schools.

SST Coach Characteristics. Of the 24 SST members who were supporting NNPS Cohort 1 districts in Fall 2020, 50% are family engagement specialists within their SST, while 33% are consultants in other educational areas. 67% have been in their current SST position for between 3 and 10 years. 42% reported that, prior to the Ohio SFEC initiative, they were involved in improving family engagement to a moderate extent, and 41% to a large or very large extent.

Prior Focus on Family Engagement. Prior to this school year, SST Coaches reported that their regions placed varying emphases on the six NNPS areas of family involvement, with the greatest focus given to Communicating and the least focus given to Volunteering (**Table 13**).

Table 13: Cohort 1 Reports of Previous Focus on Family Engagement Areas				
	SST Coaches (N=24)		District Facilitators (N=16)	
	Moderate Extent	Large/Very Large Extent	Moderate Extent	Large/Very Large Extent
1. Parenting	42%	13%	25%	38%
2. Communicating	58%	21%	31%	69%
3. Volunteering	18%	8%	63%	13%
4. Learning at Home	50%	21%	50%	13%
5. Decision-making	46%	25%	19%	6%
6. Collaborating with the Community	46%	21%	44%	44%

Scale: Agree with Statement Not at all (0), Slight Extent (1), Moderate Extent (2), Large Extent (3), Very Large Extent (4)

Regional Plans. In preparation for NNPS implementation, SSTs were asked to create regional plans to use the funds allocated by the Center to support regional implementation. A review of the initial plans, submitted in Year 3, shows that the plans were aligned with existing state and local initiatives, including the Ohio Improvement Plan. On average, regional plans addressed three out of the six areas of family involvement.

Overall, plans focused primarily on two key NNPS leadership strategies: creating awareness and sharing knowledge. All regions sought to increase awareness of the NNPS model for educators in participating districts and schools through events such as lectures, professional development, or book discussions. A few regional plans also focused on documenting progress and evaluating outcomes and program and policy alignment. Regional approaches to sharing knowledge varied. Most SSTs planned to support districts by purchasing NNPS memberships and handbooks along with using funds to cover costs for teachers and other staff members to participate in training and ATP activities. Some plans included funds for team members to attend the NNPS Leadership Institute and purchase supplies for training.

The majority of regional plans (71%) prioritized building the capacity of school personnel, followed by developing and delivering new training or workshops (64%). About half of the plans addressed building the capacity of families, building the capacity of regional staff, and expanding NNPS training to more LEAs. Only one region planned to build NNPS infrastructure by establishing a regional family and community engagement network.

SST Coach Logs. A review of quarterly logs submitted by SST NNPS Coaches during the first year of NNPS implementation reveals several key insights. Early in the year, SSTs reported that many schools already have existing teams which they can use to support NNPS as well as existing district and school initiatives related to family engagement. Challenges identified included allocating sufficient time for team meetings and program implementation and addressing the shifting situation of the COVID-19 pandemic. By the fourth quarter, SSTs were focusing on supporting improvement of district and school NNPS plans, documenting and highlighting the work done by ATPs, and coordinating NNPS support between the SST and districts. They noted that some key challenges this year included finding sufficient members for ATPs because of COVID-related obstacles or leadership and staff turnover in schools. SST Coaches also devoted substantial effort to supporting District Facilitator efforts to increase NNPS awareness in schools, across districts, and in the community.

C. District NNPS Implementation and Plans

Districts are a key level in promoting statewide NNPS implementation. Over time, districts that have schools implement NNPS through the OhSFEC initiative are expected to expand the program to all district schools. Each district selects a District NNPS Facilitator who is responsible for overseeing implementation at the participating NNPS schools.

District Facilitator Characteristics. The 17 District Facilitators and district administrators selected to support Cohort 1 districts represent a range of positions in their district, from Family and Community Engagement Coordinators to Curriculum Director. One superintendent serves as a District Facilitator. 71% have been in their current position for at least three years, and 18% were new as of this year. Before this initiative, 24% of District Facilitators were involved in improving family engagement in education to a moderate extent and 53% to a large or very large extent.

Prior Focus on Family Engagement. Before this school year, District Facilitators reported that their districts placed the most emphasis on Communication out of the six NNPS areas of family involvement. Like the SST NNPS Coaches, they reported little prior emphasis on Volunteering (**Table 13** above).

District Leadership Plans. District Facilitators are asked to create a District Leadership Plan to help focus NNPS implementation in their districts. Thirteen District Facilitators submitted Leadership Plans in Year 3 that outlined district-level activities to support NNPS. The evaluation collaboratively reviewed these plans for alignment with NNPS leadership strategies, clear timeframes and results, and identified staffing, resources, and data sources. Of the 53 activities submitted in the 13 plans, all but one activity was rated at a 4 or 5 on a 5-point scale, indicating a high level of quality in the activities and plans.

Characteristics of Cohort 1 and Cohort 2 Districts. As seen in **Table 14**, the districts selected for NNPS implementation in Cohorts 1 and 2 vary in certain key characteristics.

Table 14: NNPS Cohorts 1 and 2 District Characteristics, 2019-20[3]		
	Cohort 1 Districts[4] **N=14**	**Cohort 2 Districts[5]** **N=17**
Student Enrollment (Mean)	9860	6799
Student Enrollment (Range)	519-72014	396-72014
Number of Buildings (Mean)	17	10
Urban	3 (21%)	3 (18%)
Suburban	5 (35%)	3 (18%)
Town	4 (29%)	4 (24%)
Rural	2 (14%)	7 (41%)
Intensive Support Status	5 (36%)	4 (24%)
Moderate Support Status	7 (50%)	9 (53%)
Attendance Rate (Mean)	94.2%	94.9%
Four Year Graduation Rate 2019 (Mean)	87%	91%
Chronic Absenteeism Rate (Mean)	14%	11%
% Economically Disadvantaged Students (Mean)	75%	56%
% Limited English Proficiency (Mean)	2%	2%
% Students with Disability (Mean)	18%	16%
% White Students (Mean)	57%	80%
% Black Students (Mean)	30%	10%
% Teachers Evaluated as Skilled (Mean)	38%	38%
% Teachers Evaluated as Accomplished (Mean)	34%	50%
Number Full-Time Administrators (Mean)	58	38

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[3] Source: Ohio Department of Education 2019-2020 District Data, https://reportcard.education.ohio.gov/download
[4] NNPS Cohort 1 districts include: Adena Local Schools; Alexander Local Schools; Alliance City Schools; Brunswick City Schools; Cleveland Heights-University Heights; Columbus City Schools; Greenfield Exempted Village School District; Mansfield City Schools; North College Hill City Schools; Oberlin City Schools; Sebring Local Schools; Toledo Public Schools; Trotwood-Madison City Schools; Wickliffe City Schools
[5] NNPS Cohort 2 districts include: Adams County Ohio Valley; Ashland City Schools; Clermont Northeastern City Schools; Columbus City Schools; Discovery Academy Toledo K-6 (Community School); Fairport Harbor; Leetonia Exempted Village; Licking Heights Local; Piqua City Schools; Sandy Valley Local Schools; Shaker Heights City Schools; Southern Local; South Point Local; Summit Academy Toledo K-12 (Community School); Union Local School District; Wellington Exempted Village Schools; Windham Exempted Village

- Cohort 1 districts have an average enrollment of 9860 students, compared to 6799 students for Cohort 2. They also serve 17 school buildings, compared to 10 buildings in Cohort 2 districts.
- Cohort 2 districts are significantly more rural than Cohort 1 (41% compared to 14%), while Cohort 1 has more suburban districts (35% compared to 18%).
- 7 Cohort 1 districts (50%) are in Moderate Support Status with ODE and 5 (36%) are in Intensive Support Status. By comparison, 9 Cohort 2 districts (53%) are in Moderate Support Status and 4 (24%) are in Intensive Status.
- The average Cohort 1 district has 75% economically disadvantaged students, compared to 56% of the average Cohort 2 district.
- Cohort 2 Districts have a higher average percentage of white students (80% compared to 57% in Cohort 1) and a lower percentage of Black students (30% in Cohort and 10% in Cohort 2).

Key Finding: There are key differences in the characteristics of Cohort 1 and Cohort 2 districts and schools in student enrollment, race and ethnicity, and economic status, along with urbanicity and support status.

D. School NNPS Implementation and Plans

Schools are the level at which the key work of the NNPS intervention takes place. Schools that are selected to implement NNPS form Action Teams for Partnerships, which both engage parents and family members in planning and decision-making, and target training and activities to promote effective engagement of all families.

School Characteristics. Just like the districts where they are located, there are notable differences between the schools in Cohort 1 and Cohort 2 (**Table 15** below).

- Both cohorts have an equivalent average enrollment, but Cohort 2 schools have a wider range.
- Cohort 2 has a significantly higher percentage of rural schools (43% compared to 21% in Cohort 1), while Cohort 1 has more suburban schools (35% compared to 11%).
- 21% of the schools in each cohort are at a Focus status. 21% of Cohort 1 schools are at Priority status, compared to 5% of Cohort 2 schools. One school in Cohort 1 and no schools in Cohort 2 are at Warning status.
- The largest group in each cohort had a D Performance Index Letter Grade (55% of Cohort 1 and 47% of Cohort 2).
- On average, 73% of students in Cohort 1 NNPS schools are economically disadvantaged, compared to 51% of Cohort 2.
- Cohort 2 has a higher percentage of white students on average than Cohort 1 (79% compared to 56%). It also has a lower percentage of Black students (11% compared to 31%).

Table 15: NNPS Cohorts 1 and 2 School Characteristics, 2019-20[6]		
	Cohort 1 Schools[7] N=29	Cohort 2 Schools[8] N=37
Student Enrollment (Mean)	455	438
Student Enrollment (Range)	148-853	117-1010
Urban	6 (21%)	5 (14%)
Suburban	10 (35%)	4 (11%)
Town	7 (24%)	12 (32%)
Rural	6 (21%)	16 (43%)
Performance Index Letter Grade B	1 (3%)	3 (8%)
Performance Index Letter Grade C	6 (21%)	15 (40%)
Performance Index Letter Grade D	16 (55%)	18 (47%)
Performance Index Letter Grade F	5 (17%)	2 (5%)
Focus School	6 (21%)	8 (21%)
Priority School	6 (21%)	2 (5%)
Warning School	1 (3%)	0 (0%)
Attendance Rate (Mean)	93.9%	94.6%
Four Year Graduation Rate 2019 (Mean)	86%	90%
Chronic Absenteeism Rate (Mean)	15%	12%
% Economically Disadvantaged Students (Mean)	73%	51%
% Limited English Proficiency (Mean)	5%	2%
% Students with Disability (Mean)	18%	16%
% White Students (Mean)	56%	79%
% Black Students (Mean)	31%	11%
% Teachers Evaluated as Skilled (Mean)	40%	30%
% Teachers Evaluated as Accomplished (Mean)	26%	23%

[6] Source: Ohio Department of Education 2019-2020 District Data, https://reportcard.education.ohio.gov/download

[7] Cohort 1 schools include: Adena Elementary, Middle School, and High School (Adena Local); Alexander Elementary and Junior High/High School (Alexander Local); Alliance Intermediate and Middle School (Alliance City); Brunswick Memorial Elementary and Walter Kidder Elementary (Brunswick City); Noble Elementary and Monticello Middle School (Cleveland Heights-University Heights); Eakin Elementary, Wedgewood Middle, and West High School (Columbus City); Rainsboro Elementary and Greenfield McClain High School (Greenfield Exempted Village); John Sherman Elementary and Mansfield Middle School (Mansfield City); North College Hill Elementary and Secondary (North College Hill City); Eastwood Elementary and Oberlin High School (Oberlin City); BL Miller Elementary and Sebring McKinley Jr/Sr High School (Sebring Local); Riverside Elementary (Toledo City); Trotwood-Madison Middle School and High School (Trotwood-Madison City); and Wickliffe Middle and High School (Wickliffe City).

[8] Cohort 2 schools include: Peebles Elementary and Jr./Sr. High School (Adams County/Ohio Valley); Edison Elementary, Reagan Elementary, and Ashland Middle (Ashland City); CNE Elementary, Middle, and High Schools (Clermont Northeastern City); Binns Elementary, Hilltonia Middle, and Westmoor Middle (Columbus City); Discovery Academy Toledo; McKinley Elementary and Harding MS/HS (Fairport Harbor); Leetonia Elementary and Jr./Sr. High School (Leetonia Exempted Village); Licking Heights North Elementary and Central Intermediate (Licking Heights Local); Washington Primary and Piqua Central Intermediate (Piqua City); Sandy Valley Elementary, Middle, and High School (Sandy Valley Local); Boulevard Elementary and Shaker Heights Middle School (Shaker Heights); South Point Middle School (South Point Local); Southern Elementary and Jr./Sr. High School (Southern Local); Summit Academy Toledo; Union Local Elementary, Middle, and High (Union Local); Westwood Elementary, Wellington Middle School, and Wellington High School (Wellington Exempted Village); and Katherine Thomas Elementary and Windham Jr./Sr. High School (Windham Exempted Village).

Action Team for Partnership Member Characteristics. Of the 93 ATP members who responded to the Early Action Steps Survey in Fall 2020, 12% were parents or other family members, 26% were school administrators, 37% were classroom or special subject teachers, and 15% were school staff. Teaching aides/assistants and community partners were the least represented, representing 4-5% of respondents. Members responded from 24 teams in all 14 districts. 36% of ATP members reported being involved in efforts to improve family engagement before this project, and 34% to a large or very large extent.

One-Year Action Plans. Beginning in the one-day NNPS team training, Action Teams for Partnerships are expected to work together to develop a plan for family engagement for their school for the school year. These plans should be aligned with school goals, linked to the six NNPS areas of family engagement, have clear timeframes, target specific groups, and identify resources and responsibilities.

In Year 3, all Cohort 1 ATPs submitted a One-Year Action Plan. These plans were collected by the Center and collaboratively reviewed with the evaluation team for completeness and quality. This review revealed a total of 354 high-quality family engagement activities planned across the 29 schools for the 2020-2021 school year. Surveys from ATP members indicate that approximately 245 of those activities (69%) were implemented as planned (GPRA 3 in **Table 7**). The primary reason activities were not completed was disruptions from the COVID-19 pandemic.

V. THE NATIONAL NETWORK OF PARTNERSHIP SCHOOLS INTERVENTION

INTERVENTION EVALUATION QUESTIONS. The NNPS intervention is a central piece of the summative evaluation of OhSFEC. The key questions guiding the evaluation study of NNPS are in **Table 16**.

Table 16: NNPS Intervention Study Questions
1. As a result of NNPS, what changes were made in school policies and procedures, organizational structures, and resource allocation to support family engagement?
2. As a result of NNPS, what changes occurred in school and teacher understanding and use with fidelity of research-based approaches to family engagement?
3. As a result of NNPS, what changes occurred in participating families' active involvement in the school, engagement in their child's experience, and ability to support achievement?
4. To what extent were NNPS program effects among students (academic achievement and engagement) comparable among schools and districts? To what extent were gains consistent across grade levels (elementary, middle, high) and demographics (e.g., race/ethnicity, income)?
5. Did the benefits of NNPS accrue with increasing family exposure to the program? Did the benefits of NNPS accrue with increasing teacher experience with the program?
6. How did school contextual factors affect NNPS implementation and student outcomes?
7. To what extent did different levels of implementation at NNPS schools affect outcomes?

Study and Sampling Design. The evaluation team is using a quasi-experimental design (QED) to analyze the impact of NNPS in Ohio districts and schools over the three years of implementation. The QED design uses a lagged, matched comparison group design to examine implementing schools, with controls for selection bias and attrition. This approach is supplemented by a level of implementation (LoI) analysis. This evaluation report presents a baseline analysis of the characteristics of Cohort 1 treatment schools and districts and Cohort 2 control schools and districts. Each year, the evaluation team will systematically track and examine levels of NNPS implementation, school family engagement quality, teacher family engagement skills, family participation and engagement, and student achievement and behavior.

Cohort 1. The first cohort selected for NNPS implementation in Ohio in Year 2 initially included 16 districts (one district for each Ohio region) and 32 schools**.** Fourteen schools were elementary schools and eighteen were middle or high schools. Initial recruitment of these districts and schools took place prior to the COVID-19 pandemic. Training and implementation for Cohort 1 was initially scheduled to begin in Spring 2020 but was delayed until Fall 2021. Two districts from Regions 6 and 12, including one elementary school and three middle and high schools, withdrew from Cohort 1 prior to training. An additional high school withdrew from Toledo Public Schools in Region 1 and was replaced by a Columbus City high school in Region 11. Withdrawing districts and schools cited pandemic impacts on staffing and district and school priorities. The final total for Cohort 1 is 28 teams in 29 schools in 14 districts, as listed in **IV.C** and **IV.D.**

Cohort 2. The second cohort of NNPS schools includes 17 districts/LEAs representing all Ohio regions except for Region 6. Region 1 added two Ohio Community schools; Region 11 added new schools implementing NNPS in Columbus City, in addition to recruiting a new district. The 37 Cohort 2 schools include: 15 elementary schools; 20 middle, intermediate, or high schools; one K-6 community school; and one K-12 community school (see **IV.C** and **IV.D**). Cohort 2 NNPS school team trainings were held in Spring 2021; training records reveal that 35 teams representing all 17 districts were present at the training. Cohort 2 teams are beginning NNPS implementation in the 2021-2022 school year.

Sampling Adjustments. As shown above in **Tables 14** and **15**, an initial review of data from the State of Ohio suggests certain key differences between the districts and schools in Cohort 1 and Cohort 2, particularly district size, district and school urbanicity, district and school support status, student economic background, and student race and ethnicity. To address district and school attrition in Cohort 1 resulting from the COVID-19 pandemic, the project over-recruited schools and districts for Cohort 2. Because of this shift in recruitment and the differences already identified between the groups, the evaluation will adjust the sampling design. In Year 4, when comparable implementation and current demographic data will be available for both Cohort 1 and Cohort 2, the evaluation will use propensity score matching to create matched groupings.

TREATMENT DESIGN. With the lagged cohort design, the treatment schools (currently Cohort 1) begin implementing NNPS while the next cohort of schools is selected and scheduled for training and implementation. NNPS implementation includes several key components: 1) formation and training of a school Action Team for Partnership (ATP) 2) development of a one-year Action Plan aligned with school goals 3) regular meeting and active collaboration of the school ATP and 4) delivery of planned activities in the Action Plan. In Year 4, Cohort 2 schools will begin their NNPS implementation while Cohort 3 schools are selected and scheduled for training.

As outlined in **Section II.B** and in **Table 17** below, the evaluation team is collecting a range of data to examine NNPS implementation components in each cohort. This includes triangulated survey data collected at the regional, district, and school level that addresses ATP composition and training, ATP meeting and collaboration, and level, reach, and impact of family engagement activities. In addition, the evaluation team, with the support of the Center, collects and collaboratively assesses and review regional, district, and school NNPS plans. For links to survey instruments, please see **Appendix A**.

DATA COLLECTION (MEASUREMENT). The evaluation uses multiple instruments to gather information and data to assess the NNPS intervention (**Table 17** below). Content and face validity were established through a close alignment of item development with the NNPS Framework Six Types of Involvement for Comprehensive Programs of Partnership, including sample practices and effective results for students, parents, and teachers.[9] Construct validity, based on Confirmatory Factor Analysis, will be conducted as well as Cronbach's alpha to ensure reliable scores from the measures.

Training Surveys are completed after scheduled NNPS training sessions. They gather information on perceived effectiveness of the NNPs trainings provided by NNPS to SST Coaches, District Facilitators, district and school leaders, and ATP members. These surveys are completed after scheduled training sessions.

Early Action Steps surveys are administered to new SST Coaches, new District Facilitators, and ATP members 3-6 months after a new cohort of districts and schools is trained. These surveys gather information on progress made initiating NNPS implementation at the regional, district, and school level. This includes information on the recruitment and selection of participating districts, ATP formation and planning, and collaboration between the different levels of NNPS.

Annual Surveys are administered each spring to SST Coaches, District Facilitators, school ATPs, and teachers and families in NNPS schools. They gather key information on NNPS implementation activities, perception of the project, and perceptions of family engagement at each NNPS level.

NNPS Plans are collected from NNPS regions, districts, and schools each year by the Center and shared with the evaluation team. Plans are reviewed and rated for thoroughness, quality, and relevance to the goals of family engagement.

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[9] Epstein, Joyce, et al. School, Family, and Community Partnerships: Your Handbook for Action. Fourth Edition. Thousand Oaks, CA: Corwin Press, 2019. Pages 19-21 and 156-161.

Student Record Data is compiled annually for NNPS districts and schools using information collected through the Ohio Department of Education. Indicators include district and school support status, demographics (including race/ethnicity, income, special education, disability, and English Learner status), student and staff population and attrition, staff and administrative quality, student achievement, student behavior, attendance, and graduation rates.

Table 17: NNPS Intervention Data Collection			
Instruments	Collected From	Collected By	Schedule
Training Survey	SST Coaches, District Facilitators, ATPs	Evaluation Team	Ongoing Years 2-5
State Support Team (SST) Coach Early Action Steps Survey	New SST Coaches	Evaluation Team	Fall, Years 3-5
SST Coach Annual Survey	All SST Coaches	Evaluation Team	Spring Years 3-5
District NNPS Facilitator Early Action Steps Survey	New District Facilitators	Evaluation Team	Fall, Years 3-5
District NNPS Facilitator Annual Survey	All District Facilitators	Evaluation Team	Spring Years 3-5
Action Team for Partnerships (ATP) Early Action Steps Survey	New ATP Members	Evaluation Team	Fall, Years 3-5
ATP Annual Survey	All ATP Members	Evaluation Team	Spring Years 3-5
Teacher Survey	Teachers in Active NNPS Schools	Evaluation Team	Spring Years 3-5
Family Survey	Families in Active NNPS Schools	Evaluation Team	Spring Years 3-5
Student and School Record Data	NNPS Districts and Schools	Evaluation Team from ODE	Summer Years 2-5
NNPS One-Year Action Plans	Active ATPs	Center	Annual
NNPS District Leadership Plans	Active Districts	Center	Annual
NNPS Regional Plans	SST Coaches	Center	Annual

Changes to Instruments. The survey instruments were originally developed for the evaluation by the previous evaluation team, the Youth Policy Institute. These instruments were extensively modified by the current evaluation team to reflect the shifts in implementation caused by the COVID-19 pandemic, and to accurately reflect the specific context and characteristics of the Ohio implementation as it was refined and rolled out.

Data Collection Challenges. The NNPS Early Action Steps Surveys were administered to Cohort 1 schools in Fall 2020, and the Annual NNPS Surveys were administered in Spring 2020. Response rates from SST Coaches and District Facilitators, who received direct survey invitations and automated follow-up, were over 80% for both rounds of surveys. However, there were challenges administering both the Early Action Steps Survey and the Annual Survey to ATP members. The survey links were distributed to ATPs members through their school team leaders rather than directly to ATP members. Based on the minimum number of ATP members possible, 55% of Cohort 1 ATP members completed the Early Action Steps Survey and 49% completed the Annual ATP Survey. These responses represented 24 out of 28 school teams in both the Early Action Steps ATP survey and the Annual ATP survey. Interviews reveal that teams whose activities were delayed due to the COVID-19 pandemic were less likely to respond.

Responses to the first implementation of the Teacher Survey and Family Survey were also lower than targeted. These survey links were provided to ATP team leaders to be shared by the schools. 373 teachers (average of 13 per school) responded from 23 schools in 13 districts. 260 family members (average of 9 per school) responded from 17 schools in 11 districts. All grades (Pre-K3 to 12) were represented in both the teacher and family surveys. For links to the Early Action Steps Surveys and Annual Surveys, please see **Appendix A**.

The COVID-19 pandemic resulted in the cancellation of Ohio state assessments in 2020, along with changes to school and district data collection related to attendance, behavior, and academic progress. Assessments resumed in 2021, and these data will be reported on in Year 4.

DATA RESULTS AND ANALYSIS APPROACH. This report presents within-year change and baseline responses for the first group of treatment schools (Cohort 1). Longitudinal analyses and comparison of first-year implementation status will be presented in Year 4.

Fidelity of ATPs to NNPS Implementation. As recommended in NNPS implementation handbooks and training materials, ATP teams should have a minimum of 6 members, half of which should be parents/caregivers. According to Spring 2021 surveys, Cohort 1 ATPs have up to 10 people regularly involved: an average of two parents or family members, two administrators, four teachers, one teaching assistant, one staff member, one community partner, and (for middle and high schools) one student.

- Eighteen ATPs have more than 6 active members, and ten teams have three or more family members regularly engaged.
- Ten ATPs report having fewer than the recommended six members attend regularly, and eighteen ATPs have fewer than three parents or family members involved.

ATPs are also recommended to meet at least monthly, to encourage active collaboration and promote activity implementation. At the end of the first year of implementation:

- 36% of ATP members reported that their teams met at least once a month.
- 15% reported their ATP met every other month, and 6% reported meeting quarterly.
- 23% said their ATP had only met once or twice that year; 9% reported their ATP did not meet.
- On average, Cohort 1 ATPs met between every other month and once a month.

ATP Collaboration Level. ATP members were asked at the end of the first year of implementation about their team's level of interactions, using a scale with five ascending levels: Networking, Cooperation, Coordination, Coalition, and Collaboration.[10] 23% reported that their team was at the level of Networking, the initial level of collaboration. 12% reported that their team was operating at a level of Cooperation, and 23% said it was at the Coordination level. 15% reported that their team was acting as a Coalition, while 22% reported that their team was already working at the highest level, Collaboration.

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[10] 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.

Challenges to ATP Implementation. On average, Cohort 1 schools reported few major challenges to ATP activities, citing the ongoing disruptions of the COVID-19 pandemic as the biggest issue. The most frequent challenges listed were: 1) Training for ATP members (21% reported this was an issue to a large or very large extent) 2) ATP meeting attendance (21%) and 3) funding for ATP activities (16%).

Figure 3: Teacher and Family Awareness of ATPs at Cohort 1 NNPS Schools (Spring 2021)
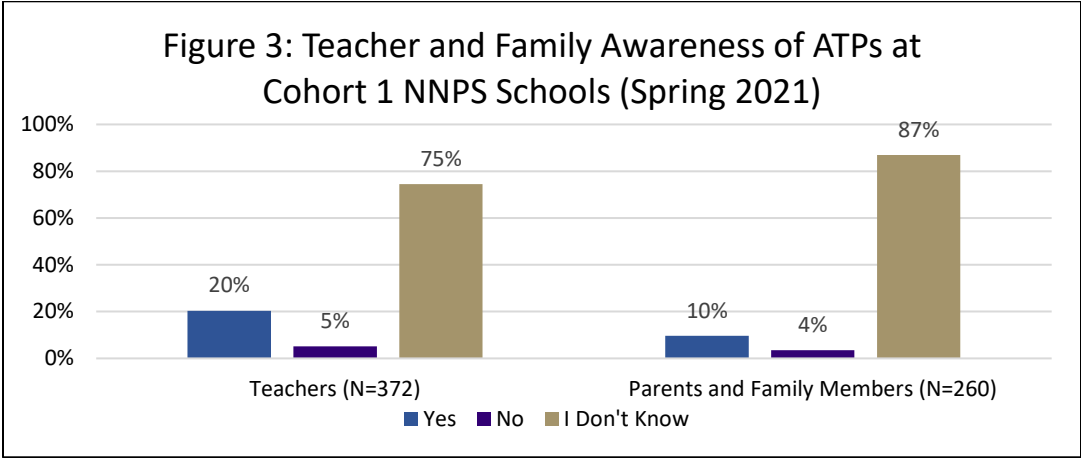
Awareness of ATPs. As shown in **Figure 3**, 75% of teachers from Cohort 1 schools surveyed in Spring 2021 said that they did not know whether there was an Action Team for Partnerships at their school, and an additional 5% said there was no ATP in their school. Families were even less aware of ATPs – 87% of family members surveyed did not know if there was an ATP at their child's school, and 4% said there was no ATP. There is substantial room for growth in awareness of the NNPS program and Action Teams for Partnerships in school communities.

Key Finding: There is substantial room for growth in awareness of ATP activities and the NNPS program at participating schools.

Extent of Family Engagement. As noted earlier in this report, the One-Year Action Plans developed by Cohort 1 ATPs for their first year of NNPS implementation included 354 potential family engagement activities. At the end of the first year, ATP members and teachers at Cohort 1 NNPS schools were surveyed about family engagement activities at their school. Teachers reported fewer activities on average for each area and overall compared to ATP members (**Table 18**). This difference may be due to a lack of awareness among teachers of ATP activities, as noted above.

Table 18: Mean Number of Family Engagement Activities per School by NNPS Type		
	According to ATP Members (N=52)	**According to Teachers (N=305)**
1. Parenting	2.5	1.8
2. Communicating	3.9	2.9
3. Volunteering	1.0	0.9
4. Learning at Home	3.3	1.9
5. Decision-making	2.1	1.6
6. Collaborating with the Community	2.6	2.0
Total Mean Activities Per School	**15.4**	**11.1**

- Overall, ATP members, teachers, and family members agree that ATPs are reaching out to and engaging teachers and family members between a slight extent and a moderate extent (between 1 and 2 on a 0-4 point scale). This includes asking teachers and families for their ideas on how to improve family engagement, providing training and support for teachers and families on family engagement strategies, and working to include all school families in activities.

- When asked about how well they felt supported by districts, schools, and teachers, families reported that they felt, on average, moderately supported by schools, teachers, and other family members in the school, but less than moderately supported by the district.

Factors Limiting Family Engagement. SST Coaches, District Facilitators, and ATP members were asked in surveys in Fall 2020 and Spring 2021 about what they believed the key factors limiting family engagement were.

- At the beginning of the year, SST Coaches believed that the top two issues were demanding family work schedules (46%) and inconvenient times for programs and activities (46%). At the end of the year, they believed that limiting family involvement efforts to parent-teacher conferences was a key concern (41%), followed by inconvenient activity scheduling and previous negative school experiences (36% each).

- District Facilitators also cited demanding family work schedules, at both the beginning (59%) and end (77%) of the year. At the start of the year, they believed previous negative school experiences were a primary obstacle (47%), at the end of the year they were more concerned about insufficient supports or resources available at home (46%).

- Like SST Coaches and District Facilitators, ATP members believed demanding family work schedules were a key obstacle to family engagement (70% in the Fall and 56% in the Spring). They were also concerned about insufficient supports or resources at home (61% in the Fall and 60% in the Spring).

Extent of Support for NNPS at Regional, District, and School Levels. At the beginning and end of the first year of implementation, Cohort 1 SST Coaches, District Facilitators, and ATP members were surveyed about the extent to which they had adhered to recommended NNPS implementation practices for their role. Each group was also asked about the extent of implementation at other levels of NNPS. For example, ATPs were asked about the extent to which their District Facilitator implemented key activities, while District Facilitators were asked about support from their SST Coaches.

- As seen in **Table 19** below, SST Coaches reported increasing their support of NNPS at all three levels (regional, district, and school) from Fall to Spring. By contrast, District Facilitators felt that SST Coaches were doing less to support their work at the district level in Spring than in Fall.

Table 19: Mean Extent of Support for NNPS by Level							
		According to SST Coaches		According to District Facilitators		According to ATP Members	
Support for...	Support provided by...	Fall 2020 (N=23)	Spring 2021 (N=21)	Fall 2020 (N=16)	Spring 2021 (N=13)	Fall 2020 (N=84)	Spring 2021 (N=65)
Region	SST Coach[11]	2.02	2.12	--	--	--	--
District	SST Coach[12]	1.67	1.77	2.69	2.36	--	--
	District Facilitator[13]	--	1.80	2.47	2.31	--	--
School Building	SST Coach[14]	1.25	1.30 / 1.44[15]	--	2.17	--	--
	District Facilitator[16]	--	--	2.20	2.25 / 2.30[17]	2.05	2.10 / 2.13[18]
	ATP[19]	--	--	--	--	2.23	2.27
ATP	District Facilitator[20]	--	--	--	2.07	--	2.23

Scale: Agree with Statement Not at all (0), Slight Extent (1), Moderate Extent (2), Large Extent (3), Very Large Extent (4)

[11] SST Coach support activities for the regional NNPS level include: Explaining NNPS to SST directors and consultants; Developing a plan to use funding provided by OhSFEC to State Support Teams; Collaborating with other Regional SSTs to support NNPS implementation; Recruiting districts in your region for NNPS implementation; Identifying effective family engagement programs and strategies for your region.

[12] SST Coach support activities for the district NNPS level include: Meeting monthly with District NNPS Facilitators to plan NNPS implementation; Developing or updating a leadership plan that identifies and schedules district-level NNPS activities; Explaining NNPS to district administrators and staff; Helping districts budget resources to support family engagement; Developing or reviewing district policies on family and community involvement; Identifying goal-linked community engagement programs and strategies.

[13] District Facilitator support activities for the district NNPS level include: Developing Leadership Plan for Partnerships for this school year; Developing a district-level calendar of activities to support ATPs; Updating family engagement information on the district website; Budgeting district resources to implement family engagement activities; Developing or updating district policies on family involvement; Presenting NNPS to other district administrators and staff.

[14] SST Coach support activities for the school NNPS level include: Meeting with principals to clarify the roles of SST Coach and District NNPS Facilitators; Helping schools budget resources for ATP implementation; Explaining NNPS to school administrators, staff, and teachers; Explaining NNPS to families and students.

[15] The annual SST Coach Survey adds additional items to SST Coach support activities for schools: Conducting training workshops for ATP members; Supporting the development of One-Year Action Plans; Developing or selecting tools or resources to help schools improve partnership programs. This mean includes all items in Footnotes 14 and 15.

[16] District Facilitator support activities for the school NNPS level include: Meeting with principals to clarify the roles of SST Coach and District NNPS Facilitators; Helping schools budget resources for NNPS activities; Helping schools identify research-based family engagement practices; Presenting NNPS to school administrators, staff, and teachers; Presenting NNPS to families and students.

[17] The annual District Facilitator Survey adds additional items to the district facilitator support activities for schools: Incorporating family engagement into evaluations of principals and teachers; Assessing family engagement policies with surveys of stakeholders (such as families and teachers); Coordinating an Advisory Council on family and community engagement. This mean includes all items in Footnotes 16 and 17.

[18] This mean includes all items in Footnotes 16 and 17 from the perspective of ATP members.

[19] ATP support activities for their schools include: Holding monthly ATP meetings; Forming committees to focus on the six types of family involvement; Reviewing and selecting school goals that will benefit from family and community; Developing a One-Year Action Plan for Partnerships for this school year linked to school goals; Presenting NNPS to school administrators, staff, and teachers; Presenting NNPS to families and students.

[20] The annual District Facilitator Survey tracks district facilitator support activities for ATPs: Training new ATP members; Checking in with school ATPs at least monthly; Meeting with ATP team leaders at least quarterly; Providing workshops to school ATPs; Helping ATPs document family engagement activities; Helping ATPs develop One-Year Action Plans; Helping ATPs track the success of school-based family engagement programs; Holding end-of-year gatherings for ATPs to celebrate, reflect, and plan.

- District Facilitators also said they were doing less, on average, to support NNPS at the district level in the Spring compared to Fall. However, they reported doing more to support NNPS at the school level in Spring compared to Fall. This may reflect the roll-out of NNPS within districts, which focuses on district level awareness and implementation before shifting to supporting the work of ATPs in schools. In Spring 2021, District Facilitators reported supporting ATPs at a moderate level.

- ATP members agreed that District Facilitators were doing more to support their work as ATPs at the end of the year compared to the beginning, although at a lower level than reported by District Facilitators. ATP members also reported that the extent of ATP support for NNPS implementation had increased slightly since the year started.

SST Coaches, District Facilitators, and ATP members were also asked about the extent to which different groups were supportive of NNPS.

- SST Coaches cited the Ohio Statewide Family Engagement Center as the top source of support for NNPS at the regional level, followed by the Regional State Support Teams. District Facilitators reported that the Regional State Support Teams and the SST NNPS Coaches were the top groups supporting NNPS at the district level, followed by the Center.

- ATP members reported only slight levels of support for NNPS at the school level across all groups compared to moderate levels for the groups identified by SST Coaches and District Facilitators. However, they identified principals as the key supporters of NNPS in their schools, followed by the District Facilitator and the SST Coach.

Key Finding: There is a clear structure for support for NNPS at the regional, district, and school level. The Center is seen as a key source of support for the SST Coaches and regional NNPS implementation.

Baseline Ratings of Family Engagement Skills: Schools, Teachers, and Families. In Spring 2021, ATP members and teachers and family members at schools with ATPs were asked to rate how well school staff, teachers, and families were doing in terms of key family engagement skills (**Table 20** below).

- Overall, all groups believed that the school staff and administrators in Cohort 1 schools were doing moderately well with key family engagement skills.

- Teachers rated themselves more harshly on their skills engaging and supporting families than ATP members or families rated them. They believed they were doing only slightly well, while ATP members and families believed they were doing moderately well.

- Families gave their own average skills much higher ratings than ATP members or teachers gave them. They rated themselves as doing moderately well in these key skills, while the other groups saw them as doing slightly well.

Table 20: Baseline Level of Key Family Engagement Skills in NNPS Schools (Mean)	Staff Skill Level[21]	Teacher Skill Level[22]	Family Skill Level[23]
According to District Facilitators (N=12)	2.12		
According to ATP Members (N=64)	2.32	2.07	1.40
According to Teachers (N=301)	2.05	1.72	1.24
According to Families (N=156)	2.03	2.01	2.32

Scale: Not at All Well (0), Slightly Well (1), Moderately Well (2), Very Well (3), Extremely Well (4)

Key Finding: Cohort 1 school staff and administrators are seen as doing moderately well across all six areas of engagement in the NNPS model. Teachers and families can benefit from more support.

In surveys, ATP members, teachers, and families were also asked about how well they felt their school was doing in each of the six NNPS areas of family engagement (**Table 21**).

Table 21: Mean Ratings of How Well Schools are Doing in Family Engagement Areas	According to ATP Members (N=59)	According to Teachers (N=265)	According to Family Members (N=170)
1. Parenting	1.93	1.58	1.91
2. Communicating	2.46	2.42	2.23
3. Volunteering	1.00	1.03	1.47
4. Learning at Home	2.17	1.74	1.93
5. Decision-making	1.69	1.34	1.60
6. Collaborating with the Community	1.95	1.80	1.95
Grand Mean	**1.87**	**1.65**	**1.85**

Scale: Not at All Well (0), Slightly Well (1), Moderately Well (2), Very Well (3), Extremely Well (4)

- Overall, each group believed schools were doing between slightly well and moderately well in family engagement (between 1 and 2 on a 0-4 point scale). All three groups surveyed believed that schools were doing the most well in the area of Communicating. All three groups also gave the lowest ratings to the area of Volunteering.

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[21] Family engagement skills for school administrators and staff include: Understanding and respecting family backgrounds and culture; Communicating with families; Involving families in new ways (not only as volunteers); Helping families support learning at home; Including family perspectives in school policies and decisions; Using resources from the community to enrich school curriculum; Connecting families and children who need special services to community resources.

[22] Family engagement skills for teachers include: Understanding and respecting family backgrounds and culture; Communicating with families; Using family volunteers to support their class; Helping families support learning at home; Getting feedback from families for decisions; Using resources from the community to support students and families; Helping support families and children who need special services.

[23] Family engagement schools for parents and family members include: Understanding what their child needs as they move through school; Communicating with school staff and/or teachers; Volunteering to support the school and/or their child's class; Supporting their child with their learning at home; Providing feedback to help with school or class decisions; Using resources from the community to support their child and/or family.

- Teachers that reported an active ATP in their school were more likely to rate their school higher in the six areas of family engagement than teachers who did not know if there was an ATP or who said there was not an active ATP. Teachers also reported that their schools were doing best at Communicating (an average of moderately well, compared to slightly well in other areas).

- Family members that were aware there was an ATP in their school reported that their school was doing at least moderately well on average across all family engagement areas (and very well in Communicating). Family members who did not know if there was an ATP in their school said it was doing on average slightly well across all six areas.

The evaluation team conducted Chi-Square tests (Pearson Chi-Square, Continuity Correction, Likelihood Ratio, Fisher's Exact Test, and Linear-by-Linear Association) to look at the significance of the relationship between number of family engagement activities (**Table 18**) and quality of family engagement (**Table 21**) in the six NNPS areas. There were no significant associations found with this analysis. This is an expected finding given both that this is the first year of implementation and that fewer activities were implemented in each area than planned because of the COVID-19 pandemic.

VI. HIGHLIGHTS AND NEXT STEPS

Despite the many challenges to program activities from the COVID-19 pandemic, the Center has managed to make remarkable strides in Year 3 toward the goals and objectives set for the project and towards strengthening partnerships and collaborations.

Key accomplishments in Year 3 include:

- Deepening and strengthening key national partnerships and connections to increase reach and awareness.
- Greatly exceeding the target number of high impact activities and services provided to support a statewide family engagement infrastructure.
- Holding the second annual Family Engagement Leadership Summit.
- Expanding the membership of the State Advisory Council and increasing parent and guardian representation to 50% of members.
- Leveraging State Advisory Council members' connections and expertise for Council trainings and information.
- Increasing the number and reach of trainings, tools, and resources for Ohio educators and families.
- Taking initial steps to improve the usability and impact of the Center's website.
- Establishing a clear structure of support for NNPS that includes distinct state, regional, district, and school roles.
- Recruiting and training a second cohort for NNPS that exceeds target numbers of districts and schools.
- Supporting all Cohort 1 schools to complete their One-Year Action Plans and begin implementing family engagement activities in their schools.

OHSFEC YEAR 3 HIGHLIGHTS

Every Child. Every Family. Every School.

MET AND EXCEEDED KEY PERFORMANCE AND OBJECTIVE TARGETS

ACHIEVED CRITICAL MILESTONES FOR NNPS IMPLEMENTATION

DEVELOPED AND LAUNCHED NEW TRAINING PROGRAMS AND INFORMATIONAL RESOURCES

INCREASED STATE ADVISORY COUNCIL MEMBERSHIP AND REACH

STRENGTHENED NATIONAL, STATE, REGIONAL, AND LOCAL PARTNERSHIPS

RECOMMENDATIONS FOR NEXT STEPS. There are several areas where the evaluation reveals possible adjustments to increase the effectiveness of the Ohio SFEC initiative as it moves into the next year of implementation and growth.

Focused Marketing and Outreach. Marketing and social media continue to be areas where the Center can grow and target resources to extend the reach of activities and resources and raise awareness of events and programs. Current plans to revamp the Center website will be critical for this area, as will strategic use of social media to reach educators, families, and community service providers.

Targeted Training and Technical Assistance for NNPS Schools. Supporting a full cohort of Ohio schools to start implementing NNPS during the uncertainties of the COVID-19 pandemic is a key accomplishment for the initiative. Training for Cohort 1 was delayed from Spring 2020 to Fall 2020, causing a shortened implementation year that has affected NNPS activity level and impact. There are a few key areas where the Center and its partners in NNPS implementation can support Cohort 1 districts and schools as they continue implementation and Cohort 2 districts and schools as they begin implementation in 2021-2022.

- Providing guidance on forming full and active Action Teams for Partnerships, including how to recruit and support parents and family members as leading voices in ATPs.
- Generating resources and recommendations for raising awareness of ATP activities and the NNPS program at schools and among teachers and families.
- Offering additional training to ATP members, district facilitators, and other NNPS implementers to build their confidence and ability to implement NNPS.
- Continuing to clarify and codify expectations for state, regional, district, and school level support for NNPS.
- Identifying effective and replicable supports and resources for regional NNPS implementation and other NNPS implementation levels.

Sustainability of Innovations and Structures. Interviews with Ohio SFEC staff and national and state partners reveal a remarkable level of energy and effort from the core SFEC team, particularly given the many challenges of this project year. As the Ohio SFEC initiative moves forward into its fourth year, the implementation team could consider exploring how this work can be made sustainable across all the different project areas: training, policy, networking, infrastructure, partnerships, and resource development and dissemination. This exploration could include reflection on which innovations and structures, particularly related to the NNPS model, might be replicable and achievable in other state and local contexts.

APPENDIX A. EVALUATION TOOLS

The evaluation team uses a nested and aligned set of surveys to look at the progress of project implementation at the state, regional, district, and school level within each program year and in the project over time. These tools are adapted from tools originally developed by the Youth Policy Institute, Inc., for the evaluation of the Ohio SFEC initiative. Preview links for the surveys referenced in this report are below.

State Level Surveys

State Advisory Council Survey

Regional Level Surveys

State Support Team NNPS Coach Early Action Steps Survey

State Support Team NNPS Coach Annual Survey

District Level Surveys

District NNPS Facilitator Early Action Steps Survey

District NNPS Facilitator Annual Survey

School Level Surveys

Action Teams for Partnership (ATP) Early Action Steps Survey

Action Teams for Partnership (ATP) Annual Survey

Teacher Survey

Family Survey