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THE OHIO SFEC INITIATIVE

YEAR 4 EVALUATION REPORT

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EVALUATION DATA SOLUTIONS, LLC

THE OHIO STATEWIDE FAMILY ENGAGEMENT CENTER (OHSFEC)

A STATEWIDE FAMILY ENGAGEMENT CENTER PROJECT

WITH THE OHIO STATE UNIVERSITY

Year 4 Evaluation Report

Prepared by Melissa Becce Coaching & Evaluation, LLC and Evaluation Data Solutions, LLC

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Table of Contents

I. The OhSFEC Initiative 3

A. Project Overview 3

II. The Ohio SFEC Evaluation 4

A. Framework and Guiding Questions 4

B. Methodology and Tools 6

C. Project Goals and Objectives 8

III. Project Activities 12

A. The Ohio Statewide Family Engagement Center 12

B. National Level Partnerships and Activities 16

C. State Level Partnerships and Activities 17

IV. The National Network of Partnership Schools Intervention 25

A. The NNPS Model 25

B. The NNPS Intervention 27

1. Regional NNPS Implementation 35

2. District NNPS Implementation 37

3. School NNPS Implementation 40

4. Outcomes 47

a. Lagged Quasi-Experimental Design Analysis 49

b. Preliminary Level of Implementation (LoI) Analysis 50

V. Highlights and Next Steps 54

Appendix A. Revised Terms of Reference 56

Appendix B. Evaluation Tools 62

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I. THE OHSFEC INITIATIVE

A. Project Overview

The Ohio Statewide Family Engagement Center (the Center) was established in 2018 with funding from the U.S. Department of Education's Office of Innovation and Improvement. The Ohio State University (OSU) was one of 13 projects awarded a 5-year Statewide Family Engagement Center (SFEC) Program Grant. With the SFEC grant, OSU has expanded its family engagement work at the College of Education and Human Ecology by formally establishing Ohio's first statewide center for family engagement. The Ohio SFEC initiative (OhSFEC) is intended to develop policies, programs, and resources to support and sustain high-quality family engagement throughout the state of Ohio. The Center has collaborated with a wide range of partners for this initiative, including the National Association of Family, School, & Community Engagement (NAFSCE), the National Network of Partnership Schools (NNPS), the Ohio Department of Education (ODE), and dozens of Ohio organizations, educational institutions, and families.

The Center's key tasks for the five years of OhSFEC (2018-2023) include supporting the Ohio Department of Education (ODE) with the development of Ohio's Family Engagement Framework (Framework) and providing technical assistance and expertise for ODE family engagement initiatives. The Center is also responsible for establishing a State Advisory Council (Council) to provide feedback and support for family engagement initiatives and activities in Ohio. The Council includes family, school, district, state, non-profit, government, advocacy, university, research, and corporate representatives from across Ohio. As Ohio's Statewide Family Engagement Center, the Center also develops, selects, and maintains a range of resources and trainings for families, schools, and community partners.

The core intervention of OhSFEC is the National Network of Partnership Schools (NNPS), an evidence-based family engagement model from The Johns Hopkins University. In Ohio, NNPS will be implemented in three cohorts, with a goal of serving 96 schools in 48 districts across all of Ohio's 16 State Support regions. The regional State Support Teams identifies the districts and schools for each cohort, prioritizing those targeted by ODE for additional support. The Center provides and oversees training and technical assistance to help state, regional, district, and school staff to implement NNPS. Despite the continuing COVID-19 pandemic, NNPS training and implementation is proceeding as planned.

This evaluation report focuses on the fourth year of OhSFEC implementation activities. It examines project progress towards 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 addresses the challenges of family engagement at multiple levels: national, state, regional, district, school, family, and student. The five-year independent evaluation of OhSFEC examines the impact of the project on all these different levels. Focus is given to districts, schools, families, and students in the study of the NNPS intervention. The evaluation also documents the rollout of planned activities and tracks the extent to which the project meets planned goals and objectives.

Table 1: Ohio SFEC Formative and Summative Evaluation Questions *Indicates evaluation question is addressed in the OhSFEC NNPS 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 (elementary, middle, high) and demographics (e.g., race/ethnicity, income)?*
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 with the program?*
6. To what extent did different levels of implementation at 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). Since Year 3, the evaluation is provided by Melissa Becce Coaching & Evaluation, LLC, with support from Evaluation Data Solutions, LLC. The questions that guide the formative evaluation (implementation) and summative evaluation (impacts) are shown in **Table 1** above. The evaluation framework (**Table 2**) gives an overview of key program context factors addressed by the evaluation at each level and the tools used to collect 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 • Annual 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 surveys • Partner interviews • Staff interviews • Project records • Meeting observations
Regional	• State Support Teams (SSTs) • SST NNPS Coaches	• NNPS training and support • Regional resources • Regional characteristics	• Annual surveys • Training surveys • SST Coach logs • Regional Plans
Districts	• District leadership teams • District NNPS facilitators	• NNPS training and support • District resources • District characteristics	• Annual surveys • Training surveys • District Leadership Plans • Site visits • State data
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	• Annual surveys • Training surveys • One-Year Action Plans • Site visits • State data
Teachers	• ATP teacher members • Instructional staff	• Experience • Training • Attitudes	• Annual surveys • Training surveys • Site visits
Families	• Council family members • ATP family members • Family training participants • Families of students	• Characteristics • Training • Attitudes	• Annual surveys • Training surveys • Site visits • Meeting observations
Students	• Student ATP members • Students at NNPS schools	• Achievement • Behavior • Engagement	• Annual surveys • State data

B. Methodology and Tools

OhSFEC is a complex, broad, multi-level, and multi-focus initiative. It requires a comprehensive set of qualitative and quantitative data collection activities (mixed-methods approach) to evaluate implementation and impact (**Tables 3 and 4**). Many of the evaluation tools listed have been adapted with permission from tools originally developed by the Youth Policy Institute for the OhSFEC evaluation.

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; podcasts and videos
Ohio SFEC staff interviews	Summer, Years 3-5	Qualitative data regarding staff interactions, partnerships, planning and collaboration, activities, successes, obstacles, lessons learned
Partner interviews	Spring Years 3-5	Qualitative data regarding partnership activities and projects, collaboration and communication, 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 reports 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.

The summative evaluation and the intervention study in **Section V** compares the effects of the NNPS program intervention on family engagement and student achievement, behavior, and attendance for the three cohorts of schools implementing NNPS (**Table 5**). Each cohort includes a 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 is the initial treatment group. Successive cohorts serve as 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 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.**

Table 5: Treatment and Control Group Selection and Implementation[1]			
	Cohort 1	**Cohort 2**	**Cohort 3**
Year 2 (2019-2020)	Participant Selection Target: 16 districts, 32 Schools Actual: 16 districts, 32 schools		
Year 3 (2020-2021)	Implementation Year 1 14 districts, 29 schools	Control Selection and Training Target: 16 districts, 32 schools Actual: 17 districts, 37 schools	
Year 4 (2021-2022)	Implementation Year 2 12 districts, 25 schools	Implementation Year 1 17 districts, 34 schools	Control Selection and Training Target: 16 Districts, 32 schools Actual: 17 districts, 44 schools
Year 5 (2022-2023)	Implementation Year 3 Control Group: Cohort 2	Implementation Year 2 Control Group: Cohort 3	Implementation Year 1

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 Lagged Design as outlined in **Table 5.**
B) A Levels of Implementation (LoI) Design, which uses 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.

Feedback Processes. The evaluation uses multiple processes to ensure that data and findings are relevant and useful for project improvement. The evaluation team and the core Ohio SFEC team regularly communicate around data collection and analysis and changes to project implementation. The evaluation team meets monthly with the core Ohio SFEC implementation team to review data, collaboratively develop evaluation tools, plan for evaluation activities, and provide feedback on project implementation. To help the Ohio SFEC team strategize and plan, the evaluation team provides summary reports of training and implementation surveys. Each year, the evaluation team provides a detailed annual evaluation report and summary of achievements with recommendations for project improvement.

[1] In both Cohort 1 and Cohort 2, there was anticipated attrition among districts and/or schools between initial selection and the start of training and implementation. Cohort 1 attrition was higher than expected due to the onset of the COVID-19 pandemic.

C. Project Goals and Objectives

Each year, the evaluation team looks at OhSFEC progress towards goals and objectives. The project objectives and tasks in **Table 6** were set by the OhSFEC initiative. The Government Performance and Results Act (GPRA) indicators in **Table 7** were established by the U.S. Department of Education for all projects funded through the Statewide Family Engagement Center program.

Table 6: OhSFEC Project Goals and Objectives

Objectives	Tasks	Year 4 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 Council (SAC).	**a)** Year 4: Convene the SAC twice annually to inform and guide content, format, and delivery of high impact resources and TA to families and schools.	**a)** *Achieved*. The SAC was convened 4 times in Year 4 to collaborate, learn, and provide feedback for family engagement 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.* Work on the state Family Engagement Framework was paused by ODE in Year 2. Focus was shifted to the Whole Child Framework. **b)** *Achieved*. A fourth needs assessment was conducted in Spring 2022.
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.[2]	**a)** From Year 2: Awareness campaign plan developed for resources and delivery methods. **b)** From Year 2: Recruit and train Parent Ambassadors.	**a)** *Achieved.* The Family Engagement Framework focus has shifted to supporting the Whole Child Framework and its family engagement focus. In Year 4, the Center rolled out the Whole Child Framework family engagement toolkit. **b)** *Achieved.* Parent members of the State Advisory Council have received training in the Whole Child Framework and its family engagement components and are actively sharing resources.
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 4: Resources targeted to schools, families, and community stakeholders are developed & vetted with Council. **b)** Year 4: Ohio 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 actively and intentionally shared with the Council for review and feedback. **b)** *Achieved.* The Ohio SFEC team, in partnership with ODE and other organizations, has distributed information and developed more than 20 new resources in Year 4 that align with the Whole Child Framework's family engagement focuses.

[2] As noted in Section III.B, ODE has shifted focus from a standalone Family Engagement Framework to the Whole Child Framework, which integrates family engagement. This focus has also shifted the focus of the Center and the Council.

Table 6: OhSFEC Project Goals and Objectives		
Objectives	**Tasks**	**Year 4 Status**
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 evidence-based model for family engagement.	**Cohort 1: Year 4** **a)** 32 Cohort 1 school teams implement second-year Action Plans. **b)** LEA Partnership Leads provide guidance and support. **c)** Regional SST Coaches provide on-going coaching support. **Cohort 2: Year 4** **a)** 32 Cohort 2 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 3: Year 4** **a)** 16 Cohort 3 SSTs recruit 3rd LEA (Intensive/Moderate support status) **b)** 16 Cohort 3 LEAs select 2 schools (1 ES & 1 MS or HS). (Total 96 schools in Cohorts 1,2, and 3) **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 4** **a)** *Partially achieved.* 24 Cohort 1 school teams in 25 schools developed, submitted, and started implementation of One-Year Plans for the second year. **b)** *Partially Achieved*. Cohort 1 ATPs reported that their District NNPS Facilitators provided guidance and support at below a moderate level. **c)** *Achieved*. Cohort 1 District Facilitators reported that their SST NNPS Coaches provided guidance and support at a moderate level. **Cohort 2: Year 4** **a)** *Achieved.* 34 Cohort 2 school teams developed, submitted, and began implementing One-Year Plans. **b)** *Achieved*. Cohort 2 ATPs reported that their District NNPS Facilitators provided guidance and support at a moderate level. **c)** *Achieved*. Cohort 2 District Facilitators reported that their SST NNPS Coaches provided guidance and support at a moderate level. **Cohort 3: Year 4** **a)** *Partially achieved.* 14/16 regions recruited districts for Cohort 3. 14/17 districts were Intensive or Moderate support status. **b)** *Achieved.* 14/16 regions recruited at least two schools for Cohort 3. Current total is 103 schools in Cohorts 1-3. **c)** *Partially Achieved*. Held virtually in March and April 2022. Training records show 11 districts/LEAs were represented in the in-person trainings. A recording of the training was provided to all participating districts and schools. **d)** *Achieved.* Two half-day booster trainings were held in October 2021 and January 2022 for Cohorts 1 and 2. The topics were addressing challenges to engaging all families and raising awareness of the NNPS program.

Progress and Highlights. The continuing COVID-19 pandemic has impacted project timelines and program participation since Year 2. Despite these challenges, OhSFEC continues to achieve and make progress towards the objectives established in its Project Narrative. Of the 17 objectives for Year 4, OhSFEC fully achieved twelve objectives, and partially achieved five additional objectives (**Table 6**).

In Year 4, OhSFEC met and exceeded three of the four GPRA measures: Measures 2, 3, and 4 (**Table 7**). In Year 4, the project achieved 90% of the target for GPRA 1 (parents participating in SFEC activities). This represents a substantial increase from Year 3. Although the number of parent participants in Center trainings and programs (including NNPS) has increased each year, the numbers in Year 3 and Year 4 have not met the target for several reasons. First, parent participation in direct service webinars and programs continues to be lower than planned. Second, information about parent participation in NNPS activities in Years 3 and 4 is incomplete due to missing reports from school teams.

Table 7: OhSFEC Government Performance and Results Act (GPRA) Measures

GPRA Measures	Year 1	Year 2	Year 3	Year 4
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.[3]	Target: N/A Actual: N/A	Target: 96 Actual: 131 Met and Exceeded	Target: 3,496 Actual: 1,056 30% Met (Incomplete Data)	Target: 6,916 Actual: 6,224 90% Met (Incomplete Data)
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	Target: 6 Actual: 11 Met and Exceeded
GPRA 3: Number of high impact activities or services to ensure parents are trained and can effectively engage in activities leading to student achievement.[3]	N/A	Target: 32 Actual: N/A (Delayed by COVID-19)	Target: 64 Actual: 245 Met and Exceeded	Target: 128 Actual: 491 Met and Exceeded
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	Target: 40% Actual: 80% Met and Exceeded

The OhSFEC initiative has also made impressive progress on long-term evaluation measures specified in the original proposal (**Table 8** below). It has a striking level of staff retention (**#1**). Key structures are firmly in place to support project implementation (**#2a**, **#2b**, **#7**, and **#8**). Well ahead of schedule, OhSFEC has also met and substantially exceeded targets for growth in high impact services and resources to support family engagement and build statewide infrastructure (**#5**, **#6**, and **#9**). Although not all the Cohort 1 schools originally recruited implemented One-Year NNPS Action Plans in Year 4, 100% of Cohort 2 did (**#3**). The only long-term measure that has not yet been met is **#4**, for the same reasons as noted above for **GPRA 1**: lower than planned parent participation in direct programming and incomplete participation records from Cohort 1 and Cohort 2 NNPS schools. However, this target was 90% met in Year 4 according to available data.

[3] The data for GPRA 1 and GPRA 4 is incomplete because of missing reports on parent participation and NNPS activities from participating Cohort 1 districts and schools. Actual totals may be higher than reported.

KEY FINDING: The Ohio SFEC Initiative has met most government performance and project objective targets in Year 4 even with persisting COVID-19 challenges.

Table 8: Progress on OhSFEC Long-Term Evaluation Measures (Years 3-5)		
	Year 3	**Year 4**
1. Percent of Ohio SFEC staff retained	100%	100%
2a. Percent of OhSFEC staff reporting: clearly defined roles and responsibilities; routine interagency communication; collaboration with school and state partners.	100%	100%
2b. State Advisory Council actively supports project implementation.	Met	Met (see **Section III.C**)
3. Percent of School Teams recruited and trained that develop and implement annual Action Plans as scheduled.	Cohort 1: 100%	Cohort 1: 86%[4] Cohort 2: 100%
4. Number of families participating aligned with NNPS and other measures.[5]	1056/3496 (30%)	6224/6916 (90%)
5. Growth from 3 to 7 in number of high impact services provided by project to build a statewide infrastructure for family engagement.	Met and exceeded	Met and exceeded
6. Growth from 32 to 192 in the number of high impact activities/services to support family engagement.	Met and exceeded	Met and exceeded
7. Project maintains effective and clear communication and collaboration structures, including project website and quarterly committee meetings.	Met	Met
8. Project take deliberate steps to establish standards for proven family engagement programming, develop sustainability plans and develop and disseminate resources.	Met	Met
9. Two resources per year made accessible for all families to support broader understanding of family engagement strategies and practices.	Met and exceeded	Met and exceeded

[4] Seven schools from Cohort 1 have opted to discontinue NNPS participation since initial recruitment. This percentage is calculated based on the number of Cohort 1 schools submitting a One-Year Action Plan in Year 4 compared to the originally recruited number.

[5] These numbers represent an incomplete record of families served through NNPS schools in Year 3 and 4 and should be interpreted with caution.

III. Project Activities

A. The Ohio Statewide Family Engagement Center

Staffing and Support

In the first year of the project, the Ohio Family Engagement Center (the Center) was established at the Ohio State University. It was 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. The project engaged external marketing consultants after the Marketing and Communications Director departed.

There was no change in core OhSFEC staff from the second to the fourth year of the project, which represents a remarkable level of stability and consistency. Project associates have changed each year to align with project needs. The Center also partners with OSU faculty and staff in several departments and centers, including the Center for Education, the OSU Extension, and the Schoenbaum Family Center (SFC), which includes the A. Sophie Rogers Early Learning School and the Crane Center for Early Childhood Research and Policy (CCEC).

In Year 4, the Center continues to operate with a full and qualified team. A review of resumes and CVs shows that all current Center staff and associates 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 four 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 that the team has shifted its approach to planning, meeting, and collaboration in Year 4. The team meets twice weekly, with a preset agenda and project check-ins, and with rotating meeting leadership. Meetings include time for data planning and review and reflection on processes and practices. Team members describe an increase in shared leadership, collaborative decision-making, and creative problem-solving. This new approach mirrors characteristics of models of professional learning communities and communities of practice, including supportive and shared leadership, shared values and vision, collaboration, collective learning and inquiry, continuous improvement, and a results-based focus.[6]

Interviews with OhSFEC partners at OSU and at national organizations reveal high praise for the expertise, effectiveness, collaboration, innovation, and leadership of the Center's core team. The Center is seen as "the model of a model SFEC" and a leader in family engagement at the local, state, and national level.

Key Finding: The Ohio SFEC Initiative has a stable, qualified, effective, and highly regarded core project team.

[6] Blankenship, S. S., & Ruona, W. E. (2007). Professional Learning Communities and Communities of Practice: A Comparison of Models, Literature Review. *Online submission*.

COMMUNICATION AND OUTREACH

Website. The Ohio Families Engage website (https://ohiofamiliesengage.osu.edu/) was launched in the first year of the project. From Year 1 to Year 4, the site has housed a broad and growing group of family engagement resources for educators and families. These resources now number in the hundreds and include articles, program links, videos, and printable tools. 86 new resources were added in Year 4.

Approximately 2,750 users per month used the website in Year 4, according to project records. This represents a 64% increase over the previous year. Since the website was launched, almost 64,000 people have accessed the website. Starting in Year 3, the Center began working with external consultants to revise and update the current website. In Year 4, the project sought feedback and input on the website's look and current resources from State Advisory Council members in a Website Work Group. Three State Advisory Council members reported providing feedback through small meetings during Summer 2022 and at quarterly Council meetings.

Social Media. In Year 1, the Center initiated social media accounts on Twitter, Instagram, and Facebook (@OhioEngage) to create awareness of the Ohio SFEC project and to share information and resources. In Year 3, it added a LinkedIn page and YouTube channel. In Year 4, with guidance and support from OSU's Center on Education and Training for Employment, where the Center is based, the Center decided to focus its social media efforts on Twitter, Facebook, and YouTube. In Year 4:

- Twitter followers increased 29% to 1,394. With an average of 43 tweets per month, the account had over 173,000 impressions this project year.
- Facebook followers increased 37% to 396, with an average of 19 posts per month (an increase from 11 posts per month in Year 3).
- YouTube subscribers increased 71% to 91. The channel now includes over 100 videos from trainings, community of practice meetings, webinars, summits, and the Family to Family video and podcast series.

Newsletter. The Center continues to provide a monthly newsletter for educators on best practices in family engagement. Over 1700 people currently subscribe to the newsletter, an increase of approximately 30% from Year 3. According to reports from project staff and newsletter analytics, the newsletter audience shows strong engagement. It has an average open rate of 43% each month and unsubscribes are rare. The newsletter is also available through the website. Year 4 newsletter topics included middle school career exploration, new perspectives on family engagement, district and school partnerships, kinship families, summer learning, and making schools welcoming.

Video and Podcasts. In Year 3, the Center created a Family to Family video series to share tools and suggestions from family members for working with schools and supporting learning. The series of 11 short (1-3 minute) videos is available on the website and on the Center's YouTube channel. Topics include school choice, summer learning, parenting and co-parenting, supporting literacy at home, and mental health. Combined, the videos in the series have been viewed over 700 times.

The Center launched its first podcast, Family to Family: The Podcast, in Summer 2022. Three episodes have been released to date, addressing the topics of student mental health, partnering with schools to improve education, and navigating special education. Each episode features family experience and advice balanced by research and resources. The podcast is available on Apple podcasts (where it currently has a 5-star rating) and the Center website.

Publications. Center staff and leadership contributed to multiple published articles in Year 4 that were aligned with Center work. The majority of articles were co-authored with OhSFEC partners, including the National Network of Partnership Schools and faculty from the Ohio State University. Topics included multi-tiered approaches to family engagement, using state leadership to strengthen family engagement programs in districts and schools, using texting to support parent engagement in middle school, strategies for teachers to support middle school family engagement, supporting student success through school-family partnership, research-based strategies for engaging grandfamilies, and profiles of Ohio family, school, and community engagement efforts.

KEY FINDING: The Center continued to add to its online resources for educators and families in Year 4. It has focused and targeted its social media strategy and launched a new podcast channel.

TRAINING AND RESOURCES FOR SCHOOLS AND FAMILIES. The Ohio Statewide Family Engagement Center is located at a prominent research university (the Ohio State University, or OSU) in a translational research center (the Center on Training and Education for Employment, or CETE). The Center has capitalized on this location to partner with OSU faculty and researchers and develop high-quality training opportunities and resources (**Table 9** below). The Center also helps support the Parent Mentors Project, which creates partnerships between schools and special education families in Ohio through trained Parent Mentors.

Interviews with Center staff show that in Year 4 the Center is taking a strategic approach to training offerings. The team has developed a professional development calendar (available on the website) of upcoming webinars, trainings, courses, and events. This approach is intended to streamline scheduling and marketing and make more effective use of staff time. The Center continues to receive many requests for targeted support and training at the national, state, regional, and district level. In Year 4, the team has developed an approach for addressing these requests that aligns with project goals and resources.

Foundations of Family Engagement Course. In Year 3, Center staff launched Foundations of Family Engagement (Foundations), a professional learning series for educators and service providers. The three-week series features a blended learning design with asynchronous module completion alternated with live virtual workshops. It was offered first in Summer 2021 with 34 participants completing the series. In Year 4, Foundations was offered twice, in Winter 2022 and Summer 2022, and was featured by ODE as a highlighted opportunity.

Course completion data from the Winter 2022 series indicates that 106 participants completed the entire program, including school and district leaders, school staff and teachers, and parent mentors. This group of participants represented 14 states and Australia.

95-100% of Winter 2022 participants found the workshops helpful for: collaborating with colleagues, understanding why family engagement matters, analyzing current family engagement practice and creating a personal action plan, and reframing the conversation about family engagement in their areas of influence. Information from the Summer 2022 series will be available for the next report.

Table 9: OhSFEC Learning Resources for Educators and Families, Years 1-4		
Resource	**Content**	**Availability**
Money Talks	Web-based resource for supporting Family Financial Literacy	Website
GrandUnderstandings	Support and resources for grandparents overseeing the education of an Ohio student	Website
Choosing a School in Ohio Tool	Interactive tool for guiding Ohio parents through the process of choosing a school for their child	Website
Middle Ground	Research and training for supporting middle school students and families	Website
Middle Years to Careers	Career pathway exploration for middle school and high school students	Website. Three new guides were added in Year 4.
Foundations of Family Engagement	Professional learning series for educators and service providers	Live virtual training in a blended synchronous/asynchronous format. Offered in Year 4 in Winter and Summer 2022.
Partnerships for Literacy	Resources for districts and schools around family literacy	Website
Real Talk Series	Resources for families of young learners	Website and YouTube channel. A new episode about talking to young children about race was added in Year 4 (17 participants attended the live webinar).
Family to Family Video Series	Videos spotlighting parent and caregiver experiences and advice around supporting education	Website, YouTube channel
Family to Family Podcast	Podcast featuring family perspectives, research, and resources	Website, Apple podcasts

The resources developed since the first year of the project represent a range of topics and address family needs from pre-school to middle school and beyond (**Table 9**). Resources for educators similarly cover a variety of topics and include options for teachers, administrators, schools, and districts.

Key Finding: The Center has developed and is continuing to expand a range of programs and resources for educational professionals and families at all school levels.

B. National Level Partnerships and Activities

National level partnerships are key to guiding and expanding the Center's work. The primary national partnerships for the OhSFEC initiative are the National Association for Family, School, and Community Engagement (NAFSCE) and the National Network of Partnership Schools (NNPS).

NAFSCE PARTNERSHIP. In the first three years of the NAFSCE partnership, the Center collaborated on multiple events and presentations. Center staff presented at NAFSCE's Reframing the Conversation around Family Engagement event, helped transform the in-person event The Reframing Institute into a virtual series in response to the COVID-19 pandemic, and presented on NAFSCE's Effective Practices webinar series. NAFSCE also provides complimentary memberships to all State Advisory Councils, along with regional SSTs and the Center.

In Year 4, Center staff collaborated with NAFSCE on developing a 10-module Reframing Family Engagement course. The course will be piloted in Ohio through the Center before being shared with NAFSCE members. Interviews with Center staff and key NAFSCE partners reveal an intentional, close, and collaborative partnership with regular meetings and clear communication. Each year, interviews reveal that this partnership is expanding in focus and impact, while collaboration and working and communication structures are refined.

NNPS PARTNERSHIP. The Center partnered with the National Network of Partnership Schools (NNPS), a model program for family engagement in schools and districts, from the inception of the OhSFEC initiative. A key goal of OhSFEC is to establish the first successful and sustained statewide implementation of NNPS. In Years 2-4, the Center worked closely with Dr. Joyce Epstein, the founder and director of NNPS, to design and deliver NNPS trainings to three cohorts of regional coaches, district facilitators, and school teams. The third cohort of districts and schools was trained in March and April 2021 and will begin implementation of NNPS in Fall 2022.

NNPS is a national partnership whose members in Ohio include the Center, the Regional State Support Teams, and participating NNPS districts and schools. In Year 4, Center staff deepened their partnership with Dr. Epstein and the NNPS program, writing a well-received journal article on using state leadership to strengthen family engagement programs. The Center also received an Organizational Award from NNPS for the second year in a row. In 2021, NNPS recognized the Center for its virtual support practices, including the statewide virtual End-of-Year celebration. In 2022, it is being recognized for its sustainable leadership structures. Both years, the Center's organizational practices have been featured in NNPS' annual Promising Partnership Practices Guide. Interview findings reveal frequent and responsive communication between Dr. Epstein and Center staff and intentional planning for trainings and technical assistance. NNPS implementation in Ohio is addressed in **Section IV**.

SFEC NETWORK. The SFEC Network is an informal collaboration of the 12 Statewide Family Engagement Centers (SFECs) funded in 2018. It is supported and coordinated by the National Center for Families Learning (NCFL) in partnership with NAFSCE. Monthly meetings feature presentations from each SFEC about activities and impacts. Center staff members and evaluation team members regularly participate in monthly SFEC meetings to connect and learn from other SFECs.

C. State Level Partnerships and Activities

The OhSFEC initiative is a statewide project with ambitious goals for a statewide impact on family engagement. Each year, the initiative engages in or provides high-impact activities and services to help build a statewide infrastructure for systematic family engagement. These activities are summarized in **Table 7** above (GPRA 2) and in **Table 10.**

Table 10: State Level Initiatives and Activities, Years 1-4	
Activity or Initiative	**Year 4 Activity**
Whole Child Framework	Developed Whole Child Framework family engagement toolkit
Model Family Engagement Policy	Worked with ODE to solicit community input, provided recommended updates to State School Board for review
Family Engagement Leaders of Ohio (FELO)	Expanded membership and participation, supported development of high-quality professional learning community
Ohio Family and Community Engagement Network	Contributed to content and engagement, supported development of high-quality professional learning community
Ohio Family Engagement Summit	Developed and offered 3rd annual virtual summit with a focus on equity
Partnerships for Literacy	Made materials available on Center website
State Advisory Council	Expanded parent membership and participation and took steps to increase equity and inclusion, introduced Work Groups
News and Guidance Newsletter	Continued series of research and best practices for OH educators
Foundations of Family Engagement Training	Refined training structure and offered two new series
National Network of Partnership Schools (NNPS)	Trained third cohort of districts and schools in NNPS, supported NNPS implementation with first and second cohorts
Reframing Family Engagement Course	Developed Reframing Family Engagement modules with NAFSCE and customized them for Ohio educators

OHIO DEPARTMENT OF EDUCATION (ODE) PARTNERSHIP. Partnership with the Ohio State Department of Education is a requirement of the Statewide Family Engagement Center program. This partnership promotes coordination of activities and sustainability of programs and initiatives. The Center has several key connections and collaborations with ODE, including regular meetings with the Office of Exceptional Children, the Office of Integrated Student Supports, and the Office of Early Learning and School Readiness. Center staff also participate in the Post-Secondary Transition Team and in ODE Literacy initiatives. Representatives from several ODE offices also serve on the State Advisory Council. Interviews with ODE partners show a strong appreciation for Center expertise and leadership. Comments in interviews also suggest that there is room for greater alignment of ODE and OhSFEC priorities.

ODE's current Grant Agreement with regional state support teams (SSTs) specifies SST roles and responsibilities in supporting the implementation of key statewide family engagement initiatives, including Partnerships for Literacy, the National Network for Partnership Schools program, and the Family Community Engagement Network. ODE helps to support, oversee, and communicate with SST Coaches for NNPS to support program implementation.

Model Family Engagement Policy. The Center is collaborating with ODE to update the Ohio State Board of Education's model family engagement policy for districts and schools, developed in 2007. In Years 3 and 4, the model family engagement policy working group sought community and educator input into policy revisions and shared recommendations with the State Board. The new draft policy is currently undergoing another round of revisions and feedback. The updated policy is expected to be provided to the State Board for approval in Year 5.

Family Engagement Framework and Whole Child Framework. In Year 1, the Center collaborated with ODE to develop a draft Family Engagement Framework for Ohio, as outlined in the original proposal. In Year 2, the draft Framework was submitted for ODE review. ODE's priorities around the Family Engagement Framework shifted following a department leadership change and reorganization. The Ohio Whole Child Framework became the focus of the collaborative work in Years 2 and 3. Center staff provided key input into the family engagement components of the Whole Child Framework and serve on the Whole Child Framework Advisory Committee. In Year 4, the Center worked on developing the Whole Child Framework toolkit for Family Engagement. This interactive toolkit, available on the Center website, aligns current resources on the Center site with the corresponding Whole Child Framework component. Interviews with ODE staff indicate that the review of the Family Engagement Framework draft is still paused and there is no current estimate for when it will be revisited.

FAMILY ENGAGEMENT LEADERS OF OHIO (FELO). In Year 2, the Center launched a virtual community of practice for leaders in family engagement in education in Ohio. Family Engagement Leaders of Ohio (FELO) has expanded its membership each year, from 90 members in Year 1 to 354 members in Year 4. The quarterly meeting topics are designed to align with Center resources and training focuses. Agenda topics in Year 4 included kinship care, middle school families, and Ohio's model family engagement policy. 45-60 people attended each meeting in Year 4, with an average attendance of 53 members (an increase from 38 in Year 3). All FELO meetings are recorded and shared publicly on the Center website and YouTube channel.

The Center also helps lead another family engagement community of practice, the Ohio Family and Community Engagement (FCE) Network. This network connects educators from each of Ohio's 16 regions with organizations supporting student learning. The Center supports the FCE Network with resources and best practice for effective professional learning communities.

FAMILY ENGAGEMENT LEADERSHIP SUMMIT. The first Family Engagement Leadership Summit for Ohio was held in September 2020. It was offered for free to anyone with an interest in family engagement. Over 900 registrants from Ohio and multiple states attended virtual workshops on a range of family engagement topics. The Summit was held again in 2021 and 2022 and continued to be virtual because of the ongoing COVID-19 pandemic. In 2021, the Summit featured learning tracks in key areas of family engagement; over 980 people registered to access the live and recorded workshops. In 2022, the Summit featured 18 sessions and 3 extended workshops; over 1500 people registered and an average of 107 participants attended each live session and workshop, totaling approximately 890 participants. Each year all Summit workshops and sessions are recorded and made available on the Center website.

PARTNERSHIPS FOR LITERACY (PFL). PFL is an established statewide program that provides regional training and support for schools to improve home and school supports for early literacy. Center staff oversaw two successful iterations of PFL under a previous Ohio State Professional Development Grant. With OhSFEC funding, the Center expanded the PFL model to include support for literacy at the district level. PFL materials are available on the Center website.

NATIONAL NETWORK FOR PARTNERSHIP SCHOOLS (NNPS). Ohio is the first sustained statewide implementation of NNPS. State-level support augments the traditional NNPS model to support implementation and sustainability. The Center is the primary state-level resource for training, information, and technical assistance for NNPS. Monthly Colleague Connect meetings support NNPS implementers at the regional, district, and school level. The Center provides an online repository of NNPS training videos, resources, and guidance for implementing districts and schools. The partnership with ODE supports communication with and oversight of Regional State Support Teams and SST NNPS Coaches. **Section IV** provides a detailed report on NNPS implementation.

KEY FINDING: State level initiatives are productive and are expanding in influence each year.

STATE ADVISORY COUNCIL. The State Advisory Council (Council) is a statewide coalition designed to provide feedback for the project and support its initiatives. The Center established the Council in Year 1 to meet the requirements of the SFEC program. The Council's Terms of Agreement outline the key categories for Council members: 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.

In Year 4, with support from the Racial Equity, Diversity, and Inclusion (REDI) initiative from CETE, the Center took intentional, focused action to increase equity, diversity, and inclusion in Council membership and meetings. This resulted in shifts in both member recruitment and participation and in the focus and structure of Council meetings. The Council's Terms of Reference were also updated to reflect this commitment to equity and inclusion in the mission and purpose (see **Appendix A**).

Membership. The Council's Terms of Reference established in Year 1 state the majority of representatives each year should be family representatives (including parents, guardians, grandparents, and caregivers), not including students. The national SFEC program also requires that at least half of the state advisory council should be parents and guardians. Each year of the project, parent and guardian membership in the Council has increased. 41% of members in Year 1 were parents and guardians, 48% in Year 2, and 50% in Year 3 (meeting federal program goals). In Year 4, parents and guardians make up 54% of current Council members.

Council Members	Year 1 (51)	Year 2 (54)	Year 3 (62)	Year 4 (50)
Family/Student	30 (59%)	34 (63%)	39 (63%)	27 (54%)
Organizational/Educational	21 (31%)	20 (37%)	23 (37%)	23 (46%)

In the first three years, family representatives also included between 4 and 9 Ohio middle school and high school students who attended Council meetings with their families. Changes in local school schedules and learning formats because of the continuing pandemic affected student participation and engagement. In Year 4, the Center made the decision to discontinue having student members on the Council while exploring other options for student input and involvement.

The remaining Council members each year are organizational or educational representatives from schools, districts, regional service organizations, state agencies, universities, non-profits, community organizations, and corporations. Twenty-one organizations are currently represented on the Council. Each year of the Council, all levels of Ohio education have been represented, including state, regional, district, and school. Organizational and educational representatives may change over time, and not every organization is represented on the Council every year.

In Year 4, the Center, led by the Project Coordinator, took deliberate steps to increase diversity and representation among family representatives of the SAC. These steps included revising the application process, making the application available in multiple languages, and reaching out to organizations allied with targeted communities. These efforts yielded increased diversity among parent representatives in race and ethnicity, country of origin, spoken language, and location in Ohio. For example, all of Ohio's key regions, including Appalachia, are now represented.

Quarterly Council Meetings. In response to feedback from Council members, quarterly Council meetings continued to be held virtually on Zoom in Year 4. Interviews with Center staff reveal that the shift to online Council meetings, which was initially a response to the pandemic, has had several unexpected benefits. It has simplified and streamlined logistics and planning for meetings, which has allowed team members to focus more on meeting content and objectives. Eliminating the need for travel has also increased participation for family representatives and has helped the Council achieve participation goals.

In Year 4, the Council meeting planning process was revised to ensure that the agenda and structure for each meeting was developed through an equity and inclusion lens. The new meeting planning form includes goals for informing, listening, working, and connecting. It also centers the needs of Council members and includes a focus on any necessary accommodations for inclusion (such as translation services). Observations of all four Year 4 Council meetings reveal an interactive and engaging meeting structure. Each meeting includes informative and useful presentations on research and practice and ample small group sharing and discussion. Meetings now include translation services that allow Spanish-speaking parent representatives to participate fully. Both family and organizational members actively participate in scheduled meetings.

In Year 4, the Council introduced Work Group sessions at each meeting. Council members could choose to provide input into the Center website, a Learning Kit for Middle School transitions, English Learner issues, or Mental Health resources. Several Work Groups also held separate meetings or provided opportunities to provide input by email. The annual Statewide Advisory Council Survey (below) reveals that half of survey respondents participated in these optional Work Groups, with 3-6 people reporting contributing to each topic.

Of the survey respondents who participated in the Work Groups, 92-100% agreed somewhat or strongly agreed that they were welcomed and included, that their ideas were heard, and that the Work Groups were a good use of their time. Responses from Council members who did not participate in Work Groups indicated that their primary reason was lack of time.

Meeting Feedback. At each Council meeting, members complete a brief feedback survey. A review of feedback surveys from Year 3 and Year 4 shows positive perceptions of Council meetings (between 1 and 3 on a -3 to 3 scale). Members see the Council as a place where members could share and exchange ideas; where their contributions are appreciated; where they learned more about high-quality family engagement strategies and Center activities, and where they learned what they could do to support family engagement, and where they can help the Council make decisions.

Annual Survey. At the last Council meeting for the project year, Council members complete an online survey from the evaluation team. The survey asks about their experience serving on the Council and their perceptions of the Council's work and impact. 30-34 Council members have responded to the survey each year. In Year 4, 30 Council members completed the survey (60% of members). 60% reported that this was their first or second year on the Council, while 40% have participated for 3 or more years.

Prior Experience with Family Engagement. Council member experience with family engagement efforts has increased each year. In Years 1 and 2, around 80% of organizational and educational representatives and 60% of family representatives reported prior involvement with family engagement efforts. In Years 3 and 4, about 90% of family representatives and 100% of school or organizational representatives had at least a little prior experience with family engagement in education.

Council Working Experience. Council members are surveyed each year about twelve different facets of their Council involvement (**Table 11** below). The average level of agreement with these statements (Grand Mean) has risen each year, from 2.30 in Year 1 to 2.56 in Year 4 on a -3 to +3 scale.

- Average responses for 11 out of 12 items were very positive in Year 4 (2.25 to 2.90 on a -3 to +3 scale). There was also a notable increase in the average responses for the remaining item (**#8**), indicating the Council members have increased their work with other Council members outside scheduled meetings. On average, fewer Council members in Year 4 report reviewing meeting recordings and handouts if they cannot attend a meeting (**#5**).
- In previous years, organizational representatives expressed a more positive overall experience than family representatives. For example, the Grand Mean for the 12 items in **Table 11** in Year 3 was 2.31 for family representatives and 2.65 for organizational representatives. In Year 4, the average responses shifted to 2.60 for family members and 2.49 for organizational members. Family representatives were also more likely to be satisfied with their level of involvement (**#7**).
- The item with the most notable difference between the two groups is collaboration with other Council members (**#8**). In previous years, organizational members were more likely to collaborate outside of the Council than parents. This has shifted in Year 4; parents now report more collaboration outside of meetings (average response of 1.33) than organizational members (0.55).

Table 11: State Advisory Council Member Perceptions of Participation				
	Year 1 (N=34)	Year 2 (N=31)	Year 3 (N=30)	Year 4 (N=29)
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 (Years 3 and 4).	2.59	2.61	2.53	2.77
2. I am satisfied by how agenda items are addressed at Council meetings.	2.76	2.81	2.60	2.83
3. I actively participate when I attend Council meetings.	2.32	2.42	2.43	2.60
4. Other Council members take my input seriously.	2.59	2.65	2.62	2.77
5. If I miss a Council meeting, I keep up by reviewing meeting recordings and handouts.	2.58	2.60	2.53	2.25
6. I can apply things I learn at Council meetings at home or in my organization.	2.62	2.61	2.77	2.80
7. I am satisfied with my level of involvement in the Council.	2.45	2.39	2.67	2.59
8. I work or consult with Council members outside of scheduled meetings.	-0.15	0.77	0.42	1.03
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 (Years 3 and 4).	1.68	2.13	2.45	2.50
10. I plan to continue supporting Council activities after I am no longer a Council member.	2.67	2.68	2.82	2.75
11. I would encourage other people to participate in the Council.	2.79	2.77	2.90	2.90
12. I would like to participate in the Council next year.	2.71	2.58	2.80	2.90
Grand Mean	**2.30**	**2.42**	**2.46**	**2.56**

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

Member Inclusion. In Year 4, Council members were asked to what extent they felt welcomed and included both at Council meetings and as Council members. Nine in 10 members surveyed strongly agreed that they were welcomed and included at meetings. 96% of members strongly agreed that they were welcomed and included as Council members, including 100% of family members and 91% of organizational members. In addition, 86% of members strongly agreed their perspective was valued by the Council.

KEY FINDING: A focus on diversity, equity, and inclusion in the State Advisory Council has led to positive changes in membership composition and meeting structure and format. Members feel highly welcomed and included.

Challenges to Council Work. There were no significant challenges reported for the Council's ability to in any year of the project, even with the COVID-19 pandemic beginning in Year 2. A minority of members responding to the survey in Year 4 reported minor to moderate issues with communication (18%), technology (21%), and attendance (32%).

Partnership Level. Each year, Council members are asked to assess the quality of the Council's organization, communication, and decision-making using five ascending levels of partnership.[7] In Years 1-3, the Council was reported as operating about midway between Coordination and Coalition (mean between 3.42 and 3.56). In Year 4, Council survey respondents reported a higher level of Coordination approaching the level of Coalition (mean of 3.79).

Obstacles to Family Engagement. Each year, Council members cited demanding family work schedules as the primary obstacle to family engagement (40% of members in Year 1, 30% in Year 2, 43% in Year 3, and 57% in Year 4). In Years 1 and 2, 17-18% of Council members were concerned about insufficient resources being available at home; this rose to 37-43% of members in Years 3 and 4. Members also believed that previous negative experiences with schools was a challenge (20-25% in Years 1-2 and 33-43% in Years 3-4).

Family Engagement Work. The scope and focus of Council work has expanded each year of the project. In Year 1, Council meetings focused on ODE's draft Family Engagement Framework and related topics. Since then, the Center has broadened learning session topics, retooled the Council meeting format, and actively sought to involve members in resource development and refinement.

- 100% of Council members surveyed in Years 3 and 4 reported that Council meetings helped them learn about high-quality family engagement strategies and about Center goals and activities.
- 100% of members in Year 4 also reported sharing areas with the Council where family engagement in Ohio can be improved (compared to 97% in Year 3) and providing input to help the Center develop resources and tools for families (compared to 89% in Year 3).
- In both Year 3 and Year 4, 94% of family representatives and 100% of organizational representatives reported being at least slightly aware of the planned Family Engagement Framework. 67% of organizational representatives in Year 4 were *very* or *extremely* aware of this Framework, compared to 29% of family representatives.
- 88% of family representatives (up from 71% in Year 3) and 100% of organizational representatives report awareness of ODE's Whole Child Framework. 75% of organizational representatives in Year 4 report they are *very* or *extremely* aware of it, but only 18% of current family representatives.

[7] 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.

KEY FINDING: Council members report both increasing levels of Council collaboration and few challenges to Council work.

Table 12: State Advisory Council Member Perceptions of Council Impact		
The State Advisory Council is helping to… (% Strongly Agree)	Year 3 (N=30)	Year 4 (N=28)
1. Promote statewide awareness of the importance of family engagement.	97%	93%
2. Promote changes to Ohio's policies, regulations, and statutes to support statewide family engagement.	76%	57%
3. Promote changes to local policies and structures to support family engagement.	71%	57%
4. Bring state leaders working on family and community involvement together to share information and identify possible collaborations.	82%	79%
5. Support Ohio's teacher preparation programs to incorporate instruction and training on effective family engagement practices.	74%	61%

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

Fewer Council members in Year 4 strongly agreed that the State Advisory Council was helping advance statewide family engagement in specific areas, compared to Year 3 (**Table 12**). This was particularly true for promoting changes to state and local policies to support family engagement. This is likely because most current family members are in their first year of involvement in the Council and may not be fully aware of the extent of Council work to date.

In both Years 3 and 4, Council members surveyed reported, on average, a moderate level of improvement in seven key areas of family engagement policy and practice since they first joined the Council (**Table 13**). Overall, they reported a greater level of improvement in these areas in Year 4 (grand mean of 2.55) than Year 3 (2.46).

Table 13: State Advisory Council Member Perceptions of Improvement		
	Year 3 (N=30)	Year 4 (N=29)
School and district knowledge of family engagement strategies and practices	2.52	2.76
School and district use of family engagement strategies and practices	2.64	2.60
School and district evaluation of family engagement	2.29	2.57
Integration of family engagement into school improvement goals	2.42	2.56
Training and support for school and district staff in family engagement	2.45	2.33
State and local government support for family engagement	2.50	2.41
State and local policies to promote family engagement	2.38	2.59
Grand Mean	**2.46**	**2.55**

Scale: No Improvement (0), Slight Improvement (1), Moderate Improvement (2), Large Improvement (3), Very Large Improvement (4)

KEY FINDING: Council members report continued improvement in statewide knowledge of and support for family engagement in Year 4.

IV. The National Network of Partnership Schools Intervention
(Regional, District, and School Level Partnerships and Activities)

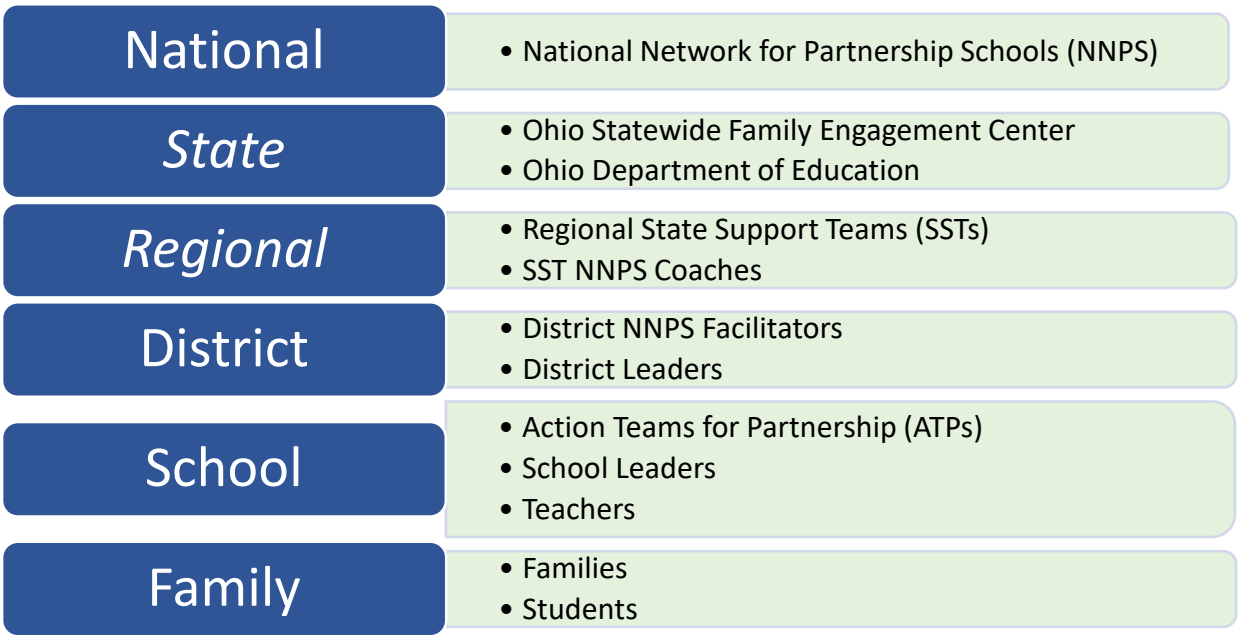
A. The NNPS Model

The National Network of Partnership Schools (NNPS) program is the core intervention of the Ohio Statewide Family Engagement Center initiative. NNPS is a nationally recognized, research-based model for school, family, and community partnerships that systematically supports family engagement and student learning. 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 that support students and schools (**Table 14** below).

Table 14: 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)

In Ohio, NNPS is integrated into all levels of the Ohio SFEC initiative (**Figure 1** below), and all organizations implementing NNPS in Ohio are members of the national NNPS partnership.

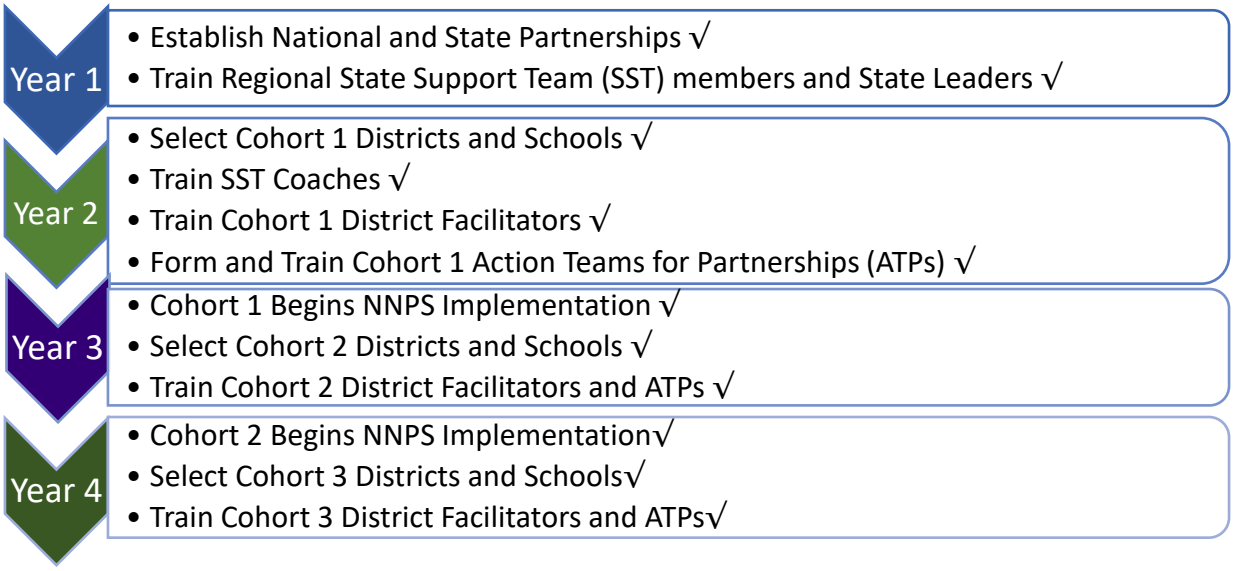
Figure 1: Levels of Ohio NNPS Implementation and Support



The NNPS model is for the NNPS organization to provide direct training and technical assistance to districts and schools to implement partnerships to support families and students. OhSFEC is designed as a statewide implementation of the NNPS model and includes two new layers of support: state and regional (**Figure 1** above). The Center, in partnership with ODE, provides the state level of support and oversight (as discussed above in **Section III.C**).

Regional support is provided by SST Coaches from regional State Support Teams, 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. Each SST is tasked with recruiting districts each year for NNPS and supporting them to select schools to implement the program. District Facilitators oversee implementation at schools in the district. The essential work of NNPS is done by school Action Teams for Partnership – parents, teachers, and administrators trained to develop an action plan and implement the partnership program.

Figure 2: Ohio NNPS Implementation Progress



Despite the disruptions of the COVID-19 pandemic beginning in Year 2, the Ohio SFEC initiative has met all key milestones for NNPS implementation each year (**Figure 2**). All three cohorts of districts and schools have been selected and trained. This is the second year of implementation for Cohort 2 and the first year of implementation for Cohort 1. As regions and districts develop capacity to support NNPS, additional districts and schools will be added to expand the NNPS model throughout Ohio.

KEY FINDING: The Ohio SFEC initiative has met all key milestones for NNPS implementation each year of the project.

B. The NNPS Intervention

Study and Sampling Design

The NNPS intervention is a central focus of the summative evaluation of OhSFEC. The key questions guiding the evaluation study of NNPS are in **Table 15**. Each year, the evaluation team looks at levels of NNPS implementation, school family engagement quality, teacher family engagement skills, family participation and engagement, and student achievement and behavior.

Table 15: 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?

To analyze the impacts of NNPS in Ohio schools, the evaluation team is using two quasi-experimental designs (QEDs). The first QED is a lagged, matched comparison group design as seen in **Table 16**. The second QED is a level of implementation (LoI) analysis, which classifies schools as having a low, moderate, or high level of implementation of the NNPS model according to measures of fidelity.

Table 16: Lagged Comparison Group Design			
	Cohort 1	**Cohort 2**	**Cohort 3**
Year 2 (2019-2020)	Participant Selection Target: 16 districts. 32 Schools Actual: 16 districts, 32 schools		
Year 3 (2020-2021)	Implementation Year 1 14 districts. 29 schools	Control Selection and Training Target: 16 districts. 32 schools Actual: 17 districts. 37 schools	
Year 4 (2021-2022)	Implementation Year 2 12 districts. 25 schools	Implementation Year 1 17 districts. 34 schools	Control Selection and Training Target: 16 Districts. 32 schools Actual: 17 districts. 44 schools
Year 5 (2022-2023)	Implementation Year 3 Control Group: Cohort 2	Implementation Year 2 Control Group: Cohort 3	Implementation Year 1

Key Finding: The Ohio SFEC initiative has met and exceeded the target number of recruited schools across the three NNPS cohorts.

Cohort Selection. One cohort was selected each year in Years 2-4. State Support Teams were tasked with identifying and recruiting districts in their region for implementation. Priority was given to districts designated as Intensive or Moderate Support status by ODE. Recruited districts then selected two or more schools in their district to initiate NNPS implementation. To address greater than expected attrition from Cohort 1 following the onset of the COVID-19 pandemic, districts and schools were over-recruited in both Cohort 2 and Cohort 3. Currently, 46 districts and 104 schools are actively participating in NNPS.

Cohort 1 initially included 16 districts (one district for each Ohio region) and 32 schools recruited prior to the COVID-19 pandemic**.** After pandemic delays and the attrition of several districts and schools, the first cohort of 14 districts and 29 schools was trained in NNPS in Fall 2021. The first year of implementation for Cohort 1 was shorter than planned because of the delayed training schedule. Two additional districts and four additional schools left the project or paused implementation for Year 4, leaving a total of 12 districts and 25 schools for the second implementation year.[8,9]

Cohort 2 was recruited in Year 3 and includes 17 districts/LEAs and 37 schools and community schools. All Ohio regions were represented except for Region 6. Cohort 2 NNPS school team trainings were held in Spring 2021 and the first year of implementation took place in 2021-2022. Two schools opted to delay implementation until Year 5 and one school ceased participation after extensive staff turnover. In Year 4, Cohort 2 included 17 districts and 34 schools.[10,11]

[8] Cohort 1 districts include: Adena Local; Alexander Local; Alliance City; Cleveland Heights-University Heights; Columbus City; Greenfield Exempted Village; Mansfield City; North College Hill City; Oberlin City; Sebring Local; Toledo City; and Wickliffe City. Brunswick City Schools left the project in Year 3, while Trotwood-Madison City Schools opted to re-start implementation in Year 5 with Cohort 3 schools.

[9] 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); 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); and Wickliffe Middle and High School (Wickliffe City). Brunswick Memorial Elementary and Walter Kidder Elementary (Brunswick City) left the project in Year 3. Trotwood-Madison Middle School and High School (Trotwood-Madison City) re-started implementation with Cohort 3.

[10] Cohort 2 districts include: Adams County Ohio Valley Local; Ashland City; Clermont Northeastern Local; Columbus City; Discovery Academy Toledo K-6 (Community School); Fairport Harbor Exempted Village; Leetonia Exempted Village; Licking Heights Local; Piqua City; Sandy Valley Local; Shaker Heights City; Southern Local; South Point Local; Summit Academy Toledo K-12 (Community School); Union Local; Wellington Exempted Village; and Windham Exempted Village.

[11] Cohort 2 schools include: Peebles Elementary and Jr./Sr. High School (Adams County/Ohio Valley Local); Edison Elementary, Reagan Elementary, and Ashland Middle (Ashland City); CNE Elementary, Middle, and High Schools (Clermont Northeastern Local); Binns Elementary, Hilltonia Middle, and Westmoor Middle (Columbus City); Discovery Academy Toledo; McKinley Elementary and Harding MS/HS (Fairport Harbor Exempted Village); 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 (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 Exempted Village); and Katherine Thomas Elementary and Windham Jr./Sr. High School (Windham Exempted Village). Wellington Middle School and Wellington High School (Wellington Exempted Village) have re-started implementation with Cohort 3. Shaker Heights Middle School left the project midway through Year 4.

Cohort 3 was selected in Year 4, with 17 districts and 44 schools representing 14 out of 16 regions. [12,13] 11 districts and 21 school teams were represented in initial training records from March and April 2022. Cohort 3 schools will begin implementation of NNPS in the 2022-2023 school year.

District Characteristics. As viewed in **Table 17** below, the districts selected for NNPS implementation in the three cohorts have some key similarities and differences.

- Cohort 1 districts have the largest average number of students, followed by Cohort 2. On average, Cohort 1 districts serve more than twice as many students as Cohort 3 schools.
- Cohort 1 districts serve an average of 18 school buildings, compared to 10 buildings in Cohort 2 districts and 7 in Cohort 3.
- Districts in towns are the largest group in Cohort 1 (33%). Rural districts are the largest group in Cohort 2 (47%) and suburban districts are the largest group in Cohort 3 (50%).
- A similar percent of Cohort 1 and Cohort 2 districts are in Moderate Support Status with ODE (50% and 53% respectively). By comparison, 65% of Cohort 3 districts are at this status.
- 42% of Cohort 1 districts are at intensive support status, compared to 24% of Cohort 2 districts and 18% of Cohort 3 districts.
- The average Cohort 1 district has 78% students from economically disadvantaged backgrounds, compared to 57% of the average Cohort 2 district and 64% of the average Cohort 3 district.
- Cohort 2 Districts have the highest average percentage of White students (78% compared to 58% in Cohort 1 and 63% in Cohort 3).
- Cohort 2 also has the lowest average percentage of Black students (8%, compared to 23% in Cohort 1 and 26% in Cohort 2.
- Average levels of student achievement are comparable across cohorts, with Cohort 2 demonstrating the highest levels of 3rd Grade ELA and Math proficiency. Cohort 3 districts have the highest average proficiency in high school Algebra I and English II. Student achievement is discussed in more detail in Section IV.B.4 below.

[12] Cohort 3 districts include: Akron City; Canton Local; Clay Local; Crestline Exempted Village; East Muskingum Local; Groveport Madison Local; Liberty Local; Milton-Union Exempted Village; Mt. Healthy City; Spencerville Local; Stow-Munroe Falls City; Summit Academy School – Lorain; Trotwood-Madison City; Warrensville Heights City; Washington Courthouse City; Wellington Exempted Villlage; and Willoughby-Eastlake City.

[13] Cohort 3 schools include: Mason CLC Elementary and East CLC Middle School (Akron City); Faircrest Memorial Elementary and Faircrest Memorial Middle School (Canton Local); Clay Elementary, Middle, and High School (Clay Local); Crestline Elementary and High School (Crestline Exempted Village); New Concord Elementary and Perry Elementary (East Muskingum Local); Asbury, Dunloe, Glendening and Madison Elementary schools, Groveport Madison Middle School Central, Middle School South, Middle School North, and High School (Groveport-Madison Local); Blott Guy Elementary and Liberty High School (Liberty Local); Milton-Union Elementary and Middle School (Milton-Union Exempted Village); Mt. Healthy South Elementary and North Elementary (Mt. Healthy City); Spencerville Elementary, Middle, and High School (Spencerville Local); Riverview Elementary and Kimpton Middle School (Stow-Munroe Falls City); Summit Academy School – Lorain; Trotwood-Madison Middle and High School (Trotwood-Madison City); Warrensville Heights Elementary and High School (Warrensville Heights City); Belle Aire Intermediate and Washington Middle School (Washington Courthouse City); Wellington Middle School and Wellington High School (Wellington Exempted Village); Thomas Jefferson Elementary and Willowick Middle School (Willoughby-Eastlake City).

Table 17: NNPS Cohorts 1-3 District Characteristics, 2019-20 and 2020-21[14]					
	Cohort 1		Cohort 2		Cohort 3[15]
	19-20	20-21	19-20	20-21	20-21
Number of Districts in Cohort	N=14	N=12	N=17	N=17	N=17
Student Enrollment (Mean)	7622	7240	5129	4866	3541
Student Enrollment (Range)	376-48526	383-45509	483-48526	468-45509	551-20434
Number of Schools (Mean)	17	18	10	10	7
Urban	3 (21%)	3 (25%)	3 (18%)	3 (18%)	1 (6%)
Suburban	5 (35%)	3 (25%)	3 (18%)	2 (12%)	9 (53%)
Town	4 (29%)	4 (33%)	4 (24%)	4 (24%)	2 (12%)
Rural	2 (14%)	2 (17%)	7 (41%)	8 (47%)	5 (29%)
Intensive Support Status	5 (36%)	5 (42%)	4 (24%)	4 (24%)	3 (18%)
Moderate Support Status	7 (50%)	6 (50%)	9 (53%)	9 (53%)	11 (65%)
Attendance Rate (Mean)	94.2%	89.4%	94.9%	91.6%	91.9%
Four Year Graduation Rate (Mean)	87%	89%	91%	92%	89%
Chronic Absenteeism Rate (Mean)	14%	32%	11%	24%	25.4%
% Economically Disadvantaged Students (Mean)	75%	78%	56%	57%	64%
% Limited English Proficiency (Mean)	2%	2%	2%	3%	2%
% Students with Disability (Mean)	18%	19%	16%	16%	17%
% White Students (Mean)	57%	58%	80%	78%	63%
% Black Students (Mean)	30%	23%	10%	8%	26%
Mean % Teachers Evaluated as Skilled	38%	44%	38%	38%	52%
Mean % Teachers Evaluated as Accomplished	34%	47%	50%	38%	47%
Mean Full-Time Administrators	58	65	38	39	29
Mean % Students Proficient ELA (3rd)	N/A	44%	N/A	49%	45%
Mean % Students Proficient Math (3rd)	N/A	42%	N/A	51%	49%
Mean % Students Proficient English II	N/A	49%	N/A	53%	55%
Mean % Students Proficient Algebra I	N/A	33%	N/A	36%	38%

School Characteristics. Just like the districts where they are located, there are similarities and differences between schools in the three cohorts (**Table 18** below).

- Average enrollments across schools are similar for all three cohorts.
- Cohort 1 has the highest percentage of urban schools, Cohort 2 is predominantly rural, and Cohort 3 is primarily suburban.
- Significantly more Cohort 1 schools are at a Priority status, compared to Cohorts 1 and 2.
- All three Cohorts saw chronic absenteeism increase substantially between 2019-20 and 2020-21 with the onset of the pandemic.
- 78% of students in Cohort 1 NNPS schools are economically disadvantaged, compared to 59% of Cohort 2 and 65% of Cohort 3. This represents an increase from 2019-2020 for both cohorts.

[14] Source: Ohio Department of Education, https://reportcard.education.ohio.gov/download

[15] Cohort 3 districts were selected in 2021-2022. Baseline data from 2020-2021 is provided for comparison with the currently implementing cohorts.

- Cohort 2 has the highest average percentage of white students (80%, compared to 60-61% in Cohorts 1 and 3). It also has a lower percentage of Black students (10% compared to 26-27%).
- All three cohorts have similar levels of teachers identified as skilled or accomplished.
- Schools also have similar levels of proficiency at the elementary and high school levels. Cohort 1 3rd Grade ELA and Math achievement and high school Algebra I proficiency slightly lags behind the other two cohorts.

Table 18: NNPS Cohorts 1 -3 School Characteristics, 2019-20 and 2020-21[16]					
	Cohort 1		Cohort 2		Cohort 3[17]
	19-20	20-21	19-20	20-21	20-21
	N=29	N=25	N=37	N=34	N=44
Student Enrollment (Mean)	455	419	438	417	450
Student Enrollment (Range)	148-853	162-786	117-1010	114-760	79-1717
Urban	6 (21%)	6 (24%)	5 (14%)	4 (12%)	2 (5%)
Suburban	10 (35%)	6 (24%)	4 (11%)	4 (12%)	22 (50%)
Town	7 (24%)	7 (28%)	12 (32%)	11 (32%)	5 (11%)
Rural	6 (21%)	6 (24%)	16 (43%)	15 (44%)	15 (34%)
Focus School	6 (21%)	6 (24%)	8 (21%)	7 (20%)	7 (16%)
Priority School	6 (21%)	6 (24%)	2 (5%)	2 (6%)	3 (7%)
Warning School	1 (3%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
Attendance Rate (Mean)	93.9%	87.8%	94.5%	90.4%	91.9%
Four Year Graduation Rate (Mean)	86%	90%	90%	93%	89%
Chronic Absenteeism Rate (Mean)	15%	35%	13%	26%	26%
% Economically Disadvantaged Students (Mean)	73%	78%	51%	59%	65%
% Limited English Proficiency (Mean)	5%	6%	2%	2%	2%
% Students with Disability (Mean)	18%	18%	16%	18%	18%
% White Students (Mean)	56%	60%	79%	80%	61%
% Black Students (Mean)	31%	26%	11%	10%	27%
% Teachers Evaluated as Skilled (Mean)	40%	48%	28%	39%	51%
% Teachers Evaluated as Accomplished (Mean)	26%	44%	23%	50%	39%
Mean % Students Proficient ELA (3rd)	N/A	37%	N/A	49%	40%
Mean % Students Proficient Math (3rd)	N/A	39%	N/A	52%	45%
Mean % Students Proficient English II	N/A	51%	N/A	49%	49%
Mean % Students Proficient Algebra I	N/A	44%	N/A	51%	56%

[16] Source: Ohio Department of Education, https://reportcard.education.ohio.gov/download

[17] Cohort 3 schools were selected in 2021-2022. Baseline data from 2020-2021 is provided for comparison with the currently implementing cohorts.

KEY FINDING: Schools in the three cohorts are similar across multiple areas, with some key differences in urbanicity and student race/ethnicity.

Support Structure for NNPS Activities. Surveys of SST Coaches, District Facilitators, and ATP members reflect the planned structure for support in Ohio (see **Figure 1** above).

- SST Coaches cited the Ohio Statewide Family Engagement Center as the top source of support for NNPS at the regional level in both Spring 2021 and Spring 2022.
- District Facilitators reported both years that the SST NNPS Coaches provided the most support for NNPS at the district level. This was true for both Cohort 1 and Cohort 2.
- Each year and in both Cohorts 1 and 2, ATP members 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 state, regional, district, and school level.

TREATMENT DESCRIPTION

In the lagged cohort design (**Table 16**), treatment districts and schools begin implementing NNPS while the next cohort of districts and schools is selected and scheduled for training and implementation. NNPS implementation with fidelity includes several key components.

- At the school level, these components include 1) Action Team for Partnership (ATP) formation and training 2) development of one-year Action Plans aligned with school goals 3) regular meeting and active collaboration of the school ATP and 4) delivery of activities from the Action Plan at the level and extent planned.
- At the district level, these components include 1) identification and training of a District NNPS Facilitator 2) selection of schools 3) development of a district leadership plan aligned with district goals 4) systematic oversight of and coordination with implementing school teams and 5) implementation of district plan activities.
- The Ohio implementation of NNPS also adds regional components. These include 1) identification and training of an SST NNPS Coach 2) recruitment and selection of participating districts 3) oversight of and coordination with District Facilitators and 4) support for school implementation in the region.

At all levels, training in the NNPS model takes place before the first implementation year. While the treatment cohort is in their first year of implementation, the control cohort is selected and trained. Control cohorts become the next treatment cohort when they begin implementation (**Table 16** above).

Data Collection (Measurement)

Instruments. The evaluation uses multiple instruments to gather a range of information and data for examining the NNPS intervention (**Table 19** below). This includes triangulated survey data collected at the regional, district, and school level. Survey items developed are closely aligned with the NNPS framework Six Types of Involvement for Comprehensive Programs of Partnership to establish content and face validity. This framework includes sample practices and effective results for students, parents, and teachers.[18] For links to survey instruments, please see **Appendix B**.

Table 19: 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

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.

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.

[18] 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.

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

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.

Changes to Instruments. Minor changes were made to survey instruments in Year 4 to streamline data collection and more accurately reflect the implementation context. Additional questions were added to the annual surveys for SST Coaches and District Facilitators to gather information about the extent of implementation within regions and districts outside of the three treatment and control cohorts. Additional questions were added to the Family Survey to gather information on family and student characteristics. For links to the Early Action Steps Surveys and Annual Surveys, please see **Appendix B**.

Data Collection Challenges. The NNPS Early Action Steps Surveys were administered to Cohort 1 schools in Fall 2020 and Cohort 2 schools in Fall 2021. Annual NNPS Surveys were administered in Spring 2021 and Spring 2022. SST Coaches and District Facilitators received direct survey invitations and automated follow-up. SST Coach response rates were 81-83% for the first three survey rounds, and 96% in Spring 2022 (**Table 20**). District Facilitators had responses of 90% and above for the Cohorts 1 and 2 Early Action Steps survey. For the annual survey, the response rate was 85% for Year 3 and 65% for Year 4 (with 24/28 districts responding).

Table 20: NNPS Survey Response Rates

	Early Action Steps		Annual	
	Fall 2020	Fall 2021	Spring 2021	Spring 2022
	Cohort 1	Cohort 2	Cohort 1	Cohorts 1-2
SST Coaches	23/28 (82%)	5/6 (83%)[19]	21/26 (81%)	22/23 (96%)
District Facilitators	17/18 (94%)	18/20 (90%)	12/14 (85%)	22/34 (65%)
Action Teams for Partnerships	79 (55%)	132 (65%)	79 (49%)	130 (37%)
	Spring 2021		Spring 2022	
	Surveys	Schools	Surveys	Schools
Teacher	373	23/28	260	17/28
Family	260	17/58	367	19/58

In Year 3, surveys were distributed to Cohort 1 ATPs through school team leaders. In Year 4, the District Facilitators oversaw distribution. Based on the minimum number of ATP members possible (6 team members), 55% of Cohort 1 ATP members and 65% of Cohort 2 ATP members completed the Early Action Steps Survey. 49% of possible Cohort 1 ATP members completed the first Annual ATP Survey in Year 3 and 37% of Cohorts 1 and 2 in Year 4. Feedback from schools where ATP members did not respond to the survey suggested that team turnover or competing school priorities were contributing factors to survey response rates.

[19] The Early Action Steps survey is only for SST Coaches that are new to their role.

For the first implementation of the Teacher Survey and Family Survey, survey links were provided to ATP team leaders to be shared by the schools. The survey process was modified in Year 4 to have District Facilitators distribute the survey links to schools and encourage participation. Incentives were also offered for school participation in the ATP, Teacher, and Family surveys.

- Despite these changes and the addition of Cohort 2 schools to the survey, fewer Teacher surveys were collected from participating schools in Year 4 (301) compared to Year 3 (373). In addition, only 26 out of the 58 schools were represented in responses. However, teachers from all grades (Pre-K3 to 12) responded both survey years.
- Although more Family Surveys were received in Year 4, there were similar challenges with school representation. In Year 3, 260 family members responded from 17 out of 28 schools. In Year 4, 367 surveys were received from family members representing 19 out of 58 schools.
- Parents of students in all grades were represented each year. Family members who provided ethnicity information were predominantly (87%) White or European. A small percentage of respondents were grandparents or other relatives of students (3%). 31% of family survey respondents in Spring 2022 were from a single elementary school.
- Feedback from Cohort 1 and Cohort 2 schools and districts suggests that survey fatigue may be an issue; teachers and families receive multiple surveys a year from districts and schools. Assessment schedules, along with end of year school events and activities, are also challenging for successful survey administration.

Ohio state assessments were cancelled in 2020 due to the COVID-19 pandemic, but resumed in 2021. The pandemic also affected school and district data collection and reporting around attendance, behavior, and academic progress. As a result, there are notable gaps in district-level and school-level indicators that have affected the data results and analysis approach.

Data Results and Analysis Approach

This section presents within-year and across time comparisons of implementation for the first two cohorts. It also provides preliminary results from quasi-experimental design analyses.

1. Regional NNPS Implementation

To support NNPS, the 16 Regional State Support Teams identify at least one SST member to serve as an NNPS Coach for Ohio implementation. 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. Nineteen people in 16 regions reported serving as the designated SST Coach for their Regional State Support Team in Spring 2022. 53% are family engagement specialists within their SST, while 42% are consultants in other educational areas. 5% are also the SST director. 72% have been in their current SST position for between 3 and 10 years, and 11% for more than 10 years.

Prior Focus on Family Engagement. Prior to their role as NNPS Coach, 100% reported being involved in efforts to improve family engagement in education to at least a slight extent, and 41% to a large or very large extent. When surveyed at the start of their work with NNPS, SST Coaches reported that their regions had historically placed varying emphases on the six NNPS areas of family involvement in the project, with the greatest focus given to Communicating and the least focus given to Volunteering.

Perceptions of Family Engagement Challenges. SST Coaches were asked in surveys each year what they believed were the key factors limiting family engagement. In Year 3, 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). In Year 4, programs and activities being scheduled at convenient times was listed as the chief concern (55%), followed by negative school experiences (50%).

SST Coach Training*.* All SST Coaches who are new to their role receive training (either in a live or recorded session) to ground them in the model and help prepare them for their role. In Year 4, SST Coaches were provided with several additional trainings to increase their NNPS knowledge and skills.

- In October 2021, the Center provided a half-day leader training for SST Coaches and District Facilitators that focused on addressing challenges to engaging all families and building awareness of NNPS in regions and districts. In January 2022, the Center continued training in these topics with a half-day training for SST Coaches, District Facilitators, and school team representatives.
- In August 2022, the Center provided an SST Kickoff session to orient new SST Coaches and to provide additional information and training to continuing SST Coaches as they prepared to support a new cohort of districts and schools. 84% reported that the presenters helped them understand their role as coach to a large or very large extent. After the training, 100% reported needing at least a little more training to successfully support NNPS, including reporting requirements and examples of effective school activities.
- All three trainings received high ratings (average of between 3 and 4 on a 0-4 scale) for quality across multiple areas, including structure, format, and content. Comments from training attendees indicate that they appreciate the chance to work in small groups with other schools, districts, and regions implementing NNPS.

SST Coach Logs. SST NNPS Coaches submit quarterly logs recording their work to support NNPS. In Year 4, SSTs reported spending most of their time at the beginning of the year supporting district and schools to establish NNPS structures. Throughout the year, SST Coaches also supported improvement of district and school NNPS plans, documented and highlighted ATP and district work, and coordinated NNPS support between the SST and districts. Challenges reported included leadership and team turnover, time for planning and meeting, and continuing issues from the COVID-19 pandemic.

Preparedness to Support NNPS. When surveyed in Spring 2022, 95-100% of SST Coaches felt that NNPS training at least moderately prepared them to support NNPS implementation in their region and in districts and schools. More than 90% of SST Coaches reported that NNPS training had prepared them to support NNPS at these levels to a large or very large extent. 50% reported that they did not need any additional support to implement NNPS.

The most common source of additional support requested was additional training in NNPS implementation (30% of SST Coaches) followed by additional information from the Ohio Statewide Family Engagement Center (14%).

Support for NNPS at the Regional Level. SST Coaches reported at both the beginning and end of Year 3 that they were providing support for NNPS in their region at a moderate level on average (2.02 and 2.12 on a 0-4 point scale.[20] At the end of Year 4, they continued to report providing support for NNPS at a moderate level (mean response of 2.00). In addition, 55% of SST Coaches reported in Year 4 that they were supporting at least one additional district and two additional schools to implement NNPS in their region.

Fidelity of Implementation at the Regional Level. The evaluation team assigned a rating for each of the key areas of NNPS implementation outlined for SST Coaches, using the information discussed earlier in this section. Overall, information suggests that SST Coaches are implementing NNPS with moderate fidelity at the regional level (**Table 21**).

Table 21: Fidelity of Implementation for NNPS at Regional Level

	Current Level	Data Source(s)
SST Coach Selection	High	Project Records
SST Coach Training	High	Project Records, Surveys
Recruitment and Selection of Districts	Moderate to High	Project Records, Surveys
Support of District Facilitators in Region	Moderate	Surveys
Support for Schools in Region	Low to Moderate	Surveys
Overall Level of Fidelity	**MODERATE**	

Fidelity of Implementation Ratings: Low, Moderate, High

2. District NNPS Implementation

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

District Facilitator Characteristics. The 33 District Facilitators responding to the annual survey in Spring 2022 represent a range of positions in their district, including Family and Community Engagement Coordinators, Curriculum Coordinator, Dean of Students or Academics, principal, and assistant superintendent or superintendent. Cohort 1 District Facilitators have been in their positions an average of 4.8 years and those in Cohort 2 an average of 5.6 years. Half (50%) were in their first year supporting NNPS and half were in their second year.

[20] 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.

Prior Focus on Family Engagement. All District Facilitators surveyed in Early Action Steps surveys reported being involved in improving family engagement in education to at least a slight extent prior to being involved in NNPS, and 45% to a large or very large extent. Before implementing NNPS, District Facilitators also reported that their districts placed the most emphasis on Communication out of the six NNPS areas of family involvement. They reported the least emphasis on Decision-making, followed by Volunteering.

Perceptions of Family Engagement Challenges. District Facilitators cited demanding family work schedules as a top issue in Year 3 (77%) and Cohort 4 (64%). Their next concerns were insufficient supports or resources available at home (46% in Year 3 and 55% in Year 4).

District Leadership Plans. District Facilitators are expected, but not required, to create a District Leadership Plan that aligns NNPS implementation with district family engagement goals. In Cohort 1, 13/14 (93%) of District Facilitators submitted Leadership Plans in Year 3 and 10/12 (83%) in Year 4. In Cohort 2, 11/17 (65%) of districts submitted Year 4 plans.

The evaluation team and Center staff collaboratively reviewed the district plans to see if they aligned with NNPS leadership strategies, had clear timeframes and results, and specified staffing, resources, and data sources. 55 of the 58 activities in Cohort 1 plans were rated 4 or higher on a 0-6 scale, indicating a high level of quality. For Cohort 2 plans, 100% of the 94 planned activities were rated 4 or higher. Most planned district-level activities focused on raising awareness of NNPS or setting up structures to help implementation. Only a few plans specified additional family involvement and outreach (such as a Family Advisory group) at the district level.

District Facilitator Training. Before implementation, District Facilitators receive virtual half day trainings and then attend the full day virtual NNPS school team training with the teams in their district. SST Coaches are also invited to attend these trainings. Cohort 1 District Facilitators were trained in September 2020, after the initial training dates in March 2020 were cancelled and rescheduled. Cohort 2 District Facilitators were trained in April 2021. Both trainings were rated very highly for quality (between 3 and 4 on a 0-4 scale) across multiple items including clearly stated goals, providing information and action steps, allowing time for questions, answering questions thoroughly, and giving them a clear understanding of the NNPS model. District Facilitators also felt prepared to support the NNPS model to a large extent. Cohort 1 and Cohort 2 District Facilitators were also included in the two half-day booster trainings provided in Year 4.

Preparedness to Support NNPS. When surveyed in Year 4, 100% of District Facilitators felt that NNPS training at least moderately prepared them to support NNPS at the district and school level, and to support the work of ATPs. 72-76% felt prepared to support these levels to a large or very large extent.

35% of District Facilitators in Year 4 did not believe they needed additional support to implement NNPS. The most common source of additional support requested was guidance from the SST NNPS Coach (35% of District Facilitators). 30% of District Facilitators also wanted additional information from the Center, particularly around train-the-trainer resources for school teams and effectively communicating plans.

Support for NNPS. Across all survey periods, SST Coaches reported that their support of districts in their region was between a slight and moderate level (means of 1.67 to 1.88 on 0-4 scale). However, District Facilitators had a more positive perception of SST support (means between 2.10 and 2.74). Self-reports of District Facilitators support for their district were moderate each year (**Table 22**). Cohort 1 District Facilitators rated their support for NNPS higher than those in Cohort 2 in all survey periods.

60% of District Facilitators in Year 4 also reported that they supported at least one additional school in their district to implement NNPS. 53% reported supporting two or more schools.

Table 22: Mean Support for NNPS at District Level

	Cohort 1			Cohort 2	
Support Provided by:	Fall 2020	Spring 2021	Spring 2022	Fall 2021	Spring 2022
SST Coach[21] (N=22)					
According to SST	1.67	1.77	1.88	1.73	1.88
According to District	2.69	2.36	2.10	2.45	2.74
District Facilitator[22] (N=22)					
According to SST	--	1.80	1.98	--	1.98
According to district	2.47	2.31	2.42	2.23	2.17

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

KEY FINDING: There is moderate support for NNPS at the regional and district levels, and moderate to high levels of fidelity to the program.

Fidelity of Implementation at the District Level. The evaluation team assigned a rating for each of the key areas of NNPS implementation for District Facilitators, based on the data discussed in this section. Overall, information suggests that District Facilitators are implementing NNPS with a moderate to high level of fidelity **(Table 23**).

Table 23: Fidelity of Implementation for NNPS at District Level

	Current Level	Data Source(s)
District Facilitator Selection	High	Project Records
District Facilitator Training	High	Project Records, Surveys
Recruitment and Selection of Schools	Moderate to High	Project Records, Surveys
Development of District Leader Plan	Moderate to High	Review of Plans
Support for Schools in District	Moderate	Surveys
Overall Level of Fidelity	**MODERATE TO HIGH**	

Fidelity of Implementation Ratings: Low, Moderate, High

[21] 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.

[22] 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.

3. School NNPS Implementation

The key work of NNPS happens at the participating schools. School-based Action Teams for Partnerships engage parents and family members in planning and decision-making. The One-Year Action plans developed and implemented by school teams promote effective engagement of all families.

Action Teams for Partnerships

Team Composition. NNPS implementation handbooks and training materials recommend that ATP teams have a minimum of 6 members, half of which should be parents/caregivers.

- According to Year 4 surveys, on average ATPs have up to 12 people involved at some level: about two parents or family members, two administrators, four teachers, one teaching assistant, two staff members, and one community partner. Middle school and high school teams also reported the involvement of at least one student.
- Some school teams are operating with fewer than the recommended number of members and parents. 7 out of 10 Cohort 1 ATPs and 10 out of 18 Cohort 2 schools responding to surveys in Year 4 report school teams with at least 6 active members and three or more family members.
- School team members surveyed in Spring 2022 reflected a range of roles on Action Teams for Partnerships. 22% were parents or family members, 28% were teachers or teaching assistants, 16% were school administrators, and 21% were school staff. 2% were students from middle or high school teams.
- 36% of current ATP members reported being involved in efforts to improve family engagement before this project, and 34% to a large or very large extent.

Team Meeting Frequency. ATPs are also recommended to meet at least monthly, to encourage active collaboration and promote activity implementation.

- 27% of Cohort 1 ATP members in Year 4 reported their teams met at least once a month, compared to 35% in Year 1. 45% of Cohort 2 ATP members reported meeting once a month or more.
- The majority of ATP members reported that their teams met every other month – 56% of Cohort 1 ATP members and 53% of Cohort 2 ATP members.
- 15% of Cohort 1 school teams reported their ATP did not meet this year, compared to 9% in Year 1. By contrast, all Cohort 2 team members reported meeting at least once this year.

ATP Training. School teams in each cohort receive a one-day training prior to the start of their implementation year. This training is provided through the Center in partnership with the National Network for Partnership Schools organization. District Facilitators and SST Coaches are also invited to join this training.

As **Table 24** below shows, school teams in each cohort reported in post-training surveys that the initial training prepared them on average to implement NNPS to a moderate extent. The majority in each Cohort expected to receive additional follow-up from school administrators to help them with implementation, followed closely by follow-up from District Facilitators. Training survey comments reveal that ATP members valued the opportunity to work on their One-Year Action Plan as a team.

Table 24: Mean Effectiveness of NNPS Training for Cohort 1 and 2 School Teams		
	Cohort 1	Cohort 2
To what extend did the training prepare you to:	Sept. 2020 (N=36)	April 2021 (N=33)
Organize ATPs according to the NNPS model.	2.86	3.03
Develop an effective One-Year Action Plan.	2.89	3.03
Address common challenges for implementing NNPS,	2.78	2.48
Identify effective family engagement strategies for your school.	3.03	2.81
Explain the NNPS model to school faculty and staff.	3.21	2.67
Explain the NNPS model to family members.	2.88	2.58
Get support when you have trouble implementing the NNPS model.	2.94	2.67
Grand Mean	**2.94**	**2.75**

Scale: Not at all (0), To a slight extent (1), To a moderate extent (2), To a large extent (3), To a very large extent (4)

Observations of trainings for Cohort 1 and Cohort 2 school teams showed a range of engagement. Some teams attended the virtual sessions as a group, while others were represented by one or two members. Opportunities for small group collaboration and team planning were enthusiastically received by training attendees.

School team members from both cohorts were also invited to the January 2022 NNPS booster training on refining school plans to better reach all families. School team members attending rated the training highly across all the target learning areas (between 3 and 4 on a 0-4 point scale). The one area where they felt less confident was in engaging fathers, grandparents, and other partners. Reports from staff indicate that this area was given less time in the training than other areas.

KEY FINDING: Reports of preparedness to implement NNPS increase with levels of training. SST Coaches feel most prepared, followed by District Facilitators, and then Action Teams for Partnership members.

Preparedness to Support NNPS. When surveyed again in Spring 2022, school team members still felt on average moderately prepared by NNPS trainings to implement the program (75% of Cohort 1 team members and 86% of Cohort 2 members). Additional training in NNPS implementation was the most frequently requested support (14%), followed by information from the Center (10%).

Perceptions of Family Engagement Challenges. ATP members believed demanding family work schedules were a key obstacle to family engagement (56% in Year 3 and 70% in Year 4). They were also concerned about insufficient supports or resources at home (60% in Year 3 and 53% in Year 4).

One-Year Action Plans. Action Teams for Partnerships are expected to work together, starting with their first training, to develop their school's plan for family engagement for the year. These One-Year Action 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 4, all currently active Cohort 1 and Cohort 2 ATPs submitted a One-Year Action Plan to the Center. The evaluation team in collaboration with Center staff reviewed and rated the plans for completeness and family engagement focus.

Cohort 1 plans for 2021-2022 included a total of 281 high quality activities (compared to 354 for the previous year). Cohort 2 plans included a total of 353 high quality activities planned for the school year. In total, 634 activities were planned by Cohort 1 and Cohort 2 schools. Surveys from ATP members indicate that approximately 491 of those activities (77%) were implemented as planned (GPRA 3 in **Table 7**), although this number may be undercounted because of missing reports from some schools.

Action Plan Observations. A total of 16 schools representing 9 districts in either Cohort 1 or 2 were selected for an in-person and/or virtual site visit to allow the evaluation team to observe Action Plans in action. Schools were selected to ensure representation based on geographical location in the state, school type (i.e., rural, city, suburb, town), school level (i.e., elementary, middle school, high school), and the level of ATP support for NNPS implementation.[23]

Seven schools were observed, representing 5 of the 9 districts selected. Most school officials responded to a request for site visits with information on planned events, but either the evaluation team could not attend, the event had already occurred, or the event was canceled. Site visits were primarily in Northern and Central Ohio with school type, school location, and level of NNPS implementation well represented. Family engagement activities varied and included observations of an ATP meeting, students and parents painting a wall mural, a family night festival, an awards ceremony, and several virtual family meetings and events. The events observed represented only one or two of many possible activities in the school's action plan.

Events generally aligned to at least one of the 6 types of involvement. The "Math Make It, Take It" (see detailed description below) connected well to Parenting (Type 1) and Learning at Home (Type 4). The family night festival was a clear example of Collaborating with the Community (Type 6) with local organizations setting up booths to provide families with information, resources, and general support. A student awards ceremony allowed parents to witness the success of specific students but was not explicitly connected with any activity type. Observations of ATP meetings provided the most insight into how NNPS support was part of the day-to-day work of the ATP, including their level of awareness of district facilitators, SST coaches, the Center, and the national NNPS network.

In-person events were well attended, although schools generally implemented activities that minimized the number of people in the school as a COVID-19 mitigation measure. For example, the math activity included different grades each day and creating the wall mural allowed 3 families in the school at a time during a 30-minute interval. Virtual events had a more difficult time with attendance, perhaps because people were experiencing online meeting fatigue or technological challenges prevented maximum participation.

[23] This was measured based on ATP members' survey responses on the annual ATP survey. Respondents were asked to report the extent to which they engaged in 6 activities on a 5-point scale: 0=not at all to 4= to a very large extent. A mean score was calculated across items and across respondent for each school. Schools who received a score of 1.99 or lower were classified as "low" implementing schools, 2.00-2.99 were classified as "moderate" implementing schools and 3.00-4.00 were classified as "high" implementing schools.

Parent Activity Example: "Math Make It, Take It"

Parents, teachers, and students started in the gymnasium where students sang a math song to kick off the event. Students then took their parents to their classroom where a teacher distributed dice, a paper with instructions, and a deck of cards. The teacher explained they would be learning how to play a new game that they could play during the summer with their family. Four teachers rotated across the 2nd grade classrooms, each providing instructions to a different math game.

For one game, "Math Go Fish", each person received 6 cards. They were instructed to find 2 cards that summed to 10. If they didn't have the combination of cards, they asked for a number from their partner. If their partner didn't have it, they had to "go fish" and select a new card from the deck. Once they found these summed cards, they laid the cards down. The first to end with no cards won. All materials were packaged together so that students could take them home.

Each room had 2-6 parents. Students who did not have a parent attend were instructed to teach these games to their parents at home. Teachers reported this event happened every day that week, with students and parents from different grade levels participating each day. Students were engaged and enthusiastic about the activity. One student said, "I love playing games". The activity aligned well with the school's Action Plan mathematics objective "To extend knowledge of foundational skills in math with families to increase math scores."

ATP Collaboration Level. ATP members are asked annually about their team's level of interactions, using a scale with five ascending levels (**Table 25**).

Table 25: Percent of ATP Members Reporting Level of Team Interaction

	Cohort 1		Cohort 2
	Spring 2021 N=69	**Spring 2022 N=34**	**Spring 2022 N=73**
1. Networking (aware of organization; loosely defined roles; little communication; all decisions made independently.	23%	21%	1%
2. Cooperation: provide information to each other; somewhat defined roles; formal communication; all decisions made independently.	12%	18%	22%
3. Coordination: share information and resources; defined roles; frequent communication; some shared decision making.	23%	24%	29%
4. Coalition: share ideas; share resources; frequent and prioritized communication; all members involved in decision making;	15%	21%	22%
5. Collaboration: members belong to one system; frequent communication marked by mutual trust; consensus reached on most decisions.	22%	18%	26%

- Reports from Cohort 1 ATP members indicate a shift in Year 2 from basic networking towards higher levels of interaction, including Cooperation, Coordination, and Coalition. However, fewer ATP members report that their team is at the highest level, Collaboration.

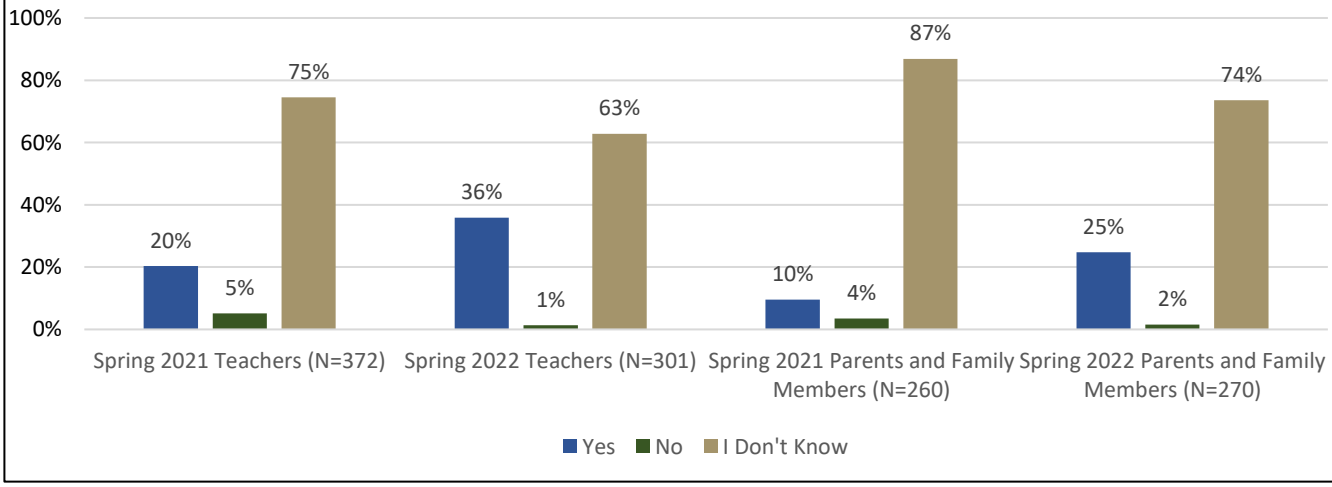
- By contrast, only 1% of Cohort 2 ATP members reported that their team was at a Networking level (compared to 23% of Cohort 1 ATP members in the first implementation year). 26% of Cohort 2 also reported that their teams were operating at a Collaboration level in their first year of implementation (compared to 22% of Cohort 1 teams in their first year).

Challenges to ATP Implementation. School team members in Year 4 cited several challenges to ATP activities, although few saw them as more than a moderate issue. The most frequent challenges listed were: 1) ATP meeting attendance (18% reported this was an issue to a large or very large extent) 2) ATP member training (15%) and 3) funding for ATP activities (14%). In comments, ATP members cited the ongoing COVID-19 pandemic as the overarching issue for implementation.

Awareness of ATPs. Awareness varied by cohort for teachers and family members. 75% of Cohort 1 teachers surveyed in Year 3 said they did not know whether there was an Action Team for Partnerships at their school, compared to 63% of Cohort 1 and Cohort 2 teachers in Year 4. The percentage of teachers who were aware there was an ATP in their school increased from 20% in Year 3 for Cohort 1 to 36% in Year 4 for both cohorts.

Family awareness of ATPs remained stable in Cohort 1 – 87-88% of family members responding each year did not know if there was an ATP at their child's school, while 9-10% said there was. By contrast, 27% of Cohort 2 family members responding in Year 4 knew there was an ATP at their school, while 71% did not know.

Figure 3: Overall Teacher and Family Awareness of ATPs at NNPS Schools (Spring 2021 to Spring 2022)



Overall, awareness of ATPs at Cohort 1 and Cohort 2 NNPS schools increased from Spring 2021 to Spring 2022. Awareness among teachers increased from 20% to 36%. Awareness among family members increased from 10% to 25% (a 150% improvement).[24]

[24] Reports from parents and family members in Year 4 should be interpreted with caution because of over-representation of responses among specific schools and districts.

KEY FINDING: Awareness of school teams has increased among teachers at participating schools. Cohort 1 families are less aware of ATPs at their school than Cohort 2 families.

Extent of Family Engagement. As reported by school team members and reflected in GPRA 3 in **Table 7**, Cohort 1 and Cohort 2 schools are implementing over 491 high-quality activities this year to engage family members to partner with teachers and schools.

- In both Spring 2021 and Spring 2022, ATP members, teachers, and family members agreed that schools 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. Families had overall more positive reports than teachers and ATP members. All three groups reported that the area where schools were doing the best was working to include all school families in family engagement activities.
- Families were asked in surveys each year how well they felt supported by districts, schools, and teachers. Families in Spring 2022 reported that they felt, on average, well supported by their children's teachers (compared to moderately supported the prior year). They felt moderately supported by districts and schools both years.

Extent of Support for NNPS School Level. Similar to their reports regarding districts, SST Coaches believe they are providing support to schools at a slight level (**Table 26** below). However, District Facilitators rate SST support of implementing schools as moderate. District Facilitators rate their own support of schools at a moderate level, and ATP members generally agreed. ATP members also believed they were providing a moderate level of support to their schools to support NNPS implementation.

Support for ATP Activities. District Facilitators and ATP members reported on District Facilitator support for ATP activities.[25] Both groups reported District Facilitators provided a moderate level of support for ATPs in Spring 2021 and Spring 2022 (means between 2 and 3 on a 0-4 scale).

[25] 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.

Table 26: Mean Support for NNPS at School Level					
	Cohort 1			Cohort 2	
Support Provided by:	Fall 2020	Spring 2021	Spring 2022	Fall 2021	Spring 2022
SST Coach[26,27] (N=22)					
According to SST	1.25	1.30 (1.44)	1.17 (1.30)	0.75	1.17 (1.30)
According to District	--	2.17	2.14	2.07	2.48
District Facilitator[28,29] (N=22)					
According to District	2.20	2.25 (2.30)	2.56	2.07	2.29
According to ATP[30]	2.05	2.10 (2.13)	1.93 (2.00)	2.02	2.37 (2.34)
ATP[31] (N=130)					
According to ATP	2.23	2.27	2.36	2.35	2.51

Note: Data in parentheses reflect different items included in the mean calculation. See footnotes for details.

Fidelity of Implementation at the School Level. The evaluation team assigned a rating for each key area of NNPS implementation for currently implementing ATPs, based on the data discussed in this section. Overall, information suggests that ATPs are implementing NNPS with moderate fidelity **(Table 27**).

Table 27: Fidelity of Implementation for NNPS at School Level		
	Current Level	Data Source(s)
Action Team for Partnership Formation (At least 6 members and 3 parent members)	Low to Moderate	Surveys
Action Team for Partnership Training	Moderate	Project Records, Surveys
One-Year Action Plan Development	High	Review of Plans
Monthly ATP Meetings	Low to Moderate	Surveys
Implementation of Action Plan Activities	Moderate	Surveys
Support for ATP Activities	Moderate	Surveys
Overall Fidelity	**MODERATE**	

Fidelity of Implementation Ratings: Low, Moderate, High

[26] 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.

[27]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. The mean in parentheses includes all items in Footnotes 25 and 26.

[28] 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.

[29] 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. The mean in parentheses includes all items in Footnotes 27 and 28.

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

[31] 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.

4. Outcomes

Family Engagement Skills Ratings: Schools, Teachers, and Families. Each spring, ATP members and teachers and family members at schools with ATPs are asked to rate how well school staff, teachers, and families were doing in terms of key family engagement skills (**Table 28** below).

- Overall, all groups believed that the school staff and administrators were doing moderately well with key family engagement skills. This did not change significantly from Year 3 to Year 4.
- Each year, teachers rated themselves lower on their skills engaging and supporting families than ATP members or families rated them (slightly well compared to moderately well). However, average teacher ratings increased from Year 3 to Year 4.
- Families gave their own average skills much higher ratings than ATP members or teachers gave them both years. They rated themselves as doing moderately well in these key skills, while the other groups saw them as doing slightly well. Average perceptions of family skills increased according to all three groups.

Table 28: Key Family Engagement Skills in NNPS Schools (Mean)

	Staff Skill Level[32]		Teacher Skill Level[33]		Family Skill Level[34]	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
According to District Facilitators	2.12 (N=12)	2.13 (N=32)				
According to ATP Members	2.32 (N=64)	2.37 (N=93)	2.07 (N=64)	2.14 (N=93)	1.40 (N=64)	1.48 (N=93)
According to Teachers	2.05 (N=301)	2.02 (N=236)	1.72 (N=301)	1.77 (N=239)	1.24 (N=301)	1.42 (N=233)
According to Families			2.01 (N=156)	2.54 (N=320)	2.32 (N=156)	2.64 (N=316)

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. Both teachers and families could use additional support to improve or gain confidence in family engagement skills.

[32] 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.

[33] 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.

[34] 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.

Each year, ATP members, teachers, and families were surveyed about how well they felt their school was doing in each of the six NNPS areas of family engagement (**Table 29**).

Table 29: Mean Ratings of School Support of Family Engagement Areas						
	According to ATP Members		According to Teachers		According to Families	
	Year 3 (N=59)	Year 4 (N=93)	Year 3 (N=279)	Year 4 (N=242)	Year 3 (N=174)	Year 4 (N=333)
Parenting	1.93	2.13	1.58	1.70	1.91	2.49
Communicating	2.46	2.68	2.42	2.51	2.23	2.86
Volunteering	1.00	1.60	1.03	1.38	1.47	2.16
Learning at Home	2.17	1.70	1.74	1.61	1.93	2.42
Decision-making	1.69	1.58	1.34	1.52	1.60	2.11
Collaborating with the Community	1.95	2.14	1.80	1.83	1.95	2.34
	1.87	**1.97**	**1.65**	**1.76**	**1.85**	**2.40**

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

- Each year, ATP members and teachers believed schools were doing between slightly well and moderately well in their support for family engagement (between 1 and 2 on a 0-4 point scale). Both groups gave schools the highest ratings for Communicating and the lowest ratings for Volunteering.
- Families gave higher ratings to their schools in Spring 2022, rating Communicating the highest area and Decision-making the lowest.[35]
- All groups increased their overall ratings of their schools between Spring 2021 and Spring 2022.
- Both teachers and families that reported an active ATP in their school were more likely to rate their school higher how they were doing than teachers and families who did not know if there was an ATP or who said there was not an active ATP **(Table 30**).

Table 30: Average Overall (Grand Mean) Ratings of School Family Engagement Support Based on ATP Awareness[36]				
	According to Teachers		According to Families	
Is there an ATP at your school?	Year 3 (N=279)	Year 4 (N=242)	Year 3 (N=174)	Year 4 (N=333)
Yes	1.75	1.87	2.60	2.75
No	1.32	0.33	0.08	1.80
I Don't Know	1.61	1.70	1.78	2.28

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

KEY FINDING: Teachers and families who are aware of ATP activities in their school rate their schools higher in their support of family engagement.

[35] Reports from parents and family members in Year 4 should be interpreted with caution because of over-representation of responses among specific schools and districts.

[36] This mean is the average of ratings for the six family engagement areas: Parenting, Communicating, Volunteering, Learning at Home, Decision-making, Collaborating with the Community.

a. Lagged Quasi-Experimental Design Analysis

The evaluation team is using a quasi-experimental design (QED) to analyze the impact of NNPS in Ohio districts and schools. The QED design uses a lagged design to examine implementing schools and districts. Treatment districts and schools after a year of implementation are compared on key student outcome measures to control schools and districts who are just beginning the program. In total, 25 schools and 14 districts participated in the treatment (Cohort 1) and 33 schools and 17 districts in the control group (Cohort 2)[37]. Schools and districts could choose whether to participate in NNPS and when to begin implementation (e.g., Cohort 1 or Cohort 2).

The QED sought to answer the following research questions:

1. Does implementation of the NNPS model after a year of implementation *at the school level* impact student achievement and student behavior indicators, relative to schools who have not yet implemented the program?
2. Does implementation of the NNPS model after a year of implementation *at the district level* impact student achievement and student behavior indicators, relative to schools who have not yet implemented the program?

A total of 36 regression models were estimated – 18 at the school level and 18 at the district level – to determine the effect that the NNPS model had on student achievement outcomes. Outcomes were measured by the percentage of students at or above proficient on Ohio's state assessments. The outcome variables varied by grade level (grades 3-8) and subject (reading, mathematics) in the elementary and middle grades. Algebra 1, English II, and Geometry were modeled at the high school. Outcome data represents the data collected for the 2020-2021 school year. Student behavior was measured in terms of student attendance, percentage of out of school suspensions, and percentage of students who graduated in four years.

All models controlled for extraneous factors that might impact student achievement unrelated to implementation of NNPS model. At the school level, control variables included 2019-2020 student achievement scores[38], location of the school (i.e., suburban, city, town, rural), percentage of students at the school who had an LEP, percentage of black students at the school, percentage of Latinx at the school, percentage of students who were designated as economically disadvantaged, percentage of teachers at the school who were classified as inexperienced, and the average student to teacher ratio at the school. The district level models had the same control variables as the school level models except for the percentage of teachers at the school who were classified as inexperienced. Missing data were list-wise deleted. While the original evaluation plan called for schools and districts from the two cohorts to be matched using propensity score matching, this approach yielded too few viable matches.

[37] Reduction in sample sizes from previous numbers in this report is because some schools were considered a middle school/high school partnership and some schools changed grade span designations across project years. These issues were resolved by either combining schools (former issue) or omitting them from the analysis (latter issue).
[38] If 2019-2020 data were unavailable, data collected in 2018-2019 were used.

The evaluation investigated the value of imputing missing data using multiple imputation (MI). However, with so few schools and districts in the analysis, compounded by the volume of missing data needing to be imputed, convergencies was difficult and this work was suspended. MI will be revisited in the final year of the grant when more survey participation is expected.

Results showed that across all models, at both the school and district levels, implementation of NNPS has not yet had an empirically meaningful impact on student outcome measures. Only one model showed a statistically significant impact (alpha =.01) and that was likely due to the sheer number of analyses conducted. The Supplemental Material "Standardized Lagged Models" presents the results for these analyses. Effect sizes (Cohen's d <= .01), across models, were negligible. Cohen's 1988 guideline of effect sizes was used, where small is .2, moderate is .5 and large is .8. This is not an unexpected finding given the shorter first implementation year for Cohort 1 and the ongoing challenges of the COVID-19 pandemic. This also aligns with reports from the national NNPS program; of the Cohort 1 schools that returned update surveys for 2020-21, 50% reported they were in a planning/startup phase, and most schools reported that they needed to improve their quality of implementation. [39]

b. Preliminary Level of Implementation (LOI) Analysis

Preliminary Level of Implementation (LOI) analyses were also conducted to answer the research question: to what extent did different levels of implementation at OhSFEC schools and districts affect educational outcomes? Each school received scores based on their level of implementation on key NNPS indicators[40]. Indicators were determined based on the NNPS model and prior research. These indicators originate from survey participant responses to the Annual ATP Survey, Teacher Annual Survey, and Annual Family Survey for the school level LOI indicators. District level LOI scores were calculated from the District Facilitator Annual Survey. All cohort indicators represent the 2021-2022 implementation of the NNPS model. **Table 31** below provides descriptive statistics by cohort on these indicators and **Table 32** summarizes the calculated LOI indicators used in each proposed model.

Table 31: Descriptive Statistics for Implementation Indicators by Cohort

	LOI Indicator	Possible Range	Cohort 1 Mean	Cohort 2 Mean
ATP	Average Years in NNPS Role	1(first year) to 4 (4th year)	1.9	1.5
	Extent District Facilitator Supported NNPS at School Level	0 (not at all) to 4 (To a very large extent)	1.7	2.1
	Extent District Facilitator Supported ATPs	0 (not at all) to 4 (To a very large extent)	1.8	2.3
	Extent ATPs Support NNPS	0 (not at all) to 4 (To a very large extent)	1.8	2.4
	Meet Min Number of Family Members in ATP	0 (not criteria met) to 1 (criteria met)	0.6	0.7

[39] Source: Epstein, J., et al. (March 2022) Ohio Schools' 2021 Update Data. National Network of Partnership Schools. Johns Hopkins University, Baltimore, MD.

[40] Each survey respondent received an LOI score. These scores were then aggregated up to the school or district level so that each school/district received an LOI score. These aggregated LOI scores were used in the modeling of LOI on student outcomes.

Table 31: Descriptive Statistics for Implementation Indicators by Cohort				
	LOI Indicator	Possible Range	Cohort 1 Mean	Cohort 2 Mean
	Average meeting frequency this year across ATP members	0 (not at all) to 6 (once a week) (midpoint is 3, every other month)	3.4	3.8
	Average NNPS activities across ATP members	0 (none) to 6+ (6 or more)	3.2	2.5
	Average number of families served across ATP members	0 to 1000 families	77.5	117.3
	Average number of NNPS School activities reached across ATP members	0 (not at all) to 4 (To a very large extent)	1.3	1.5
	Average number of NNPS teacher support reached across ATP members	0 (not at all) to 4 (To a very large extent)	1.7	1.8
	Average score across ATPS in support for NNPS	0 (not at all) to 4 (To a very large extent)	1.1	1.2
	Average school quality rating across ATPs	0 (poor) to 4 (excellent)	2.7	2.8
	Average implementation score for NNPS across all implementation scores	0 (not at all) to 4 (To a very large extent)	1.7	2.1
Teacher	Average years teaching	0 to 60 years	12.2	10.3
	Average activities being implemented across teachers	0 (not at all) to 4 (To a very large extent)	2	1.9
	Average activities reached across teachers	0 (not at all) to 4 (To a very large extent)	1.7	1.6
	Average school quality rating across teachers	0 (poor) to 4 (excellent)	2.5	2.8
	Average implementation of NNPS according to teachers	0 (not at all) to 4 (To a very large extent)	1.8	1.7
Family	Average NNPS activities reached across families	0 (not at all) to 4 (To a very large extent)	2.2	2.3
	Average school quality rating across families	0 (poor) to 4 (excellent)	2.6	2.9
	Average support for families across families	0 (not at all) to 4 (To a very large extent)	2.1	2.5
	Average implementation of NNP according to Families	0 (not at all) to 4 (To a very large extent)	2.2	2.3
District Facilitator	Average years in NNPS role across district facilitator	1(first year) to 4 (4th year)	1.9	1.5
	Average SST support according to district facilitators	0 (not at all) to 4 (To a very large extent)	2	2.8
	Average District facilitator support according to district facilitators	0 (not at all) to 4 (To a very large extent)	2.2	2.2
	Average NNP implementation support by others according to district facilitator	0 (not at all) to 4 (To a very large extent)	1.3	1.5
	NNPS implementation aggregated across district facilitators	0 (not at all) to 4 (To a very large extent)	2.2	2.5

Like the lagged design, the LOI models estimated the effects of various LOI indicators on 17 student outcomes, each at the school and district levels. Unlike the lagged design, the LOI model only controlled for the prior student outcome under investigation to maximize the independent variables to sample size ratio. LOI models also estimated the interactions between cohort and LOI to assess whether the effects of LOI on student outcomes differed based on years of implementation (one year vs two years). Missing cases were list-wise deleted.

Table 32: Level of Implementation Indicators

Level	Survey	Model Sets			LOI Indicator
		1*	2	3	
School	Annual ATP Survey	x	x	x	Average years across ATP members
		x			Average district support across ATP members
		x			Extent District Facilitator supported ATPs across ATP members
		x			Extent ATPs Supported ATPS across ATP members
		x	x	x	Met the min number of family members in ATP
		x	x	x	Average meeting frequency across ATP members
		x	x	x	Average NNPS activities across ATP members
		x	x		Average number of families served across ATP members
		x			Average number of NNPS activities across ATP members
		x			Average number of NNPS activities across ATP members
		x			Average score across ATPS of support for NNPS
			x	x	Average implementation score for NNPS across all scores
		x	x		Average school quality rating across ATP members
	Teacher Annual Survey	x			Average years teaching
		x	x		Average activities being implemented across teachers
		x			Average activities reached across teachers
			x		Average implementation of NNPS according to teachers
		x	x		Average school quality rating across teachers
	Annual Family Survey	x			Average NNPS activities reached across families
		x			Average school quality rating across families
		x			Average support for families across families
		x			Average implementation of NNP across families
District	District Facilitator Annual Survey	x	x	-	Average years in NNPS role across district facilitators
		x		-	Average SST support according to district facilitators
		x		-	Average District Facilitator support according to district facilitators
		x	x	-	Average NNP implementation support by others according to district facilitator
			x	-	NNPS implementation aggregated across district facilitators

- District analyses included two models.

* This model was planned but not executed.

While the plan was to include several different LOI indicators (see **Table 32**, Model 1) the amount of missingness prohibited this approach. Two alternative sets of analyses were conducted. The first set aggregated some indicators in Model 1 so that the number of variables in the models were reduced. The third set of analyses (school level only) removed even more variables, including all indicators from the family and teacher surveys. Unfortunately, given the volume of missing data, there were too few schools and districts left to conduct inferential analyses even with Model 3 analyses.

Table 33 below summarizes the small sample sizes for the lagged design analysis and the reduced sample sizes for LOI models because of missing survey responses. The lagged design models show the total school sample size for each model by school grade band. For example, 9 schools in Cohort 1 include Grade 3. The LOI sample size is reduced because of limited survey participation by ATP members at the school. Schools at the upper grades (i.e., high school) had the greatest reduction in sample size for LOI. Given the small sample sizes in the lagged design models, any missing data would have detrimental effects on model estimates (i.e., all grade levels including elementary and middle schools). LOI analyses will be conducted in the final year of the grant, where a sufficient sample size to model effects is expected.

Table 33: Sample Size by Assessment and Method of Analysis

Model, Grade	Model, Subject	Lagged Design			Level of Implementation			Sample Size Reduction (%)
		C1	C2	Total	C1	C2	Total	
Grade 3	ELA	9	14	23	5	11	16	30.4
	Math	9	14	23	5	11	16	30.4
Grade 4	ELA	9	11	20	4	7	11	45.0
	Math	9	11	20	4	7	11	45.0
Grade 5	ELA	9	11	20	4	7	11	45.0
	Math	9	10	19	4	7	11	42.1
Grade 6	ELA	7	13	20	4	8	12	40.0
	Math	7	15	22	4	10	14	36.4
Grade 7	ELA	9	11	20	4	5	9	55.0
	Math	9	11	20	4	5	9	55.0
Grade 8	ELA	9	12	21	4	6	10	52.4
	Math	9	12	21	4	6	10	52.4
High School Achievement	Algebra	11	15	26	3	7	10	61.5
	English	8	9	17	2	5	7	58.8
	Geometry	9	10	19	2	5	7	63.2
Behavior	Attendance	25	33	58	11	20	31	46.6
	Graduation Rate	8	8	16	2	4	6	62.5

KEY FINDING: The initial results from the lagged cohort design analysis did not yield measurable effects for the NNPS program. The Level of Implementation analysis will be completed in Year 5.

V. Highlights and Next Steps

Year 4 Achievements. The continuing COVID-19 pandemic, along with many other challenges impacting districts and schools in Ohio, have made it a challenging context for implementing the OhSFEC initiative as planned. However, the OhSFEC initiative has made strategic improvements this year and has continued its impressive progress toward the goals and objectives set for the project.

Highlights of the work in Year 4 include:

- Continuing to strengthen national and state partnerships to increase effectiveness.
- Continuing to exceed the target number of high impact activities and services provided to support a statewide family engagement infrastructure.
- Instituting changes to Center processes to promote shared leadership, streamline work, better allocate resources, and increase impact.
- Holding the third annual Family Engagement Leadership Summit, with the highest registration to date.
- Expanding the reach and influence of statewide professional learning communities.
- Making intentional adjustments to State Advisory Council policies and practices to increase diversity, equity, and inclusion, particularly for parent members.
- Continuing to transform Council meetings into collaborative and productive learning and working sessions.
- Continuing to exceed yearly targets for trainings, tools, and resources for Ohio educators and families.
- Developing the Whole Child Framework Family Engagement Toolkit for the Center website.
- Strengthening the support and communication structures for NNPS in Ohio.
- Recruiting and training the third and final cohort for NNPS and exceeding the target number of schools across the three cohorts.
- Having 100% of active NNPS schools develop One-Year Action Plans in 2021-2022 and work to implement plans.

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 final year of implementation and growth.

Fidelity, Evaluation, and Sustainability Support for NNPS. As the project enters its final planned year of NNPS implementation with three cohorts of districts and schools, there are several key areas where the Center could target training and resources to increase impact.

- Both Cohort 1 and Cohort 2 teams could benefit from continued support at multiple levels for engaging sufficient team members, particularly family members, to meet at least monthly.
- Action Teams for Partnership in both cohorts could use additional guidance in how to involve parents and family members as volunteers in new and creative ways.
- Feedback from districts and schools suggests that they could benefit from guidance, tools, and technical assistance to streamline and align current evaluation efforts with NNPS data collection.
- Awareness of NNPS activities is key for improving teacher and family perceptions of family engagement at schools. The Center could continue to provide support and resources for building awareness of ATPs and family engagement activities.
- To encourage NNPS program use beyond the course of the project, the Center can assess whether current resources for regional, district, and school implementation can be sustained and shared beyond the grant period. These resources could include a train the trainer course, a library of training videos for new Coaches, Facilitators, and School Team members, and best practices for NNPS implementation in Ohio.
- As requested, the Center can continue to offer additional training to ATP members, district facilitators, SST Coaches, and other NNPS implementers to build their confidence and ability to implement NNPS.

Sustainability of Innovations and Structures. In Year 4, the Center made key strategic shifts in collaboration, marketing, decision-making, and time allocation to better target resources and align them with project priorities. The Ohio SFEC Initiative can continue that work in Year 5 by exploring further ways to simplify structures and set them up for sustainability beyond the duration of the project.

Support for State Advisory Council Members. Year 4 brought multiple positive changes to the State Advisory Council, including revisions to the Terms of Reference, a specific focus on improving diversity, equity, and inclusion, the advent of Council Work Groups, and the recruitment and onboarding of a new group of parent representatives. Even with these changes, Council members overall have a decreased perception of the Council's state-wide impact between Years 3 and 4. It is recommended that Ohio SFEC initiatives make explicit connections in Year 5 about how Council work aligns with state and local educational policies related to family engagement.

APPENDIX A. REVISED TERMS OF REFERENCE

Ohio Statewide Family Engagement Center at The Ohio State University

Statewide Advisory Council Terms of Reference

Originally Drafted on March 19, 2019

Effective Date – August 9, 2019

Revised- December 17, 2021

Revised- June 14, 2022

TABLE OF CONTENTS

1. Mission ----------1

2. Purpose ----------1

3. Duties of The State Advisory Council ----------1

4. General-State Advisory Council Membership

   4.1 Members----------1

   4.2 Membership Process----------2

   4.3 Terms of Membership----------2

   4.4 Requirements for Membership----------2

   4.5 Resignation/Termination----------2

   4.6 Compensation----------3

   4.7 Benefits----------3

5. Meetings

   4.1 Frequency----------3

   4.2 Agenda, Minutes, and Supporting Materials----------3

6. Duties of Ohio Statewide Family Engagement Center Staff----------3

7. Terms of Reference Amendment Procedures----------3

MISSION

The Ohio Statewide Family Engagement Advisory Council (SAC) informs products, services, training, and technical assistance provided by the Ohio Statewide Family Engagement Center. The council provides important perspectives that address the critical needs of all families and schools across Ohio. Council members reflect the diversity of families, communities, and schools in Ohio.

PURPOSE

The purpose of the Ohio Statewide Family Engagement Advisory Council is to provide consultation and advice related to current and future projects that the Ohio Statewide Family Engagement Center (OhSFEC) is working on to support the needs of All families in Ohio. The Advisory Council is a group of family and organizational representatives who are responsible for partnering with OhSFEC to share resources and educational opportunities brought forth by the Center to other families in their communities and field of study.

DUTIES OF THE STATE ADVISORY COUNCIL

The duties of the State Advisory Council are:

- Actively participate in meeting discussions and" focus project work" developed by the Center
- Advise OhSFEC of concerns from families of communities they represent
- Support open discussion and encourage fellow Advisory Committee members to voice their insights
- Develop new connections with other Council members
- Create awareness of resources and opportunities provided by the Center
- Provide input for resources targeted to schools, families, and organizations
- Understand the mission of the council and support diversity and inclusion of all family perspectives
- Participate in evaluations given by OhSFEC

GENERAL- COUNCIL MEMBERSHIP

Members

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

- **Family Representatives of children birth-K12 (majority of members):** Parents, guardians, grandparents, foster care givers, adoptive caregivers, and other types of families. Center is committed to incorporate families of color and families of other marginalized and minoritized groups such as migrants and immigrants into the conversation.
- **Ohio Department of Education**
- **Representatives of Ohio Organizations Supporting Families of Disadvantaged Students**
- **Local Education Administrators (LEA):** Urban & rural LEAs with high percentages of disadvantaged students
- **Elementary, Middle & High School Administrators:** Title I eligible schools

- **Regional educational support staff as well as faculty from The Ohio State University**
- **Business representatives:** Business interested in service to families

Membership Process

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

Terms of Membership

Family and Caregiver Representatives:

1) All members agree to participate in the council for a term of one fiscal year, from January 1 - December 31.
2) Members in good standing may renew for another year if council is active

Organization Representatives:

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

Requirements for Membership

All Council members are expected to:

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

Resignation/Termination

Council members may be replaced when the following occurs:

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

After two (2) absences in one (1) calendar year, an OhSFEC representative will contact the Council member to verify interest and ability to continue to serve on the Council. When a member resigns or is removed, the Project Coordinator will notify the Director of OhSFEC and the selection committee of the vacancy. The Director and

selection committee may review eligible applicants on file or recommend that the position remain vacant until the next cycle of appointments.

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

Compensation (As long as funds are available):

Family Representatives will be compensated a stipend of $60 from The Ohio State University for each meeting in full attendance.

4.7 Benefits

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

MEETINGS

Frequency

SAC meetings will be held on a quarterly basis. All meetings will be held virtually. Dates are established by the OhSFEC team a year in advance. All members will receive communications and meeting invites from the OhSFEC project coordinator.

Agenda, Supporting Materials, and Recordings

OhSFEC project coordinator will send an email to All members at least one (1) week prior to an Advisory Council meeting with an agenda and any preparation documentation. Any Council member who plans to attend a meeting may request an interpreter or any other accommodations. Meetings will be recorded and accessed on the private State Advisory Council page on our website ohiofamiliesengage@osu.edu.

DUTIES OF OHSFEC STAFF

The responsibilities of the OhSFEC leaders are as follows:

- Set the agenda for each meeting and address questions as needed.
    - Keep the meeting moving by putting time limits on each agenda item.
    - Encourage broad participation from members in discussion.
    - End each meeting with a summary, responsibilities between meetings, and future meeting topics.
- Identify and share resources that members can use in their communities.
- Ensure that the council membership is diverse and represents Ohio's families, schools, and organizations. This includes families of color and families of other marginalized and minoritized groups such as migrants and immigrants into the conversation.

The OhSFEC project coordinator supports the council as follows:

- Ensures that agendas and supporting materials are delivered to members in advance of meetings.

- Sends out communications to council members involving meetings or announcements.
- Processes fiscal related items of reimbursement for family participants.
- Follows up with absent members to determine if they will continue membership.

TERMS OF REFERENCE AMENDMENT PROCEDURES

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

APPENDIX B. 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 current surveys 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

Training Surveys

NNPS Training Survey

Booster Training Survey

SUPPLEMENTAL MATERIALS

Please see accompanying file “OhSFEC Standardized Lagged Models.”