

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

APPLICATION INSTRUCTIONS FOR GRANTS UNDER THE FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGR

CFDA # 84.310A

PR/Award # U310A180049

Grants.gov Tracking#: GRANT12685953

OMB No. 1894-0006 , Expiration Date: 01/31/2021

Closing Date: Jul 30, 2018

PR/Award # U310A180049

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (OhSFEC_GEPA_Statement1037982159)	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
Attachment - 1 (OhSFEC_Abstract1037944716)	e16
9. Project Narrative Form	e17
Attachment - 1 (OhSFEC_Narrative_final_11037982579)	e18
10. Other Narrative Form	e61
Attachment - 1 (OhSFEC_Preliminary_MOUs1037982516)	e62
Attachment - 2 (Logic_Model_for_OhSFEC1037982578)	e71
Attachment - 3 (OhSFEC_Personnel_CVs___All_7_291037982552)	e72
Attachment - 4 (References1037982157)	e96
Attachment - 5 (Acronyms_Glossary1037982471)	e98
11. Budget Narrative Form	e100
Attachment - 1 (Budget_Narrative_Final1037982596)	e101
12. Form ED_Evidence-V1.0.pdf	e169

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="The Ohio State University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>

d. Address:

* Street1:	<input type="text" value="1960 Kenny Road"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Columbus"/>
County/Parish:	<input type="text" value="Franklin"/>
* State:	<input type="text" value="OH: Ohio"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="43210-1016"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Grants & Contracts"/>	Division Name: <input type="text" value="Office of Sponsored Programs"/>
---	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Aimee"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Sanford"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Sponsored Program Officer"/>	

Organizational Affiliation: <input type="text" value="The Ohio State University"/>

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
* Email: <input type="text"/>	

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-062818-001

* Title:

Office of Innovation and Improvement (OII): Statewide Family Engagement Centers CFDA Number 84.310A

13. Competition Identification Number:

84-310A2018-1

Title:

FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGRAM GRANT

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Ohio's Statewide Family Engagement Center (OhSFEC)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value=""/>	<input type="text" value=""/>
* b. Applicant	<input type="text" value=""/>	0.00
* c. State	<input type="text" value=""/>	<input type="text" value=""/>
* d. Local	<input type="text" value=""/>	0.00
* e. Other	<input type="text" value=""/>	0.00
* f. Program Income	<input type="text" value=""/>	0.00
* g. TOTAL	<input type="text" value=""/>	<input type="text" value=""/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Ohio State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	4,452.00	8,452.00	8,452.00	8,452.00	8,452.00	38,260.00
4. Equipment						
5. Supplies	3,122.00	3,221.00	3,122.00	3,122.00	3,122.00	15,709.00
6. Contractual	192,644.00	328,581.00	383,134.00	384,794.00	358,917.00	1,648,070.00
7. Construction						
8. Other	31,873.00	43,734.00	48,742.00	49,125.00	42,016.00	215,490.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # U310A180049

Name of Institution/Organization The Ohio State University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual		126,694.00	137,354.00	139,389.00	135,846.00	539,283.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)		126,694.00	137,354.00	139,389.00	135,846.00	539,283.00
10. Indirect Costs		0.00	0.00	0.00	0.00	0.00
11. Training Stipends						
12. Total Costs (lines 9-11)		126,694.00	137,354.00	139,389.00	135,846.00	539,283.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Aimee Sanford</p>	<p>TITLE</p> <p>Sponsored Program Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Ohio State University</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text"/>
	CFDA Number, if applicable: <input type="text"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

OhSFEC_GEPA_Statement1037982159.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

The Ohio State University is committed to building and maintaining a diverse community to reflect human diversity and to improve opportunities for all. The university is committed to equal opportunity, affirmative action, and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

The OSU does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, protected veteran status, or any other bases under the law, in its activities, programs, admission, and employment (OSU Affirmative Action, Equal Employment Opportunity & Non-Discrimination/Harassment Policy 1.10, 2018).

The OSU will utilize the following strategies and activities as part of the OhSFEC grant program, in an effort to offer equal access to resources and activities associated with the OhSFEC:

- Our proposed development of resources in years 3-5 will be based on input from key stakeholders representing Ohio's diverse families.
 - We will solicit input from a diverse range of parents/caregivers in the design of resources, such that they are accessible and not discriminatory based on gender, race, national origin, color, disability, or age.
 - We have budgeted staff time and other resources for the purpose of creating multiple methods of dissemination of content (video, print, online, multiple language).
 - We will use principles of Universal Design for Learning (UDL) in the development of resources for regional/school leaders, families and school staff. We will design materials/resources based on parent/student perspectives, and based on their feedback about how Ohio families will best have access to content (for example, our content and methods will be accessible to rural families with less access to WiFi, or an urban family that communicates predominantly via cell phone or on social media).
- We will seek to hold trainings and other grant-related activities in ADA accessible facilities.
- We will be inviting families and leaders from all areas of the state (urban, rural, suburban) to be members of the State Advisory Committee.
- We will also invite a representative from the Ohio Center for Autism and Low Incidence Disabilities to be a member of our State Advisory Council, so that we will receive feedback on the development of resources to ensure they are accessible for Ohioans who are deaf or blind, as needed.
- In our trainings with schools, we will emphasize the importance of reducing systems, processes and practices that create barriers to some families, and offering services to families to reduce their barriers to participation, such as childcare, transportation, flexible scheduling, cultural relevance of content, and language interpretation/translation.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION The Ohio State University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Aimee"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Sanford"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Sponsored Program Officer"/>	
* SIGNATURE: <input type="text" value="Aimee Sanford"/>	* DATE: <input type="text" value="07/30/2018"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Barbara	Middle Name:	Last Name: Boone	Suffix:
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Address:

Street1:	1900 Kenny Road
Street2:	
City:	Columbus
County:	Franklin
State:	OH: Ohio
Zip Code:	43210-1016
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

- 1. Title of proposed project:** Ohio's Statewide Family Engagement Center (*OhSFEC*)
- 2. Partners:** The Ohio State University (Office of Sponsored Programs 1900 Kenny Rd, Columbus OH) will partner with: 1 SEA (The Ohio Department of Education with 16 regional support teams & 96 schools in 48 LEAs), 1 Evidence Based Program provider (National Network of Partnership Schools), 1 nonprofit entity (The evaluator, Youth Policy Institute), & 1 Professional Association (National Association for Family, School, & Community Engagement).
- 3. Priorities:** *OhSFEC* will meet **Competitive Preference Priority 1a** by applying a proven family engagement model – National Network of Partnership Schools Model – which demonstrates *moderate evidence of effectiveness* according to 2 studies which meet WWC evidence standards: (1) Sheldon, 2007; (2) Epstein, Galindo, & Sheldon, 2011; & **Competitive Preference Priority 2** by partnering with ODE & a State Advisory Committee to build the dual capacity of families & schools by developing resources for a diverse range of families in Ohio.
- 4. Project description & activities:** (1) Build state/regional capacity for dissemination of EBPs & other resources through the establishment of the Ohio Statewide Family Engagement Center in partnership with ODE & a State Advisory Team; (2) Support development, dissemination & implementation of Ohio's Family Engagement Framework & supporting tools & resources for LEAs & organizations; (3) Provide direct services to parents & families through evidence-based, high impact programs, including the NNPS Model with robust evaluation using quasi-experimental design; & (4) Provide families with resources to make decisions regarding the educational choices appropriate for their children.
- 5. Number & type of participants served by OhSFEC:** After 1 year of program planning & 1 year of training/implementing high impact action teams in the NNPS Model to develop school-level family engagement plans, *OhSFEC* will serve over 3,000 families annually per cohort (total 10,570 served - priority to low income, English learners, & families of vulnerable children); 16 regional leads will be trained in years 1-2 (total 16 served); 16 district leads will be trained in years 2-4 (total 48 served); total of 288 parents & 288 teachers participating on action teams within 96 schools by year 5. 20 parents & 3 high school students will gain leadership experience by participating in a State Advisory Committee during years 1-5 with other key stakeholders. Additional families will be served via *OhSFEC* web resources.
- 6. Project goals, objectives, & performance outcomes:** *OhSFEC's* 4 **goals** provide supports for the state, regions, LEAs, schools, & families to promote implementation of evidence-based practices with fidelity, improved TA & coaching for LEAs, & accessible family resources. Project **objectives** include: a State Advisory Committee (50% parents); a State Family Engagement Framework & awareness campaign; Tools, TA, & resources for state, regional, LEA & local implementation of the state Framework; the EBP (NNPS Model) to potentially serve 10,570 or more families; & high impact family engagement resources designed, developed & disseminated in multiple accessible formats. Performance **outcomes** include: school-based team infrastructure, school action plans, & more families participating in activities (100 families/school + 10% per yr); Higher teacher/school leader self-efficacy & improved attitudes toward partnering with families in NNPS schools; Ohio policies/frameworks in line with current research & national/state priorities; & families have resources to support their child's education.
- 7. Project Director:** Barbara J. Boone, Ph.D. [REDACTED]

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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THE OHIO STATE UNIVERSITY

**Ohio's Statewide Family Engagement Center
(*OhSFEC*)**

**FY 2018
Statewide Family Engagement Centers (SFEC) Programs
Submitted to:
United States Department of Education,
Office of Innovation and Improvement**

CFDA #84.310A

Washington, DC 20202-4725

**Submitted by:
The Ohio State University
July 30, 2018**

Table of Contents: Ohio's Statewide Family Engagement Center (OhSFEC)

A. Quality of the Project Design1

(1) Extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.....2

(2) Extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.10

(3) Extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.11

Response to Competitive Preferences Priorities11

Competitive Preference Priority 1a: Create SFEC that will provide direct services to parents and families through evidence-based activities.11

Competitive Preference Priority 2: Provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.14

B. Quality of Management Plan and Project Personnel15

(1) Ensure a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others , as appropriate.....15

(2) The extent to which the services to be provided by the proposed project involved the collaboration of appropriate partners for maximizing the effectiveness of project services.....16

(3) The adequacy of the management plan to achieve the objective of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.....17

(4) The qualifications, including relevant training and experience of key project personnel 19

C. Adequacy of Resources.....25

(1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.25

(2) The extent to which the costs are reasonable in relation to the objectives design, and potential significance of the proposed project.26

(3) The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.28

D. Quality of the Project Evaluation30

(1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible30

(2) The extent to which the evaluation will provide performance feedback and permit periodic

assessment of progress forward achieving intended outcomes.....37
(3) The extent to which the methods of evaluation will, if well-implemented, produce
promising evidence about the project's effectiveness.37
Concluding Statement40

Appendices/Attachments

- Preliminary Memorandums of Understanding
 - Ohio Department of Education
 - National Association for Family, School, and Community Engagement
 - National Network of Partnership Schools at Johns Hopkins University
 - Youth Policy Institute, Inc.
- *OhSFEC* Logic Model
- *OhSFEC* Personnel Resumes/Abbreviated Curriculum Vitas of Key Personnel
- References
- Acronyms Glossary

A. Quality of the Ohio Statewide Family Engagement Center Project Design

In July 2018, hundreds of participants descended on Cleveland, Ohio for the National Family and Community Engagement Conference. Conference organizers deliberately selected Cleveland because of the leading-edge family and community engagement work happening there, and its many strategic community partners. The district has a Family and Community Engagement Team that guides and oversees the district's strategy. Many Cleveland schools have a Family Engagement Committee that plans for, and implements initiatives focused on parent support and engagement based on the specific needs of the school. These activities are deliberately aligned to each school's improvement plan. The district operates a phone bank in collaboration with community partners to emphasize the importance of students attending school, and a Parent University that takes parents along to college visits to increase their understanding of what college involves.

Cleveland is not the only Ohio region that has a story to tell. In fact, since 2013, the Ohio Department of Education and The Ohio State University's College of Education and Human Ecology (EHE) have developed and shared resources for schools to promote effective family engagement practices. There are schools and districts across the state that are using home visits, parent engagement coordinators, outreach events, and many more strategies to strengthen and solidify the family-school partnerships.

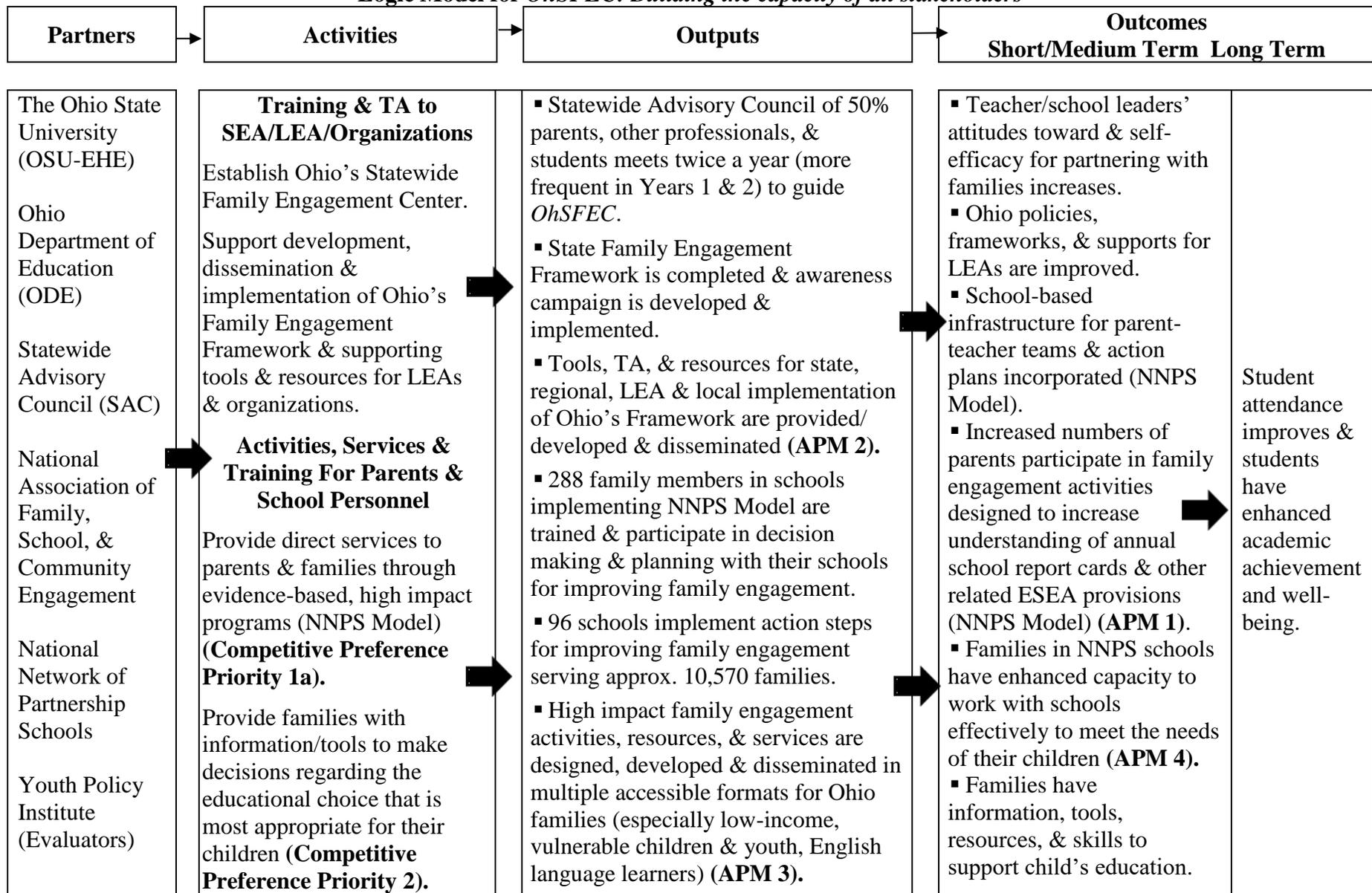
But not all Ohio families have these opportunities. Even Cleveland administrators acknowledge that they still have a long way to go. This is why Ohio is excited to have the opportunity to build on its past work through the establishment of a Statewide Family Engagement Center. Such a center will give Ohio the opportunity to update its approach, train many more parents and educators in effective engagement strategies, be more deliberate in

aligning family engagement to school improvement efforts, and increase the awareness and value for the role parents play in student success. With increased guidance, we know that attitudes and practices can shift so that effective partnerships can occur to the benefit of whole communities.

(1) Conceptual Framework Underlying *OhSFEC* Activities. The conceptual framework for **Ohio's Statewide Family Engagement Center (*OhSFEC*)**, illustrated in the project logic model on page 3, brings together strong local, state, and national partners. Together with our partners, *OhSFEC*'s activities will focus on two areas of capacity-building aligned with The U.S. Department of Education's *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*: 1) state-level training and technical assistance for the Ohio Department of Education (ODE), Ohio Local Education Agencies (LEAs), and organizations; and 2) services and training for families and school personnel (Mapp & Kuttner, 2013). What follows is a description of activities under these two areas of capacity-building for Ohio schools and families.

Ohio will develop a state **Framework for Family Engagement** that builds on past state family engagement resources, and aligns and integrates family engagement with current education initiatives. The *OhSFEC* partners will work with ODE and stakeholders to develop the state Family Engagement Framework to guide policies and practices, and to articulate the importance of engagement as an equity strategy to improve student learning opportunities. Ohio will receive technical support from the Council of Chief State Officers (CCSSO). CCSSO will provide guidance and examples of other states' key principles, tools, and high impact policies for engaging families in education. With the Ohio Framework complete, Ohio will develop a plan and tools to build stakeholder awareness and resources for LEA and school-level implementation of the framework (Annual Performance Measure (APM) 2; see Logic Model).

Logic Model for *OhSFEC: Building the capacity of all stakeholders*



Families, educators, and organizations supporting family engagement in Ohio will help to guide the *OhSFEC* activities as part of a **State Advisory Committee (SAC)** convened by *OhSFEC*. This advisory group will elevate the voice and experiences of families and local communities. In years 1 and 2, the SAC will support the development of Ohio's Family Engagement Framework, and in subsequent years will guide development of resources and tools for families by informing the *OhSFEC* of current needs and the best means for delivery of services to address such needs. The membership of the SAC will include a majority of parent members who are representative of the vast diversity of Ohio families; representative education professionals with expertise in improving services for disadvantaged children; representatives of the business community; and representatives of ODE and LEAs (see Table 3). The SAC will also include a representative of Ohio's IDEA funded Parent Training and Information Center.

A third major activity of the *OhSFEC* will be **conducting training for state, regional, and LEA staff to support the deployment of the National Network of Partnership Schools Model (NNPS Model)**. Ohio selected this Evidence Based Practice (EBP) because of its relevance for application in schools kindergarten through grade 12 and its demonstrated potential for widespread impact for all families in participating schools. The NNPS Model combines formal theory, required structures, and flexible options for local schools to strengthen family engagement. Trainers from the National Network of Partnership Schools will train LEA and school leaders to build their knowledge and capacities to organize, staff, plan, implement, evaluate, and continually improve goal-linked programs of school, family, and community partnerships. The NNPS Model is based on the theory of three overlapping spheres of influence - home, school and community. The theory holds that more students will succeed in school when their families, schools, and communities partner, have shared goals and responsibilities for

student learning and development, and work together for student success (Epstein, 1995). A framework of six types of involvement provides school teams a context for understanding family engagement, and how to select and implement activities to support student learning, behavior, and school climate. The six types of involvement are:

- “1) Parenting—helping all families understand child and adolescent development and sustain caring and supportive home environments across the grades;
- 2) Communicating—establishing two-way exchanges about school programs and children’s progress;
- 3) Volunteering—recruiting and organizing parent help at school, home, or in other locations,
- 4) Learning at home—providing information and ideas to families about how to help students with homework and other curriculum-related learning;
- 5) Decision-making—having parents from all backgrounds serve as advocates for their own children and representatives and leaders on school committees; and
- 6) Collaborating with the community—identifying and integrating resources and services from the community to strengthen school programs and students’ experiences” (Epstein & Sheldon, 2016, p. 3).

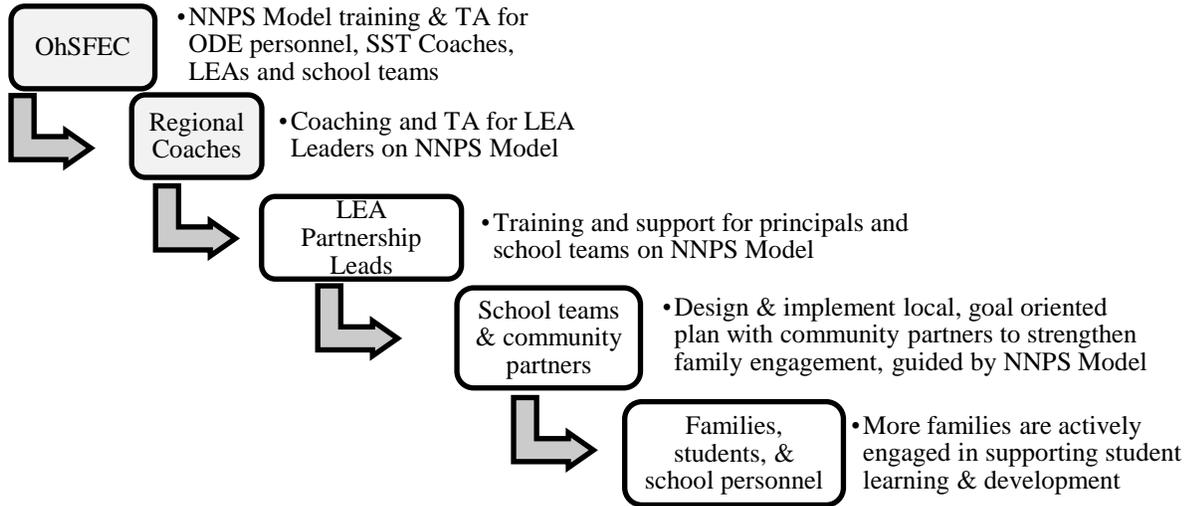
Attention to the six types during the planning process helps school shift from solely event-focused, often ineffective sets of outreach and activities, to plans linked to goals for student success. Schools will be directly addressing family engagement as proposed in ESEA through planning and implementation in these six areas. Schools will collaborate with families to develop plans to assist parents in helping their children by supporting their learning outside of school – including, when appropriate, using technology to support their children’s education. Teams will promote two-way communication, helping families communicate effectively with their children’s teachers. Families on school teams will be active participants in their school planning and will gather input from families in their school. These parent leaders will also have the capacity to train other parents in the NNPS Model as new parents join the team in subsequent years.

The NNPS supports implementation of their model through a nested approach. They provide training and tools to LEA leaders, equipping them to establish family engagement as a

district-wide priority with a district plan. District leaders are also trained by NNPS so they can, in turn, train and support school-level family engagement teams. Guided by the NNPS Model, these school teams work together to develop a local One Year Action Plan for family engagement based on the needs of families and students. School teams identify community resources aligned with their goals and activities to include as collaborative community partnerships in their plans. Each plan identifies family engagement strategies directed toward impacting three school goals: in an academic area such as literacy, a behavioral area such as attendance, and a third goal for family engagement such as helping families understand the school system and how to navigate all of the choices available to them. School teams lead the implementation, monitoring and evaluation of their plan on a yearly basis. In their first training with the NNPS, District Leaders will guide school teams in developing their first draft of their One Year Action Plans. The team will identify meeting schedules and reporting mechanisms. NNPS identifies eight essential elements in their training for districts and schools to improve the quality of family engagement activities, including leadership, teamwork, written plans, implementation of planned activities, evaluations, collegial support, funding, and networking (Epstein, Galindo, & Sheldon, 2011).

OhSFEC's design adds state and regional components to the NNPS nested approach, as illustrated in the graphic below. State leaders will receive NNPS Model training to equip them to lead and to create supportive conditions for regional teams. Next, training in the NNPS Model for regional State Support Team members will equip them to provide coaching and support to LEA leaders in their SST Region. These two layers of support, in addition to the LEA and school teams, ensure stronger fidelity of implementation of the NNPS Model and its sustained practice statewide in Ohio; by providing NNPS Model training for Regions and LEAs after year 4, OhSFEC will ensure sustained implementation of the NNPS model in Ohio.

OhSFEC Nested Approach for NNPS Model



OhSFEC will **develop and disseminate high impact family engagement activities, resources, and services in multiple accessible formats for Ohio families** (see Table 2, APM 3). In partnership with ODE and the SAC, *OhSFEC* will assess the needs of families and educational professionals for the format, content and delivery mechanisms for information and tools for families in Ohio. In response to the identified needs of families and educators, OSU-EHE will develop two to three new resources each year for statewide dissemination (APM 3). These activities will be additive, with support and expansion of each resource continuing for all years of the grant and beyond. It is expected that each NNPS school will implement at least 1 high-impact activity in their first year, and more in subsequent years, resulting in nearly 200 high impact activities by year 5 (APM 3).

OhSFEC will direct supports to LEAs and schools that serve high concentrations of disadvantaged students. As indicated in Table 1, in comparison to LEAs needing no support, LEAs receiving Intensive or Moderate Supports from ODE based on student achievement data serve higher percentages of economically disadvantaged students, students with disabilities, racial minorities, and English Learners (EL). In addition, students in these LEAs are less likely to

graduate from high school. The ten LEAs receiving Intensive Support will be a priority for recruitment and selection for the NNPS training. LEAs receiving Moderate Supports (N=253), which are located in every region of Ohio, will also be prioritized for recruitment.

Table 1: Differences in student demographics based on ODE Classification: Intensive vs Moderate vs No Support Needed Districts											
District Type	# Students	% EL Students	% SWD	% Racial Composition						% Econ Disadv	Grad Rate
				Wh	Bl	As	Hi	Na	Mu		
All	1,560,285	3.2%	14.4%	72.7%	14.5%	2.4%	5.3%	.1%	4.9%	48.7%	83.4%
<u>No Support Needed</u>	375,738	1.6%	12.3%	86.9%	3.3%	3.0%	3.2%	.1%	3.5%	26.8%	95.5%
<u>Intensive Support</u>	201,267	8.6%	18.9%	27.4%	54.2%	2.4%	9.2%	.1%	6.6%	94.8%	73.6%
<u>Moderate Support</u>	628,045	3.0%	15.0%	74.7%	12.4%	1.6%	5.6%	.1%	5.6%	54.9%	89.3%

The U.S. Department of Education’s *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships* (Mapp & Kuttner, 2013) identifies key process conditions and organizational conditions for the design of effective family engagement systems and strategies. *OhSFEC*’s approach and organization for implementing the NNPS Model incorporates each of these necessary conditions.

- **Linked to Learning:** *OhSFEC* will support statewide implementation of the NNPS Model that results in school-level family engagement activities that are goal-oriented – directly linked to improving outcomes for students and families served by the school.
- **Relational:** School teams will implement activities in their schools to support strong two-way communication in support of trusting relationships between parents and school personnel. Teams will include an equal number of parents and teachers who will receive training and coaching together as they develop relationships as a team.
- **Development Orientation:** The delivery and support system for school teams engaged in

the NNPS Model will focus on empowering and enabling participants to be active leaders in their schools. This approach of the NNPS Model will help all members be fully empowered to participate in the group.

- Collaborative: Each school team of parents, teachers, administrator, students and community member will be trained together, supporting collaborative relationships between all. Two school teams from each district will receive training together, building a peer support network within LEAs.
- Interactive: Individual school teams will plan together in the interactive training session and will develop their 1 year action plan as a part of the training day. In addition, each team will develop strategies tailored to the needs of their school community to strengthen a school climate that is welcoming, relational, and accessible to all families.
- Systemic: Ohio's approach includes developing a state Family Engagement Framework to support effective family engagement practices in schools statewide. The implementation of the NNPS Model, and the development of additional resources for families and school personnel to promote family engagement will create essential supports for families and schools and directly impact LEA and school improvement plans. Ohio is also building connections between education and other agencies serving families at the state-level through the State Leadership Team, and at the local level through school partnerships with local organizations.
- Integrated: Each of these efforts is integrated and aligned with Ohio's State System of Support and integrated with the Ohio Improvement Process. At the local school level, teams will integrate their family engagement activities to address school goals for student achievement and behavior.

- Sustained: Ohio's nested approach will build capacity at multiple levels to sustain training and technical assistance for implementation of the NNPS Model in Ohio. At the school level, teams dedicated to family engagement are sustainable despite leadership and team member changes through LEA and local level policies and commitment to maintain the school team and NNPS Model processes.

(2) **Extent to which *OhSFEC* services reflect current research/practices.** *OhSFEC* will advance the dual-capacity of educators and families in Ohio to be equal partners in supporting student success. The Department of Education's *Dual Capacity-Building Framework for Family-School Partnerships* (2013) and contributing research underpinning the *OhSFEC* proposed activities reflect current research in the field of family-school-community partnerships. Research on the effectiveness of the NNPS model (Epstein & Sheldon, 2016; Epstein, Galindo, & Sheldon, 2011; Sheldon, 2007 & 2009), which currently meets WWC criteria for Moderate Evidence, indicates that NNPS is associated with gains in both school and student-level outcomes. Studies conducted with districts and schools that implemented the NNPS Model indicated that more families became involved – including families not previously engaged. These gains improved from year to year on several types of involvement at elementary, middle and high school levels (Sheldon, 2009).

In addition, research within OSU's College of Education and Human Ecology has demonstrated the power of high quality, work-embedded training for teachers to impact the self-efficacy of teachers and parents/caregivers for partnering (Boone & Wellman, 2018a; 2018b). Taken together with the NNPS body of evidence, these studies provide evidence that the model works; principals are more attuned to family partners, families are empowered as leaders and

decision-makers, and students achieve at higher levels when schools invite families to be a part of action teams.

(3) Extent to which *OhSFEC* is designed to build capacity and sustained results.

Ohio's design accounts for developing the capacity at state, regional, and local levels to implement the NNPS Model. Ohio will have the capacity to maintain training and technical assistance for LEAs for implementing this EBP beyond the SFEC grant through the capacity to do so developed at OSU and in State Support Teams and Educational Service Centers through this grant. Districts leaders will train at least two school teams for the purposes of this grant and evaluation, and they will have the capacity to take the NNPS Model to scale in all district buildings. Regional SSTs will provide District Leaders with coaching for implementation in as many schools as the district selects. Districts may choose to increase the number of trained school teams each year. At the school level, teams will have the capacity to continue to develop plans for family engagement based on the theoretical framework and processes of the NNPS Model.

ODE is committed to sustaining support for Ohio's State Framework for Family Engagement as well. The agency and *OhSFEC* will provide resources to assist LEAs and schools with aligning their local policies and practices to the state Framework and increasing the impact of their family engagement efforts on student outcomes.

Response to Competitive Preferences Priorities (CPP)

Competitive Preference Priority 1a: Create a SFEC that will provide direct services to parents and families through evidence-based activities.

OhSFEC is partnering with the National Network of Partnership Schools (NNPS) to implement the NNPS Model for Ohio's SEA leaders, regional SST staff, district leaders, school leaders, teachers, and parents. This model meets the criteria for an Evidence Based Program.

NNPS has had, as indicated in the SFEC Request for Proposals, “a statistically significant effect on improving student outcomes or other relevant outcomes based on promising evidence from at least one well designed and well implemented correlational study with statistical controls for selection bias” (See: Evidence Form attachment; Epstein, Galindo, & Sheldon, 2011; Sheldon, 2007). *OhSFEC* will support training in the NNPS Model statewide. The following bullets summarize the training and impact:

- NNPS provides training for 16 regional SST Partnership Leads as well as SST Directors and ODE personnel (Total N >50) beginning in Year 1. This day-long training each year of the grant and ongoing TA provided by NNPS builds state-level capacity to provide training and coaching to support the NNPS Model in schools after the scope of this grant.
- Regional SSTs recruit one LEA from their region each year for three years (N=48) to implement the NNPS Model.
- Each participating LEA designates a District Lead who is the designated internal facilitator and trainer for the NNPS Model for schools served by their LEA.
- NNPS provides their 2.5-day training series for each LEA.
 - Half-day orientation and leadership training for LEA leaders such as superintendents, along with District Lead and SST Coach.
 - One day training for District Leads along with their SST coaches to develop their capacity to lead school-level family engagement planning.
 - Each LEA recruits two or more schools (one elementary and one middle or high school) with school teams of 2-3 parents, 2-3 teachers, 1 administrator, students (MS/HS), and a community member (total of 192-288 parents, 192-288 teachers, 96 administrators, students and community members in 96 schools).

- One day training for all school teams guided by NNPS and supported by their District Lead and regional SST Coach. School teams draft their first 1-Year Action Plan for the following school year for family engagement.
- School teams continue to meet, supported by their District Lead, to refine, implement and evaluate their family engagement 1 year plan.

The NNPS Model equips school leaders, parents, and teachers to use an evidence based framework in developing and implementing family engagement activities to reach the families of all students; focus on family engagement practices that are linked to academic and behavioral goals for students; and to be active participants in the development, implementation and review of school-parent compacts, policies and school planning as indicated in ESEA. Given moderate estimates of school size, this high impact activity will impact more than 10,000 parents of Ohio students from rural, suburban, and urban communities (see Table 2, APM 1).

Each year, *OhSFEC* will evaluate the impact of the schools' family engagement activities on the parents and school personnel served by the school. As indicated in Performance Measure 4, each year of the grant, as school teams refine and improve their school activities in support of family engagement, more and more families in the participating schools are expected to report having enhanced capacity to work with their child's school and partnering service providers. These goals allow school teams to grow and improve on the effectiveness of their activities to reach all families. Cohort 1 school teams will have three years of implementation within the period of this grant, Cohort 2 schools will have two years, and Cohort 3 will have one year. It is the goal of *OhSFEC* that of the over 10,000 families engaged in the 96 schools, at least 50% will report enhanced capabilities by Year 5 of this grant (APM 4).

Table 2: Annual Performance Measures				
Performance Measure	1: # 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			
Y1 SY2018-19	Y2 SY2019-20	Y3 SY2020-21	Y4 SY2021-22	Y5 SY2022-23
0	Cohort 1: 96 (Families on school planning teams)	Cohort 1: 3200 Cohort 2: 96 Other SFEC activities: 200 Total: 3,496	Cohort 1: 3320 (+10% from Y3) Cohort 2: 3200 Cohort 3: 96 Other SFEC activities: 300 Total: 6,916	Cohort 1: 3650 (+10% from Y4) Cohort 2: 3320 (+10% from Y4) Cohort 3: 3200 Other SFEC activities: 400 Total: 10,570
Performance Measure	2: # 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			
Y1 SY2018-19	Y2 SY2019-20	Y3 SY2020-21	Y4 SY2021-22	Y5 SY2022-23
3	4	5	6	7
Performance Measure	3: # of high impact activities or services to ensure parents are trained and can effectively engage in activities leading to student achievement			
Y1 SY2018-19	Y2 SY2019-20	Y3 SY2020-21	Y4 SY2021-22	Y5 SY2022-23
0	32	64	128	192
Performance Measure	4: Percentage of parents and families receiving SFEC services who report having enhanced capacity to work with schools and service providers			
Y1 SY2018-19	Y2 SY2019-20	Y3 SY2020-21	Y4 SY2021-22	Y5 SY2022-23
0%	30%	35%	40%	50%

Competitive Preference Priority 2: Provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

In partnership with ODE and SAC, the *OhSFEC* will conduct a needs assessment of stakeholders to gather broad input of families and professionals to guide the development of resources. Rather than predetermining the format and content of these tools, *OhSFEC* will use the needs assessment, stakeholders meetings, and the SAC to ensure the resources developed meet the needs of Ohio’s families of today. *OhSFEC* will develop two to three new statewide resources each year such as parent leadership training, micro-learning videos about choices for

educational settings, mobile friendly content in multiple languages for supporting early literacy, or on-line training for teachers or principals on how to develop partnerships for learning with immigrant or refugee families. As indicated in Table 2 (APM 3), each year *OhSFEC* will develop and implement new, statewide resources for families and education professionals. Each will entail the design, development, and implementation of a substantive resource for families and educational personnel with a statewide reach. These activities will be additive, with support and expansion of each resource continuing for all years of the grant and beyond. It is expected that each NNPS school will implement at least 1 high-impact activity in their first year, and more in subsequent years, resulting in nearly 200 high impact activities by year 5 (APM 3). OSU-EHE will monitor families' satisfaction and use of resources, using this formative feedback to improve.

The first resource developed will be an *OhSFEC* website. The website will be a “home base” for resources that address the information identified by the needs assessment such as:

- training for families and school personnel to develop their capacity to partner effectively;
- resources for families so they can make informed choices of educational settings to support their child's unique learning needs;
- tools for schools and families to support two-way communication; and
- local Ohio resources for Family Literacy and Family Financial Literacy.

B. Quality of Management Plan and Project Personnel

OSU-EHE will leverage existing state agency-university partnerships and develop new coalitions to expand Ohio's statewide infrastructure for family engagement in education. The *OhSFEC* management plan demonstrates a management structure, governance, and staffing aligned and inclusive of skills, knowledge, and perspectives from stakeholders at all levels of the system across Ohio committed to family engagement in education.

(1) **Diversity of Perspectives for the Operation of *OhSFEC***. OSU-EHE will establish a SAC in Year 1 with family members, education professionals and representatives with a broad range of perspectives and experiences. These members will guide the development of Ohio's Family Engagement Framework and resources and tools for families developed by *OhSFEC* partners. In addition, *OhSFEC* will implement a needs assessment with parents and educators through statewide networks. Meetings of stakeholders and surveys will also be utilized to gain an accurate assessment of current parental and educator needs in regards to active family engagement, and the best means for delivery of services. The SAC will be an important, ongoing, body of parents and stakeholders to provide continual feedback to *OhSFEC*. They will also be important beta-testers and implementers of resources for families and educational professionals developed by *OhSFEC*.

Table 3: *OhSFEC* State Advisory Committee Membership Roles and Organizations

- **Parent Representatives (At least 50% of members):** Parents, grandparents, families of children with disabilities; urban, suburban and rural LEAs, EL, and parents with students in a variety of educational settings.
- **High School Students:** Rural, urban, & suburban LEAs, high percentage of Title I eligible students
- **Key ODE Staff:** Family & Child Community Coordinator of Office of Innovation and Improvement (Foster Care specialist); ELL Consultant, Lau Resource Center
- **Representatives of Ohio Organizations Supporting Families of Disadvantaged Students:** Ohio Migrant Education Center, Ohio PTA, Urban League, The Coalition of Rural & Appalachian Schools, Business Representatives, OSU Extension, and Ohio Family & Children First Councils
- **LEA Administrators:** Urban & rural LEAs with high percentages of disadvantaged students
- **Elementary, Middle & High School Administrators:** Title I eligible schools
- **IDEA funded Parent Training and Information Center representative:** Ohio Coalition for the Education of Children with Disabilities
- **Ohio Center for Autism and Low Incidence Disabilities:** Family Center representative
- **Regional educational support staff:** SST and ESC representative

A majority of the membership of the SAC, as listed in Table 3, are parent members who are representative of the vast diversity of Ohio families. Other members include education professionals with expertise in improving services for disadvantaged children, representatives of local elementary and secondary schools including high school students, representatives of the business community, ODE, and LEAs.

(2) Collaboration of Partners for Maximizing the Effectiveness of OhSFEC Services.

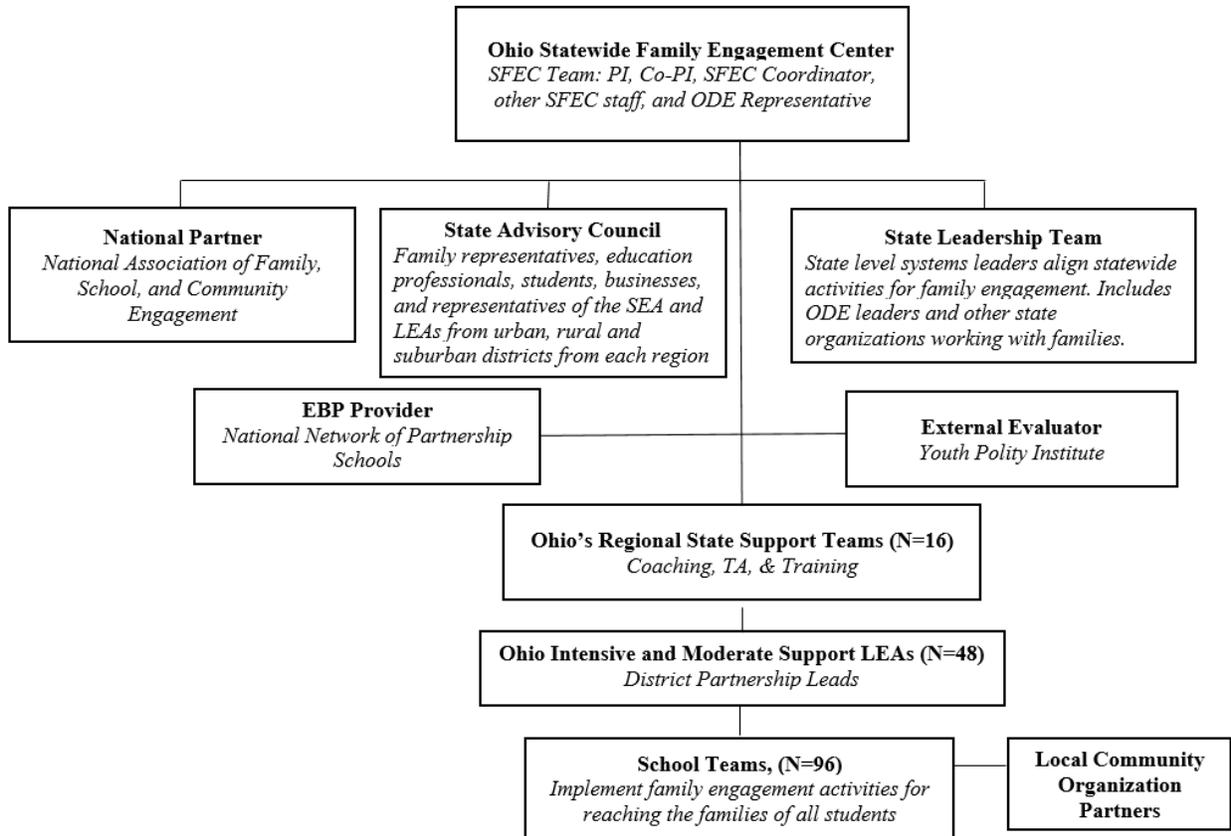
OSU-EHE in partnership with ODE has developed tools and training to promote the integration of family engagement into Ohio initiatives for mental and behavioral health for students, literacy, the Ohio Improvement Process, Special Education, PBIS, equity in education, teacher efficacy, and parent-teacher relationships. In addition, OSU-EHE has a long history of international, national and statewide contributions to adult literacy, early childhood professional development, development of online curriculum and resources, preservice preparation for all classifications of teachers, as well as research, and outreach supporting parenting, child development, and healthy families. The *OhSFEC* adds to the longstanding partnership of ODE and OSU-EHE collaboration with three primary partners; the National Network of Partnership Schools (NNPS), the National Association for Family, School, and Community Engagement (NAFSCE), and the Youth Policy Institute (see Organizational Chart on page 18).

NNPS will provide training, tools, and evaluation in the evidence based NNPS Model for *OhSFEC*. Through training of persons at the state, regional, LEA, and school levels, NNPS will build the capacity at all levels to sustain training and implementation of the NNPS Model. Joyce Epstein, the Founder and Director of NNPS, will be Ohio's primary contact and TA provider.

NAFSCE is a national organization promoting high-impact policies and practices for family, school, and community engagement. NAFSCE will provide TA to *OhSFEC* and ODE to

develop the Ohio Family Engagement Framework that is aligned with *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships*. NAFSCE will provide virtual and onsite coaching, workshops and trainings, and facilitation of intra- and inter-state professional learning communities. They will also provide recommendations for a public awareness campaign about the importance of family engagement in education that closes the gap of understanding among experts, policy makers, practitioners/educators and the public. NAFSCE will partner with *OhSFEC* in conducting needs assessments and the development of resources for education professionals and families. NAFSCE will also connect *OhSFEC* with other SFECs by facilitating a network to promote ongoing intra-state sharing and communication.

OhSFEC Organizational Chart



Evaluation services provided by Youth Policy Institute, will inform program improvements and impact over the five years of the grant. YPI’s evaluation will examine the

extent to which the project activities successfully support 1) implementation with fidelity of the NNPS model; 2) improved family participation of families; 3) increased teacher ability to engage families as partners, 4) improved academic outcomes across school levels; and 5) development of state-level policy initiatives to provide standards and pathways sustaining of family engagement initiatives.

(3) Adequacy of Management Plan: Timelines; Budget; Responsibilities; Milestones.

OSU-EHE has a proven track record of working collaboratively with ODE, regional SSTs, LEAs and community organizations to provide high quality TA, training, and resources for family engagement. *OhSFEC*'s Team, led by Boone and Wellman, will follow an Integrated Project Delivery model by: (i) integrating people, systems, business structures and educational practices; (ii) harnessing the talents and insights of all participants to optimize project's results, (iii) broadening impacts for both current and future partners; and (iv) supporting strategies that enable sustainability. The Project Objectives and Timeline (Table 5) includes timelines, milestones and key personnel associated with each project goal and objective. A clearly defined budget with yearly costs and defined responsibilities is included in the Budget Narrative.

(4) Qualifications of Key Project Personnel, Including Relevant Training and Experience. OSU-EHE and ODE are committed to staffing the *OhSFEC* with highly qualified staff, leveraging the skills, expertise, and experiences of the individuals listed in Table 4. OSU-EHE is committed to serving the families of Ohio as their Statewide Family Engagement Center, and to providing excellent TA, training and resources to ODE and LEAs.

Encouragement of application from members of all underrepresented groups. The Ohio State University is committed to building a diverse faculty and staff to ensure the highest quality workforce, to reflect human diversity, and to improve opportunities for minorities and

women. The university embraces human diversity and is committed to equal employment opportunity, affirmative action, and eliminating discrimination. *OhSFEC's* project personnel includes U.S. and non-national researchers and staff from underrepresented groups with culturally and linguistically diverse backgrounds. Opportunities for hiring of new personnel, if awarded this grant, will continue to enhance and strengthen the team diversity.

Table 4: <i>OhSFEC</i> Key Project Personnel		
Name	Role	Training and Experience
Barbara Boone	PI, <i>OhSFEC</i> Director, OSU, College of Education and Human Ecology, Program Director and Instructor	20 years working with ODE & LEAs on projects dedicated to strengthening the capacity of families and professionals to collaborate in support of student learning and well-being. 5 years of experience as OSU-EHE PI. 3 years as the Director of the ODE Office of Family and Community Supports. 6 years as early childhood teacher and administrator. Research interests: educator efficacy for partnering with families, professional development for improving school and family practices for partnering.
Meredith Wellman	Co-PI, <i>OhSFEC</i> Project Lead, OSU, College of Education and Human Ecology, staff	3 years of experience at OSU-EHE as project manager, 2 years of experience supporting statewide family and community engagement initiatives and supporting LEA parent surveys. 7 years of experience as a program evaluator and data analyst for initiatives in Ohio and Illinois. 1 year of experience teaching Pre K-Adult levels in reading.
Thomas Capretta	Lead Coordinator with ODE & SSTs, ODE Family & Children Community Coordinator.	Leader at The Ohio Department of Education. Focused on aligning and integrating resources and programs across the department that support school and district abilities to build productive partnerships with families and the community.
Joyce Epstein	NNPS Model Trainer, Director, Center on School, Family, and Community Partnerships, Professor of Education and Sociology	Director of the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools, and a professor at Johns Hopkins University. In 1995, she established the National Network of Partnership Schools. She has over 100 publications on family and community involvement.

Table 4: *OhSFEC* Key Project Personnel

Name	Role	Training and Experience
Vito Borello	NAFSCE Executive Director; Expertise and national context for family engagement frameworks, and statewide coalitions	Executive Director for the National Association for Family, School, and Community Engagement, provides guidance to states in their development of family engagement policies, frameworks, and practices. Mr. Borrello served for 19 years as president of Every Person Influences Children (EPIC), overseeing implementation in 16 states, and Singapore. Serves on several National Boards for Family Engagement.
Philip Uninsky	External Evaluator, Executive Director, Youth Policy Institute (YPI)	Extensive experience promoting emergent literacy directing research & comprehensive evaluation projects, PD of teachers, school climate transformation projects, violence prevention programming & mental health services; YPI assists governmental agencies in improving the quality of the implementation, monitoring & sustainability of evidence-based programs serving at-risk children and youth & their families
Beth Crawford	Senior Database Manager, OSU-EHE	12 years' experience in tracking & analyzing data; conducts participants surveys; builds partner relationships; develops processes for managing data; makes recommendations for improving data collection
Sean Hickey	Education Resource Specialist; OSU-EHE	eLearning developer; transfers content to on-line, video based, and learning modules for teachers and family members.

Table 5: OhSFEC Project Objectives and Timeline				Year				
Project Objective	Assigned Personnel	Major Tasks	1	2	3	4	5	
Ratify project governance, management plan & org. chart with processes & procedures; confirm timeline & deliverables	Boone; Wellman; Capretta; Partner Orgs.	All OSU-EHE & ODE project staff defined and any additional staff for increased capacity hired; clearly defined roles and responsibilities for management structure; ongoing interagency communication; finalize timeline; finalize MOUs.						
Activity 1: Support the development of the Ohio Department of Education's Family Engagement Framework. Objective 1.1: Recruit, convene, & maintain a Statewide Advisory Committee	Boone; Wellman; Capretta; SFEC Coord.	Years 1 & 2: Recruit parents, students, and professionals from all regions of Ohio for SAC. Develop Terms of Reference. Convene group in 2019 to inform ODE's state Family Engagement Framework development (4-5 meetings).						
		Years 3-5: Convene the SAC twice annually to inform & guide content, format, & delivery of high impact resources & TA to families & schools.						
Objective 1.2: Provide expertise & guidance for development of Ohio Family Engagement Framework.	Boone; ODE Leaders; SAC; Borello; parents	Years 1 & 2: Provide up-to-date research-based information; national perspectives; local perspectives; existing educational infrastructure. Assist with writing and reviewing state framework. Conduct needs assessment & activities to garner a broad range of input from families & educators.						
Activity 2: Support implementation of Ohio Family Engagement Framework by ODE, LEAs, schools, & organizations. Objective 2.1: Provide content expertise & guidance in development & implementation of awareness campaign for Ohio's Family Engagement Framework	Boone; Borello; ODE Leaders; SAC	Year 2: Awareness campaign plan developed for resources and delivery methods. Recruit & train Parent Ambassadors.						
Objective 2.2: Development & rollout of resources for families & schools for implementation of policies & practices aligned with Family Engagement Framework.	SFEC team; ODE; SST staff; Borello; SAC; state orgs.	Year 3-5: Resources targeted to schools, families & community stakeholders are developed & vetted with SAC. • OSU-EHE SFEC team, ODE & partnering state agencies & organizations distribute tools, resources, social media & training according to awareness campaign plan.						

Table 5: OhSFEC Project Objectives and Timeline				Year				
Project Objective	Assigned Personnel	Major Tasks	1	2	3	4	5	
Activity 3: Provide direct services to parents and families through evidence-based activities (Competitive Pref. Priority 1(a)) Objective 3.1: Secure & deliver turnkey training to institute & sustain effective PD & coaching to support the NNPS EBP model for family engagement.	Boone; Wellman; ODE Rep; SSTs; Epstein; Uninsky	Year 1: <ul style="list-style-type: none"> • Determine regional coaching service delivery plan to provide ongoing coaching from SSTs to LEAs implementing the NNPS model. • Recruitment/onboarding of all 16 Ohio SSTs (leadership) and selection of SST Partnership Coaches for each region. • NNPS provides 1-day PD to state leads and regional SST Coaches in the NNPS model. 						
	Epstein; SSTs; LEAs	Year 2: <ul style="list-style-type: none"> • All 16 SSTs recruit 1 LEA, Intensive or Moderate support status (Cohort 1 LEAs). • 16 LEAs select 1 district-level Partnership Lead • 16 LEAs select 2 schools (1 ES & 1 MS or HS). Total 32 schools. • 32 schools receive 2.5-day NNPS model PD including LEA administrators, and school teams of 2-3 parents, 2-3 teachers, administrator, community member and student (MS/HS). (Total 96 parents and 96 teachers). • 32 school teams develop a 1-Year Action Plan of high impact activities and services for family engagement of all families and personnel in the school. 						
	Epstein; SSTs; LEAs	Year 3: <ul style="list-style-type: none"> • Cohort 1 LEAs: <ul style="list-style-type: none"> ○ 32 schools teams in Cohort 1 LEAs implement first-year Action Plans. LEA Partnership Leads provide guidance and support. Regional SST Coaches provide on-going coaching support. • Cohort 2 LEAs: <ul style="list-style-type: none"> ○ 16 SSTs recruit 2nd LEA (Intensive/Moderate support status). ○ 16 LEAs select 2 schools (1 ES & 1 MS/HS). (Total 64 schools in Cohorts 1 & 2). ○ 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, 						

Table 5: OhSFEC Project Objectives and Timeline				Year				
Project Objective	Assigned Personnel	Major Tasks	1	2	3	4	5	
Objective 3.1 continued		administrator, community member and student (MS/HS). (Total 192 parents and 192 teachers in Cohort 1 & 2 school teams.) • NNPS provides 1-day PD on specialized topics to advance regional and LEA supports for high impact activities for family engagement.						
	Epstein; SSTs; LEAs	Year 4: • Cohort 1 LEAs: 32 Schools implement 2nd-year plans. • Cohort 2 LEAs: 32 Schools implement 1st-year plans. • LEA Partnership Leads provide guidance and support and Regional SST Coaches provide on-going coaching • Cohort 3 LEAs: ○ 16 SSTs recruit 3rd LEA (Intensive/Moderate support status). ○ 16 LEAs select 2 schools (1 ES & 1 MS/HS). (Total 96 schools in Cohorts 1, 2 & 3). ○ 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, administrator, community member and student (MS/HS). (Total 288 parents and 288 teachers in Cohort 1, 2 & 3 school teams.) • NNPS provides 1-day PD on specialized topics to advance regional and LEA supports for high impact activities for family engagement.						
	Epstein; SSTs; LEAs	Year 5: • Cohort 1 LEAs: 32 Schools implement 3rd-year plans. • Cohort 2 LEAs: 32 Schools implement 2nd-year plans. • Cohort 3 LEAs: 32 Schools implement 1st-year plans. • LEA Partnership Leads provide guidance and support and Regional SST Coaches provide on-going coaching. • NNPS provides a 1-day “booster” PD on specialized topics to advance regional and LEA supports for high impact activities for family engagement.						

C. Adequacy of Resources

(1) **Relevance and Demonstrated Commitment of Partners to the Implementation and Success of the *OhSFEC***. ODE's approach to family engagement is emerging as systemic commitment reaching students and families from birth to grade 12. This commitment will require coordination between multiple agencies and competing priorities and *OhSFEC* will be a unifying entity. OSU-EHE is partnering strategically with three entities as formal partners in the success of the *OhSFEC*. Table 6 describes each of the partners and their role in the success of the

Table 6: Key Contributions of <i>OhSFEC</i> Partners
The Ohio State University: Key Contributions
<ul style="list-style-type: none"> • Overall <i>OhSFEC</i> leadership, project management, oversight • Coordinate and nurture organization partnerships to support statewide, systemic, coordinated approach to inform and disseminate information, resources and tools for family engagement • Content expertise for resource development and TA to ODE and regions • Resource design, development and distribution to families and school personnel in <u>multiple accessible formats and delivery mechanisms</u>.
Ohio Department of Education: Key Contributions
<ul style="list-style-type: none"> • Fiscal agent between the <i>OhSFEC</i> and Ohio's SSTs • ODE SSTs will commit non-federal funds to salaries of staff working directly with <i>OhSFEC</i>. • Develop, publish & provide on-going TA supporting implementation of Ohio's Family Engagement Framework for birth to grade 12 with input in consultation with stakeholders • Commit staff time to collaborate and support <i>OhSFEC</i>.
National Network of Partnership Schools, Johns Hopkins University: Key Contributions
<ul style="list-style-type: none"> • Train state personnel, regional coaches, LEA leaders, LEA Partnership Lead, and school teams in the NNPS Model • Provide 3, 1-day trainings on specialized topics to advance regional and LEA supports for high impact activities for family engagement. • Provide NNPS model materials for participating state, regional, LEA and school members. • Provide access to evaluation data of regions, LEAs and schools
National Association for Family, School, and Community Engagement: Key Contributions
<ul style="list-style-type: none"> • Provide TA services to both <i>OhSFEC</i> Consortium Partners for the development of a state Family Engagement Framework for birth through grade 12, and for establishing SAC. • Intensive support around advancing the Family Engagement Framework in Ohio. • Provide cross-state convening & capacity building opportunities for NAFSCE partner SFECs • Engage NAFSCE partner SFECs in NAFSCE's national Reframing the Conversation Communications Campaign in partnership with the FrameWorks Institute
Youth Policy Institute
<ul style="list-style-type: none"> • Oversee logic model, evaluation design, data collection, outcomes measures, prepare project's formative and summative reports

OhSFEC including the ODE, NAFSCE, NNPS, and YPI. Each organization has completed a Preliminary MOU with OSU-EHE in commitment of their support.

(2) Costs Are Reasonable In Relation To Objectives Design & Potential Significance.

The *OhSFEC* plan is ambitious. OSU-EHE recognizes the opportunity and potential to impact lasting change for Ohio's students with the *SFEC* award, ODE's commitment to prioritize families as partners, and OSU-EHE's experience and resources. OSU-EHE is leveraging cost effective EBP practices and expert partners while elevating the voice, needs, and perspectives of families. Capacity building is key, and utilizing Implementation Science practices will improve the training-to-practice transfer. To this end, OSU-EHE is investing in developing people, policies, practices, tools, and a rigorous evaluation that will contribute to the evidence based family engagement. Each year of the grant, 30% or more of the funds received will establish or expand TA for the EBP, NNPS Model. In the design of the *OhSFEC*, OSU-EHE did not let the funding cap guide design, but rather designed a capacity-building, family engagement center to promote partnerships to support student success cascading from the state level to local communities and families.

In Year 1, OSU-EHE is requestin [REDACTED] This is a foundational year of solidifying partnerships, timelines, and staffing. In the first year, OSU-EHE will also conduct a wide recruitment plan to invite families, students, education professionals, organizations, and business representatives to the SAC. On-boarding of all members and intentionally developing a welcoming, respectful, and productive culture will be key. OSU-EHE will convene the SAC multiple times in Year 1 while coordinating with ODE and NAFSCE for the development of an Ohio Family Engagement Framework. Also in Year 1, OSU-EHE will be working with ODE and regional SSTs and ESCs to build awareness, understanding, and support for the implementation

of the NNPS Model. A first, important NNPS training in Year 1 will develop the capacity of Ohio educational leaders to lead NNPS in Ohio.

In Year 2, OSU-EHE is requesting [REDACTED]. This year will entail the recruitment and training in the NNPS Model of 16 regions, 16 LEAs, 32 school teams of parents, teachers, an administrator, and potentially students and community members. Along with the training, OSU-EHE will work with ODE to coordinate coaching for LEAs for the implementation of the NNPS Model. The evaluation of the NNPS Model will implement a quasi-experimental design collecting both quantitative and qualitative data. In Year 2, OSU-EHE will continue to convene and support the SAC, in coordination with NAFSCE and ODE, and the development of the Ohio Family Engagement Framework. In January 2020, ODE is committed to rolling out the Framework and OSU-EHE's support a technical assistance response and resource development will begin.

In Years 3 and 4, OSU-EHE is requesting [REDACTED] and [REDACTED] respectively. These will be intensive years when the implementation and evaluation of the NNPS Model will be impacting 48 LEAs, and 96 school teams. The school teams will also be implementing their strategies for engaging families to impact student outcomes. Thousands of Ohio families will be impacted through these efforts. The evaluation activities in this year will reach out to all of the school personnel, families, and regional staff who are impacted by the NNPS Model. OSU-EHE will convene and work with the SAC to design, develop, and distribute resources that are multilingual, accessible, useful, and relevant for families in support of their active participation in their child's education and choice of educational setting. A new website with resources such as curriculum, micro learning videos, and information for families will be developed and

monitored. Each new resource and the dissemination plan will be designed in consideration of families who face barriers to engaging in traditional family engagement strategies.

In Year 5, OSU-EHE is requestin [REDACTED] to develop additional resources for families and school personnel and build a support system to maintain the capacity developed through the *OhSFEC* activities. OSU-EHE and ODE regional support staff will have the capacity to continue to provide NNPS Model training and coaching on their own for Ohio schools. OSU-EHE will continue to offer numerous trainings and resources developed in Years 1-4, expanding the NNPS Model training for implementation by any Ohio school. OSU-EHE will continue to convene the SAC and collaborate with ODE to inform education policy and practices. This year will be critical to the evaluation, as all 96 schools will be implementing family engagement action plans aimed at actively engaging thousands of parents.

(3) *OhSFEC* Costs are Reasonable in Relation to Number of Persons Served and Anticipated Results and Benefits. Though we have provided modest estimates of the number of families that could be reached using these funds in Table 2 (100 families/school + 10% per year of implementation), a true calculation of the number of students and families that could potentially be reached using the project design is closer to 54,656 based on the number of schools and estimated students per school. With a design that covers nearly 10% of Ohio's districts, this funding has dramatic potential to create ripple effects in Ohio's communities, where schools and families begin to share best practices and success stories and learn from one another about the power of partnership teams.

Given *OhSFEC's* targeted approach to high need district selection, the potential to serve 10,000 or more families per year by year 5 (see Table 2), our robust evaluation to build evidence for the implementation of NNPS, and the capacity to sustain Ohio's future family engagement

work, project costs are reasonable for these anticipated positive outcomes. More than 65% of *OhSFEC's* funding is appropriated for NNPS through training, development of family-school action teams, coaching by district and regional staff, and resource development for intensive impact family engagement plans at the school level in high and moderate need LEAs. These LEAs represent over 620,000 economically disadvantaged students who receive free or reduced price lunches (95% of students in intensive need districts and 55% of students in moderate need districts; see Table 1). Given the large target number of districts (n=48) and schools (n=96) where NNPS will be implemented, a majority of *OhSFEC* and regional/district staff time, resources, and evaluation costs will support high need districts serving over 50,000 Ohio students. Within the family engagement plans, school teams will apply strategies to impact all families using a tiered approach that provides supports that are more intensive to high need families (e.g., students who are English language learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students). In years 3-5, additional resources will be apportioned specifically for groups that schools and the SAC identify as needing support (e.g., EL families and families of students with disabilities). Similarly, 30% or more of funds are allocated to establish or expand TA for the EBP, NNPS Model. Approximately 15% of costs are budgeted for evaluation services to track processes and outcomes of NNPS implementation, and another 15% or more each year to regional and district level coaching and resources to implementing schools (see funds allocated to ODE, NNPS, and Salary/Effort allocated to Boone and Wellman). In summary, based on estimates of the average number of students per school for ES (409), MS(518), and HS(781) in Ohio, we have calculated that we will reach up to 18,218 students and their families per cohort - reaching 54,656 students

and their families by the end of the grant [REDACTED] in Direct Costs / 54,656 students = [REDACTED] student).

D. Quality of the Project Evaluation

(1) Evaluation Methods Using Objective Performance Measures Clearly Related to Intended Outcomes and Resulting in a Rich Array of Quantitative & Qualitative Data

The Youth Policy Institute (YPI) will partner with OSU-EHE to evaluate *OhSFEC*. Several features distinguish YPI's approach. YPI has developed an evaluation model that establishes the impact of the *OhSFEC* project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU-EHE SFEC team, ODE, 16 regional SSTs, NNPS, 64 school teams (Cohorts 1 & 2), and participating LEAs/schools. A robust, quasi-experimental design using quantitative and qualitative data collection methodologies will allow for an in-depth accounting of: core evaluation questions; changes over time in implementation strategies; levels of adherence to the research-based strategies of NNPS; and the full range of *OhSFEC* outcomes.

YPI's evaluation plan aligns to project activities and objectives and incorporates current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers. It employs a mix of quantitative and qualitative data collection methods (Table 7) designed to: a) capture multiple perspectives; b) achieve a balance between breadth and depth of information; c) measure both process variables (Table 9) and *OhSFEC* impacts; d) provide a check on the validity and reliability of evaluation findings; and e) generate an accurate and ongoing picture of the relationship between program implementation and impacts.

Data Collection. Table 7 identifies the proposed data collection strategies, which can be expanded and/or revised through a collaborative process between YPI and the project team. Data will be crosschecked from multiple sources to increase the validity of the results. In all data collection activities, YPI will ensure that no personally identifying data is collected.

<i>Instruments/Procedures (Collection Schedule)</i>	Table 7: Data Collection Strategies Purpose
Document/Project Records Review (<i>Spring, Yrs 1-5</i>)	Project staff qualifications; staff retention; training records; MOUs; school team plans; meeting schedules; agendas; resolutions; policies
TS & CS School Teams Survey (<i>Spring, TS Years 2-5, CS Years 3-5</i>)	Relevant experience; training quality; roles and responsibilities; development and implementation of annual plans; perspective on implementation and program effects
SST Trainer Survey (<i>Spring, Years 2-5</i>)	Project supports provided; recruitment/selection of participating districts; training of School Teams; perception of implementation
Teacher Survey (<i>CS & TS Spring, Years 2-5</i>)	Type/extent of interactions with project functions; factors influencing family engagement activities with families; use of core strategies; changes in student engagement/achievement and family involvement
Family Survey (<i>Spring, TS Yrs 2-5, CS Yrs 3-5</i>)	Demographics; involvement with School Teams, schools, and community services; effects on school engagement, capacity to support students, and student achievement
Student Record Data (<i>July, Years 1-5, TS & CS</i>)	Baseline and ongoing: English Language Arts (ELA) grades; standardized tests; BOY-EOY assessments; attendance; demographics
SAC Survey (<i>Spring, Years 1-5</i>)	Roles/responsibilities; relationship to <i>OhSFEC</i> ; policy recommendations; action on standards, sustainability and replication
Dist. Leader Focus Groups (<i>Winter, Yrs 2-5, TS & CS</i>)	Implementation progress; successes; obstacles; lessons learned; sustainability and replication planning/activities
School Site Visits (<i>Spring, Years 2-5; TS & CS</i>)	Sample of sites to establish the qualitative context for quantitative data; focus groups with School Teams
<i>OhSFEC Staff Interviews (Semi-annual, Years 1-5)</i>	Collect qualitative data on extent of: data-driven decision making; implementation planning; successes; obstacles; lessons learned

Overarching outcomes. This project has five overarching evaluation outcomes, each associated with distinct measures, which examine the extent to which the project activities successfully support: (1) implementation with fidelity of the NNPS model of family engagement at 64 participating schools as a collaboration of families, teachers, school administrators, LEAs, and Ohio's 16 SSTs; (2) improved family participation as partners in their students' learning activities; (3) increased teacher ability to engage families as educational partners and to support

community involvement; (4) improved academic outcomes across school levels, particularly in student literacy and engagement (attendance, attentiveness, and interest); and (5) development of state-level policy initiatives to provide standards and pathways for replication, monitoring, and sustaining of family engagement initiatives with evidence of efficacy.

Contextual factors. Using archival records, stakeholder interviews, and focus groups, YPI will explore on an ongoing basis the project's state, regional, and LEA contexts to report on factors likely to influence implementation and project effectiveness. Among the contextual factors YPI will examine are the: (1) socio-economic and demographic characteristics of the participating LEAs, schools, and their respective communities; (2) amount and quality of extant collaboration between project schools and their LEAs, on the one hand, and ODE and SSTs on the other; (3) human and material resources already accessed by participating schools to support family engagement activities from state, regional authorities, community-based organizations, and LEAs; (4) policies, procedures, and regulations that must be navigated to implement the project programs and services; and (5) partnerships and collaborative agreements entered into by participating schools and LEAs to support services to families.

Evaluation overview. Central to YPI's evaluation approach is an ongoing examination of the extent to which objective performance measures, framed by contextual factors, are related to project outcomes. Planned formative and summative evaluation activities will produce extensive, ongoing, and pertinent qualitative and quantitative data for continuous program improvement and for annual and project-end reporting. YPI evaluators will use the qualitative and quantitative data collection methods outlined above to monitor adherence to the proposed implementation plan and fidelity to the various research-based components of the *OhSFEC* initiative. As discussed below, the evaluation will use a robust quasi-experimental design (QED) that meets WWC

Evidence Standards of *moderate evidence* – a one-year lagged, matched comparison-group design of 3 cohorts of Treatment Schools (TS) and Control Schools (CS) totaling 64 schools. The QED will be supplemented by a Level of Implementation factorial design. If the findings from both designs converge, it will provide particularly strong evidence of the relationship between project activities and intended outcomes.

Formative evaluation. YPI's review of NNPS evaluation studies and discussions with proposed project staff have clarified the extent to which implementation of core components of *OhSFEC* can influence project effectiveness in the short- and long-term. The formative evaluation will provide systematic and objective project implementation data to stakeholders, focusing on the scope, quality, utility of, and fidelity to established strategies and practices. This phase of the evaluation will be guided by critical process questions, including:

Table 8: Core Formative Evaluation Questions
1. Does <i>OhSFEC</i> have the organizational structure, resources, and qualified staff to effectively implement project activities? Is there a detailed roll-out plan with clear responsibilities? What are the challenges during project development/refinement? How are they resolved?
2. Are project resources, services, and activities reaching the intended target audiences?
3. What factors are promoting or impeding quality implementation with fidelity?
4. Do the SST coaches, District leads, and School Teams believe the training and preparation received effectively prepared them for their implementation roles and responsibilities?
5. How do <i>OhSFEC</i> stakeholders (including families, teachers, school administrators, SAC members) assess the quality, reach, and impact of project components and overall?

As noted in Table 7, YPI will use several data collection strategies and instruments to monitor measures aligned with the implementation of the project's core components. For example, the quality of school team recruitment and training will be assessed using measures from surveys of School Team members and Trainers, interviews with project staff, and school site visits. Table 9 details principal short and long-term formative evaluation measures.

Table 9: Key Formative Evaluation Measures (& Data Collection Instruments)	
Short-Term (Year 1; 2018-19)	Long-Term (Years 2-5; 2019-23)
1. OSU-EHE staff hired (by Dec '18); SST staff and SAC panelists recruited (<i>Project records, OhSFEC interviews, site visits</i>)	1. Year 2: % LEA lead staff recruited; Years 2-3 & 4-5: % of OSU-EHE staff retained (<i>same as Yr 1 + SAC survey</i>)
2. Year 1-5: % <i>OhSFEC</i> and SST staff report: clearly defined roles and responsibilities; routine interagency communication; collaboration with school and state partners. Years 2-5: SAC actively supporting project implementation. (<i>staff interviews, SST survey, SAC survey, site visits</i>)	
3. Onboarding & NNPS training prepare SST coaches to recruit School Teams to meet NNPS standards and support their activities (<i>School Team & Trainer Surveys, Interviews</i>)	3. Years 2-4: % School Teams recruited and trained that develop and implement annual Action Plans as scheduled (<i>School Team & Trainer Surveys, Staff Interviews, Site Visits</i>)
4. Fall Yr 2: 96 Cohort 1 families participating in family engagement activities aligned with NNPS goals and APM 1 performance measures (<i>Family Survey, Project Records</i>)	4. # of families participating aligned with NNPS & APM 1 measures: Yr 3 - 3,496 (3,200 Coh.1, 96 Coh.2), (<i>Family Survey, Project Data, Site Visits</i>)
5. Years 1-5: Growth from 3 to 7 in # of high impact services provided by project to build a statewide infrastructure for family engagement (APM 2); Years 2-5 growth from 32 to 192 in the # of high impact activities/services to support family engagement (APM 3) (<i>Project Records, School Team & Teacher & Family Surveys, School Site Visits, Interviews</i>)	
6. Years 2-5: Extent to which project maintains effective and clear communication and collaboration structures, including project website and quarterly committee meetings (<i>Project records, SAC Survey, Interviews, site visits</i>)	
7. Years 3-5: SAC and project take deliberate steps to establish standards for proven family engagement programming, develop sustainability plans and develop and disseminate resources (<i>SAC & School Team Surveys, Project Records, Interviews, Site Visits</i>)	
8. Years 3-5: 2 resources/year accessible for all families to support broader understanding of family engagement strategies and practices (<i>Family & School Team Surveys, Interviews</i>)	

Summative Evaluation: The summative evaluation uses a multi-method design to assess the impact of *OhSFEC* on a wide range of outcomes, including family engagement, teacher engagement strategies, student achievement, and statewide practice and policy. The project will use a lagged, matched comparison group design with rigorous controls for selection bias and attrition, supplemented by a Level of Implementation analysis (described below). Beginning with a baseline assessment of current treatment school (TS) and control school (CS) policies and practices and available resources and supports, YPI will systematically track process variables discussed above and impact variables regarding teacher engagement techniques, levels of family engagement, and student achievement and engagement. Starting in Year 2 (the first

implementation year for Cohort 1 TS), YPI will conduct a cross-cohort analysis, comparing program outcomes for matched groups at different stages of implementation. This phase of the evaluation will be guided by a series of critical summative evaluation inquiries (Table 10).

Table 10: Core Summative Evaluation Questions
1. As a result of <i>OhSFEC</i> , what changes were made in school policies and procedures, organizational structures, and resource allocation to support implementation?
2. As a result of <i>OhSFEC</i> , what changes occurred in teacher understanding and use with fidelity of research-based instructional practices?
3. As a result of <i>OhSFEC</i> , what changes occurred in participating parents' active involvement in the school, engagement in their child's experience, and ability to support achievement?
4. To what extent were <i>OhSFEC</i> program effects among students (academic achievement and engagement) comparable among schools and districts? To what extent were gains consistent across grade levels and demographics (e.g., race/ethnicity, gender, and SES)?
5. Did the benefits of the <i>OhSFEC</i> initiative accrue with increasing family exposure to the program? Did the benefits of <i>OhSFEC</i> accrue with increasing teacher experience?
6. How did school contextual factors affect program implementation and student outcomes?
7. To what extent did different levels of implementation at <i>OhSFEC</i> schools affect outcomes?

As measured by surveys of School Team members, teachers, and families, and supported by site observations and interviews, YPI will be able to annually gauge adherence to non-negotiable components of the NNPS model, including: maintaining at least 6 active School Team members; implementation of annual action plans (including involvement of families in a core set of activities and ongoing School Team self-assessment); taking initiative to address challenges to family involvement delineated by NNPS; and so on. Once a school has initiated its action plan, YPI will develop annually a composite gauge of family engagement practices aligned with evidence-based practices for each *OhSFEC* school, combining data from project records and surveys (School Team, Teacher, and Family). This composite variable will serve several functions. First, it will serve as a lead indicator for stakeholders and the evaluation team to identify variations in levels implementation and fidelity across schools. This indicator, along with other ongoing qualitative and quantitative data collection activities, will be used to determine likely impediments to effective program implementation and facilitate the

identification, planning, and roll-out of mid-course corrections, as needed. Second, this composite implementation/fidelity variable will serve as one of several critical independent variables in YPI's impact analysis, which, as noted above, stresses the interaction between process and summative evaluation.

All YPI impact measures for TS and CS will use multiple data sources to triangulate calculations and maximize reliability, combining (as pertinent) project records, school data, and multiple surveys (analyzing self-reported and 3rd-party reports). Impact measures will cover a broad terrain. The tracking of *OhSFEC's* impact on family engagement will be multi-leveled including family attendance at various school activities, volunteering, homework discussion and monitoring, supporting learning outside of school, communication with teachers, and so on. In addition to measuring **APM measures #1-3** (see Table 9 above), YPI data collection activities will also facilitate measurement of the percentage of participating families with increased capacity not only to work with schools, but also with service providers (**APM #4**). Impact on engagement strategies of teachers will also be multi-faceted, including the extent and content of meetings and other forms of communication with families, opportunities for family members to volunteer in various settings, and levels of community involvement. YPI will track student academic outcomes across school levels, particularly with respect to student literacy and engagement (attendance, attentiveness, and interest). School data will include the ELA NWEA for grades K-3, Ohio standardized tests for grades 3 and above, and other Ohio vendor-approved assessments in common use, which will be triangulated with data from multiple surveys. Given program refinements and levels of implementation, effects on families, teachers, and students are expected to increase over time, with larger effect sizes beginning in Year 3. Project impacts on policy (through involvement in the SAC and other activities) will include the extent to which

state-level recommendations for family engagement standards, funding, replication, and sustainability are considered and acted upon by ODE and other government agencies.

(2) Extent to Which the Evaluation Provides Performance Feedback and Permits Periodic Assessment of Progress toward Achieving Intended Outcomes.

Findings from the formative and summative phases of the evaluation will be shared with the SAC, LEAs, school administrations, School Team members, teachers, families, and project staff through a variety of communication channels including periodic meetings/briefings, *annual evaluation reports* (at end of each of the first 4 years) and a *final evaluation report* (end of Year 5). YPI will also provide the stakeholders with ongoing feedback on all aspects of the evaluation, including the achievement of project milestones, short- and long-term formative measures, program impacts problems/solutions, and forecasts. The progress reports will describe early (and ongoing) implementation results focusing on program rollout, School Team recruitment and selection strategies, and training and support of School Teams using research-based techniques. The final report will provide a comprehensive analysis of *OhSFEC*, addressing all evaluation questions, including recommendations for future planning and decision-making. All reports will be written in a manner suitable for distribution to a broad audience of policymakers and practitioners.

(3) Extent to Which the Evaluation Methods Will Produce Evidence of Effectiveness Exceeding Promising Evidence and Meeting WWC Standards of Moderate Evidence.

The evaluation will conduct a lagged, matched comparison-group quasi-experimental design, involving a large, multi-site sample of 64 schools in matched groups affecting at least 10,570 families. The scale of this statewide project, and the robust QED employed, are sufficient to meet *WWC Evidence Standards of moderate evidence*, exceeding the standard of promising evidence. This evaluation design, as configured, is sufficiently robust to: demonstrate any

statistically significant and positive effects of various project components on relevant outcomes across multiple stages of implementation; and determine any negative effects. Furthermore, in keeping with WWC standards, the QED will involve rigorous statistical measures and controls for ensuring that TS and CS schools are highly similar at the outset (i.e., no selection bias) according to multiple variables (student and community demographics, school size, teacher retention rates, etc.). Matched-group comparability will be monitored throughout, and if necessary, propensity score matching and regression adjustments will be used to equate matched groups (US DOE, 2018). For all process and summative variables, the lagged, matched comparison-group design involves rolling, non-randomized comparisons between matched cohorts at different stages of implementation as follows:

- In Year 2, Cohort 1 Treatment Schools (TS) and inactive Cohort 1 Control Schools (CS) will be matched groups, each consisting of 32 schools (16 elementary and 16 middle and high), with a 1-year implementation compared to a pre-treatment control.
- In Year 3, Cohort 1 TS (in its second implementation year) will be compared to Cohort 1 CS (its first implementation year), and both will be compared to a pre-treatment Cohort 2 of 32 matched schools.
- In Years 4 and 5, the 3 Cohorts will each be compared at different stages of implementation and compared to Cohort CS 1 in Year 2 and Cohort 2 CS in Year 3.

The summative evaluation will also employ a second, complementary approach -- a Level of Implementation (LoI) design -- to approximate the counterfactual state and draw plausible inferences about program impacts. If findings from both designs converge, it will provide even stronger evidence of the relationship between project activities and intended outcomes and will reinforce the extent to which the evaluation findings meet WWC Evidence Standards of

moderate evidence. In this factorial design, YPI will use “levels of program implementation” as the independent variable for determining program impact. As discussed earlier, using quantitative and qualitative measures, YPI will annually gauge levels of TS and CS adherence to research-based core project practices. Aggregate measures of implementation of core project components will be used to classify TS and CS into *high-* and *low-implementing groups*. Teacher, family, and student outcomes for both groups will be compared using analysis of covariance (ANCOVA).

Data Analysis. Comparisons between TS and CS will involve both descriptive and inferential analyses. Measures of central tendency and variability will be calculated for each variable in the conceptual framework, and for aggregate variables. To determine the extent to which the program inputs (particularly implementation of the NNPS model) have a statistical and meaningful impact on key family, teacher, and student outcomes, General Linear Modeling will be employed to estimate the nested nature of the data (e.g., students nested within grade levels with schools within LEAs). With subsequent waves of data, growth curve modeling will be employed to examine longitudinal changes in family engagement, student academics, and teacher engagement practices. Growth curve modeling permits the analysis of differences in group (e.g., grade levels) averages over time, differences in rates of change, and the modeling of trajectories of change. Effect size calculations in conjunction with power analyses and hypothesis testing p-values will be used to determine the statistical and meaningful magnitude of the impact the proposed *OhSFEC* initiative has on various program outcomes. Qualitative data gathered through the interviews, focus groups, and site visits will be synthesized through content analyses. Qualitative and quantitative results will then be integrated to provide a rich analysis of the project.

D. Concluding Statement

Family engagement is key to school improvement and student success. The significance of this work is reflected in Ohio's ESSA state plan and *Each Child, Our Future: Ohio's Strategic Plan for Education* where partnership with families is a core principal. Ohio's approach to family engagement is emerging as a systemic commitment to supporting local education programs reaching students and families from birth to grade 12. This commitment will require coordination, which highlights the importance of *OhSFEC* as a unifying entity. The opportunity for a statewide family engagement center has come at the right time for Ohio. *OhSFEC* has designed an ambitious plan to provide training, tools and resources for families and school personnel in an EBP to promote authentic, effective partnerships. In addition, along with national, state, and local partners, and family members, *OhSFEC* will develop and disseminate an Ohio Family Engagement Framework with statewide resources for building the capacity of families to support their child's learning, communicate with their child's school, and make good choices for their child's education. With guidance and tools for working together, attitudes and practices of families and schools can shift. Effective partnerships can occur to the benefit of whole communities and families will have real choices for excellent educational settings for their children.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.



Preliminary Memorandum of Understanding

Between

The Ohio State University

and

The National Association for Family, School Community Engagement

This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between the The Ohio State University and the National Association for Family, School Community Engagement to provide expertise, supports and services the Ohio Statewide Family Engagement Center (OhSFEC).

Purpose

The purpose of the Department of Education Statewide Family Engagement Center program is to provide financial support to organizations that provide technical assistance and training to State Educational Agencies and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Ohio's goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships.

In support of these objectives, the National Association for Family, School Community Engagement will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed \$20,000 per year, \$100,000 in 60 months
- Partner responsibilities:
 - Implement NAFSCE Opportunity Canvas
 - Provide TA services to both SFEC Consortium Partners and ODE to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition
 - Provide cross-state convening and capacity building opportunities among NAFSCE partner SFECs
 - Engage NAFSCE partner SFECs in NAFSCE's national Reframing the Conversation Communications Campaign in partnership with the FrameWorks Institute

NAFSCE • 601 King Street • Suites 401-403 • Alexandria, VA • 22314

PHONE: (703) 518-5546 | WWW.NAFSCE.org



NAFSCE
NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT

- Engage NAFSCE partner SFECs in NAFSCE's Pre-service Family Engagement Initiative in partnership with the National Education Association (NEA)
- Provide a to-be-agreed upon amount of NAFSCE Organizational Memberships to OhSFEC Coalition members to provide access to research, best practices, webinars, communities of practice, as well as other in-person and/or virtual convening opportunities

The National Association for Family, School Community Engagement is aware of the following:

- If the grant is awarded, The National Association for Family, School Community Engagement will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Commitment to Sustainability:

The National Association for Family, School Community Engagement will work with The Ohio State University and the Ohio Department of Education to develop the capacity of state, regional State Support Teams, and LEAs to sustain and expand supports to schools and families after the duration of the SFEC grant.



Date: 7/22/18

Vito J. Borrello
Executive Director
NAFSCE



Center on School, Family, and Community Partnerships

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TEL: [REDACTED]

2701 North Charles Street
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Preliminary Memorandum of Understanding

between

The Ohio State University
and

National Network of Partnership Schools (NNPS) at Johns Hopkins University

This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between the The Ohio State University and National Network of Partnership Schools (NNPS) at Johns Hopkins University to provide training and tools for the Ohio Statewide Family Engagement Center to implement the NNPS Model for Family Engagement with Ohio schools.

Background

This partnership is important for advancing the use of evidence-based models of family engagement for student success in school in Ohio, and will be part of Ohio's Statewide Family Engagement Center (SFEC).

Purpose

The purpose of the SFEC program is to provide financial support to organizations that provide technical assistance and training to the State Educational Agency (SEA) and local educational agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Ohio's goals under this grant opportunity are to carry out parent education and family engagement programs and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school-community partnerships that contribute to student success in school.

In support of these objectives, the National Network of Partnership Schools (NNPS) will provide the following services that are contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed \$82,500 in 60 months
- Partner responsibilities:
 - Train regional coaches in the NNPS model during a 1-day training in year 1 of the project
 - Support regional coaches, LEA leaders, LEA leads, and schools team by providing 2.5 days of training in years 2, 3, and 4 of the project
 - Provide 1-day training sessions to district and state leaders on special topics related to family engagement in years 3, 4, and 5.
 - Provide access to NNPS model materials for member state, regions, districts and school teams (funding includes 48 district first year memberships x \$500)
 - Provide access to evaluation data submitted by participating districts and schools

Preliminary Memorandum of Understanding, page 2

National Network of Partnership Schools (NNPS) is aware of the following:

- If the grant is awarded, National Network of Partnership Schools (NNPS) will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Commitment to Sustainability

NNPS will work with The Ohio State University and the Ohio Department of Education to develop the capacity of state, regional State Support Teams, and LEAs to sustain and expand supports to schools and families through the NNPS model after the duration of the SFEC grant.

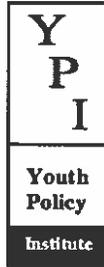


July 23, 2018

Date

Joyce L. Epstein, Ph.D.
Director, Center on School, Family, and Community Partnerships
and National Network of Partnership Schools (NNPS)
at Johns Hopkins University

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Preliminary Memorandum of Understanding
between
The Ohio State University
and
Youth Policy Institute, Inc.

This Preliminary Memorandum of Understanding (MOU) sets forth an understanding between The Ohio State University and the Youth Policy Institute regarding the evaluation of the Ohio Statewide Family Engagement Center (*OhSFEC*).

Background

The Ohio State University believes that evaluation is important for advancing the use of evidence-based models of family engagement for student success in school in Ohio, as well as examining the extent to which objective performance measures are related to project outcomes.

Purpose

The purpose of federal Statewide Family Engagement Center (SFEC) funding is to provide financial support to organizations that provide technical assistance and training to the State Educational Agency (SEA) and local educational agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Ohio's goals under this grant opportunity are to carry out parent education and family engagement programs and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school-community partnerships that contribute to student success in school.

Understandings of the Youth Policy Institute

In support of these objectives, the Youth Policy Institute (YPI) will provide evaluation services, if awarded, to The Ohio State University from the Department of Education for a Statewide Family Engagement Center. YPI's understands that such an evaluation involves:

- a proposed partnership period: 10/1/2018 through 9/30/2023 with the option of extension if appropriate and agreed to by both parties
- funding for services not to exceed \$530,633 in 60 months
- coordinating with OSU to align with OhSFEC timelines and reporting accountabilities;
- implementing a robust evaluation model that establishes the impact of the OhSFEC project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
- employing quantitative and qualitative data collection methodologies that support a robust quasi-experimental design
- incorporating current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers.
- providing timely reports of evaluation findings to OSU to inform project improvements and measure impacts on core outcomes.
- evaluating plans and activities intended to sustain the federal project beyond federal funding.

Understanding of The Ohio State University:

To support the ability of YPI to conduct its evaluation activities effectively, the OhSFEC project team understands that it will:

- provide YPI access to project data collected by the project that are essential for YPI to carry out its functions as evaluator.
- assist YPI, as is practicable, in obtaining access to pertinent state, LEA, and school level meeting agendas and minutes of proceedings.
- comment on YPI data collection instruments before they are implemented.
- ensure reasonable access to all project staff for the purpose of routine interviews on a schedule to be agreed upon with YPI.

[Redacted Signature]

Date: 7-24-2018

(Partner signature)
(Philip B. Uninsky, Youth Policy Institute, Inc., Executive Director)

[Redacted Signature]

Date: 7/27/2018

Partner signature from OSU
Kristy A. Baker, CRA
Director, Office for
Business & Industry Contracts

OHIO DEPARTMENT OF EDUCATION
Agency Approvals/Denials

Description:	Preliminary Memorandum of Understanding between the Ohio State University and the Ohio Department of Education
Date:	7/27/2018

Description:

Attached is the Preliminary MOU between the Ohio State University and the Ohio Department of Education. The purpose of this Preliminary MOU is for the University to apply for a grant from the U.S. Department of Education for the Ohio Statewide Family Engagement Center. The grant requires a preliminary MOU with the partnering state education agency and must include the agency's financial, programmatic, and long-term commitment regarding the program. The parties must enter a final MOU within 12 months of the project.

The proposed partnership term in the Preliminary MOU is October 1, 2018, through September 30, 2023.

APPROVE

DISAPPROVE


Jo Hannah Ward, Director of Improvement & Innovation

Date

7.27.18

APPROVE

DISAPPROVE


Anthony Palmer, Assistant Legal Counsel

Date

7/27/18

APPROVE

DISAPPROVE


Diane Lease, Chief Legal Counsel

Date

7/27/18

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Preliminary Memorandum of Understanding
Between
The Ohio State University
and
The Ohio Department of Education

This Preliminary Memorandum of Understanding (the “MOU”) sets forth the terms and understanding between The Ohio State University (the “University”) and the Ohio Department of Education, a State Education Agency (the “Department”), to provide supports and services for the Ohio Statewide Family Engagement Center.

Purpose

The purpose of the Statewide Family Engagement Center program is to provide financial support to organizations that provide technical assistance and training to State Educational Agencies (“SEAs”) and Local Education Agencies (“LEAs”) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

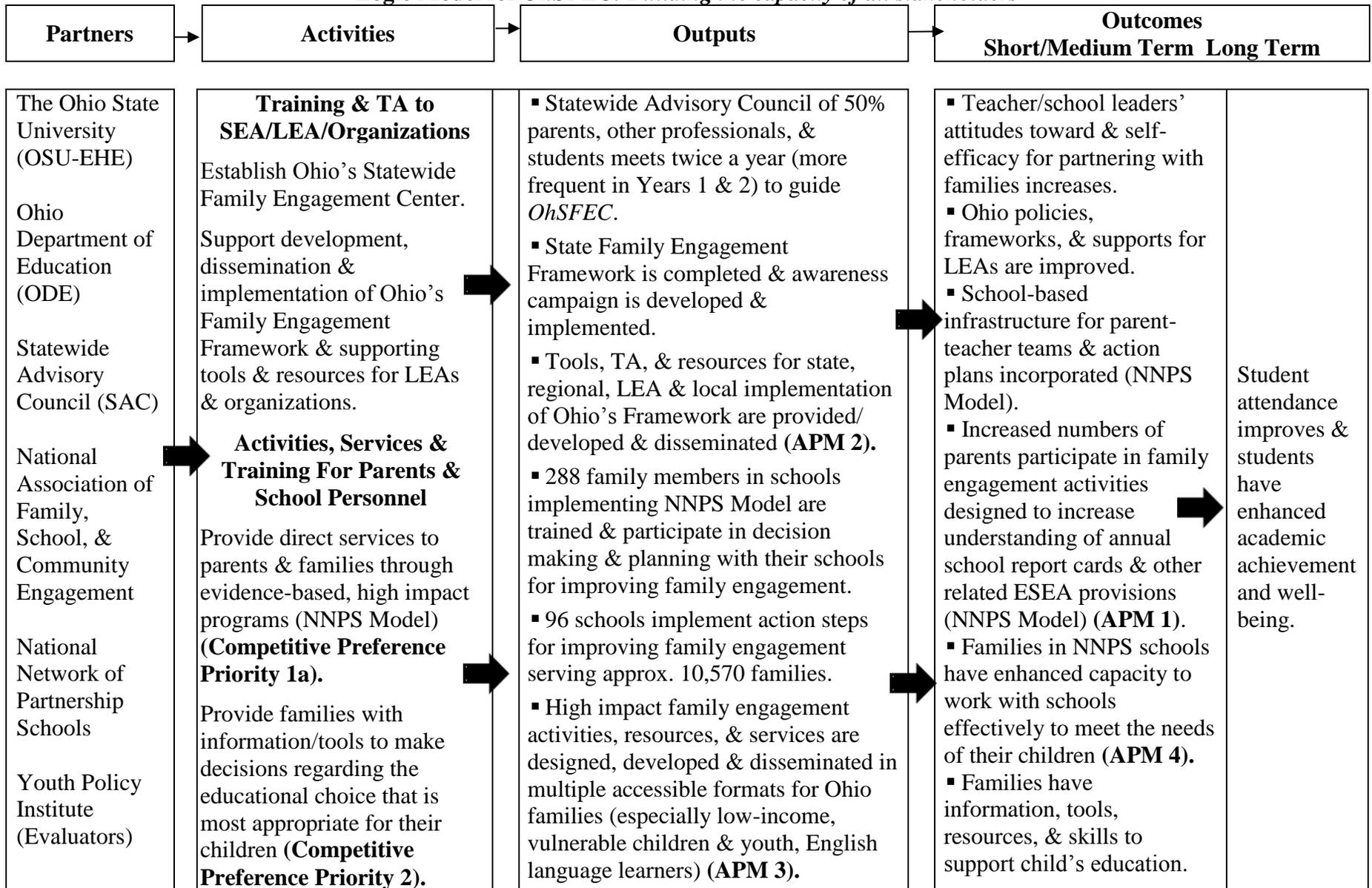
Ohio’s goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Department and Ohio LEAs and organizations to support family-school partnerships.

Commitments

In support of these objectives, the Department will provide the following services contingent on the University receiving a grant award from the United States Department of Education for a Statewide Family Engagement Center. The commitments under this preliminary agreement are as follows:

- The parties intend to commit to a partnership period of October 1, 2018, through September 30, 2023;
- Contingent on the amount of the award and certification of appropriation of funds, provide to Ohio’s State Support Teams funding from the grant for services not to exceed \$170,000 per year, and approximately \$585,000 over the partnership period;
- Contingent on the amount of the award and certification of appropriation of funds, the Department will provide matching nonfederal funds of approximately \$540,000 for the partnership period in support of the Ohio Statewide Family Engagement Center;
- Additional partner responsibilities:
 - The Department will serve as a fiscal agent between the Ohio Statewide Family Engagement Center and Ohio’s State Support Teams;

Logic Model for *OhSFEC: Building the capacity of all stakeholders*



Acronyms Glossary

ANCOVA	Analysis of Covariance
APM	Annual Performance Measure
BOY	Beginning of the Year
CETE	Center on Education and Training for Employment
CPP	Competitive Preference Priority
CS	Control group School
EB-EL	Evidence Based English Language
EBP	Evidence Based Program
ELA	English Language Arts
ELA NWEA	English Language Arts Northwest Evaluation Association test
EL/ELL	English Learners/English Language Learner
EOY	End of Year
ES	Elementary School
ESC	Educational Service Center
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FE	Family Engagement
HS	High School
LEA	Local Education Agency/District
MS	Middle School
NAFSCCE	National Association for Family, School, and Community Engagement
NNPS	National Network of Partnership Schools (EBP)
OCALI	Ohio Center for Autism and Low Incidence disabilities
ODE	Ohio Department of Education
<i>OhSFEC</i>	Ohio Statewide Family Engagement Center
OIP	Ohio Improvement Process
OSU	The Ohio State University
P4L	Partnerships for Literacy
PBIS	Positive Behavioral Interventions and Supports
PM	Performance Measure
PTA	Parent Teacher Association
PTI	Parent Training and Information Center
PTP	Parent Teacher Partnerships
PwF	Partnering with Families
QED	Quasi-experimental Design
SAC	State Advisory Committee
SEA	State Education Agency
SFEC	Statewide Family Engagement Center
SPDG	State Personnel Development Grant

SSIP	State Systemic Improvement Plan
SST	State Support Team
TA	Technical Assistance
TS	Treatment group School
VLN	Virtual Learning Network
WWC	What Works Clearinghouse
YPI	Youth Policy Institute (external evaluators)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Ohio Statewide Family Engagement Center (*OhSFEC*)

The Ohio State University

Budget Summary Narrative

Competitive Preference Priority 1a and Competitive Preference Priority 2

*OhSFEC will provide the effective, cost-efficient, evidence-based NNPS Model family engagement program through training in High and Medium Support Status LEAs in Ohio for 96 elementary and middle or high school teams, including parents and caregivers (288), teachers(288), school administrators (96), LEA Leads (48), 16 (minimum) regional education support staff, and state-level leaders. Regional support staff will provide sustained coaching for LEA Leads, who will in turn support school level administrators and teams. This cascading approach to training and support will support implementation with fidelity that is sustained, reaching a moderate estimate of 10,570 students. LEAs will be selected for readiness to implement the NNPS model, and priority will be given to LEAs serving high percentages of families who are economically disadvantaged, English Learners, families of students with disabilities and vulnerable children and youth. School teams will develop, implement, and monitor local family engagement plans designed to impact student success in school, coordinated, and consistent with family engagement activities under ESEA, the Ohio Improvement Process, and other state and federal programs. OhSFEC, in partnership with the Ohio Department of Education will develop a state *Framework for Family Engagement* that will guide state, LEA, and school level policies and practices to support authentic partnerships between home and school. With the guidance of parents and caregivers from across Ohio, students, and professionals with a vested interest in equity and student success, OhSFEC will coordinate, develop, and disseminate tools and resources to reach and inform Ohio families of children K-12. OhSFEC will provide Ohio families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children through state, LEA, school, organizations, and directly to families. Families in remote rural areas, grandparents, migrant families, single parent families, families who are English Learners, and inner-city families are just some of the diverse families for whom OhSFEC will tailor resources for awareness and information to support families in making choices for their children’s success in school.*

<i>OhSFEC will...</i>	
Goal 1	Support the development of the Ohio Department of Education’s Family Engagement Framework.
Goal 2	Support implementation of Ohio Family Engagement Framework by ODE, LEAs, schools, & organizations.
Goal 3	Provide direct services to parents and families through evidence-based activities. Competitive Preference Priority 1(a).
Goal 4	Provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children. Competitive Preference Priority 2.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Table 1: Performance Measures					
Annual Performance Measures	SY2018-19	SY2019-20	SY2020-21	SY2021-22	SY 2022-23
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	0	96	3,496	6,916	10,570
2. Number of high impact activities or services provided to build a statewide infrastructure for systematic family engagement that includes support for SEA and LEA level leadership and capacity-building	3	4	5	6	7
3. Number of high impact activities or services to ensure parents are trained and can effectively engage in activities leading to student achievement	0	32	64	128	192
4. Percentage of parents and families receiving SFEC services who report having enhanced capacity to work with schools and service providers	0%	30%	35%	40%	50%

Given OhSFEC’s targeted approach to high need district selection, the potential to serve 10,000 or more families per year by year 5 (see Table 2), our robust evaluation to build evidence for the implementation of NNPS, and the capacity to sustain Ohio’s future family engagement work, project costs are reasonable for these anticipated positive outcomes. More than 65% of OhSFEC’s funding is appropriated for NNPS (training, development of family-school action teams, coaching by district and regional staff, developing resources for intensive impact family engagement plans at the school level) in high and moderate need districts, representing over 620,000 economically disadvantaged students who receive free or reduced price lunches (87% of students in intensive need districts and 50% of students in moderate need districts; see Table 1). Given the large target number of districts (n=48) and schools (n=96) where NNPS will be implemented, a majority of OhSFEC and regional/district staff time, resources, and evaluation costs will support high need districts serving over 50,000 Ohio students. Within the family engagement plans, school teams will apply strategies to impact all families using a tiered approach that provides more intensive supports to high need families (e.g., students who are English language learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students). In years 3-5, additional resources will be apportioned specifically for groups that schools and the SAC identify as needing support (e.g., EL families and families of students with disabilities). Similarly, 30% or more of funds are allocated to establish or expand TA for the EBP, NNPS Model. Approximately 15% of costs are budgeted for evaluation services to track processes and outcomes of NNPS implementation, and another 15% or more each year to regional and district level coaching and resources to implementing schools (see funds allocated to ODE, NNPS, and Salary/Effort allocated to Boone and Wellman). In summary, based on estimates of the average number of students per school for ES (409), MS(518), and HS(781) in Ohio, we have calculated that we will reach up to 18,218

Ohio Statewide Family Engagement Center (*OhSFEC*)

students and their families per cohort, for a total of 54,656 students and their families by the end of the grant [REDACTED] in Direct Costs / 54,656 students [REDACTED]/(student).

	Direct Costs Per Year	65% of Direct Costs	Direct Costs
Y1	[REDACTED]	[REDACTED]	[REDACTED]
Y2	[REDACTED]	[REDACTED]	[REDACTED]
Y3	[REDACTED]	[REDACTED]	[REDACTED]
Y4	[REDACTED]	[REDACTED]	[REDACTED]
Y5	[REDACTED]	[REDACTED]	[REDACTED]

Ohio Statewide Family Engagement Center (*OhSFEC*)

Year 1 Budget Narrative

Personnel

Representing the core OSU *OhSFEC* Team is:

- Dr. Barbara Boone, 40% FTE for Years 1; Principal Investigator and Program Director, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Meredith Wellman, 30% FTE for Year 1; Co-Principal Investigator and *OhSFEC* Project Lead, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 1; Family Engagement Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 15% FTE for Year 1; Communications and Promotional Campaign Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Beth Crawford, 20% FTE in Year 1. Senior Information Manager, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Bess Dunlop, 20% FTE in Year 1. Information Manager and Program Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Marlin Sean Hickey, 50% FTE in Year 1; Education Resource Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Gregory Nagy, 5% FTE in Year 1; Systems Developer/Engineer, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- James Reilly, 5% FTE in Year 1; Information Technology Support, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Belinda Gimbert, 20% FTE in Year 1; Education Policy and Leadership Consultant, The Ohio State University, College of Education and Human Ecology (EHE), Department Educational Studies and EHE's Center on Education and Training for Employment (CETE).
- Dr. Eric Anderman, 10% FTE in Year 1; *OhSFEC Team* Advisor and State Advisory Council Member, The Ohio State University, College of Education and Human Ecology, Department Educational Studies.
- Dr. Jim Bates, 3% FTE in Year 1; Extension Field Specialist of Family Wellness, The Ohio State University, College of Education and Human Ecology, Family and Consumer Sciences.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- Dr. Melissa Ross, 5% FTE in Year 1; Operations Manager; The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Graduate Research Associate (GRA), 100% in Year 1; College of Education and Human Ecology, Department Educational Studies, Center on Education and Training for Employment (CETE).

* Salaries are estimated to increase by an average of 2.5% annually.

The core OSU *OhSFEC* team will oversee the four project goals.

Dr. Barbara Boone, Principal Investigator and Project Director, will have overall responsibility for the project's design, implementation of the annual management plan, and continuous assessment/improvement of the project's outcomes. She will monitor and adjust the operation of both *OhSFEC*'s short-term Management Plan and long-term Strategic Plan. In this role, Dr. Boone will:

- ✓ Access and review monthly *OhSFEC* fiscal expenditures through the PI portal and monitor each subaward's scope of work & expenditure rate in conjunction with the OSP post-award fiscal officer and project operations manager;
- ✓ Manage and supervise *OhSFEC*'s OSU personnel;
- ✓ Nurture the project's local, state and national partnerships;
- ✓ Plan strategic processes and procedures to operationalize the Logic Model;
- ✓ Review and plan the project's Strategic Plan and lead monthly Strategic Planning Team meetings to be attended to by all *OhSFEC* site personnel;
- ✓ Lead establishment of management structure and definition of associated roles and responsibilities;
- ✓ Design additional policies as they relate to all phases of the funded project;
- ✓ Lead OSU *OhSFEC* scope of work, and provide staff via professional development activities and coaching;
- ✓ Review and approve all content generated by the *OhSFEC*;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub awards;
- ✓ Respond promptly to requests from Office of Innovation and Improvement, *OhSFEC* project officer;
- ✓ Direct the project's reporting requirements and submit the annual report to the Office of Innovation and Improvement;
- ✓ Assist third-party evaluator, Youth Policy institute (YPI) with formative assessments, annual evaluation;
- ✓ Convene stakeholders and facilitate effort to inform ODE's state **Family Engagement Framework** development;
- ✓ Direct the development and implementation of an awareness campaign;
- ✓ Lead distribution of tools, resources and training to families and schools;
- ✓ Lead the development of a **regional coaching service delivery plan**; and
- ✓ Supervise **recruitment /onboarding of 16 Ohio SSTs** and selection of partnership coaches for each region.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Meredith Wellman, co-PI/Project Lead. In this role, Wellman will:

- ✓ Assist with establishment of management structure and definition of associated roles and responsibilities;
- ✓ Assist with the development of a regional coaching service delivery plan
- ✓ Manage recruitment/onboarding of 16 Ohio SSTs and selection and support of partnership coaches for each region; and
- ✓ Assist with recruitment and selection of individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Boone) the work of the SAC members, and facilitate meetings.

TBD, Family Engagement Specialist. In this role, the hired staff will:

- ✓ Support the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation; and
- ✓ Team with IT Software Engineers to support development of technology resources.

Beth Crawford, Senior Information Specialist. In this role, Crawford will:

- ✓ Collect specified project information from participants to assess ongoing needs, project impact and opportunities for project improvement;
- ✓ Assist with *OhSFEC* professional development events including gathering and preparation of information for meetings and professional development sessions;
- ✓ Participate in *OhSFEC* team meetings.

Bess Dunlop, Information Manager and Program Coordinator. In this role, Dunlop will:

- ✓ Draft documentation of sub-award's expenditure rate to support monitoring by Principal Investigator, OSP post-award fiscal officer and operations manager;
- ✓ Draft documentation to support the management of sub-awards;
- ✓ Liaise with OSU OSP staff on project issues and initiatives.
- ✓ Participate in *OhSFEC* team meetings.

Marlin Sean Hickey, Education Resource Specialist. In this role, Hickey will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas and
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources.

Gregory Nagy, Systems Developer/Engineer. In this role, Nagy will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas and

Ohio Statewide Family Engagement Center (*OhSFEC*)

- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources.

TBD, Communications and Promotional Campaign Specialist. In this role, the staff to be hired will:

- ✓ Manage development of *OhSFEC* brand and design associated materials for use on products
- ✓ Support *OhSFEC* team activities for public awareness campaign through multiple outlets including website, social media, public meetings, etc.

James Reilly, Information Technology Support. In this role, Reilly will:

- ✓ Review and monitor technology systems, user accounts, and network security;
- ✓ Coordinate consistent system and business process best practices & update training to a global audience;
- ✓ Provide logistical support both for on the ground meetings and virtual meetings; and
- ✓ Provide additional IT support for project computer hardware and network operation to liaise with the LMS project provider.

Belinda Gimbert, Education Policy and Leadership Consultant. In this role Gimbert will:

- ✓ Provide expertise and support in oversight and management of federal projects to *OhSFEC* leadership;
- ✓ Assist with planning and reporting for requirements of the Office of Innovation and Improvement;
- ✓ Provide expertise and guidance for the development of the Ohio State Framework for Family Engagement and resulting state policy and practices;
- ✓ Provide expertise, guidance and reviewing for the development of a public awareness campaign designed to reach educators in Ohio;
- ✓ Provide expertise and guidance in the development of resources and tools for teachers and school leaders for improving their practices and behaviors for supporting authentic, effective home-school partnerships to support student success; and
- ✓ Provide expertise in the area of outreach and practices for working with the families of EL students.

Eric Anderman, *OhSFEC* Team Advisor and State Advisory Council Member. In this role Anderman will:

- ✓ Actively participate in the State Advisory Council representing IHEs, teacher preparation and Special Education perspectives.
- ✓ Assist in the development of resources and tools for increasing teacher and administrator's efficacy for partnering with families to support student success.
- ✓ Provide expertise to inform family engagement practices, resources and tools dedicated to equipping families of adolescents and at-risk children.
- ✓ Provide leadership to linking the *OhSFEC* to other OSU and college initiatives to inform research, engage students, and promote opportunities for *OhSFEC* to benefit from the resources of OSU.
- ✓ Champion *OhSFEC* within OSU, with state leaders, and nationally.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Jim Bates, Extension Field Specialist of Family Wellness. In this role Bates will:

- ✓ Assist in the development of educational programs that promote family engagement in support of student achievement and well-being, healthy family relationships, and strong family resiliency;
- ✓ Contribute to planning and delivering training programs for youth and their parents and grandparents; and
- ✓ Provide expertise to inform outreach to Ohio's grandparents who are raising and providing education supports for their grandchildren.

Melissa Ross, Operations Manager. In this role, Ross will:

- ✓ Monitor each sub-award's expenditure rate in conjunction with the Principal Investigator and OSP post-award fiscal officer;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub-awards;
- ✓ Liaise with OSU college level staff on project issues and initiatives.

Graduate Research Associate. In this role, the GRA will:

- ✓ Assist with literature reviews for content development and report writing;
- ✓ Attend *OhSFEC* team meetings;
- ✓ Liaise with participants to support collection of information to inform project needs assessment, impact and improvement efforts;
- ✓ Organize information as directed by external evaluation team, Youth Policy Institute (YPI);

Fringe Benefits

Fringe benefits are based on Ohio State's rates for various types of personnel. Rates are listed for each year and position on the preceding spreadsheet; GRA tuition & fee benefits estimated increase at 6%.

Travel

\$ 4,452

The Principal Investigator (Boone), Project Lead (Wellman) will attend federal meetings. Various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff.

Equipment

\$ 0

No equipment is budgeted.

Supplies

\$ 3,122

Learning and educational project supplies - a modest amount is budgeted for supplies, e.g., learning manuals and e-access to Professional Learning Materials.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Contractual:

Purchased Services

National Network of Partnership Schools

National Network of Partnership Schools, Joyce Epstein, Executive Director.

Established at Johns Hopkins University in 1996, National Network of Partnership Schools invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. National Network of Partnership Schools will support Ohio's goals under this grant opportunity which are to carry out parent education and family engagement programs and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships.

In support of these objectives, the National Network of Partnership Schools will provide the following services that is contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed \$82,500 in 60 months
- Partner responsibilities:
 - Train regional coaches in the NNPS model during a 1 day training in year 1 of the project
 - Support regional coaches, LEA leaders, LEA leads, and schools team by providing 2.5 days of training in years 2, 3, and 4 of the project
 - Provide 1-day, training sessions to district and state leaders on special topics related to family engagement in years 3, 4, and 5.
 - Provide access to NNPS model materials for member state, regions, districts and school teams (funding includes 48 district first year memberships x \$500)
 - Provide access to evaluation data submitted by participating districts and schools

The National Network of Partnership Schools is aware of the following:

- If the grant is awarded, The National Network of Partnership Schools will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

National Association for Family, School and Community Engagement

Led by Dr. Vito Borello, Executive Director, and Rayna P. Hernandez, Director of Research and Policy Development.

The National Association for Family, School and Community Engagement (NAFSCE)

Ohio Statewide Family Engagement Center (*OhSFEC*)

NAFSCE is the first membership association focused solely on advancing family, school, and community engagement (FSCE). Their mission is focused on “advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.”

Ohio’s goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships. In support of these objectives, the National Association for Family, School Community Engagement will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed \$20,000 per year, \$100,000 in 60 months
- Partner responsibilities:
 - Implement NAFSCE Opportunity Canvas
 - Provide TA services to both SFEC Consortium Partners and ODE to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition
 - Provide cross-state convening and capacity building opportunities among NAFSCE partner SFECs
 - Engage NAFSCE partner SFECs in NAFSCE’s national Reframing the Conversation Communications Campaign in partnership with the FrameWorks Institute
 - Engage NAFSCE partner SFECs in NAFSCE’s Pre-service Family Engagement Initiative in partnership with the National Education Association (NEA)
 - Provide a to-be-agreed upon amount of NAFSCE Organizational Memberships to OhSFEC Coalition members to provide access to research, best practices, webinars, communities of practice, as well as other in-person and/or virtual convening opportunities

The National Association for Family, School and Community Engagement is aware of the following:

- If the grant is awarded, National Association for Family, School and Community Engagement will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Parents and students, deemed subject matter experts given their lived experience, will serve as members of the SAC. [REDACTED]

Ohio Statewide Family Engagement Center (*OhSFEC*)

Subawards

Ohio Department of Education

Ohio Department of Education’s Family and Children Community Coordinator, Tom Capretta, will coordinate ODEs contribution to this project

The Ohio Department of Education and The Ohio State University are partnering in this application for the US Department of Education Statewide Family Engagement Center (SFEC) program as authorized under Title IV of the Every Student Succeeds Act (ESSA). This funding would allow Ohio to have a technical assistance and training center dedicated to building a strong, statewide system of supports for family engagement, and to provide direct training and resources to families and school personnel to strengthen the relationship between parents and schools. This grant will expand the existing partnership between the Department and Ohio State University, as well provide the resources to establish a key component of Ohio’s commitment to family and community engagement supporting a signature Ohio initiative *Strategy Seven of Each Child, Our Future*.

In support of these objectives, the Ohio Department of Education will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] 0 in 60 months
- Ohio Department of Education is committed to matching [REDACTED] er the 60 months grant period with nonfederal funds in support of the Ohio Statewide Family Engagement Center.

Annual funding for the ODE and non-federal match amounts are detailed in the table below:

Project Year	ODE (SSTs)	ODE Non-Federal Match (15% of total direct costs)
Year 1: 2018-2019	[REDACTED]	[REDACTED]
Year 2: 2019-2020	[REDACTED]	[REDACTED]
Year 3: 2020-2021	[REDACTED]	[REDACTED]
Year 4: 2021-2022	[REDACTED]	[REDACTED]
Year 5: 2022-2023	[REDACTED]	[REDACTED]
Total	[REDACTED]	[REDACTED]

- Partner responsibilities:
 - The Ohio Department of Education will serve as a fiscal agent between the Ohio Statewide Family Engagement Center and Ohio’s State Support Teams.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- The Ohio Department of Education’s State Support Teams will commit non-federal funds to the salaries of staff working directly with the Ohio Statewide Family Engagement Center.
- The Ohio Department of Education will develop, publish and provide on-going technical assistance around a birth to grade 12 framework for family engagement with input and consultation from stakeholders and the Ohio Statewide Family Engagement Center.
- The Ohio Department of Education will identify one staff to serve as a liaison between the Department and the Ohio Statewide Family Engagement Center.

The Ohio Department of Education is aware of the following:

- If the grant is awarded, the Ohio Department of Education will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Youth Policy Institute (YPI)

Philip Uninsky, Executive Director and Melissa Drye Becce, Coordinator, Researcher, and Analyst.

The Youth Policy Institute (YPI), a national, non-profit research and evaluation firm with over two decades focusing on evaluating evidence-based educational initiatives, will partner with OSU to evaluate *OhSFEC*. Several features distinguish YPI’s approach:

- An evaluation model that establishes the impact of the *OhSFEC* project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
- Quantitative and qualitative data collection methodologies that support a robust quasi-experimental design, allowing for an in-depth accounting of: core evaluation questions; changes over time in implementation strategies; levels of adherence to the research-based strategies of NNPS; and the full range of *OhSFEC* outcomes; and
- YPI team members with more than 50 years of combined experience evaluating multi-system educational initiatives at the local, state, and national levels in areas pertaining to *OhSFEC*, including the development of state-level educational policy, family educational involvement, teacher professional development, literacy, and school reform (e.g. evaluations of Innovative Approaches to Literacy, Early Reading First, School Climate Transformation, Transition to Teaching, Safe Schools/Healthy Students). YPI has an extensive work history in Ohio (evaluations of a Teacher Quality Partnership, two Transition to Teaching initiatives, and a National Professional Development grant). YPI’s evaluation plan incorporates current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers, and it is aligned with the project goals and objectives. It employs a mix of quantitative and qualitative data collection methods (Table XX-1) designed to: a) capture multiple perspectives; b) achieve a balance

Ohio Statewide Family Engagement Center (*OhSFEC*)

between breadth and depth of information; c) measure both process variables (Table XX-3) and OhSFEC impacts; d) provide a check on the validity and reliability of evaluation findings; and e) generate an accurate and ongoing picture of the relationship between program implementation and impacts.

Principal Investigator: Philip B. Uninsky, Executive Director of YPI, will provide overall administrative oversight on the evaluation project. In addition to supervising the professional staff, he will supervise all major project activities, including the development and administration of data collection instruments and the development of all reports. He will actively supervise all technical and statistical components of the evaluation, including the development of sampling strategies and ongoing data analysis.

Coordinator, Researcher, and Analyst: Melissa Drye Becce is currently the Senior Research and Data Coordinator for YPI. Becce will take primary responsibility for managing the day-to-day implementation of the approved work plan, maintaining regular contact with regional, district and school staff and with school district staff. She will be engaged in all research activities undergirding the evaluation and will play a leading role in instrument development (surveys, project and archival data collection strategies, and focus group and interview protocols), data collection and analysis, and employment and training of classroom observers. Becce will also collaborate in the development of all evaluation reports.

In support of these objectives, the Youth Policy Institute (YPI) will provide the following services that are contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Partner responsibilities:
 - coordinate with OSU to align with OhSFEC timelines and reporting accountabilities;
 - implement a robust evaluation model that establishes the impact of the OhSFEC project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
 - employ quantitative and qualitative data collection methodologies that support a robust quasi-experimental design
 - incorporate current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers.
 - provide timely reports of evaluation findings to OSU to inform project improvements and measure impacts on core outcomes.

Ohio Statewide Family Engagement Center (*OhSFEC*)

The Youth Policy Institute is aware of the following:

- If the grant is awarded, Youth Policy Institute will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Construction

\$ 0

None.

Other

\$ 31,873

- *GRA tuition costs*
- *Photocopying and printing* documents required for project.
Instructional Design Tools for online content and dissemination: Given the across state work, extensive communications are required by way of low technology access, and some technology fees for access to virtual professional development and meeting spaces.
- *Technology services:* Technological support and maintenance is required for consistency given the nature of and demand by the learning community for uninterrupted web-based e-communication services.
- Phone costs

Total Direct Costs



Indirect Costs



The Ohio State University's federally approved on-campus research rate through the US Department of Health and Human Services is 56%. This is a Training Grant and per the application instructions, we have applied the required rate of 8% MTDC.

Training Stipends

0

Year 1 Total Budget



Ohio Statewide Family Engagement Center (*OhSFEC*)

Year 2 Budget Narrative

Personnel

Representing the core OSU *OhSFEC* Team is:

- Dr. Barbara Boone, 40% FTE for Years 2; Principal Investigator and Program Director, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Meredith Wellman, 30% FTE for Year 2; Co-Principal Investigator and *OhSFEC* Project Lead, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 2; Family Engagement Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 2; Website Developer and Project Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Beth Crawford, 20% FTE in Year 2 Senior Information Manager, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Bess Dunlop, 20% FTE in Year 2. Information Manager and Program Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Marlin Sean Hickey, 50% FTE in Year 2; Education Resource Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Gregory Nagy, 5% FTE in Year 2; Systems Developer/Engineer, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 15% FTE for Year 2; Communications and Promotional Campaign Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- James Reilly, 5% FTE in Year 2; Information Technology Support, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Belinda Gimbert, 20% FTE in Year 2; Education Policy and Leadership Consultant, The Ohio State University, College of Education and Human Ecology (EHE), Department Educational Studies and EHE's Center on Education and Training for Employment (CETE).
- Dr. Eric Anderman, 10% FTE in Year 2; *OhSFEC Team* Advisor and State Advisory Council Member, The Ohio State University, College of Education and Human Ecology, Department Educational Studies.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- Dr. Jim Bates, 3% FTE in Year 2; Extension Field Specialist of Family Wellness, The Ohio State University, College of Education and Human Ecology, Family and Consumer Sciences.
 - Dr. Melissa Ross, 5% FTE in Year 2; Operations Manager; The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
 - Graduate Research Associate (GRA), 100% in Year 2; College of Education and Human Ecology, Department Educational Studies, Center on Education and Training for Employment (CETE).
- * Salaries are estimated to increase by an average of 2.5% annually.

The core OSU *OhSFEC* team will oversee the four project goals.

Dr. Barbara Boone, Principal Investigator and Project Director, will have overall responsibility for the project's design, implementation of the annual management plan, and continuous assessment/improvement of the project's outcomes. She will monitor and adjust the operation of both *OhSFEC*'s short-term Management Plan and long-term Strategic Plan. In this role, Dr. Boone will:

- ✓ Access and review monthly *OhSFEC* fiscal expenditures through the PI portal and monitor each subaward's scope of work & expenditure rate in conjunction with the OSP post-award fiscal officer and project operations manager;
- ✓ Manage and supervise *OhSFEC*'s OSU personnel;
- ✓ Nurture the project's local, state and national partnerships;
- ✓ Review and plan the project's Strategic Plan and lead monthly Strategic Planning Team meetings to be attended to by all *OhSFEC* site personnel;
- ✓ Lead establishment of management structure and definition of associated roles and responsibilities;
- ✓ Design additional policies as they relate to all phases of the funded project;
- ✓ Lead OSU *OhSFEC* scope of work, and provide staff via professional development activities and coaching;
- ✓ Review and approve all content generated by the *OhSFEC*;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub awards;
- ✓ Respond promptly to requests from Office of Innovation and Improvement, *OhSFEC* project officer;
- ✓ Direct the project's reporting requirements and submit the annual report to the Office of Innovation and Improvement;
- ✓ Assist third-party evaluator, Youth Policy institute (YPI) with formative assessments, annual evaluation;
- ✓ Convene stakeholders and facilitate effort to inform ODE's state **Family Engagement Framework** development;
- ✓ Direct the development and implementation of an awareness campaign;
- ✓ Lead distribution of tools, resources and training to families and schools;
- ✓ Lead the development of a **regional coaching service delivery plan**; and
- ✓ Supervise **recruitment /onboarding of 16 Ohio SSTs** and selection of partnership coaches for each region.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- ✓ Lead the development of content and delivery of high impact resources and technical assistance to families and schools;

Meredith Wellman, co-PI/Project Lead. In this role, Wellman will:

- ✓ Assist with the development of a regional coaching service delivery plan
- ✓ Manage recruitment/onboarding of 16 Ohio SSTs and selection and support of partnership coaches for each region;
- ✓ Assist with recruitment and selection of individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Boone) the work of the SAC members, and facilitate meetings;
- ✓ Evaluate (beginning, mid-year and end of year) OSU project staff and identify staffing needs; and
- ✓ Assist in professional development of *OhSFEC* team members.

TBD, Family Engagement Specialist. In this role, the hired staff will:

- ✓ Support the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation; and
- ✓ Team with IT Software Engineers to support development of technology resources.

TBD, Website Developer/Project Coordinator, In this role, the hired staff will:

- ✓ Coordinate the design and development of a website designed to serve as a vehicle for providing ready access to high impact resources and technical assistance for families and schools;
- ✓ Team with IT Software Engineers to support development of technology resources.
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools via the website;
- ✓ Assist the project director with data collection for YPI's evaluation; and

Beth Crawford, Senior Information Specialist. In this role, Crawford will:

- ✓ Collect specified project information from participants to assess ongoing needs, project impact and opportunities for project improvement;
- ✓ Assist with *OhSFEC* professional development events including gathering and preparation of information for meetings and professional development sessions;
- ✓ Participate in *OhSFEC* team meetings.

Bess Dunlop, Information Manager and Program Coordinator. In this role, Dunlop will:

- ✓ Draft documentation of sub-award's expenditure rate to support monitoring by Principal Investigator, OSP post-award fiscal officer and operations manager;

Ohio Statewide Family Engagement Center (*OhSFEC*)

- ✓ Draft documentation to support the management of sub-awards;
- ✓ Liaise with OSU OSP staff on project issues and initiatives.
- ✓ Participate in *OhSFEC* team meetings.

Marlin Sean Hickey, Education Resource Specialist. In this role, Hickey will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Direct the creation and vetting of high impact, online and mobile-friendly learning tools and resources directed to inform and equip families and schools; an.
- ✓ Oversee conversion from 2D to 3D content development for family and school content packages as web-based & mobile-friendly digital materials/resources;

Gregory Nagy, Systems Developer/Engineer. In this role, Nagy will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Manage an online resource/materials repository for families and school personnel.
- ✓ Oversee virtual learning network usage, performance and quality.
- ✓ Utilize reporting systems to run regular statistical management reports from the VLN.
- ✓ Maintain integrity rule and process for the VLN
- ✓ Team with *OhSFEC* team at OSU, ODE and SSTs to ensure proper system support for resources and materials.
- ✓ Provide TA and consulting to OSU, ODE and state and local partners around issues and use of the VLN
- ✓ Support webinars and online meetings and trainings.

TBD, Communications and Promotional Campaign Specialist. In this role, the staff to be hired will:

- ✓ Manage development of *OhSFEC* brand and design associated materials for use on products
- ✓ Support *OhSFEC* team activities for public awareness campaign through multiple outlets including website, social media, public meetings, etc.

James Reilly, Information Technology Support. In this role, Reilly will:

- ✓ Review and monitor technology systems, user accounts, and network security;
- ✓ Coordinate consistent system and business process best practices & update training to a global audience;
- ✓ Provide logistical support both for on the ground meetings and virtual meetings; and
- ✓ Provide additional IT support for project computer hardware and network operation to liaise with the LMS project provider.

Belinda Gimbert, Education Policy and Leadership Consultant. In this role Gimbert will:

Ohio Statewide Family Engagement Center (*OhSFEC*)

- ✓ Provide expertise and support in oversight and management of federal projects to *OhSFEC* leadership;
- ✓ Assist with planning and reporting for requirements of the Office of Innovation and Improvement;
- ✓ Provide expertise and guidance for the development of the Ohio State Framework for Family Engagement and resulting state policy and practices;
- ✓ Provide expertise, guidance and reviewing for the development of a public awareness campaign designed to reach educators in Ohio;
- ✓ Provide expertise and guidance in the development of resources and tools for teachers and school leaders for improving their practices and behaviors for supporting authentic, effective home-school partnerships to support student success; and
- ✓ Provide expertise in the area of outreach and practices for working with the families of EL students.

Eric Anderman, *OhSFEC Team Advisor* and State Advisory Council Member. In this role Anderman will:

- ✓ Actively participate in the State Advisory Council representing IHEs, teacher preparation and Special Education perspectives.
- ✓ Assist in the development of resources and tools for increasing teacher and administrator's efficacy for partnering with families to support student success.
- ✓ Provide expertise to inform family engagement practices, resources and tools dedicated to equipping families of adolescents and at-risk children.
- ✓ Provide leadership to linking the *OhSFEC* to other OSU and college initiatives to inform research, engage students, and promote opportunities for *OhSFEC* to benefit from the resources of OSU.
- ✓ Champion *OhSFEC* within OSU, with state leaders, and nationally.

Jim Bates, Extension Field Specialist of Family Wellness. In this role Bates will:

- ✓ Assist in the development of educational programs that promote family engagement in support of student achievement and well-being, healthy family relationships, and strong family resiliency;
- ✓ Contribute to planning and delivering training programs for youth and their parents and grandparents; and
- ✓ Provide expertise to inform outreach to Ohio's grandparents who are raising and providing education supports for their grandchildren.

Melissa Ross, Operations Manager. In this role, Ross will:

- ✓ Monitor each sub-award's expenditure rate in conjunction with the Principal Investigator and OSP post-award fiscal officer;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub-awards;
- ✓ Liaise with OSU college level staff on project issues and initiatives.

Graduate Research Associate. In this role, the GRA will:

- ✓ Assist with literature reviews for content development and report writing;
- ✓ Attend *OhSFEC* team meetings;

Ohio Statewide Family Engagement Center (*OhSFEC*)

- ✓ Liaise with participants to support collection of information to inform project needs assessment, impact and improvement efforts;
- ✓ Organize information as directed by external evaluation team, Youth Policy Institute (YPI);

Fringe Benefits

Fringe benefits are based on Ohio State's rates for various types of personnel. Rates are listed for each year and position on the preceding spreadsheet; GRA tuition & fee benefits estimated increase at 6%.

Travel

\$ 8,452

The Principal Investigator (Boone), Project Lead (Wellman) will attend federal meetings. Various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff. In addition, various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff.

Equipment

\$ 0

No equipment is budgeted.

Supplies

\$ 3,221

Learning and educational project supplies - a modest amount is budgeted for supplies, e.g., learning manuals and e-access to Professional Learning Materials.

Contractual:

\$ 328,581

Purchased Services

Parents and students, deemed subject matter experts given their lived experience as members of the State Advisory Council.

National Network of Partnership Schools

National Network of Partnership Schools, Joyce Epstein, Executive Director.

Established at Johns Hopkins University in 1996, National Network of Partnership Schools invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. National Network of Partnership Schools will support Ohio's goals under this grant opportunity which are to carry out parent education and family engagement programs and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships.

In support of these objectives, the National Network of Partnership Schools will provide the following services that is contingent on The Ohio State University receiving the funds requested

Ohio Statewide Family Engagement Center (*OhSFEC*)

from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Partner responsibilities:
 - Train regional coaches in the NNPS model during a 1 day training in year 1 of the project
 - Support regional coaches, LEA leaders, LEA leads, and schools team by providing 2.5 days of training in years 2, 3, and 4 of the project
 - Provide 1-day, training sessions to district and state leaders on special topics related to family engagement in years 3, 4, and 5.
 - Provide access to NNPS model materials for member state, regions, districts and school teams (funding includes 48 district first year memberships x \$500)
 - Provide access to evaluation data submitted by participating districts and schools

The National Network of Partnership Schools is aware of the following:

- If the grant is awarded, The National Network of Partnership Schools will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Parents, deemed subject matter experts given their lived experience, will serve as [REDACTED] Ambassadors

National Association for Family, School and Community Engagement

Led by Dr. Vito Borello, Executive Director, and Rayna P. Hernandez, Director of Research and Policy Development. [REDACTED]

The National Association for Family, School and Community Engagement (NAFSCE) NAFSCE is the first membership association focused solely on advancing family, school, and community engagement (FSCE). Their mission is focused on “advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.”

Ohio’s goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships. In support of these objectives, the National Association for Family, School Community Engagement will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

Ohio Statewide Family Engagement Center (*OhSFEC*)

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] per year [REDACTED] in 60 months
- Partner responsibilities:
 - Implement NAFSCE Opportunity Canvas
 - Provide TA services to both SFEC Consortium Partners and ODE to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition
 - Provide cross-state convening and capacity building opportunities among NAFSCE partner SFECs
 - Engage NAFSCE partner SFECs in NAFSCE's national Reframing the Conversation Communications Campaign in partnership with the FrameWorks Institute
 - Engage NAFSCE partner SFECs in NAFSCE's Pre-service Family Engagement Initiative in partnership with the National Education Association (NEA)
 - Provide a to-be-agreed upon amount of NAFSCE Organizational Memberships to OhSFEC Coalition members to provide access to research, best practices, webinars, communities of practice, as well as other in-person and/or virtual convening opportunities

The National Association for Family, School and Community Engagement is aware of the following:

- If the grant is awarded, National Association for Family, School and Community Engagement will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Subawards

Ohio Department of Education

Ohio Department of Education's Family and Children Community Coordinator, Tom Capretta, will coordinate ODEs contribution to this project. [REDACTED]

The Ohio Department of Education and The Ohio State University are partnering in this application for the US Department of Education Statewide Family Engagement Center (SFEC) program as authorized under Title IV of the Every Student Succeeds Act (ESSA). This funding would allow Ohio to have a technical assistance and training center dedicated to building a strong, statewide system of supports for family engagement, and to provide direct training and resources to families and school personnel to strengthen the relationship between parents and schools. This grant will expand the existing partnership between the Department and Ohio State

Ohio Statewide Family Engagement Center (*OhSFEC*)

University, as well provide the resources to establish a key component of Ohio’s commitment to family and community engagement supporting a signature Ohio initiative *Strategy Seven of Each Child, Our Future*.

In support of these objectives, the Ohio Department of Education will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Ohio Department of Education is committed to matching \$539,284 over the 60 months grant period with nonfederal funds in support of the Ohio Statewide Family Engagement Center.

Annual funding for the ODE and non-federal match amounts are detailed in the table below:

Project Year	Funding for ODE (SSTs)	ODE Non-Federal Match (15% of total direct costs)
Year 1: 2018-2019	[REDACTED]	\$ [REDACTED]
Year 2: 2019-2020	[REDACTED]	\$ [REDACTED]
Year 3: 2020-2021	[REDACTED]	\$ [REDACTED]
Year 4: 2021-2022	[REDACTED]	\$ [REDACTED]
Year 5: 2022-2023	[REDACTED]	\$ [REDACTED]
Total	[REDACTED]	\$ [REDACTED]

- Partner responsibilities:
 - The Ohio Department of Education will serve as a fiscal agent between the Ohio Statewide Family Engagement Center and Ohio’s State Support Teams.
 - The Ohio Department of Education’s State Support Teams will commit non-federal funds to the salaries of staff working directly with the Ohio Statewide Family Engagement Center.
 - The Ohio Department of Education will develop, publish and provide on-going technical assistance around a birth to grade 12 framework for family engagement with input and consultation from stakeholders and the Ohio Statewide Family Engagement Center.
 - The Ohio Department of Education will identify one staff to serve as a liaison between the Department and the Ohio Statewide Family Engagement Center.

The Ohio Department of Education is aware of the following:

- If the grant is awarded, the Ohio Department of Education will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Youth Policy Institute (YPI)

Philip Uninsky, Executive Director and Melissa Drye Becce, Coordinator, Researcher, and Analyst.

The Youth Policy Institute (YPI), a national, non-profit research and evaluation firm with over two decades focusing on evaluating evidence-based educational initiatives, will partner with OSU to evaluate *OhSFEC*. Several features distinguish YPI's approach:

- An evaluation model that establishes the impact of the *OhSFEC* project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
- Quantitative and qualitative data collection methodologies that support a robust quasi-experimental design, allowing for an in-depth accounting of: core evaluation questions; changes over time in implementation strategies; levels of adherence to the research-based strategies of NNPS; and the full range of OhSFEC outcomes; and
- YPI team members with more than 50 years of combined experience evaluating multi-system educational initiatives at the local, state, and national levels in areas pertaining to OhSFEC, including the development of state-level educational policy, family educational involvement, teacher professional development, literacy, and school reform (e.g. evaluations of Innovative Approaches to Literacy, Early Reading First, School Climate Transformation, Transition to Teaching, Safe Schools/Healthy Students). YPI has an extensive work history in Ohio (evaluations of a Teacher Quality Partnership, two Transition to Teaching initiatives, and a National Professional Development grant). YPI's evaluation plan incorporates current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers, and it is aligned with the project goals and objectives. It employs a mix of quantitative and qualitative data collection methods (Table XX-1) designed to: a) capture multiple perspectives; b) achieve a balance between breadth and depth of information; c) measure both process variables (Table XX-3) and OhSFEC impacts; d) provide a check on the validity and reliability of evaluation findings; and e) generate an accurate and ongoing picture of the relationship between program implementation and impacts.

Principal Investigator: Philip B. Uninsky, Executive Director of YPI, will provide overall administrative oversight on the evaluation project. In addition to supervising the professional staff, he will supervise all major project activities, including the development and administration of data collection instruments and the development of all reports. He will actively supervise all technical and statistical components of the evaluation, including the development of sampling strategies and ongoing data analysis.

Coordinator, Researcher, and Analyst: Melissa Drye Becce is currently the Senior Research and Data Coordinator for YPI. Becce will take primary responsibility for managing the day-to-day implementation of the approved work plan, maintaining regular contact with regional, district and school staff and with school district staff. She will be engaged in all research activities undergirding the evaluation and will play a leading role in instrument development (surveys,

Ohio Statewide Family Engagement Center (*OhSFEC*)

project and archival data collection strategies, and focus group and interview protocols), data collection and analysis, and employment and training of classroom observers. Becce will also collaborate in the development of all evaluation reports.

In support of these objectives, the Youth Policy Institute (YPI) will provide the following services that are contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Partner responsibilities:
 - coordinate with OSU to align with OhSFEC timelines and reporting accountabilities;
 - implement a robust evaluation model that establishes the impact of the OhSFEC project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
 - employ quantitative and qualitative data collection methodologies that support a robust quasi-experimental design
 - incorporate current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers.
 - provide timely reports of evaluation findings to OSU to inform project improvements and measure impacts on core outcomes.

The Youth Policy Institute is aware of the following:

- If the grant is awarded, Youth Policy Institute will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Construction

\$ 0

None.

Other

\$ 43,734

- *GRA tuition costs*
- *Photocopying and printing* documents required for project.
- *Instructional Design Tools for online content and dissemination:* Given the across state work, extensive communications are required by way of low technology access, and some technology fees for access to virtual professional development and meeting spaces.
- *Technology services:* Technological support and maintenance is required for consistency given the nature of and demand by the learning community for uninterrupted web-based e-communication services.

Total Direct Costs

[REDACTED]

Ohio Statewide Family Engagement Center (*OhSFEC*)

Indirect Costs



The Ohio State University's federally approved on-campus research rate through the US Department of Health and Human Services is 56%. This is a Training Grant and per the application instructions, we have applied the required rate of 8% MTDC.

Training Stipends

0

Year 2 Total Budget



Ohio Statewide Family Engagement Center (*OhSFEC*)

Year 3 Budget Narrative

Personnel

Representing the core OSU *OhSFEC* Team is:

- Dr. Barbara Boone, 40% FTE for Year 3; Principal Investigator and Program Director, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Meredith Wellman, 30% FTE for Year 3; Co-Principal Investigator and *OhSFEC* Project Lead, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 3; Family Engagement Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 3; Website Developer and Project Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Beth Crawford, 20% FTE in Year 3. Senior Information Manager, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Bess Dunlop, 20% FTE in Year 3. Information Manager and Program Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Marlin Sean Hickey, 50% FTE in Year 3; Education Resource Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Gregory Nagy, 5% FTE in Year 3; Systems Developer/Engineer, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 15% FTE for Year 3; Communications and Promotional Campaign Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- James Reilly, 5% FTE in Year 3; Information Technology Support, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Belinda Gimbert, 20% FTE in Year 3; Education Policy and Leadership Consultant, The Ohio State University, College of Education and Human Ecology (EHE), Department Educational Studies and EHE's Center on Education and Training for Employment (CETE).
- Dr. Eric Anderman, 10% FTE in Year 3; *OhSFEC Team* Advisor and State Advisory Council Member, The Ohio State University, College of Education and Human Ecology, Department Educational Studies.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- Dr. Jim Bates, 3% FTE in Year 3; Extension Field Specialist of Family Wellness, The Ohio State University, College of Education and Human Ecology, Family and Consumer Sciences.
 - Dr. Melissa Ross, 5% FTE in Year 3; Operations Manager; The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
 - Graduate Research Associate (GRA), 100% in Year 3; College of Education and Human Ecology, Department Educational Studies, Center on Education and Training for Employment (CETE).
- * Salaries are estimated to increase by an average of 2.5% annually.

The core OSU *OhSFEC* team will oversee the four project goals.

Dr. Barbara Boone, Principal Investigator and Project Director, will have overall responsibility for the project's design, implementation of the annual management plan, and continuous assessment/improvement of the project's outcomes. She will monitor and adjust the operation of both *OhSFEC*'s short-term Management Plan and long-term Strategic Plan. In this role, Dr. Boone will:

- ✓ Access and review monthly *OhSFEC* fiscal expenditures through the PI portal and monitor each subaward's scope of work & expenditure rate in conjunction with the OSP post-award fiscal officer and project operations manager;
- ✓ Manage and supervise *OhSFEC*'s OSU personnel;
- ✓ Nurture the project's local, state and national partnerships;
- ✓ Review and plan the project's Strategic Plan and lead monthly Strategic Planning Team meetings to be attended to by all *OhSFEC* site personnel;
- ✓ Lead establishment of management structure and definition of associated roles and responsibilities;
- ✓ Design additional policies as they relate to all phases of the funded project;
- ✓ Lead OSU *OhSFEC* scope of work, and provide staff via professional development activities and coaching;
- ✓ Review and approve all content generated by the *OhSFEC*;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub awards;
- ✓ Respond promptly to requests from Office of Innovation and Improvement, *OhSFEC* project officer;
- ✓ Direct the project's reporting requirements and submit the annual report to the Office of Innovation and Improvement;
- ✓ Assist third-party evaluator, Youth Policy institute (YPI) with formative assessments, annual evaluation;
- ✓ Recruit and select individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Wellman) the work of the SAC members, and facilitate meetings;
- ✓ Lead the development of content and delivery of high impact resources and technical assistance to families and schools;

Ohio Statewide Family Engagement Center (*OhSFEC*)

Meredith Wellman, co-PI/Project Lead. In this role, Wellman will:

- ✓ Manage recruitment/onboarding of 16 Ohio SSTs and selection and support of partnership coaches for each region;
- ✓ Assist with recruitment and selection of individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Boone) the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the development and implementation of an awareness campaign;
- ✓ Manage distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation;
- ✓ Participate in identifying staffing needs;
- ✓ Team with IT Software Engineers to support development of technology resources;
- ✓ Evaluate (beginning, mid-year and end of year) OSU project staff and identify staffing needs; and
- ✓ Assist in professional development of *OhSFEC* team members.

TBD, Family Engagement Specialist. In this role, the hired staff will:

- ✓ Support the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation; and
- ✓ Team with IT Software Engineers to support development of technology resources.

TBD, Website Developer/Project Coordinator, In this role, the hired staff will:

- ✓ Coordinate the design and development of a website designed to serve as a vehicle for providing ready access to high impact resources and technical assistance for families and schools;
- ✓ Team with IT Software Engineers to support development of technology resources.
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools via the website;
- ✓ Assist the project director with data collection for YPI's evaluation; and

Beth Crawford, Senior Information Specialist. In this role, Crawford will:

- ✓ Collect specified project information from participants to assess ongoing needs, project impact and opportunities for project improvement;
- ✓ Assist with *OhSFEC* professional development events including gathering and preparation of information for meetings and professional development sessions;
- ✓ Participate in *OhSFEC* team meetings.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Bess Dunlop, Information Manager and Program Coordinator. In this role, Dunlop will:

- ✓ Draft documentation of sub-award's expenditure rate to support monitoring by Principal Investigator, OSP post-award fiscal officer and operations manager;
- ✓ Draft documentation to support the management of sub-awards;
- ✓ Liaise with OSU OSP staff on project issues and initiatives.
- ✓ Participate in *OhSFEC* team meetings.

Marlin Sean Hickey, Education Resource Specialist. In this role, Hickey will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Direct the creation and vetting of high impact, online and mobile-friendly learning tools and resources directed to inform and equip families and schools; an.
- ✓ Oversee conversion from 2D to 3D content development for family and school content packages as web-based & mobile-friendly digital materials/resources;

Gregory Nagy, Systems Developer/Engineer. In this role, Nagy will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Manage an online resource/materials repository for families and school personnel.
- ✓ Oversee virtual learning network usage, performance and quality.
- ✓ Utilize reporting systems to run regular statistical management reports form the VLN.
- ✓ Maintain integrity rule and process for the VLN
- ✓ Team with *OhSFEC* team at OSU, ODE and SSTs to ensure proper system support for resources and materials.
- ✓ Provide TA and consulting to OSU, ODE and state and local partners around issues and use of the VLN
- ✓ Support webinars and online meetings and trainings.

TBD, Communications and Promotional Campaign Specialist. In this role, the staff to be hired will:

- ✓ Manage development of *OhSFEC* brand and design associated materials for use on products
- ✓ Support *OhSFEC* team activities for public awareness campaign through multiple outlets including website, social media, public meetings, etc.

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- ✓ Review and monitor technology systems, user accounts, and network security;
- ✓ Coordinate consistent system and business process best practices & update training to a global audience;
- ✓ Provide logistical support both for on the ground meetings and virtual meetings; and
- ✓ Provide additional IT support for project computer hardware and network operation to liaise with the LMS project provider.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Belinda Gimbert, Education Policy and Leadership Consultant. In this role Gimbert will:

- ✓ Provide expertise and support in oversight and management of federal projects to *OhSFEC* leadership;
- ✓ Assist with planning and reporting for requirements of the Office of Innovation and Improvement;
- ✓ Provide expertise and guidance for the development of the Ohio State Framework for Family Engagement and resulting state policy and practices;
- ✓ Provide expertise, guidance and reviewing for the development of a public awareness campaign designed to reach educators in Ohio;
- ✓ Provide expertise and guidance in the development of resources and tools for teachers and school leaders for improving their practices and behaviors for supporting authentic, effective home-school partnerships to support student success; and
- ✓ Provide expertise in the area of outreach and practices for working with the families of EL students.

Eric Anderman, *OhSFEC Team* Advisor and State Advisory Council Member. In this role Anderman will:

- ✓ Actively participate in the State Advisory Council representing IHEs, teacher preparation and Special Education perspectives.
- ✓ Assist in the development of resources and tools for increasing teacher and administrator's efficacy for partnering with families to support student success.
- ✓ Provide expertise to inform family engagement practices, resources and tools dedicated to equipping families of adolescents and at-risk children.
- ✓ Provide leadership to linking the *OhSFEC* to other OSU and college initiatives to inform research, engage students, and promote opportunities for *OhSFEC* to benefit from the resources of OSU.
- ✓ Champion *OhSFEC* within OSU, with state leaders, and nationally.

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- ✓ Assist in the development of educational programs that promote family engagement in support of student achievement and well-being, healthy family relationships, and strong family resiliency;
- ✓ Contribute to planning and delivering training programs for youth and their parents and grandparents; and
- ✓ Provide expertise to inform outreach to Ohio's grandparents who are raising and providing education supports for their grandchildren.

Melissa Ross, Operations Manager. In this role, Ross will:

- ✓ Monitor each sub-award's expenditure rate in conjunction with the Principal Investigator and OSP post-award fiscal officer;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub-awards;
- ✓ Liaise with OSU college level staff on project issues and initiatives.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Graduate Research Associate. In this role, the GRA will:

- ✓ Assist with literature reviews for content development and report writing;
- ✓ Attend *OhSFEC* team meetings;
- ✓ Liaise with participants to support collection of information to inform project needs assessment, impact and improvement efforts;
- ✓ Organize information as directed by external evaluation team, Youth Policy Institute (YPI);

Fringe Benefits

Fringe benefits are based on Ohio State's rates for various types of personnel. Rates are listed for each year and position on the preceding spreadsheet; GRA tuition & fee benefits estimated increase at 6%. [REDACTED]

Travel

\$ 8,452

The Principal Investigator (Boone), Project Lead (Wellman) will attend federal meetings. Various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff. In addition, various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff.

Equipment

\$ 0

No equipment is budgeted.

Supplies

\$ 3,122

Learning and educational project supplies - a modest amount is budgeted for supplies, e.g., learning manuals and e-access to Professional Learning Materials.

Contractual:

Purchased Services

Parents and students, deemed subject matter experts given their lived experience, will serve as members of the State Advisory Council. [REDACTED]

National Network of Partnership Schools

National Network of Partnership Schools, Joyce Epstein, Executive Director. [REDACTED]

Established at Johns Hopkins University in 1996, National Network of Partnership Schools invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. National Network of Partnership Schools will support Ohio's goals under this grant opportunity which are to carry out parent education and family engagement programs and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships.

Ohio Statewide Family Engagement Center (*OhSFEC*)

In support of these objectives, the National Network of Partnership Schools will provide the following services that is contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Partner responsibilities:
 - Train regional coaches in the NNPS model during a 1 day training in year 1 of the project
 - Support regional coaches, LEA leaders, LEA leads, and schools team by providing 2.5 days of training in years 2, 3, and 4 of the project
 - Provide 1-day, training sessions to district and state leaders on special topics related to family engagement in years 3, 4, and 5.
 - Provide access to NNPS model materials for member state, regions, districts and school teams (funding includes 48 district first year memberships x \$500)
 - Provide access to evaluation data submitted by participating districts and schools

The National Network of Partnership Schools is aware of the following:

- If the grant is awarded, The National Network of Partnership Schools will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Parents, deemed subject matter experts given their lived experience, will serve as [REDACTED] Ambassadors

National Association for Family, School and Community Engagement [REDACTED]

Led by Dr. Vito Borello, Executive Director, and Rayna P. Hernandez, Director of Research and Policy Development.

The National Association for Family, School and Community Engagement (NAFSCE) NAFSCE is the first membership association focused solely on advancing family, school, and community engagement (FSCE). Their mission is focused on “advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.”

Ohio’s goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships. In support of these objectives, the National Association for Family, School

Ohio Statewide Family Engagement Center (*OhSFEC*)

Community Engagement will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] per year, [REDACTED] in 60 months
- Partner responsibilities:
 - Implement NAFSCE Opportunity Canvas
 - Provide TA services to both SFEC Consortium Partners and ODE to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition
 - Provide cross-state convening and capacity building opportunities among NAFSCE partner SFECs
 - Engage NAFSCE partner SFECs in NAFSCE's national Reframing the Conversation Communications Campaign in partnership with the FrameWorks Institute
 - Engage NAFSCE partner SFECs in NAFSCE's Pre-service Family Engagement Initiative in partnership with the National Education Association (NEA)
 - Provide a to-be-agreed upon amount of NAFSCE Organizational Memberships to OhSFEC Coalition members to provide access to research, best practices, webinars, communities of practice, as well as other in-person and/or virtual convening opportunities

The National Association for Family, School and Community Engagement is aware of the following:

- If the grant is awarded, National Association for Family, School and Community Engagement will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Sub-Awards

Ohio Department of Education

Ohio Department of Education's Family and Children Community Coordinator, Tom Capretta, will coordinate ODE's contribution to this project

The Ohio Department of Education and The Ohio State University are partnering in this application for the US Department of Education Statewide Family Engagement Center (SFEC) program as authorized under Title IV of the Every Student Succeeds Act (ESSA). This funding would allow Ohio to have a technical assistance and training center dedicated to building a strong, statewide system of supports for family engagement, and to provide direct training and resources to families and school personnel to strengthen the relationship between parents and

Ohio Statewide Family Engagement Center (*OhSFEC*)

schools. This grant will expand the existing partnership between the Department and Ohio State University, as well provide the resources to establish a key component of Ohio’s commitment to family and community engagement supporting a signature Ohio initiative *Strategy Seven of Each Child, Our Future*.

In support of these objectives, the Ohio Department of Education will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Ohio Department of Education is committed to matching \$539,284 over the 60 months grant period with nonfederal funds in support of the Ohio Statewide Family Engagement Center.

Annual funding for the ODE and non-federal match amounts are detailed in the table below:

Project Year	[REDACTED] E (SSTs)	ODE Non-Federal Match ([REDACTED])
Year 1: 2018-2019	[REDACTED]	\$ [REDACTED]
Year 2: 2019-2020	[REDACTED]	\$ [REDACTED]
Year 3: 2020-2021	[REDACTED]	\$ [REDACTED]
Year 4: 2021-2022	[REDACTED]	\$ [REDACTED]
Year 5: 2022-2023	[REDACTED]	\$ [REDACTED]
Total	[REDACTED]	\$ [REDACTED]

- Partner responsibilities:
 - The Ohio Department of Education will serve as a fiscal agent between the Ohio Statewide Family Engagement Center and Ohio’s State Support Teams.
 - The Ohio Department of Education’s State Support Teams will commit non-federal funds to the salaries of staff working directly with the Ohio Statewide Family Engagement Center.
 - The Ohio Department of Education will develop, publish and provide on-going technical assistance around a birth to grade 12 framework for family engagement with input and consultation from stakeholders and the Ohio Statewide Family Engagement Center.
 - The Ohio Department of Education will identify one staff to serve as a liaison between the Department and the Ohio Statewide Family Engagement Center.

The Ohio Department of Education is aware of the following:

Ohio Statewide Family Engagement Center (*OhSFEC*)

If the grant is awarded, the Ohio Department of Education will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Youth Policy Institute (YPI)

Philip Uninsky, Executive Director and Melissa Drye Becce, Coordinator, Researcher, and Analyst.

The Youth Policy Institute (YPI), a national, non-profit research and evaluation firm with over two decades focusing on evaluating evidence-based educational initiatives, will partner with OSU to evaluate *OhSFEC*. Several features distinguish YPI's approach:

- An evaluation model that establishes the impact of the *OhSFEC* project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
- Quantitative and qualitative data collection methodologies that support a robust quasi-experimental design, allowing for an in-depth accounting of: core evaluation questions; changes over time in implementation strategies; levels of adherence to the research-based strategies of NNPS; and the full range of *OhSFEC* outcomes; and
- YPI team members with more than 50 years of combined experience evaluating multi-system educational initiatives at the local, state, and national levels in areas pertaining to *OhSFEC*, including the development of state-level educational policy, family educational involvement, teacher professional development, literacy, and school reform (e.g. evaluations of Innovative Approaches to Literacy, Early Reading First, School Climate Transformation, Transition to Teaching, Safe Schools/Healthy Students). YPI has an extensive work history in Ohio (evaluations of a Teacher Quality Partnership, two Transition to Teaching initiatives, and a National Professional Development grant). YPI's evaluation plan incorporates current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers, and it is aligned with the project goals and objectives. It employs a mix of quantitative and qualitative data collection methods (Table XX-1) designed to: a) capture multiple perspectives; b) achieve a balance between breadth and depth of information; c) measure both process variables (Table XX-3) and *OhSFEC* impacts; d) provide a check on the validity and reliability of evaluation findings; and e) generate an accurate and ongoing picture of the relationship between program implementation and impacts.

Principal Investigator: Philip B. Uninsky, Executive Director of YPI, will provide overall administrative oversight on the evaluation project. In addition to supervising the professional staff, he will supervise all major project activities, including the development and administration of data collection instruments and the development of all reports. He will actively supervise all technical and statistical components of the evaluation, including the development of sampling strategies and ongoing data analysis.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Coordinator, Researcher, and Analyst: Melissa Drye Becce is currently the Senior Research and Data Coordinator for YPI. Becce will take primary responsibility for managing the day-to-day implementation of the approved work plan, maintaining regular contact with regional, district and school staff and with school district staff. She will be engaged in all research activities undergirding the evaluation and will play a leading role in instrument development (surveys, project and archival data collection strategies, and focus group and interview protocols), data collection and analysis, and employment and training of classroom observers. Becce will also collaborate in the development of all evaluation reports.

In support of these objectives, the Youth Policy Institute (YPI) will provide the following services that are contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed ██████████ in 60 months
- Partner responsibilities:
 - coordinate with OSU to align with OhSFEC timelines and reporting accountabilities;
 - implement a robust evaluation model that establishes the impact of the OhSFEC project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
 - employ quantitative and qualitative data collection methodologies that support a robust quasi-experimental design
 - incorporate current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers.
 - provide timely reports of evaluation findings to OSU to inform project improvements and measure impacts on core outcomes.

The Youth Policy Institute is aware of the following:

- If the grant is awarded, Youth Policy Institute will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Construction

None.

\$ 0

Other

- *GRA tuition costs*
- *Photocopying and printing* documents required for project.

\$ 48,742

Ohio Statewide Family Engagement Center (*OhSFEC*)

- *Instructional Design Tools for online content and dissemination:* Given the across state work, extensive communications are required by way of low technology access, and some technology fees for access to virtual professional development and meeting spaces.
- *Technology services:* Technological support and maintenance is required for consistency given the nature of and demand by the learning community for uninterrupted web-based e-communication services.
- Phone costs

Total Direct Costs



Indirect Costs

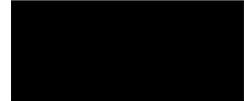
The Ohio State University's federally approved on-campus research rate through the US Department of Health and Human Services is 56%. This is a Training Grant and per the application instructions, we have applied the required rate of 8% MTDC.



Training Stipends

0

Year 3 Total Budget



Ohio Statewide Family Engagement Center (*OhSFEC*)

Year 4 Budget Narrative

Personnel

Representing the core OSU *OhSFEC* Team is:

- Dr. Barbara Boone, 40% FTE for Years 4; Principal Investigator and Program Director, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Meredith Wellman, 30% FTE for Year 4; Co-Principal Investigator and *OhSFEC* Project Lead, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 4; Family Engagement Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 4; Website Developer and Project Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Beth Crawford, 20% FTE in Year 4. Senior Information Manager, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Bess Dunlop, 20% FTE in Year 4. Information Manager and Program Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Marlin Sean Hickey, 50% FTE in Year 4; Education Resource Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Gregory Nagy, 5% FTE in Year 4; Systems Developer/Engineer, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 15% FTE for Year 4; Communications and Promotional Campaign Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- James Reilly, 5% FTE in Year 4; Information Technology Support, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Belinda Gimbert, 20% FTE in Year 4; Education Policy and Leadership Consultant, The Ohio State University, College of Education and Human Ecology (EHE), Department Educational Studies and EHE's Center on Education and Training for Employment (CETE).
- Dr. Eric Anderman, 10% FTE in Year 4; *OhSFEC Team* Advisor and State Advisory Council Member, The Ohio State University, College of Education and Human Ecology, Department Educational Studies.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- Dr. Jim Bates, 3% FTE in Year 4; Extension Field Specialist of Family Wellness, The Ohio State University, College of Education and Human Ecology, Family and Consumer Sciences.
 - Dr. Melissa Ross, 5% FTE in Year 4; Operations Manager; The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
 - Graduate Research Associate (GRA), 100% in Year 4; College of Education and Human Ecology, Department Educational Studies, Center on Education and Training for Employment (CETE).
- * Salaries are estimated to increase by an average of 2.5% annually.

The core OSU *OhSFEC* team will oversee the four project goals.

Dr. Barbara Boone, Principal Investigator and Project Director, will have overall responsibility for the project's design, implementation of the annual management plan, and continuous assessment/improvement of the project's outcomes. She will monitor and adjust the operation of both *OhSFEC*'s short-term Management Plan and long-term Strategic Plan. In this role, Dr. Boone will:

- ✓ Access and review monthly *OhSFEC* fiscal expenditures through the PI portal and monitor each subaward's scope of work & expenditure rate in conjunction with the OSP post-award fiscal officer and project operations manager;
- ✓ Manage and supervise *OhSFEC*'s OSU personnel;
- ✓ Nurture the project's local, state and national partnerships;
- ✓ Review and plan the project's Strategic Plan and lead monthly Strategic Planning Team meetings to be attended to by all *OhSFEC* site personnel;
- ✓ Lead establishment of management structure and definition of associated roles and responsibilities;
- ✓ Design additional policies as they relate to all phases of the funded project;
- ✓ Lead OSU *OhSFEC* scope of work, and provide staff via professional development activities and coaching;
- ✓ Review and approve all content generated by the *OhSFEC*;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub awards;
- ✓ Respond promptly to requests from Office of Innovation and Improvement, *OhSFEC* project officer;
- ✓ Direct the project's reporting requirements and submit the annual report to the Office of Innovation and Improvement;
- ✓ Assist third-party evaluator, Youth Policy institute (YPI) with formative assessments, annual evaluation;
- ✓ Recruit and select individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Wellman) the work of the SAC members, and facilitate meetings;
- ✓ Lead the development of content and delivery of high impact resources and technical assistance to families and schools;

Ohio Statewide Family Engagement Center (*OhSFEC*)

Meredith Wellman, co-PI/Project Lead. In this role, Wellman will:

- ✓ Manage recruitment/onboarding of 16 Ohio SSTs and selection and support of partnership coaches for each region;
- ✓ Assist with recruitment and selection of individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Boone) the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the development and implementation of an awareness campaign;
- ✓ Manage distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation;
- ✓ Participate in identifying staffing needs;
- ✓ Team with IT Software Engineers to support development of technology resources;
- ✓ Evaluate (beginning, mid-year and end of year) OSU project staff and identify staffing needs; and
- ✓ Assist in professional development of *OhSFEC* team members.

TBD, Family Engagement Specialist. In this role, the hired staff will:

- ✓ Support the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation; and
- ✓ Team with IT Software Engineers to support development of technology resources.

TBD, Website Developer/Project Coordinator, In this role, the hired staff will:

- ✓ Coordinate the design and development of a website designed to serve as a vehicle for providing ready access to high impact resources and technical assistance for families and schools;
- ✓ Team with IT Software Engineers to support development of technology resources.
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools via the website;
- ✓ Assist the project director with data collection for YPI's evaluation; and

Beth Crawford, Senior Information Specialist. In this role, Crawford will:

- ✓ Collect specified project information from participants to assess ongoing needs, project impact and opportunities for project improvement;
- ✓ Assist with *OhSFEC* professional development events including gathering and preparation of information for meetings and professional development sessions;
- ✓ Participate in *OhSFEC* team meetings.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Bess Dunlop, Information Manager and Program Coordinator. In this role, Dunlop will:

- ✓ Draft documentation of sub-award's expenditure rate to support monitoring by Principal Investigator, OSP post-award fiscal officer and operations manager;
- ✓ Draft documentation to support the management of sub-awards;
- ✓ Liaise with OSU OSP staff on project issues and initiatives.
- ✓ Participate in *OhSFEC* team meetings.

Marlin Sean Hickey, Education Resource Specialist. In this role, Hickey will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Direct the creation and vetting of high impact, online and mobile-friendly learning tools and resources directed to inform and equip families and schools; an.
- ✓ Oversee conversion from 2D to 3D content development for family and school content packages as web-based & mobile-friendly digital materials/resources;

Gregory Nagy, Systems Developer/Engineer. In this role, Nagy will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Manage an online resource/materials repository for families and school personnel.
- ✓ Oversee virtual learning network usage, performance and quality.
- ✓ Utilize reporting systems to run regular statistical management reports form the VLN.
- ✓ Maintain integrity rule and process for the VLN
- ✓ Team with *OhSFEC* team at OSU, ODE and SSTs to ensure proper system support for resources and materials.
- ✓ Provide TA and consulting to OSU, ODE and state and local partners around issues and use of the VLN
- ✓ Support webinars and online meetings and trainings.

TBD, Communications and Promotional Campaign Specialist. In this role, the staff to be hired will:

- ✓ Manage development of *OhSFEC* brand and design associated materials for use on products
- ✓ Support *OhSFEC* team activities for public awareness campaign through multiple outlets including website, social media, public meetings, etc.

James Reilly, Information Technology Support. In this role, Reilly will:

- ✓ Review and monitor technology systems, user accounts, and network security;
- ✓ Coordinate consistent system and business process best practices & update training to a global audience;
- ✓ Provide logistical support both for on the ground meetings and virtual meetings; and
- ✓ Provide additional IT support for project computer hardware and network operation to liaise with the LMS project provider.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Belinda Gimbert, Education Policy and Leadership Consultant. In this role Gimbert will:

- ✓ Provide expertise and support in oversight and management of federal projects to *OhSFEC* leadership;
- ✓ Assist with planning and reporting for requirements of the Office of Innovation and Improvement;
- ✓ Provide expertise and guidance for the development of the Ohio State Framework for Family Engagement and resulting state policy and practices;
- ✓ Provide expertise, guidance and reviewing for the development of a public awareness campaign designed to reach educators in Ohio;
- ✓ Provide expertise and guidance in the development of resources and tools for teachers and school leaders for improving their practices and behaviors for supporting authentic, effective home-school partnerships to support student success; and
- ✓ Provide expertise in the area of outreach and practices for working with the families of EL students.

Eric Anderman, *OhSFEC Team* Advisor and State Advisory Council Member. In this role Anderman will:

- ✓ Actively participate in the State Advisory Council representing IHEs, teacher preparation and Special Education perspectives.
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- ✓ Provide expertise to inform family engagement practices, resources and tools dedicated to equipping families of adolescents and at-risk children.
- ✓ Provide leadership to linking the *OhSFEC* to other OSU and college initiatives to inform research, engage students, and promote opportunities for *OhSFEC* to benefit from the resources of OSU.
- ✓ Champion *OhSFEC* within OSU, with state leaders, and nationally.

Jim Bates, Extension Field Specialist of Family Wellness. In this role Bates will:

- ✓ Assist in the development of educational programs that promote family engagement in support of student achievement and well-being, healthy family relationships, and strong family resiliency;
- ✓ Contribute to planning and delivering training programs for youth and their parents and grandparents; and
- ✓ Provide expertise to inform outreach to Ohio's grandparents who are raising and providing education supports for their grandchildren.

Melissa Ross, Operations Manager. In this role, Ross will:

- ✓ Monitor each sub-award's expenditure rate in conjunction with the Principal Investigator and OSP post-award fiscal officer;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub-awards;
- ✓ Liaise with OSU college level staff on project issues and initiatives.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Graduate Research Associate. In this role, the GRA will:

- ✓ Assist with literature reviews for content development and report writing;
- ✓ Attend *OhSFEC* team meetings;
- ✓ Liaise with participants to support collection of information to inform project needs assessment, impact and improvement efforts;
- ✓ Organize information as directed by external evaluation team, Youth Policy Institute (YPI);

Fringe Benefits

Fringe benefits are based on Ohio State's rates for various types of personnel. Rates are listed for each year and position on the preceding spreadsheet; GRA tuition & fee benefits estimated increase at 6%.

Travel

\$ 8,452

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In years 2 - 5 Various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff.

Equipment

\$ 0

No equipment is budgeted.

Supplies

\$ 3,122

Learning and educational project supplies - a modest amount is budgeted for supplies, e.g., learning manuals and e-access to Professional Learning Materials.

Contractual:

Purchased Services

Parents and students, deemed subject matter experts given their lived experience, will serve as members of the State Advisory Council.

National Network of Partnership Schools

National Network of Partnership Schools, Joyce Epstein, Executive Director.

Established at Johns Hopkins University in 1996, National Network of Partnership Schools invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. National Network of Partnership Schools will support Ohio's goals under this grant opportunity which are to carry out parent education and family engagement programs and to provide technical assistance and training to the Ohio

Ohio Statewide Family Engagement Center (*OhSFEC*)

Department of Education and Ohio LEAs and organizations to support family-school partnerships.

In support of these objectives, the National Network of Partnership Schools will provide the following services that is contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

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- Amount of funding for services not to exceed [REDACTED] in 60 months
- Partner responsibilities:
 - Train regional coaches in the NNPS model during a 1 day training in year 1 of the project
 - Support regional coaches, LEA leaders, LEA leads, and schools team by providing 2.5 days of training in years 2, 3, and 4 of the project
 - Provide 1-day, training sessions to district and state leaders on special topics related to family engagement in years 3, 4, and 5.
 - Provide access to NNPS model materials for member state, regions, districts and school teams (funding includes 48 district first year memberships x \$500)
 - Provide access to evaluation data submitted by participating districts and schools

The National Network of Partnership Schools is aware of the following:

- If the grant is awarded, The National Network of Partnership Schools will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Parents, deemed subject matter experts given their lived experience, will serve as Parent Ambassadors [REDACTED]

National Association for Family, School and Community Engagement [REDACTED]

Led by Dr. Vito Borello, Executive Director, and Rayna P. Hernandez, Director of Research and Policy Development.

The National Association for Family, School and Community Engagement (NAFSCE) NAFSCE is the first membership association focused solely on advancing family, school, and community engagement (FSCE). Their mission is focused on “advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.”

Ohio’s goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to

Ohio Statewide Family Engagement Center (*OhSFEC*)

the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships. In support of these objectives, the National Association for Family, School Community Engagement will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] per year [REDACTED] in 60 months
- Partner responsibilities:
 - Implement NAFSCE Opportunity Canvas
 - Provide TA services to both SFEC Consortium Partners and ODE to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition
 - Provide cross-state convening and capacity building opportunities among NAFSCE partner SFECs
 - Engage NAFSCE partner SFECs in NAFSCE's national Reframing the Conversation Communications Campaign in partnership with the FrameWorks Institute
 - Engage NAFSCE partner SFECs in NAFSCE's Pre-service Family Engagement Initiative in partnership with the National Education Association (NEA)
 - Provide a to-be-agreed upon amount of NAFSCE Organizational Memberships to OhSFEC Coalition members to provide access to research, best practices, webinars, communities of practice, as well as other in-person and/or virtual convening opportunities

The National Association for Family, School and Community Engagement is aware of the following:

- If the grant is awarded, National Association for Family, School and Community Engagement will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Sub-Awards

Ohio Department of Education [REDACTED]

Ohio Department of Education's Family and Children Community Coordinator, Tom Capretta, will coordinate ODEs contribution to this project

The Ohio Department of Education and The Ohio State University are partnering in this application for the US Department of Education Statewide Family Engagement Center (SFEC) program as authorized under Title IV of the Every Student Succeeds Act (ESSA). This funding would allow Ohio to have a technical assistance and training center dedicated to building a

Ohio Statewide Family Engagement Center (*OhSFEC*)

strong, statewide system of supports for family engagement, and to provide direct training and resources to families and school personnel to strengthen the relationship between parents and schools. This grant will expand the existing partnership between the Department and Ohio State University, as well provide the resources to establish a key component of Ohio’s commitment to family and community engagement supporting a signature Ohio initiative *Strategy Seven of Each Child, Our Future*.

In support of these objectives, the Ohio Department of Education will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Ohio Department of Education is committed to matching \$539,284 over the 60 months grant period with nonfederal funds in support of the Ohio Statewide Family Engagement Center.

Annual funding for the ODE and non-federal match amounts are detailed in the table below:

Project Year	Funding for ODE (SSTs)	ODE Non-Federal Match (15 [REDACTED] sts)
Year 1: 2018-2019	[REDACTED]	\$ [REDACTED]
Year 2: 2019-2020	[REDACTED]	\$ [REDACTED]
Year 3: 2020-2021	[REDACTED]	\$ [REDACTED]
Year 4: 2021-2022	[REDACTED]	\$ [REDACTED]
Year 5: 2022-2023	[REDACTED]	\$ [REDACTED]
Total	[REDACTED]	\$ [REDACTED]

- Partner responsibilities:
 - The Ohio Department of Education will serve as a fiscal agent between the Ohio Statewide Family Engagement Center and Ohio’s State Support Teams.
 - The Ohio Department of Education’s State Support Teams will commit non-federal funds to the salaries of staff working directly with the Ohio Statewide Family Engagement Center.
 - The Ohio Department of Education will develop, publish and provide on-going technical assistance around a birth to grade 12 framework for family engagement with input and consultation from stakeholders and the Ohio Statewide Family Engagement Center.
 - The Ohio Department of Education will identify one staff to serve as a liaison between the Department and the Ohio Statewide Family Engagement Center.

The Ohio Department of Education is aware of the following:

Ohio Statewide Family Engagement Center (*OhSFEC*)

If the grant is awarded, the Ohio Department of Education will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Youth Policy Institute (YPI)

Philip Uninsky, Executive Director and Melissa Drye Becce, Coordinator, Researcher, and Analyst.

The Youth Policy Institute (YPI), a national, non-profit research and evaluation firm with over two decades focusing on evaluating evidence-based educational initiatives, will partner with OSU to evaluate *OhSFEC*. Several features distinguish YPI's approach:

- An evaluation model that establishes the impact of the *OhSFEC* project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
- Quantitative and qualitative data collection methodologies that support a robust quasi-experimental design, allowing for an in-depth accounting of: core evaluation questions; changes over time in implementation strategies; levels of adherence to the research-based strategies of NNPS; and the full range of *OhSFEC* outcomes; and
- YPI team members with more than 50 years of combined experience evaluating multi-system educational initiatives at the local, state, and national levels in areas pertaining to *OhSFEC*, including the development of state-level educational policy, family educational involvement, teacher professional development, literacy, and school reform (e.g. evaluations of Innovative Approaches to Literacy, Early Reading First, School Climate Transformation, Transition to Teaching, Safe Schools/Healthy Students). YPI has an extensive work history in Ohio (evaluations of a Teacher Quality Partnership, two Transition to Teaching initiatives, and a National Professional Development grant). YPI's evaluation plan incorporates current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers, and it is aligned with the project goals and objectives. It employs a mix of quantitative and qualitative data collection methods (Table XX-1) designed to: a) capture multiple perspectives; b) achieve a balance between breadth and depth of information; c) measure both process variables (Table XX-3) and *OhSFEC* impacts; d) provide a check on the validity and reliability of evaluation findings; and e) generate an accurate and ongoing picture of the relationship between program implementation and impacts.

Principal Investigator: Philip B. Uninsky, Executive Director of YPI, will provide overall administrative oversight on the evaluation project. In addition to supervising the professional staff, he will supervise all major project activities, including the development and administration of data collection instruments and the development of all reports. He will actively supervise all technical and statistical components of the evaluation, including the development of sampling strategies and ongoing data analysis.

Coordinator, Researcher, and Analyst: Melissa Drye Becce is currently the Senior Research and Data Coordinator for YPI. Becce will take primary responsibility for managing the day-to-day

Ohio Statewide Family Engagement Center (*OhSFEC*)

implementation of the approved work plan, maintaining regular contact with regional, district and school staff and with school district staff. She will be engaged in all research activities undergirding the evaluation and will play a leading role in instrument development (surveys, project and archival data collection strategies, and focus group and interview protocols), data collection and analysis, and employment and training of classroom observers. Becce will also collaborate in the development of all evaluation reports.

In support of these objectives, the Youth Policy Institute (YPI) will provide the following services that are contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Partner responsibilities:
 - coordinate with OSU to align with OhSFEC timelines and reporting accountabilities;
 - implement a robust evaluation model that establishes the impact of the OhSFEC project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
 - employ quantitative and qualitative data collection methodologies that support a robust quasi-experimental design
 - incorporate current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers.
 - provide timely reports of evaluation findings to OSU to inform project improvements and measure impacts on core outcomes.

The Youth Policy Institute is aware of the following:

- If the grant is awarded, Youth Policy Institute will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Construction

\$ 0

None.

Other

\$ 49,125

- *GRA tuition costs*
- *Photocopying and printing* documents required for project.
- *Instructional Design Tools for online content and dissemination:* Given the across state work, extensive communications are required by way of low technology access, and some technology fees for access to virtual professional development and meeting spaces.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- *Technology services*: Technological support and maintenance is required for consistency given the nature of and demand by the learning community for uninterrupted web-based e-communication services.
- Phone costs

Total Direct Costs



Indirect Costs

The Ohio State University's federally approved on-campus research rate through the US Department of Health and Human Services is 56%. This is a Training Grant and per the application instructions, we have applied the required rate of 8% MTDC.



Training Stipends

0

Year 4 Total Budget



Ohio Statewide Family Engagement Center (*OhSFEC*)

Year 5 Budget Narrative

Personnel

Representing the core OSU *OhSFEC* Team is:

- Dr. Barbara Boone, 40% FTE for Year 5; Principal Investigator and Program Director, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Meredith Wellman, 30% FTE for Year 5; Co-Principal Investigator and *OhSFEC* Project Lead, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 5; Family Engagement Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 100% FTE for Year 5; Website Developer and Project Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Beth Crawford, 20% FTE in Year 5. Senior Information Manager, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Bess Dunlop, 20% FTE in Year 5. Information Manager and Program Coordinator, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Marlin Sean Hickey, 50% FTE in Year 5; Education Resource Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Gregory Nagy, 5% FTE in Year 5; Systems Developer/Engineer, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- TBD, 15% FTE for Year 5; Communications and Promotional Campaign Specialist, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- James Reilly, 5% FTE in Year 5; Information Technology Support, The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
- Dr. Belinda Gimbert, 20% FTE in Year 5; Education Policy and Leadership Consultant, The Ohio State University, College of Education and Human Ecology (EHE), Department Educational Studies and EHE's Center on Education and Training for Employment (CETE).
- Dr. Eric Anderman, 10% FTE in Year 5; *OhSFEC Team* Advisor and State Advisory Council Member, The Ohio State University, College of Education and Human Ecology, Department Educational Studies.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- Dr. Jim Bates, 3% FTE in Year 5; Extension Field Specialist of Family Wellness, The Ohio State University, College of Education and Human Ecology, Family and Consumer Sciences.
 - Dr. Melissa Ross, 5% FTE in Year 5; Operations Manager; The Ohio State University, College of Education and Human Ecology, Center on Education and Training for Employment (CETE).
 - Graduate Research Associate (GRA), 100% in Year 5; College of Education and Human Ecology, Department Educational Studies, Center on Education and Training for Employment (CETE).
- * Salaries are estimated to increase by an average of 2.5% annually.

The core OSU *OhSFEC* team will oversee the four project goals.

Dr. Barbara Boone, Principal Investigator and Project Director, will have overall responsibility for the project's design, implementation of the annual management plan, and continuous assessment/improvement of the project's outcomes. She will monitor and adjust the operation of both *OhSFEC*'s short-term Management Plan and long-term Strategic Plan. In this role, Dr. Boone will:

- ✓ Access and review monthly *OhSFEC* fiscal expenditures through the PI portal and monitor each subaward's scope of work & expenditure rate in conjunction with the OSP post-award fiscal officer and project operations manager;
- ✓ Manage and supervise *OhSFEC*'s OSU personnel;
- ✓ Nurture the project's local, state and national partnerships;
- ✓ Review and plan the project's Strategic Plan and lead monthly Strategic Planning Team meetings to be attended to by all *OhSFEC* site personnel;
- ✓ Lead establishment of management structure and definition of associated roles and responsibilities;
- ✓ Design additional policies as they relate to all phases of the funded project;
- ✓ Lead OSU *OhSFEC* scope of work, and provide staff via professional development activities and coaching;
- ✓ Review and approve all content generated by the *OhSFEC*;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub awards;
- ✓ Respond promptly to requests from Office of Innovation and Improvement, *OhSFEC* project officer;
- ✓ Direct the project's reporting requirements and submit the annual report to the Office of Innovation and Improvement;
- ✓ Assist third-party evaluator, Youth Policy institute (YPI) with formative assessments, annual evaluation;
- ✓ Recruit and select individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Wellman) the work of the SAC members, and facilitate meetings;
- ✓ Lead the development of content and delivery of high impact resources and technical assistance to families and schools;

Ohio Statewide Family Engagement Center (*OhSFEC*)

Meredith Wellman, co-PI/Project Lead. In this role, Wellman will:

- ✓ Manage recruitment/onboarding of 16 Ohio SSTs and selection and support of partnership coaches for each region;
- ✓ Assist with recruitment and selection of individuals to serve on the State Advisory Council (SAC) and as Parent Ambassadors, co-oversee (with Boone) the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the development and implementation of an awareness campaign;
- ✓ Manage distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation;
- ✓ Participate in identifying staffing needs;
- ✓ Team with IT Software Engineers to support development of technology resources;
- ✓ Evaluate (beginning, mid-year and end of year) OSU project staff and identify staffing needs; and
- ✓ Assist in professional development of *OhSFEC* team members.

TBD, Family Engagement Specialist. In this role, the hired staff will:

- ✓ Support the work of the SAC members, and facilitate meetings;
- ✓ Assist with the development of content and delivery of high impact resources and technical assistance to families and schools;
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools;
- ✓ Assist with the project's reporting requirements;
- ✓ Assist the project director with data collection for YPI's evaluation; and
- ✓ Team with IT Software Engineers to support development of technology resources.

TBD, Website Developer/Project Coordinator, In this role, the hired staff will:

- ✓ Coordinate the design and development of a website designed to serve as a vehicle for providing ready access to high impact resources and technical assistance for families and schools;
- ✓ Team with IT Software Engineers to support development of technology resources.
- ✓ Assist with the implementation of an awareness campaign;
- ✓ Assist with distribution of tools, resources and training to families and schools via the website;
- ✓ Assist the project director with data collection for YPI's evaluation; and

Beth Crawford, Senior Information Specialist. In this role, Crawford will:

- ✓ Collect specified project information from participants to assess ongoing needs, project impact and opportunities for project improvement;
- ✓ Assist with *OhSFEC* professional development events including gathering and preparation of information for meetings and professional development sessions;
- ✓ Participate in *OhSFEC* team meetings.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Bess Dunlop, Information Manager and Program Coordinator. In this role, Dunlop will:

- ✓ Draft documentation of sub-award's expenditure rate to support monitoring by Principal Investigator, OSP post-award fiscal officer and operations manager;
- ✓ Draft documentation to support the management of sub-awards;
- ✓ Liaise with OSU OSP staff on project issues and initiatives.
- ✓ Participate in *OhSFEC* team meetings.

Marlin Sean Hickey, Education Resource Specialist. In this role, Hickey will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Direct the creation and vetting of high impact, online and mobile-friendly learning tools and resources directed to inform and equip families and schools; an.
- ✓ Oversee conversion from 2D to 3D content development for family and school content packages as web-based & mobile-friendly digital materials/resources;

Gregory Nagy, Systems Developer/Engineer. In this role, Nagy will:

- ✓ Participate in planning meetings with the *OhSFEC* team to understand work and collaboratively develop product ideas
- ✓ Develop *OhSFEC* understanding of the capabilities and considerations for online resources
- ✓ Manage an online resource/materials repository for families and school personnel.
- ✓ Oversee virtual learning network usage, performance and quality.
- ✓ Utilize reporting systems to run regular statistical management reports form the VLN.
- ✓ Maintain integrity rule and process for the VLN
- ✓ Team with *OhSFEC* team at OSU, ODE and SSTs to ensure proper system support for resources and materials.
- ✓ Provide TA and consulting to OSU, ODE and state and local partners around issues and use of the VLN
- ✓ Support webinars and online meetings and trainings.

TBD, Communications and Promotional Campaign Specialist. In this role, the staff to be hired will:

- ✓ Manage development of *OhSFEC* brand and design associated materials for use on products
- ✓ Support *OhSFEC* team activities for public awareness campaign through multiple outlets including website, social media, public meetings, etc.

James Reilly, Information Technology Support. In this role, Reilly will:

- ✓ Review and monitor technology systems, user accounts, and network security;
- ✓ Coordinate consistent system and business process best practices & update training to a global audience;
- ✓ Provide logistical support both for on the ground meetings and virtual meetings; and

Ohio Statewide Family Engagement Center (*OhSFEC*)

- ✓ Provide additional IT support for project computer hardware and network operation to liaise with the LMS project provider.

Belinda Gimbert, Education Policy and Leadership Consultant. In this role Gimbert will:

- ✓ Provide expertise and support in oversight and management of federal projects to *OhSFEC* leadership;
- ✓ Assist with planning and reporting for requirements of the Office of Innovation and Improvement;
- ✓ Provide expertise and guidance for the development of the Ohio State Framework for Family Engagement and resulting state policy and practices;
- ✓ Provide expertise, guidance and reviewing for the development of a public awareness campaign designed to reach educators in Ohio;
- ✓ Provide expertise and guidance in the development of resources and tools for teachers and school leaders for improving their practices and behaviors for supporting authentic, effective home-school partnerships to support student success; and
- ✓ Provide expertise in the area of outreach and practices for working with the families of EL students.

Eric Anderman, *OhSFEC Team* Advisor and State Advisory Council Member. In this role Anderman will:

- ✓ Actively participate in the State Advisory Council representing IHEs, teacher preparation and Special Education perspectives.
- ✓ Assist in the development of resources and tools for increasing teacher and administrator's efficacy for partnering with families to support student success.
- ✓ Provide expertise to inform family engagement practices, resources and tools dedicated to equipping families of adolescents and at-risk children.
- ✓ Provide leadership to linking the *OhSFEC* to other OSU and college initiatives to inform research, engage students, and promote opportunities for *OhSFEC* to benefit from the resources of OSU.
- ✓ Champion *OhSFEC* within OSU, with state leaders, and nationally.

Jim Bates, Extension Field Specialist of Family Wellness. In this role Bates will:

- ✓ Assist in the development of educational programs that promote family engagement in support of student achievement and well-being, healthy family relationships, and strong family resiliency;
- ✓ Contribute to planning and delivering training programs for youth and their parents and grandparents; and
- ✓ Provide expertise to inform outreach to Ohio's grandparents who are raising and providing education supports for their grandchildren.

Melissa Ross, Operations Manager. In this role, Ross will:

- ✓ Monitor each sub-award's expenditure rate in conjunction with the Principal Investigator and OSP post-award fiscal officer;
- ✓ Maintain relationships with partner's leadership and financial personnel to manage sub-awards;
- ✓ Liaise with OSU college level staff on project issues and initiatives.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Graduate Research Associate. In this role, the GRA will:

- ✓ Assist with literature reviews for content development and report writing;
- ✓ Attend *OhSFEC* team meetings;
- ✓ Liaise with participants to support collection of information to inform project needs assessment, impact and improvement efforts;
- ✓ Organize information as directed by external evaluation team, Youth Policy Institute (YPI);

Fringe Benefits

Fringe benefits are based on Ohio State's rates for various types of personnel. Rates are listed for each year and position on the preceding spreadsheet; GRA tuition & fee benefits estimated increase at 6%. [REDACTED]

Travel

\$ 8,452

The Principal Investigator (Boone), Project Lead (Wellman) will attend federal meetings. Various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff. In addition, various *OhSFEC* staff and parent ambassadors will travel to attend professional development meetings and to provide associated supports to parents, schools and regional staff.

Equipment

\$ 0

No equipment is budgeted.

Supplies

\$ 3,122

Learning and educational project supplies - a modest amount is budgeted for supplies, e.g., learning manuals and e-access to Professional Learning Materials.

Contractual:

Purchased Services

Parents and students, deemed subject matter experts given their lived experience, will serve as members of the State Advisory Council. [REDACTED]

National Network of Partnership Schools

National Network of Partnership Schools, Joyce Epstein, Executive Director. [REDACTED]

Established at Johns Hopkins University in 1996, National Network of Partnership Schools invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. National Network of Partnership Schools will support Ohio's goals under this grant opportunity which are to carry out parent education and family engagement programs and to provide technical assistance and training to the Ohio

Ohio Statewide Family Engagement Center (*OhSFEC*)

Department of Education and Ohio LEAs and organizations to support family-school partnerships.

In support of these objectives, the National Network of Partnership Schools will provide the following services that is contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] n 60 months
- Partner responsibilities:
 - Train regional coaches in the NNPS model during a 1 day training in year 1 of the project
 - Support regional coaches, LEA leaders, LEA leads, and schools team by providing 2.5 days of training in years 2, 3, and 4 of the project
 - Provide 1-day, training sessions to district and state leaders on special topics related to family engagement in years 3, 4, and 5.
 - Provide access to NNPS model materials for member state, regions, districts and school teams (funding includes 48 district first year memberships x \$500)
 - Provide access to evaluation data submitted by participating districts and schools

The National Network of Partnership Schools is aware of the following:

- If the grant is awarded, The National Network of Partnership Schools will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Parents, deemed subject matter experts given their lived experience, will serve as [REDACTED] Ambassadors

National Association for Family, School and Community Engagement [REDACTED]

Led by Dr. Vito Borello, Executive Director, and Rayna P. Hernandez, Director of Research and Policy Development.

The National Association for Family, School and Community Engagement (NAFSCE) NAFSCE is the first membership association focused solely on advancing family, school, and community engagement (FSCE). Their mission is focused on “advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.”

Ohio Statewide Family Engagement Center (*OhSFEC*)

Ohio's goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Ohio Department of Education and Ohio LEAs and organizations to support family-school partnerships. In support of these objectives, the National Association for Family, School and Community Engagement will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed [REDACTED] per year [REDACTED] in 60 months
- Partner responsibilities:
 - Implement NAFSCE Opportunity Canvas
 - Provide TA services to both SFEC Consortium Partners and ODE to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition
 - Provide cross-state convening and capacity building opportunities among NAFSCE partner SFECs
 - Engage NAFSCE partner SFECs in NAFSCE's national Reframing the Conversation Communications Campaign in partnership with the FrameWorks Institute
 - Engage NAFSCE partner SFECs in NAFSCE's Pre-service Family Engagement Initiative in partnership with the National Education Association (NEA)
 - Provide a to-be-agreed upon amount of NAFSCE Organizational Memberships to OhSFEC Coalition members to provide access to research, best practices, webinars, communities of practice, as well as other in-person and/or virtual convening opportunities

The National Association for Family, School and Community Engagement is aware of the following:

- If the grant is awarded, National Association for Family, School and Community Engagement will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Sub-awards

Ohio Department of Education



Ohio Statewide Family Engagement Center (*OhSFEC*)

Ohio Department of Education’s Family and Children Community Coordinator, Tom Capretta, will coordinate ODEs contribution to this project

The Ohio Department of Education and The Ohio State University are partnering in this application for the US Department of Education Statewide Family Engagement Center (SFEC) program as authorized under Title IV of the Every Student Succeeds Act (ESSA). This funding would allow Ohio to have a technical assistance and training center dedicated to building a strong, statewide system of supports for family engagement, and to provide direct training and resources to families and school personnel to strengthen the relationship between parents and schools. This grant will expand the existing partnership between the Department and Ohio State University, as well provide the resources to establish a key component of Ohio’s commitment to family and community engagement supporting a signature Ohio initiative *Strategy Seven of Each Child, Our Future*.

In support of these objectives, the Ohio Department of Education will provide the following services contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through 9/30/2023
- Amount of funding for services not to exceed ██████████ in 60 months
- Ohio Department of Education is committed to matching ██████████ over the 60 months grant period with nonfederal funds in support of the Ohio Statewide Family Engagement Center.

Annual funding for the ODE and non-federal match amounts are detailed in the table below:

Project Year	Funding for ODE (SSTs)	ODE Non-Federal Match (Costs)
Year 1: 2018-2019		
Year 2: 2019-2020		
Year 3: 2020-2021		
Year 4: 2021-2022		
Year 5: 2022-2023		
Total		

- Partner responsibilities:
 - The Ohio Department of Education will serve as a fiscal agent between the Ohio Statewide Family Engagement Center and Ohio’s State Support Teams.
 - The Ohio Department of Education’s State Support Teams will commit non-federal funds to the salaries of staff working directly with the Ohio Statewide Family Engagement Center.

Ohio Statewide Family Engagement Center (*OhSFEC*)

- The Ohio Department of Education will develop, publish and provide on-going technical assistance around a birth to grade 12 framework for family engagement with input and consultation from stakeholders and the Ohio Statewide Family Engagement Center.
- The Ohio Department of Education will identify one staff to serve as a liaison between the Department and the Ohio Statewide Family Engagement Center.

The Ohio Department of Education is aware of the following:

If the grant is awarded, the Ohio Department of Education will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Youth Policy Institute (YPI)

Philip Uninsky, Executive Director and Melissa Drye Becce, Coordinator, Researcher, and Analyst.

The Youth Policy Institute (YPI), a national, non-profit research and evaluation firm with over two decades focusing on evaluating evidence-based educational initiatives, will partner with OSU to evaluate *OhSFEC*. Several features distinguish YPI's approach:

- An evaluation model that establishes the impact of the *OhSFEC* project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
- Quantitative and qualitative data collection methodologies that support a robust quasi-experimental design, allowing for an in-depth accounting of: core evaluation questions; changes over time in implementation strategies; levels of adherence to the research-based strategies of NNPS; and the full range of *OhSFEC* outcomes; and
- YPI team members with more than 50 years of combined experience evaluating multi-system educational initiatives at the local, state, and national levels in areas pertaining to *OhSFEC*, including the development of state-level educational policy, family educational involvement, teacher professional development, literacy, and school reform (e.g. evaluations of Innovative Approaches to Literacy, Early Reading First, School Climate Transformation, Transition to Teaching, Safe Schools/Healthy Students). YPI has an extensive work history in Ohio (evaluations of a Teacher Quality Partnership, two Transition to Teaching initiatives, and a National Professional Development grant). YPI's evaluation plan incorporates current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers, and it is aligned with the project goals and objectives. It employs a mix of quantitative and qualitative data collection methods (Table XX-1) designed to: a) capture multiple perspectives; b) achieve a balance between breadth and depth of information; c) measure both process variables (Table XX-3) and *OhSFEC* impacts; d) provide a check on the validity and reliability of evaluation findings; and e) generate an accurate and ongoing picture of the relationship between program implementation and impacts.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Principal Investigator: Philip B. Uninsky, Executive Director of YPI, will provide overall administrative oversight on the evaluation project. In addition to supervising the professional staff, he will supervise all major project activities, including the development and administration of data collection instruments and the development of all reports. He will actively supervise all technical and statistical components of the evaluation, including the development of sampling strategies and ongoing data analysis.

Coordinator, Researcher, and Analyst: Melissa Drye Becce is currently the Senior Research and Data Coordinator for YPI. Becce will take primary responsibility for managing the day-to-day implementation of the approved work plan, maintaining regular contact with regional, district and school staff and with school district staff. She will be engaged in all research activities undergirding the evaluation and will play a leading role in instrument development (surveys, project and archival data collection strategies, and focus group and interview protocols), data collection and analysis, and employment and training of classroom observers. Becce will also collaborate in the development of all evaluation reports.

In support of these objectives, the Youth Policy Institute (YPI) will provide the following services that are contingent on The Ohio State University receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- Proposed partnership period: 10/1/2018 through [REDACTED] 2023
- Amount of funding for services not to exceed [REDACTED] in 60 months
- Partner responsibilities:
 - coordinate with OSU to align with OhSFEC timelines and reporting accountabilities;
 - implement a robust evaluation model that establishes the impact of the OhSFEC project on core outcomes (family educational engagement, student achievement, teacher engagement practices, and state-wide policy-making) and examines outcomes as a function of the implementation of program components by the OSU SFEC team, ODE, 16 regional SSTs, NNPS, the 64 school teams, and participating LEAs/schools;
 - employ quantitative and qualitative data collection methodologies that support a robust quasi-experimental design
 - incorporate current research about the critical strategies and practices of the proposed approach to family engagement and the diverse impacts on family members, students, teachers, and policy makers.
 - provide timely reports of evaluation findings to OSU to inform project improvements and measure impacts on core outcomes.

The Youth Policy Institute is aware of the following:

- If the grant is awarded, Youth Policy Institute will execute services described in this agreement with The Ohio State University formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.

Ohio Statewide Family Engagement Center (*OhSFEC*)

Construction **\$ 0**

None.

Other **\$ 42,016**

- *GRA tuition costs*
- *Photocopying and printing* documents required for project.
- *Instructional Design Tools for online content and dissemination:* Given the across state work, extensive communications are required by way of low technology access, and some technology fees for access to virtual professional development and meeting spaces.
- *Technology services:* Technological support and maintenance is required for consistency given the nature of and demand by the learning community for uninterrupted web-based e-communication services.
- Phone costs

Total Direct Costs



Indirect Costs

The Ohio State University's federally approved on-campus research rate through the US Department of Health and Human Services is 56%. This is a Training Grant and per the application instructions, we have applied the required rate of 8% MTDC.



Training Stipends **0**

Year 5 Total Budget



**Youth Policy Institute – Budget Narrative
OhSFEC**

Project Year 1 (2018-2019)

Year 1 total

Evaluation staff

- PI, .15 FTE,
- Research Coordinator .25 FTE,
- Statistician .25 FTE

Fringe benefits, 30%

Travel for representative to attend project implementation meetings

\$2,000

Supplies

\$650

Contractual:

\$0

Other:

\$0

Total Direct Costs

Project Year 2 (2019-2020)

Year 2 total

Evaluation staff

- PI, .20 FTE
- Data coordinator .30 FTE
- Statistician .30 FTE

Fringe benefits, 30%

Travel for representative to attend project implementation meetings & site visits

\$2,500

Supplies

\$640

Contractual:

\$0

Other:

\$0

Total Direct Costs

Project Year 3 (2020-2021)

Year 3 total

Evaluation staff

- PI, .20 FTE
- Data coordinator .30 FTE
- Statistician .30 FTE

Fringe benefits, 30%

Travel for representative to attend project implementation meetings & site visits

\$3,000

Supplies

\$640

Contractual:

\$0

Other:

\$0

Total Direct Costs

Project Year 4 (2021-2022)

Year 4 total [REDACTED]

Evaluation staff

- PI, .20 FTE
- Data coordinator .30 FTE
- Statistician .30 FTE

[REDACTED]

Fringe benefits, 30%

Travel for representative to attend project implementation meetings & site visits

\$3,000

Supplies

\$610

Contractual:

\$0

Other:

\$0

Total Direct Costs

[REDACTED]

Project Year 5 (2022-2023)

Year 5 total [REDACTED]

Evaluation staff

- PI, .20 FTE
- Data coordinator .30 FTE
- Statistician .30 FTE

[REDACTED]

Fringe benefits, 30%

Travel for representative to attend project implementation meetings & site visits

\$0

Supplies

\$733

Contractual:

\$0

Other:

\$0

Total Direct Costs

[REDACTED]

Ohio Department of Education Budget

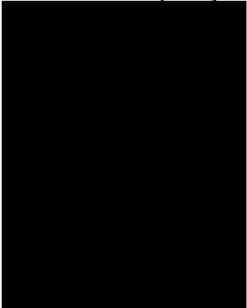
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
10/01/2018-09/30/2023	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)	
1. Personnel						
2. Fringe Benefits (30%)						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs (8%)						
11. Training Stipends						
12. Total Cost (lines 9-11)						

ODE BUDGET JUSTIFICATION

6. Consortium/Contractual Costs

The Ohio Department of Education will redistribute all funds received from The Ohio State University as part of this grant through subcontracts established with each of Ohio's 16 State Support Team. These funds are for personnel or activities directly related to Ohio's Statewide Family Engagement Center. Personnel may include a SST's family engagement consultant. SST activities that directly support this work may include coaching local education agencies, professional development and training, and technical assistance around implementation of family engagement activities.

The estimated total costs per year for the 5-year project are as follows:

Year 01	
Year 02	
Year 03	
Year 04	
Year 05	
TOTAL	

Non-Federal Match Budget - ODE

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
10/01/2018-09/30/2023	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)	
1. Personnel						
2. Fringe Benefits (30%)						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs (8%)						
11. Training Stipends						
12. Total Cost (lines 9-11)						

ODE MATCH BUDGET JUSTIFICATION

1. Personnel

The Ohio Department of Education will help meet the matching requirement of this grant by dedicating a portion of nonfederal funds to the salaries of State Support Team Consultants who directly work with Ohio's Statewide Family Engagement Center.

State Support Team Family Engagement Consultants (effort = 12 calendar months).

State Support Team Family and Community Engagement Consultants will provide expertise that will contribute to the development of the Ohio Department of Education's deliverables related to Ohio's Statewide Family Engagement Center, including the development of a birth to grade 12 family engagement framework. Further, State Support Team Family and Community Engagement Consultants will provide coaching to local education agencies, participate in professional development and training, and provide technical assistance around implementation of family engagement activities.



**U.S. Department of Education
Evidence Form**

OMB Number: 1894-0001
Expiration Date: 07/31/2019

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions.

- Promising Evidence
 Moderate Evidence
 Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>Sheldon, S. B. (2007). Improving student attendance with school, family, and community partnerships. <i>The Journal of Educational Research</i>, 100(5), 267-275. Retrieved from https://doi.org/10.3200/JOER.100.5.267-275</p>	<p>Quasi-experimental design study finding: Pg 272 - "Regression models predicting change in students' daily attendance from 2000 to 2001 show that NNPS schools experienced greater improvement in student attendance during that period than did the comparison group of schools." The proposed project will implement NNPS, and student attendance and achievement is included in the proposed logic model.</p>	<p>The intervention overlaps with the proposed study in terms of populations and settings. Pg 267 - "The author used data from the state of Ohio to compare student attendance in elementary schools that developed school-wide programs of school, family, and community partnerships with the attendance of students in schools that did not develop the programs." Pg 269 - "The NNPS elementary schools were located in varied settings, including large urban (29.4%), small urban (23.5%), suburban (23.5%), and rural (23.5%) communities. The schools served many students from low-income families. Most of the schools (80.9%) received either targeted or school-wide Title I funding. The NNPS schools served a student population that was, on average, 69.9% White, 24.8% African American, and 5.4% Hispanic. The schools had been members of NNPS an average of 3 to 4 years (3.7 years); the range was from 1 to 5 years."</p>
<p>Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. <i>Educational Administration Quarterly</i>, 47(3), 462-495. Retrieved from http://journals.sagepub.com/doi/pdf/10.1177/0013161X10396929</p>	<p>The intervention in this study is the same as proposed (NNPS). Similar to this study, the proposed logic model includes outputs of implementing family engagement activities and writing an action plan for partnerships. This study included appropriate controls and indicates statistically significant effects. Pg 19 - "Figure 2 shows that, compared to the [NNPS] schools with district assistance for 3 consecutive years, lower percentages of comparison schools conducted basic partnership program implementation activities. For example, the graph shows that, in 2007, district supported schools were more likely to write a One-Year Action Plan for Partnerships."</p>	<p>The intervention overlaps with the proposed study in terms of populations and settings. Pg 29 - "The U.S. districts and schools in the sample were located in 15 states: California, Florida, Illinois, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, New York, Ohio, Oklahoma, South Carolina, Utah, Virginia, and Washington. The districts, located in urban, suburban, and rural communities, included from 6 to 45 schools that were members of the National Network of Partnership Schools (NNPS) in 2006."</p>
	<p>PR/Award # U31DA180049 Page e169</p>	

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Citation.** Provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Finding(s).** Describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Overlap of Population and/or Settings.** Explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p><i>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</i></p>	<p><i>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</i></p> <p><i>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</i></p>	<p><i>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</i></p>

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202