



**THE OHIO STATE
UNIVERSITY**

OhioLEADS

**FY 2022
Statewide Family Engagement Centers (SFEC) Programs
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A. Quality of Project Design

In September 2020, 900 family-facing professionals registered for the first-ever Ohio Family Engagement Leadership Summit established by the Ohio Statewide Family Engagement Center (OhSFEC) at The Ohio State University (OSU). Those who gathered had a shared urgency to learn new ways for families and schools to work together during the pandemic. The COVID-19 pandemic upended the daily life of every U.S. student, teacher, and family. Ohio saw, and continues to see, rapid rises in student disengagement, hopelessness, and isolation. Suddenly, the way we had always done home-school engagement and the educational roles of teachers and families had changed. The following year, the 2021 Summit brought 1,000 registrants who were facing “dual pandemics of COVID-19 and systemic racism...forcing a recalibration of family-school partnerships” (Mapp & Bergman, 2021, p. 6). OhSFEC provided timely resources for teachers and families renegotiating their respective roles and advancing racial equity, diversity, and inclusion through family engagement.

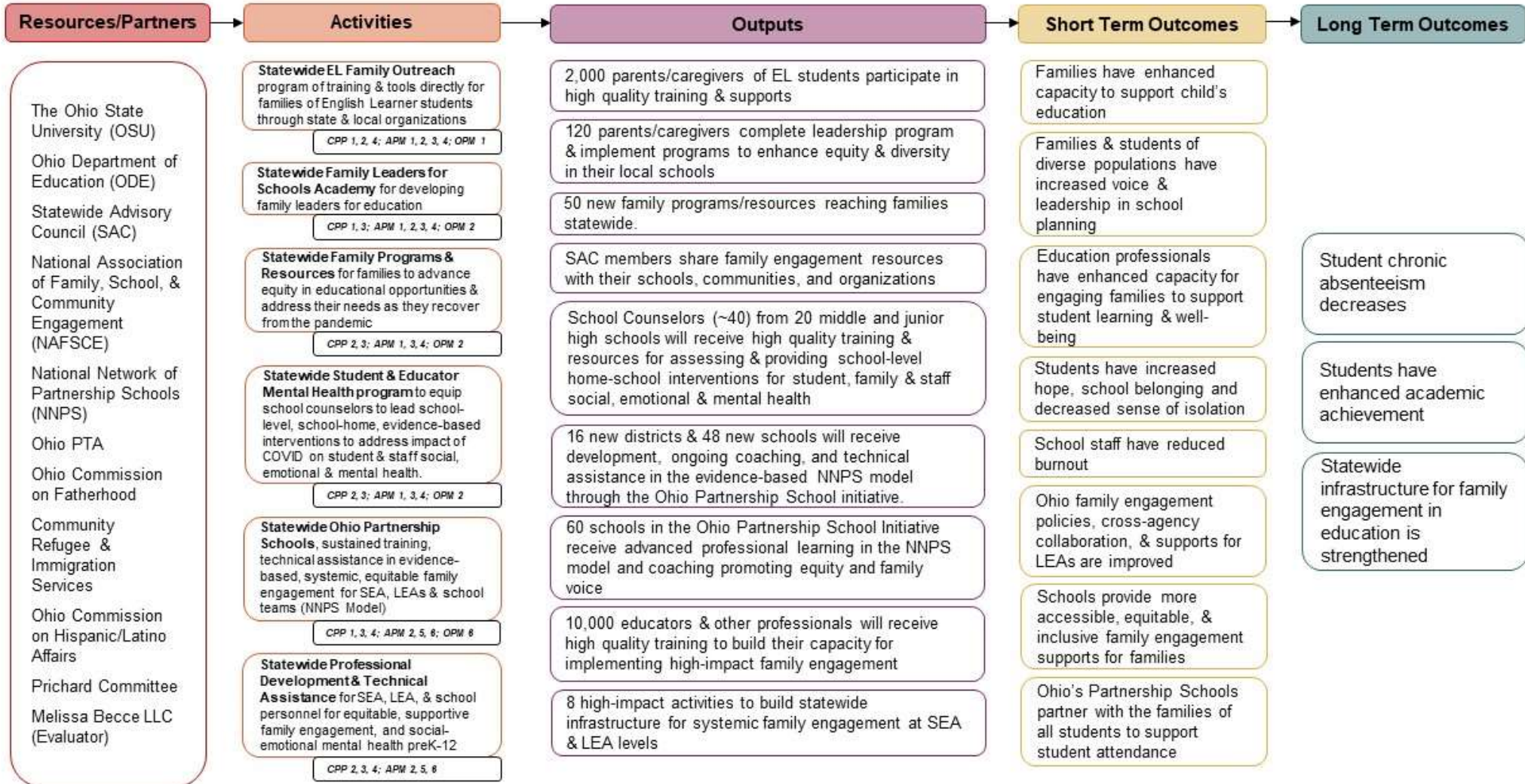
The dual needs for equity in educational opportunities and for mental and emotional supports have not abated since. Ohio educators and families continue to negotiate the challenges of the pandemic. We know not every Ohio student has the resources they need to recover from and excel beyond the challenges before them. These challenges particularly resonate for students from underserved populations, hardest hit by health, learning, and social support losses. OSU and our state, regional, and local partners are ready to lead Ohio in developing resources and PD for family-school engagement to support the students, families, and schools hardest hit by the pandemic. We will listen to educators, families, students, and other experts in our approach, like we did at a recent OhSFEC State Advisory Council (SAC) meeting. Carlis, a new member from Venezuela, expressed through an interpreter how dedicated she is to supporting her child's

education and for other children in her Ohio community. She sees firsthand the challenges students, families, and teachers are facing. However, one roadblock she encounters is that communications and resources for families from her school are only in English. We know that Carlis is not unique in her experience - needing support as a parent of a child who is learning English and as a parent seeking opportunities for positive leadership for education.

OSU submits this application for ***Ohio Leadership, Equity, Advocacy, Development, & Support (OhioLEADS)*** with our commitment to serve all Ohio families, students, and schools in rural, suburban, and urban communities. The primary objective of *OhioLEADS* is **to support the dual capacity of families and schools to partner together to decrease chronic absenteeism and promote academic achievement with a Whole Child approach.**

(1) Conceptual Framework Underlying OhioLEADS Activities. The conceptual framework for *OhioLEADS*, illustrated in the logic model on p. 3, brings together strong local, state, and national partners. *OhioLEADS* activities will focus on two areas of capacity-building aligned with *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships* (Mapp & Kuttner, 2013): 1) services, tools, resources, and learning opportunities for families; and 2) state, regional, and local professional development and technical assistance for the Ohio Department of Education (ODE), Ohio Local Education Agencies (LEAs), and organizations. *OhioLEADS* is also grounded in the *Whole Child Framework*. Consistent with this framework, *OhioLEADS* brings together SEA, LEA, schools, families, and the community to broaden support beyond academics to support students' well-being (Ohio Department of Education, 2020). Following is a description of the six activities of *OhioLEADS*: three focused on building family capacity and three focused on educator capacity. All build strong partnerships to decrease chronic absenteeism and promote academic achievement of PreK-12 students.

OhioLEADS Project Logic Model: Build the capacity of all stakeholders.



First, *OhioLEADS* – with the Ohio Commission on Hispanic/Latino Affairs (OCHLA), Community Refugee and Immigration Services (CRIS), and the Statewide Advisory Council (SAC) of the OhSFEC – will develop an *English Learner (EL) Family Outreach* program (See *Logic Model*, Activity 1). This **cross-agency, community-based partnership** will bolster *OhioLEADS*'s efforts to create PD and tools to **address the impacts of the COVID-19 pandemic on underserved students who have are disengaged or displaced from learning.**

As a result of the pandemic, the chronic absenteeism rate for Ohio's 59,525 ELs has risen from 11.6% in the 2019-2020 school year to 32% in the 2020-2021 school year. Chronic absenteeism is linked to lower student test scores and graduation rates (Balfanz & Byrnes, 2012). In Ohio, the graduation rate for ELs in 2020 was 70.7%, 16.5% lower than the graduation rate for all Ohio students in 2020. In addition, Ohio is also welcoming 855 displaced Afghans (Office of the Governor, State of Ohio, 2021) including children who have experienced disruption to their lives and learning, demonstrating “an immediate and urgent need to provide high-quality, culturally responsive education” (Marten, 2022).

With OCHLA & CRIS, OSU will create a statewide support system to provide direct services for family-school engagement for EL families. OCHLA has identified six primary geographic areas of Ohio with the highest densities of EL families. The six areas include LEAs serving Toledo, Cleveland, Columbus, Cincinnati, Dayton, and Akron/Canton, Ohio. These areas will also receive displaced Afghan families, sponsored by 8 Ohio agencies, with **CRIS** as the agency supporting the most newcomers (Office of the Governor, State of Ohio, 2021). *EL Family Outreach* will **conduct outreach to low-income students and parents who are not proficient in English** and provide resources to address issues **identified by families, local organizations, and local LEAs.** Topics may include mental health support, support for

transitioning to U.S. schools, post-secondary planning, early literacy, transition to kindergarten, effective communication with school personnel, support for learning at home, and active participation in school decision-making. In addition, families will receive OSU's *Money Talks* Spanish **financial literacy** resources designed for cell phone use. All resources will be **delivered in languages and methods based on input from LEAs, local organizations of OCHLA and EL families, and** will integrate culturally responsive techniques.

As one resource for families and their local LEAs, the *OhioLEADS* collaborative partnership will implement an **evidence-based activity (EBA)** for addressing attendance by first conducting a **needs assessment** with Ohio's EL families to analyze root causes of chronic absenteeism. Then, *OhioLEADS* will collaborate with partners by developing a set of messages about the importance of attendance, coupled with actionable tips addressing common reasons for absences. These messages will be co-created with partners from LEAs, OCHLA and CRIS to ensure cultural relevancy and language accuracy. Finally, the attendance messages will be provided to LEAs and community partner agencies to send directly to EL families.

As a result of the *EL Family Outreach* activities, **2,000 parents/caregivers of ELs** will receive support to enhance their capacity to partner with their child's school and support their child's education and attendance (Annual Performance Measure (APM) 1). In addition, the text-based attendance intervention for EL families will build a **statewide infrastructure** for systemic family engagement of EL families (APM 2). At least **20 resources** will be implemented to ensure that EL families can effectively engage in activities that will support their child's academic achievement and activities that empower family voice (APM 3). As a result, EL parents and families will report an **enhanced capacity** to work with schools and service providers effectively in meeting their children's academic and developmental needs (APM 4).

Second, *OhioLEADS* will develop an **EBA Family Leaders for Schools Academy (FLSA)**, which will prepare **120 parents/caregivers for leadership opportunities** in their LEAs (See *Logic Model*, Activity 2). Ohio LEAs use the Ohio Improvement Process, establishing district and school teams, to develop a strategic plan for both student academic and non-academic needs (Ohio Department of Education, n.d.). The *FLSA* will equip parents to be members of the District Leadership Team and Building Leadership Team, as well as other leadership opportunities of interest to parents. *FLSA* will be modeled after the Parent Service Project's Vision & Voice Family Leadership Institute (VVFLI) program. *OhioLEADS* will utilize the framework of VVFLI and consult with the Prichard Committee of Kentucky's acclaimed Commonwealth Institute for Parent Leadership (CIPL) (Henderson, 2010). This Ohio-Kentucky collaboration will build on the **work of another Statewide Family Engagement Center assisted under Part E of the ESEA, Family Engagement in Education Programs.**

OhioLEADS will **incorporate stakeholder input from ODE, SAC family representatives, CIPL, and SEA/LEA family engagement leaders in the design of the *FLSA* course curriculum** in Year 1. The first cohort of parents will be recruited through a statewide application process with priority for a **racially and ethnically diverse** group of parents from **rural, suburban, and urban communities** serving **high concentrations of disadvantaged students**. The curriculum will include **adult literacy supports** for comprehending LEA and SEA policy documents to empower families for decision-making and advocacy. During their participation in *FLSA*, family leaders will plan a high-impact project to improve family engagement and educational opportunities for students at any level, PreK-12. In year 2, the first class of parents will pilot the *FLSA*'s blend of in-person and virtual workshops (~6) and online modules, and they will complete their local projects. Their feedback on the program will inform

improvements. In years 3-5, three more cohorts of 30 parents will complete the *FLSA*.

As a result of the *FLSA*, **120 family leaders** will be empowered with the knowledge and skills necessary to engage as leaders in their local school communities (APM 1). Creating the *FLSA* in Ohio and a complimentary web-based collection of resources for parent/caregiver leadership development will result in **2 high-impact activities/services to build a statewide infrastructure for systemic family engagement** (APM 2). The *FLSA* local projects of parent participants will amount to **~88 high-impact leader activities** to enhance underserved families' engagement and to promote educational equity/opportunity for underserved students (APM 3). Finally, family leaders will report an **enhanced capacity** to work with schools and service providers to meet their children's academic and developmental needs (APM 4).

Third, *OhioLEADS* will offer a wide array of Statewide *Family Programs & Resources (FPR)*, including workshops, tools, and information for families **to advance equity in educational opportunities and address their needs as they recover from the pandemic** (See *Logic Model*, Activity 3). The OhSFEC has amassed over 200 resources on a website for families that was visited by over 11,000 unique visitors in the first half of 2021-22. These resources serve as a strong foundation for *OhioLEADS* family resources.

The *FPR* will focus on providing resources to families specifically **designed to address the impacts of the COVID-19 pandemic and extending beyond the pandemic itself**. For example, in the 2020-2021 school year, the rate of chronic absenteeism of all students in Ohio rose from 12.8% to 24%. To address this challenge, *FPR* will include resources for attendance supports, learning at home, access to community partners for health and safety support, mental health, and addressing racism in schools. All *FPR* will be designed and curated with input from the SAC, SEA, LEA, and community partners. *FPR* will be made available on our website and

provided to LEAs, OhioPTA, Commission on Fatherhood, OCHLA, libraries, and other community partners. We will also conduct direct-to-family programming at libraries, LEAs, and schools around Ohio. As a result, **450 parents/caregivers will participate in SFEC activities to provide them with information necessary to partner in their child's education** (APM 1). In addition, **50 new high-impacted activities, services, and resources will be provided to ensure that parents have adequate support for effective engagement** in activities that will improve student achievement, including support for learning at home and participation in State and local decision-making (APM 3). Finally, families will report an **enhanced capacity to work with schools and service providers effectively in meeting their children's academic and developmental needs** (APM 4).

Fourth, in partnership with faculty of the OSU Counselor Education program, *OhioLEADS* will develop a Statewide *Student & Educator Mental Health (SEMH)* program. This program will equip school counselors to lead **EBA** in their schools and with families to **address the impact of COVID-19 on student and staff social, emotional, and mental health** (*Logic Model*, Activity 4). Even apart from the COVID-19 pandemic, underserved children experience mental health challenges at disproportionately high rates (Bridge et al., 2018; Hodgkinson et al., 2017). The added impact of the COVID-19 pandemic has caused dramatic increases in feelings of hopelessness and suicide attempts (Yard et al., 2021). In Ohio, youth reports of anxiety or worsened mood rose during the early stages of the pandemic (Tetreault et al., 2021).

Mental health, adverse childhood experiences (ACEs), and trauma are significantly associated with chronic absenteeism (Stempel et al., 2017). Black students had the highest percentage of chronic absenteeism in Ohio in 2020-2021, at 46.8% (a 24.5% increase from the 2019-2020 school year). Chronic absenteeism rates also increased by 15.3% for students with

disabilities, 20.4% for ELs, 19.6% for economically disadvantaged students, and 19.7% for Hispanic students. Fortunately, children who receive mental health interventions in school demonstrate improved attendance rates (Allison et al., 2019). *OhioLEADS* will generate targeted support for students' mental health and well-being to decrease chronic absenteeism.

OhioLEADS will develop a network of middle school (MS) counselors focused on implementing school and home EBAs that support mental health. 20 Ohio MSs serving high concentrations of disadvantaged students will be recruited for *SEMH*, a four-year PD and support initiative. The school counselors (SCs) will receive PD in a mental health **needs assessment** (screener) that targets specific indicators of well-being, including feelings of loneliness (Russell, 1996), perceptions of school belonging (Voelkl, 1996), and feelings of hope (Snyder et al., 1997). Each instrument has demonstrated strong evidence of reliability and validity. SCs will also receive PD on selecting appropriate EBAs (from a list of pre-identified choices), tiered implementation of these EBAs, identification of **underserved students** needing additional supports, and collaboration with families to maximize the effectiveness of these supports. *WWC* and the *Collaborative for Social, Academic, and Emotional Learning (CASEL)* will be used for selecting EBAs. Over the five years, *OhioLEADS* will support the school counselors' continued implementation of high-impact practices, maximizing benefits to students and families.

As a result of the *SEMH* activity, **40 school counselors** from **20 Ohio middle schools** will participate in high-quality PD and receive support to enhance their capacity to support the mental health and wellbeing of students, families and staff. Over the five years, SCs will receive a total of **18 PDs** designed to facilitate the implementation of these targeted interventions and practices (APM 5). In addition, this network will serve as **infrastructure** for systemic family engagement (APM 2), yielding **40 high-impact activities** in schools across Ohio for mental

health (APM 3). These activities will impact **3,950 families** (APM 1) and students by providing support specific to their mental health and well-being needs. Finally, SCs will report **enhanced capacity** to work with families effectively to meet students' developmental needs (APM 6).

Fifth, *OhioLEADS* will leverage the highly successful statewide *Ohio Partnership Schools (OPS)* and National Network of Partnership Schools **EBA** (NNPS Model) developed by Dr. Joyce Epstein of Johns Hopkins University to engage underserved families and students in informing decisions that influence policy and practices with their schools (See *Logic Model*, Activity 5). OSU has established in the last three years a **cross-agency system of support at the SEA, regional, LEA, and school levels** (Epstein & Boone, in press). This cross-agency system has successfully provided support for this **EBA** to 21 LEAs and 63 schools. All schools (see map - right) serve high concentrations of disadvantaged students and despite the challenges of COVID-19, successfully implemented 954 high-impact family engagement **direct services to families**.



OPS will leverage this established cross-agency support system, Dr. Epstein, and the **NNPS EBA to test the viability for improving student attendance** through school-level family-school engagement. *OPS* will **recruit 16 new LEAs and 48 new schools** (PreK-12) in four cohorts in years 1-4. OSU and Dr. Epstein will provide each LEA and a school team (parents, staff, students) 2.5 days of PD in the NNPS model in their first cohort year. In subsequent years, OSU will provide 3 ½-day PDs for continued support for the EBA and strategies for improving attendance and incorporating student and family voice. In addition, OSU will provide monthly TA sessions for all LEAs and school teams. Regional coaches will meet with LEA leaders monthly. Each team will develop and implement a local plan for family

engagement aligned to student goals – including multi-tiered strategies for **supporting student attendance through direct services to families**. Given the average size of Ohio schools, the 48 school teams will impact approximately **24,000 families**.

As a result of *OPS*, *OhioLEADS* will **develop high-impact activities and services that build a statewide infrastructure for system family engagement** that includes support for SEA- and LEA-level leadership and capacity-building (APM 2). In addition, **29 high-impact professional learning and technical assistance activities will be implemented** to ensure that LEA, school, and community-based organization staff receive PD to effectively engage with families to improve student academic achievement (APM 5). LEA and school staff who implement the NNPS Model will report **enhanced capacity to work with families effectively** in meeting the academic and developmental needs of children (APM 6).

Sixth, *OhioLEADS* will provide *Statewide Professional Development and Technical Assistance (PD&TA)* for SEA, LEA, and school personnel for equitable family engagement supporting social-emotional development and mental health for students PreK-12 (See *Logic Model*, Activity 6). OSU has years of experience developing the capacity of SEA, LEA, and school personnel through PD. Current PD offerings include a community of practice, Family Engagement Leaders of Ohio, that reaches leaders statewide – see map, right), direct-to-practitioner courses (e.g.,



Foundations of Family Engagement), family engagement professional conferences (e.g., the annual Ohio Family Engagement Leadership Summit), and *PD&TA* upon request. In 2020-2021, the OhSFEC provided 66 learning opportunities (including 11 national-level) for 4,589 professionals. *OhioLEADS* will **add to** this work by building *PD&TA* tailored specifically to

prepare educators to address the impacts of COVID-19 extending beyond the pandemic for underserved students. *OhioLEADS* will teach and advise a **multi-tiered approach to family engagement that expands opportunities for all families** to engage meaningfully through strategic planning at the LEA and school level that centers families' strengths and lived realities. **Through cross-agency coordination and community engagement** with our SAC, SEA, LEA, and school and community partners, *OhioLEADS* will develop *PD&TA* on topics such as re-engaging students and families who have become disengaged from learning; supporting students' social, emotional, mental health, and academic needs through culturally-responsive approaches; promoting educational equity and opportunity for underserved students; and establishing community-based partnerships to meet family well-being needs.

As a result of the *OhioLEADS PD&TA* activities, several new **high-impact activities and services** will be provided (e.g., a Multi-Tiered Approach to Family Engagement Course & Toolkit) that will build a **statewide infrastructure for systemic family engagement** that includes support for SEA- and LEA-level leadership and capacity-building (APM 2). In addition, **new *PD&TA* activities** will be offered to ensure that **LEAs, schools, and community-based organizations receive the development they need to effectively partner** with families to improve student achievement and promote families' participation in leadership opportunities (APM 5). Thus, LEA and school staff receiving services will report **enhanced capacity to work with families effectively** in meeting student's academic and developmental needs (APM 6).

As demonstrated in the *OhioLEADS* logic model on p. 3, a **robust conceptual framework** underlies the **six (6) proposed activities**, which are carefully aligned to **proposed outputs** resulting in **desired outcomes** that **build the dual capacity** of Ohio's families and schools to partner together to **decrease chronic absenteeism** and **promote academic**

achievement with a Whole Child approach.

In all six activities, *OhioLEADS* will provide direct support to LEAs and schools that serve high concentrations of disadvantaged students whose family, social, or economic circumstances hinder their ability to learn at school, as defined in the RFA. As indicated in Table 1, LEAs receiving Intensive or Moderate Supports for school improvement from ODE serve higher percentages of economically disadvantaged students, students with disabilities, racial minorities, and ELs. Students in these LEAs are less likely to graduate from high school in four years and have higher chronic absenteeism rates. Therefore, LEAs receiving Intensive Support and Moderate Support (N=323) will be priority recipients and collaborators of *OhioLEADS* activities. By prioritizing opportunities to work with these LEAs, *OhioLEADS* will designate **at least 65% of funds under this project to serve LEAs and schools that help high concentrations of disadvantaged students.**

LEA Type	# Students	% EL Students	% SWD	% Racial Composition						% Econ Disadv	Grad Rate	Chron Abs
				Wh	Bl	As	Hi	Na	Mu			
All	1,663,975	3.6%	16.0%	68.2%	16.6%	2.6%	6.6%	0.1%	5.8%	48.4%	87.2%	24.0%
No Support Needed	549,133	0.8%	13.5%	83.9%	4.1%	3.6%	4.2%	0.0%	4.2%	24.6%	95.6%	12.2%
Moderate Support	676,301	2.3%	16.2%	73.6%	11.4%	2.5%	6.2%	0.0%	6.2%	48.7%	93%	20.3%
Intensive Support	259,910	5.7%	19.5%	32.5%	45.5%	1.8%	12.2%	0.1%	7.9%	90.9%	85.4%	34.8%

(2) OhioLEADS services reflect current research/practices. *OhioLEADS* will advance the dual capacity of educators and families in Ohio to be equal partners in supporting student success. The *Dual Capacity-Building Framework for Family-School Partnerships* (Mapp & Kuttner, 2013) has been applied recently to the “dual pandemics of COVID-19 and systemic

racism...forcing a recalibration of family-school partnerships” (Mapp & Bergman, 2021). This report, *Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement*, provides an updated roadmap to ensure that *OhioLEADS* services reflect current practices in applying the **Dual-Capacity Framework**. So that we achieve the *OhioLEADS* project objective, certain process conditions ground our work.

First, *OhioLEADS* activities with families and educators are **relational** – equitable collaborations built on mutual trust. As defined by Ann M. Ishimaru (2020), equitable collaborations position families and communities as reciprocal partners with schools to undertake change for more just schools. Each *OhioLEADS* activity emphasizes family and community voice in the design and implementation phases (e.g., the *EL Family Outreach* activities will be co-designed with community partners led by and serving EL families).

OhioLEADS activities are rooted in an **asset-based perspective** of families and educators. For example, *PD&TA* activities use a multi-tiered approach to family engagement to “examine the systemic and structural impediments to solidarity-driven family engagement rather than...assigning blame to families when strategies fail” (Mapp & Bergman, 2021, p.13).

Third, *OhioLEADS* activities will be designed and implemented through a **culturally responsive and respectful** framework (Mapp & Bergman, 2021). We acknowledge that families in Ohio possess rich *funds of knowledge* (Moll et al., 1992) that can inform the work of educators and policymakers at the state, regional, and local levels. For example, the *Family Leaders for Schools Academy* will empower families to engage in leadership projects that will address areas of concern they identify in their local communities.

Fourth, *OhioLEADS* activities will be **collaborative and interactive**. Activities will be designed with input from our SAC, SEA, LEAs, regional education centers, and community

organizations. *PD&TA* is delivered using interactive and collaborative learning methods that ensure equity voice and co-construction of knowledge. *Ohio Partnership Schools* take a systemic approach to collaborative leadership models, creating School Action Teams of parents, teachers and students to design and implement family engagement efforts at the school level.

(3) **OhioLEADS is designed to build capacity & yield sustained results.** From the *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships* (Mapp & Kuttner, 2013), three organizational conditions are necessary for successful implementation and sustainability of family engagement efforts: **systemic, integrated, and sustained**. All *OhioLEADS* activities fulfill these conditions.

First, the *OhioLEADS* initiative is **systemic** – “purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround” (Mapp & Kuttner, 2013, p. 10). All *OhioLEADS* activities strive to improve student outcomes such as improving mental health (school belonging, hope, etc.), decreasing chronic absenteeism, and promoting academic achievement through effective family engagement. By developing and sustaining strong leadership buy-in and capacity building at the SEA, regional, LEA, and building leadership level through *Ohio Partnership Schools* and *PD&TA* activities, strong family engagement efforts gain traction and sustain results beyond the scope of the grant.

Second, the *OhioLEADS* initiative is **integrated** – “capacity-building efforts are embedded into structures and processes” (Mapp & Kuttner, 2013, p. 10). All *OhioLEADS* activities develop the capacity of families and professionals through an integrated approach to educational improvement. For example, *EL Family Outreach* will integrate the expertise of EL-serving community organizations, Ohio families, and education professionals to create resources to support attendance for ELs. These resources will develop the dual capacity of families of ELs

to support their children and LEAs to improve cultural responsiveness toward ELs and their families. Each *OhioLEADS* activity is similarly designed to integrate dual capacity-building into efforts to support students' academic, social-emotional, and mental well-being.

Third, *OhioLEADS* is **sustained** – “operating with adequate resources and infrastructure support” (Mapp & Kuttner, 2013, p. 10) to yield results that extend beyond the period of Federal financial assistance. OhSFEC has provided PD&TA to SEA, regional, and LEAs for nine years, even before becoming a federally funded statewide family engagement center. Our work is supported through multiple streams of funding. We will continue our work with LEAs, SEA, and families through these funding streams, such as IDEA, recovery funding, 21st Community Learning Centers, private foundations, and research grants. Further, all resources, PD&TA are designed according to best practices in implementation and sustainability research. For example, asynchronous online modules are complemented by synchronous communities of practice and coaching to allow for “extended learning opportunities and productive collaborative communities,” which have demonstrated increased long-term implementation of learned practices (Darling-Hammond et al., 2009, p. 6).

Response to Competitive Preference Priorities (CPP)

Competitive Preference Priority 1 – Evidence-Based Activities (EBA)

OhioLEADS will meet **CPP 1** through the following activities. First, *EL Family Outreach* will implement an EBA reported **to result in a statistically significant reduction in chronic absence**, according to an IES report of an EBA in which text messages were sent to parents to support attendance, available on *WWC* (Heppen et al., 2020). To date, however, no such intervention has been tailored to ELs and their families in collaboration with EL-serving organizations, despite the great need as indicated by chronic absenteeism rates. *OhioLEADS* will

contribute to the evidence basis for this intervention with this underserved population.

Second, *Family Leaders for Schools Academy* will be based on the Parent Service Project's Vision and Voice Family Leadership Institute (VVFLI), which showed **promising evidence** through a **well-designed and -implemented correlational study using statistical controls for selection bias**. This study indicated the program's **statistically significant positive effect** on parents' identities as leaders, leadership and communication skills, and increased involvement in school-based leadership activities (Cunningham et al., 2012).

Third, *Ohio Partnership Schools* will apply the National Network of Partnership Schools (NNPS) model, which demonstrates **moderate evidence of effectiveness** according to studies that meet *WWC* evidence standards (Epstein & Sheldon, 2016; Epstein et al., 2011; Sheldon, 2007 & 2009), indicating that NNPS is associated with gains in both school and student-level outcomes. Studies conducted with LEAs and schools implementing the NNPS model showed that more families became involved, including families not previously engaged. These gains were seen at elementary, middle, and high school levels (Sheldon, 2009).

Competitive Preference Priority 2 – Addressing the Impact of COVID-19

OhioLEADS will meet **CPP 2** in the following ways. First, *EL Family Outreach* will conduct a needs assessment with Ohio's EL families to explore root causes of chronic absenteeism that has worsened during the pandemic. Attendance interventions have been demonstrated to be more effective when root causes are examined before the intervention (Childs & Lofton, 2021). Therefore, a needs assessment survey and community partner and family input will provide information regarding root causes of increased chronic absenteeism during the pandemic **to ensure tailored strategies for reengaging and supporting EL students**.

Second, *OhioLEADS* will meet CPP 2 by **providing resources & supports to support**

students' and educators' basic, fundamental, health, and safety needs through the *Family Programs & Resources* and *Student & Educator Mental Health* activities. These will include topics such as attendance, support for in-person and remote learning, community partners who provide health and safety support, addressing mental health needs, and addressing racism in schools, as well as other topics suggested by our family, school, and community partners through asset and needs assessments. *OhioLEADS* has broad connections with SEA, LEAs, families, and community organizations across the state, providing our team with timely ideas for resources and supports, regular feedback, and channels for wide distribution to Ohio families.

Third, *FPR*, *SEMH*, and *PD&TA* activities will address students' social, emotional, mental health & academic needs through inclusive approaches. The OhSFEC at OSU has a **demonstrated commitment to Racial Equity, Diversity, & Inclusion** (OSU Family Engagement Program, 2022). OhSFEC consistently advocates, develops, and supports SEA, LEAs, community organizations, and families to promote inclusive and equitable family engagement as a linchpin of successful partnerships. *OhioLEADS* will **add to this strong foundation** by expanding partnerships with OCHLA and CRIS, welcoming valuable guidance to reach EL families and support EL students.

Competitive Preference Priority 3 – Promoting Equity in Student Access

OhioLEADS will **promote educational equity and adequacy in resources and opportunities for underserved students in PreK-12** who attend prioritized LEAs receiving Intensive or Moderate Supports for school improvement from ODE. By prioritizing opportunities to work with the 323 LEAs, *OhioLEADS* will support LEAs and schools that serve **high concentrations of disadvantaged students (and families)**.

OhioLEADS will meet **CPP 3** by launching a *Family Leaders for Schools Academy* to

empower underserved parents/caregivers to inform school policy & practice. *OhioLEADS* will also continue to expand *Ohio Partnership Schools* to more of the 323 LEAs prioritized. Through *OPS*, parents/caregivers join School Action Teams to inform school practices. Our SAC, which includes a broad representation of community members and families (see map p. 24 and Table 3, p. 25), regularly provides feedback on SEA policies. Thus, *OhioLEADS* will **establish, expand, and improve** the engagement of **underserved families** in informing decisions that influence policy and practice at the school, LEA, and state level by elevating their voices and **providing them with access to opportunities for leadership**.

Competitive Preference Priority 4 – Strengthening Cross-Agency Coordination & Community Engagement to Advance Systemic Change

OhioLEADS will meet **CPP 4** in the following ways. First, *OPS* will establish cross-agency partnerships for a nested system of supports. (1) OSU and Dr. Epstein provide training and TA in the NNPS Model to ODE’s regional State Support Team (SST) staff members in all 16 regions of Ohio. SSTs recruit and provide support to local LEAs. OSU also provides training in the NNPS Model to LEA leaders and school teams. (2) Regional SST staff meet monthly with LEA leaders to coach the implementation of NNPS. (3) LEA leaders meet monthly with school leaders to support their school team’s family engagement plan. (4) School teams (parents, staff, students) develop a family engagement plan aligned to the school improvement goals for students. The NNPS model implementation in schools, an EBA (see CPP 1 above), advances student outcomes through systemic family engagement efforts.

Second, *EL Family Outreach* will establish community-based partnerships between immigrant & refugee organizations, SEA, and LEAs. These will include EL-led and -serving organizations OCHLA and CRIS. *OhioLEADS* and OCHLA will convene existing local

organizations providing afterschool, parenting programs, and graduation supports in six regions. Through these organizations and local LEAs, *OhioLEADS* will reach EL families to support their children, including an EBA to reduce chronic absenteeism (see CPP 1, above).

Third, *OhioLEADS* will strengthen cross-agency partnerships through TA to ODE. This TA will include supporting the revision of Ohio’s State Board of Education’s model family engagement policy, ODE’s *Whole Child Framework* Advisory Committee, a cross-agency committee supporting improved post-secondary planning for students with disabilities, and regular meetings with ODE’s inter-agency family engagement team. OSU’s longstanding collaboration with ODE will be continued and enhanced through our partnership in *OhioLEADS*.

B. Quality of Management Plan

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

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

OSU has a proven track record of working collaboratively with ODE, regional SSTs, LEAs, and organizations to provide high-quality TA, PD, and resources for family engagement. Over nine years, including four as an SFEC, this work has benefitted from established communication, shared vision, coordination of responsibilities and roles with OSU, the SEA, the regional SSTs, and a growing network of state agency collaborations. The Project Objectives and Timeline (Table 2) includes timelines, milestones, and key personnel associated with each project goal and objective. Given the OSU team’s experience, the proposed activities will meet

or exceed expectations with the staffing projected and the collaborative efforts of our partners.

Table 2: Project Objectives and Timeline		Year				
Project Activities & Objectives	Tasks and Milestones	1	2	3	4	5
Ratify project management, & deliverables Assigned Personnel: Boone, Bachman, Wellman, Capretta, Nardo, partners	Hire all OSU project staff; management structure and plan defined; finalize timeline; finalize MOUs; stakeholder/partner input collected and applied to planning activities.	✓				
Activity 1: <i>EL Family Outreach</i> program of PD & tools directly for families of ELs through state & local organizations. (CPP 1, 2, 4; APM 1, 2, 3, 4) Objective 1: 2,000 families of EL participate in SFEC activities. Assigned Personnel: Boone, Wellman, Project Manager, ODE, OCHLA	Convene organizational partners to plan outreach to local organizations and EL parents. Conduct needs/asset assessment of families, educators, and others to determine topics for parent capacity-building and preferred modes of communication. Develop plan for years 2-5.	✓				
	Convene organizational partners quarterly to inform & guide content, format, & delivery of high-impact resources, workshops, or other forms of information and support to families. Conduct outreach activities (such as workshops, text messaging, social media events, etc.) to families with local organizations in Ohio's six regions of high concentrations of ELs. Provide resources on website and PD with statewide access for all LEAs.		✓	✓	✓	✓
Activity 2: <i>Family Leaders for Schools Academy</i> for developing family leaders for education (CPP 1, 3; APM 1, 2, 3, 4) Objective 2: 120 Parents/Caregivers participate in Leadership Academy. Assigned Personnel: Boone, Bachman, SAC, Project Manager, partners, KY Pritchard Committee	Design FLSA in consultation with SAC and Pritchard Committee of Kentucky. Gather research on relationship between parent leadership and school improvement, racial equity, and accessibility. Conduct first recruitment campaign, accept from applicants first class of 30 parents.	✓				
	Pilot FLSA with first class of parents. Results of pilot are used to improve content and delivery of workshops and resources. Statewide invitation for applicants is completed, and second class of 30 parents is accepted.		✓			
	30 parent applicants participate in FLSA each year, completing local projects for family engagement addressing equity, diversity, and accessibility in their local school communities.			✓	✓	✓
Activity 3: <i>Family Programs & Resources</i> , to advance equity in educational opportunities & address needs of families during pandemic recovery. (CPP 2, 3; APM 1, 2, 3, 4) Objective 3: 50 resources developed & shared to SAC members' local networks. Assigned Personnel: Wellman, Proj Man., partners	In consultation with SAC, develop dedicated resources (50 total), workshops, and tools for parents to develop their capacity to partner with their child's school and to advocate for their child's education. Topics will include family financial literacy (Money Talks), supporting student mental, social and emotional health, career exploration, communication, understanding grade-level expectations, family engagement in middle and high school, and other topics determined through requests and feedback of Ohio families.	✓	✓	✓	✓	✓

<p>Activity 4: <i>Student & Educator Mental Health program</i> to equip school counselors to lead school-level, school-home, evidence-based interventions to address impact of COVID on student & staff social, emotional & mental health. (CPP 1, 2; APM 2, 5, 6) Objective 4: School counselors from 20 schools will attend PD from SFEC. Objective 5: 4,200 students will receive mental health supports. Assigned Personnel: Zyromski, Proj Man., GRA</p>	<p>Develop program, create online platforms to support assessments and community of practice. Recruit school counselors (SCs) (Approx. 40) from 20 middle schools in Moderate and Intensive Support status LEAs. Establish agreements of participation with LEA leadership. Conduct kick-off PD in late summer (beginning of 2023-2024).</p>	✓				
	<p>6 days of PD for SCs. Assist SCs in collecting student mental, social & emotional health data. Conduct data analysis with SCs & review equity gaps. Guide SCs & school teams to create plan of Tier 1 interventions with family engagement. SCs implement & measure progress.</p>	✓				
	<p>3 PD days for SCs. SCs sustain and enhance school's Tier 1 interventions to address student mental, social & emotional health. SCs improve approaches to addressing inequities & add Tier 2 & 3 interventions with groups id'ed for additional mental & emotional health supports.</p>		✓			
	<p>3 days of PD for SCs. SCs enhance, refine, and sustain supports for identified students.</p>				✓	✓
<p>Activity 5: <i>Ohio Partnership Schools</i>, sustained PD, technical assistance in evidence-based, systemic, equitable family engagement for SEA, LEAs & school teams (NNPS Model) (CPP 1, 3, 4; APM 2, 5, 6) Objective 6: <i>Ohio Partnership Schools</i> will embed 1 or more equity-focused activities in their 2nd submitted 1-year action plan for partnerships. Assigned Personnel: Boone, Bachman, SFEC Staff, ODE Rep., SSTs, Epstein</p>	<p>Consult with Dr. Joyce Epstein of NNPS for series of NNPS PDs for SSTs and LEAs. Train SST and SEA staff from 16 regions in NNPS model & SST coaching role & responsibilities. Establish clear guidelines for funding, expectations of SEA, SSTs, LEAs, and OSU. SSTs recruit first cohort of 4 LEAs and 12 schools to receive PD in spring of 2023. Cohort 1 LEAs & schools receive 2.5 days of PD in NNPS model, begin school teams & 1-year family engagement plans.</p>	✓				
	<p>All 16 SSTs provide coaching and TA to Cohort 1 LEA leaders implementing the NNPS model. LEA leaders provide guidance and support to school leaders and school teams. OSU and SSTs recruit 2nd cohort of 4 LEAs and 12 schools to receive PD in spring of 2024. 2nd cohort of LEAs and schools receive 2.5-day NNPS PD. OSU provides 3 ½-day PDs per year for SSTs, LEA leaders, and school leaders in LEAs from all cohorts in the NNPS model. OSU hosts monthly virtual meetings for technical assistance and networking for LEA and school leaders.</p>	✓				
	<p>Cohort 1 and 2 schools implement action plans. All 16 SSTs provide coaching and TA to LEA leaders implementing the NNPS model in their regions. LEAs leaders of all cohort LEAs provide guidance and support to school leaders and school teams. SSTs recruit 3rd cohort of 4 LEAs and 12 schools to receive PD in spring of 2025. 3rd cohort of LEAs and school receive 2.5-day NNPS PD. OSU provides 3 ½-day PDs per year for SSTs, LEA leaders, and school leaders in LEAs from all cohorts in the NNPS model. OSU hosts monthly virtual meetings for TA and networking for LEA and school leaders.</p>		✓			

	Cohorts 1, 2, and 3 implement action plans. All 16 SSTs provide coaching and TA to LEA leaders implementing the NNPS model. LEAs leaders of all cohort LEAs provide guidance and support to school leaders and school teams. SSTs recruit 4th cohort of 4 LEAs and 12 schools to receive PD in spring of 2026. 4th cohort of LEAs and school receive 2.5-day NNPS PD. OSU provides 3 ½-day PDs per year for SSTs, LEA leaders, & school leaders in all cohorts in the NNPS model. OSU hosts monthly virtual meetings for TA& networking for LEA & school leaders.					✓	
	Cohorts 1, 2, 3, and 4 implement action plans. LEA leaders provide guidance and support, and Regional SST Coaches provide ongoing coaching. OSU provides 3 ½-day PDs for SSTs, LEA leaders, and school leaders in all cohorts in the NNPS model. OSU hosts monthly, virtual meetings for TA & networking of LEA & school leaders.						✓
Activity 6: PD&TA for SEA, LEA, & school personnel for equitable, supportive family engagement, & Whole Child well-being PreK-12. (CPP 2, 3, 4; APM 2, 5, 6) Assigned Personnel: Bachman, Boone, Capretta	Develop plan, scope, and sequence for PD for school professionals and community organizations.	✓					
	Hold virtual PD and present at professional conferences for educators and other family-facing professionals. Conduct up to 4 in-person PD events at OSU. Develop tools for educators and community organizations for high-impact family engagement.	✓	✓	✓	✓	✓	

(2) Adequacy of Procedures for Ensuring Feedback and Continuous Improvement

OSU has a culture of continuous improvement with established protocols for seeking feedback from the stakeholders we serve, experts, and our peers. The OSU team meets monthly with our evaluators for updates on all data collection and analysis to guide project activities for continuous improvement. We are committed to the same level of continuous improvement for the *OhioLEADS* initiative. For example, it is our practice for our SAC to review all new programs and resources for families and schools before launching the resources to the public. Their feedback has ensured the language we use, format, and concepts we share are understandable and pertinent to families. In addition, the OSU team evaluates all PD through participants' post-workshop feedback to assess whether intended learning objectives were met and ways to improve the learning experience.

(3) Adequacy of Mechanisms for Ensuring High-Quality Products and Services

OSU has established processes for ensuring all products and services are high-quality. Tools and PD developed by OSU only include research-supported practices and principles. Our team keeps up to date on current research in the field while also contributing studies of our own (Bachman et al., in press; Bachman et al., 2021; Epstein & Boone, in press). Our design processes begin with the end in mind, understanding first the problem to be solved or changes needed, then designing a tool or PD focused on objectives to meet the intended goal. We listen to the parents and educators we serve through all stages of the design process: needs identification, design, production, piloting, and feedback for improvement.

(4) Extent to Which Time Commitments of Personnel Are Adequate for Objectives

OhioLEADS has six highly qualified and experienced key personnel (Table 4) and support commitments from a key SEA staff member, regional SST family engagement staff in all 16 regions, and contracted personnel. Each of these people has a significant time allocation for *OhioLEADS*. OSU is also committed to hiring an additional, full-time Project Coordinator to lead our *EL Family Outreach* activities. *OhioLEADS* objectives will also be supported by additional personnel at OSU filling the roles of instructional designer, website management, and communications coordinator (see Budget Narrative).

(5) Ensuring Diversity of Perspectives in the Operation of *OhioLEADS*

The OhSFEC has an established *Statewide Advisory Council (SAC)*. The SAC and critical partners such as OCHLA, CRIS, and EL families they serve will guide *OhioLEADS* activities. The SAC has parents, caregivers, and students making up over 50% of members (see map, right, for locations of family representatives). Currently, SAC members include immigrant & refugee families, foster &



adoptive families, kinship families, and parents of children PreK-12. In addition, 50% of the council parents & caregivers are people of color. The remaining council members represent local LEAs, SEA, and state organizations. Organization members (see Table 3) include **Ohio’s Parent Training and Information center assisted under sections 671 and 672 of the Individuals with Disabilities Education Act, who will continue to work with OSU for OhioLEADS.**

Table 3: State Advisory Council School and Organizations Members	
1. Comm. Refugee & Immigration Services	8. Ohio Department of Education (SEA)
2. HeadStart	9. Ohio Education Association
3. Lorain County Urban League	10. Ohio Federation of Teachers
4. McGraw Hill Publishers (Business)	11. Ohio Parent Teacher Association
5. Ohio Center-Autism & Low Incidence Disabilities	12. Ohio School Boards Association
6. Ohio Coalition for the Education of Children with Disabilities (PTI)	13. OSU Faculty
7. Ohio Commission on Fatherhood	14. School and LEA administrators
	15. Stark Co. Educational Service Center

C. Project Personnel

OSU and ODE are committed to staffing *OhioLEADS* with highly qualified staff, leveraging the skills and expertise of the key project personnel listed in Table 4 along with other support staff within OSU and the regional SSTs. OSU is committed to building a diverse staff to ensure the highest quality team that reflects human diversity and improves opportunities for minorities and women. Table 4 provides the name, role, education, and experience of the *OhioLEADS* Project Director, Key Project Personnel, and Project Subcontractors. Resumes for all personnel listed in the table are provided with this application.

Table 4: OhioLEADS Personnel		
Name	Role	Training and Experience
Project Director		
Barbara Boone, Ph.D.	PI and Director of <i>OhioLEADS</i> . Program Director for Family Engagement, OSU	24 years leading state & LEA family-school engagement. 9 years as Program Director for Family Engagement at OSU. 3 years as Director of ODE Office of Family & Community Supports. 13 years as education consultant, & 6 years as early childhood teacher and administrator.
Key Project Personnel		

Meredith Wellman Ph.D.	Co-PI and Lead for <i>OPS</i> , Internal Evaluation and Communications Lead for <i>OhioLEADS</i> . Program Manager, OSU	6 years as OSU project manager, 5 years supporting statewide family & community engagement initiatives and supporting LEA parent surveys. 10 years as program evaluator and data analyst in Ohio and Illinois. 1 year teaching PreK-Adult levels in reading.
Hadley Bachman M.Ed.	Co-PI and Lead for Professional Learning and <i>FLSA</i> for <i>OhioLEADS</i> . Program Manager, OSU	2 years as OSU Program Manager. Lead developer of Online Learning Courses for family engagement at OSU. 15 years as educator & middle school principal. Former Curriculum Design Consultant for EL Education.
TBD	Project Coordinator and Lead for <i>EL Family Outreach</i>	Experience working with families of EL students, immigrant, migrant and/or refugee families, foreign language skills, experience working with education system and communication campaigns.
Brett Zyromski, Ph.D.	Co-PI and Project Lead for <i>OhioLEADS</i> School Counselor led <i>Student & Educator Mental Health</i>	5 years Assist. Professor, Counselor Education, Director of Field Placement for School Counseling OSU, 3 years Professor, Counselor Education Northern Kentucky U, 3 years Assistant Professor, Counselor Ed Southern Illinois U., Carbondale, 2 years School Counselor, Durham, NC
Thomas Capretta, M.P.A.	Co-PI and Project Coordinator for TA to SEA & Regional SSTs and Networks, <i>OhioLEADS</i> , OSU	3 years leading Professional Networks and providing TA for SEA, LEAs for family engagement, and developing State and Local Policies. 4 years at ODE as Family & Children Community Coordinator. 3 years' experience as elementary educator in Mississippi.
Kristin Meek-Hennon	Program Manager & Lead of fiscal and Logistics, OhSFEC, OSU	4 years as Program Coordinator, leading fiscal operations and logistics for OhSFEC, 2 years Prog. Coordinator for OSU Business Services, 15 years Office Manager for United Acquisition Services, Hilliard, Ohio
Alexandra Nardo (ODE)	Lead Coordinator with ODE & SSTs, ODE Family and Children Community Admin.	Leader at ODE. Focused on aligning and integrating resources and programs across the department that support school and LEA abilities to build productive partnerships with families and the community.
<i>OhioLEADS</i> Subcontractors		
Joyce Epstein, Ph.D.	NNPS trainer, Director, Center on School, Family, Community Partnerships, Prof. of Educ. & Sociology	Director of Center on School, Family, and Community Partnerships and National Network of Partnership Schools, professor at Johns Hopkins University. In 1995, established the National Network of Partnership Schools. 100+ publications on family & community engagement
Sherri Wilson	NAFSCE TA and Professional Learning Lead for <i>OhioLEADS</i>	3 years as Dir. at NAFSCE, 5 years as Dir. for Consultative Services at Scholastic, 10 years as VP with Center for Active Family Engagement, 4 years as Senior Manager of Family Engagement at National PTA.
Melissa Becce	External Evaluator for <i>OhioLEADS</i>	4 years as owner of Melissa Becce Coaching & Evaluation, LLC. 15 years as Senior Research and Data Coordinator for Youth Policy Institute

D. Adequacy of Resources

(1) Relevance & Demonstrated Commitment of Partners to Implementation Success.

ODE's approach to family engagement is a systemic commitment reaching students and

families from birth to grade 12. The ODE *Whole Child Framework* and strategic plan, *Each Child Our Future*, hold families and community partners central to school improvement and meeting Ohio students' learning needs (Ohio Department of Education, 2019). This commitment requires coordination of multiple agencies and competing priorities for which OSU is a unifying entity. OSU is partnering strategically with 7 entities for the success of *OhioLEADS* (Table 5). MOUs will be signed with all major partners in Year 1. Preliminary MOUs are included with this application. Letters of support for *OhioLEADS* are also included to illustrate the statewide support for this application.

Table 5: Key Contributions of <i>OhioLEADS</i> Partners
The Ohio State University (OSU)
<ul style="list-style-type: none"> • Overall <i>OhioLEADS</i> leadership, project management, oversight • Coordinate and nurture organization partnerships to support systemic, coordinated approach to disseminate information, resources, and tools for family engagement • Content expertise for resource development and TA to SEA, LEA, schools • Resource design, development, and distribution to families in multiple languages, accessible formats, and delivery mechanisms • Delivery of high-quality PD for family engagement for partnering organizations' constituents
Ohio Department of Education (ODE)
<ul style="list-style-type: none"> • ODE will commit non-federal funds to salaries of SST staff working directly with OSU. • Commit ODE staff time to collaborate with and support <i>OhioLEADS</i> • ODE coordinates with OSU in development of family engagement resources and initiatives
Ohio Commission on Hispanic and Latino Affairs (OCHLA)
<ul style="list-style-type: none"> • Facilitate communication and coordination of OSU with local, EL organizations in Ohio • Facilitate partnerships of OSU with other state and local organizations serving EL families
National Network of Partnership Schools (NNPS), Johns Hopkins University
<ul style="list-style-type: none"> • Train state personnel, regional coaches, LEA leaders, and school teams in the NNPS Model • Consult on PDs for NNPS implementation in <i>Ohio Partnership Schools</i> • Provide expertise to OSU for leading schools in providing more equitable, inclusive, and accessible family engagement to improve educational opportunities for all students PreK-12
National Association for Family, School, and Community Engagement (NAFSCE)
<ul style="list-style-type: none"> • Provide TA services to OSU for family engagement credentialing, outreach to EL families, Family Math, and other topics as they arise • Provide cross-state convening & capacity-building opportunities for partner SFECs • Provide NAFSCE memberships to SAC parents & parents in <i>FLSA</i>
Melissa Bece and Company, LLC (External Evaluator)
Oversee logic model, evaluation design, data collection, outcomes measures, prepare project's formative and summative reports
Educational Service Center of Eastern Ohio
Fiscal agent between OSU and regional SSTs

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

The *OhioLEADS* plan is ambitious. OSU recognizes the opportunity and potential to impact lasting change for Ohio's students with the SFEC award. OSU is leveraging cost-effective EBA practices and expert partners while elevating families' voice, needs, and perspectives. Capacity building is vital. To this end, OSU invests in developing people, policies, practices, tools, and a rigorous evaluation to contribute to evidence-based family engagement.

In Year 1, OSU is requesting \$644,277. This is a foundational year of solidifying partnerships, timelines, and staffing. It will also be a productive year for all six *OhioLEADS* major activities. OSU will design *Family Leaders for Schools Academy (FLSA)* through research and engagement of current parent leaders and parent leadership organizations. The first recruitment campaign will be completed for the first class of 30 parents. Year 1 will also be focused on development of *Student & Educator Mental Health (SEMH)* to address the impacts of COVID-19 pandemic on student mental health. Recruitment of schools and counselors will be completed as well as the first of six days of PD. *EL Family Outreach (ELFO)* will begin the first year. Organizational partners of OCHLA from Ohio will be convened to plan and conduct a needs/asset assessment of families, educators and organizations to determine topics for parent capacity-building and best modes of providing information to families. In the first year, OSU will also consult with Dr. Joyce Epstein of NNPS to establish a series of PDs for *Ohio Partnership Schools (OPS)*. We'll convene SST and SEA staff from all 16 regions of Ohio for PD in the NNPS model and SST coaching role and responsibilities and establish clear guidelines for use of funding. The first cohort of 4 LEAs and 12 schools will receive PD spring of 2023. *Family Programs & Resources (FPR)* will be designed and shared based on input from SAC and other partners. Finally, OSU will offer *PD&TA*, both synchronous and asynchronous in the first year,

embarking on an ambitious five-year goal of reaching 10,000 school professionals and community organizations. Ongoing activities of *OhioLEADS* starting in the first year include evaluation of Year 1 activities, SAC quarterly meetings, and TA for ODE.

In Year 2, OSU is requesting \$968,214 for *OhioLEADS*. This year will entail the recruitment and NNPS PD of a second cohort of 4 LEAs and 12 schools as well as the ongoing coaching, 3 ½-day PDs, and monthly virtual TA sessions for all cohorts of LEAs and schools in the *OPS*. In Year 2, OSU will continue to convene the SAC quarterly. *ELFO* will be conducted through local EL family-serving organizations as identified in the Year 1 needs/assets assessment. The first cohort of 20 parents will pilot the *FLSA* and results will inform improvements to the final program format and content. OSU will develop family resources such as workshops, resources on the OSU website, and other formats. *FPR* will support family financial literacy through the OSU-developed *Money Talks* online program. *SEMH* will provide six days of PD for participating school counselors. SCs will implement student surveys to assess mental, social, and emotional health concerns, particularly in the most vulnerable and affected populations. Schools will establish plans to address student needs and implement Tier 1 interventions, tracking implementation and impact. Finally, OSU will implement *PD&TA* for educators and organizations via in-person and virtual formats.

In Years 3 and 4, OSU is requesting \$986,420 and \$999,987 respectively. These will be intensive years for implementation and evaluation of all six major *OhioLEADS* activities. The SAC will meet quarterly to network and provide guidance for *OhioLEADS* activities. OSU will continue to provide TA to ODE on timely family engagement priorities of the state. *ELFO* will convene partnering organizations quarterly and be actively delivering high impact resources in multiple forms to EL families. The *FLSA* will equip cohorts of 30 parents from across Ohio each

year with 6 PD sessions and support for local family engagement projects. *FPR* will also continue to develop dedicated resources these years to continue toward the five-year goal of 50 total resources to develop the capacity for families. In these two years, *SEMH* will continue to provide 3 days of PD and ongoing support and coaching for school counselors from 20 Ohio middle schools. These schools will sustain and enhance Tier 1 interventions to address student mental, social and emotional health. They will add Tier 2 and 3 interventions including family engagement with groups of students identified for additional supports. *OPS* will add two cohorts of 4 LEAs and 12 schools, providing PD with NNPS in this EBA. Each school will develop and implement a one-year action plan that includes multiple strategies for supporting student attendance. Coaching and ongoing half-day PDs will be offered for all *OPS* to strengthening family and student voice for advancing equity in family engagement. Finally, the *PD&TA* will continue to offer programming for promoting high impact family engagement.

In Year 5, OSU is requesting \$999,849. *ELFO* will have continued outreach to families through local organizations while also developing future-focused visions with state and local partners for sustainability. *FLSA* will train a fourth cohort of 30 parent leaders. In addition, partnerships with business and SAC organizations will be explored to sustain the *FLSA*. In Year 5, *FPR* will continue to provide workshops, resources, and tools to support families as partners in their child's education. The final year for *SEMH* will provide three day-long PDs for school counselors. Counselors will work to enhance, refine, and sustain supports for identified students to be continued beyond this grant. *OPS* will be actively implementing annual plans for family engagement, continuing to address attendance, and advancing equity. LEAs will be encouraged to continue to expand the NNPS model to additional schools in their LEAs. OSU will provide 3 ½-day PDs to help schools refine and improve their family engagement strategies. At this time,

12 LEAs and 48 schools will be actively implementing the NNPS model along with other Ohio schools who began implementation prior to *OhioLEADS*. And finally, *PD&TA* will have reached 10,000 family-facing professionals in family engagement for advancing equitable education opportunities for all Ohio students.

(3) Costs are Reasonable in Relation to Number of Persons Served & Anticipated Results

Given *OhioLEADS*'s targeted approach to high need LEAs, the potential to serve 4,840 or more families by year 5 and 10,000 educators/partners (see Table 2), project costs are reasonable for these anticipated positive outcomes. We have provided modest estimates of the number of families that could be reached using these funds in Table 2. However, given the systems-level engagement that schools in this project will be building with NNPS and new mental health supports, the *OhioLEADS* project has potential to reach all families and educators in over 128 schools. Based on estimates of the average number of students per school (500), *OhioLEADS* is designed to reach up to 64,000 students and their families, and 10,000 educators by the end of the grant (\$3,733,619 in Direct Costs / 74,000 people = \$50/person).

More than 65% of *OhioLEADS* funding each year is appropriated to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students. OSU has designated personnel, supplies, stipends, contractors, and interpretation services for *EL Family Outreach*, *Family Leaders for Schools Academy*, *Ohio Partnership Schools* and *Student & Educator Mental Health* activities – all of which will be operationalized with LEAs and community organizations. **Similarly, 30% or more of funds are allocated to establish or expand TA for the EBA NNPS Model, *FLSA* EBA practices and EBA attendance messages (see CPP 1 for description of each).** Approximately 15% of costs are budgeted for evaluation services and another 8% or more each year to regional SST coaching

and resources to schools implementing the NNPS model. ODE will also match 8% with state funding to support regional staff time for supporting *OhioLEADS* activities.

E. Quality of Project Evaluation

(1) Evaluation Methods Use Objective Performance Measures for Intended Outcomes and Produce Extensive Quantitative & Qualitative Data

Evaluation overview. OSU will partner with Melissa Becce Coaching & Evaluation, LLC, (MBCE) to evaluate *OhioLEADS*. The evaluation looks at core family engagement outcomes as a function of program implementation by the *OhioLEADS* team, national partners, ODE, regional SSTs, and participating LEAs and schools. It examines the extent to which objective performance measures, framed by contextual factors, are related to project outcomes. A robust, quasi-experimental design (QED) with extensive quantitative and qualitative data collection will allow in-depth accounting of: core evaluation questions; changes over time in implementation level and approach; levels of adherence to NNPS’ research-based strategies and to best practices for developing family leaders; and expected *OhioLEADS* outcomes. Planned formative and summative evaluation activities will produce extensive, ongoing, and pertinent data for continuous program improvement and for annual and project-end reporting. The evaluation QED – a one-year lagged, matched comparison-group design of 4 cohorts of Treatment Schools (TS) and Control Schools (CS) totaling at least 48 schools – meets and has the potential to exceed *WWC Evidence Standards of promising evidence* and will be supplemented by a Level of Implementation factorial design.

The evaluation plan aligns fully with *OhioLEADS* activities and objectives. It incorporates current research about the key family engagement strategies and practices proposed and their potential impacts. Mixed data methods, using a participatory evaluation approach

(Table 6), are designed to: a) capture multiple perspectives; b) balance the breadth and depth of information gathered; c) measure both process variables (Table 8) and *OhioLEADS* outcomes; d) provide a check on the validity and reliability of evaluation findings; e) generate an accurate and ongoing picture of the relationship between program implementation and impacts and f) incorporate ethical and equitable evaluation principles.

Data Collection. Table 6 identifies the proposed evaluation activities to be refined collaboratively by the evaluators and *OhioLEADS*. The evaluation team will ensure that no personally identifying data are collected and that data are securely stored and shared.

<i>Tools/Activities (Schedule)</i>	Table 6: Data Collection Strategies and Purpose
Document/Project Records Review (Spring, Yrs 1-5)	Project staff qualifications; PD records; planning documents; partner agreements; meeting agendas and notes; policies; prior OH NNPS implementation data.
Family Leaders Survey (Pre/Post, Yrs 2-5)	Family Leaders for Schools participant characteristics; program satisfaction; program activities; pre- and post-program leadership skills; extent of reach to families/organizations in the community.
Family Leaders for Schools Focus Group (Fall, Yrs 3-5)	Qualitative data on Family Leaders for Schools participant background, program experience, change in skills and knowledge.
NNPS and Family Training Surveys (Yrs 1-5)	Satisfaction with and quality of PD; knowledge of PD areas; preparation to use program/skills; PD/support needs.
NNPS SST Coach Survey (Spring, Yrs 1-5)	Roles and experience; PD quality; regional/LEA support activities; effects on LEAs and schools; challenges/ successes.
NNPS LEA Facilitator Survey (Spring, Yrs 2-5, TS & CS)	Roles and experience; PD quality; LEA and school support activities; regional and state support; program effects on LEAs and schools; challenges and successes.
NNPS School Team Survey (Pre-Training & Annually, Yrs 2-5, TS & CS)	Roles and experience; PD quality; meeting frequency and quality; type and extent of FE activities; regional and LEA support; program effects on teachers, families, and students.
NNPS Family Survey (First Implementation Year & Yr 5, TS & CS)	Family characteristics; awareness of & involvement in NNPS program; satisfaction with support from schools and teachers; perceived effects on student attendance and achievement.
LEA Record Data (July, Yrs 1-5, TS & CS)	LEA and school data addressing: staffing; funding; attendance; ELA and Math assessments; disciplinary referrals; demographics.
Student Attendance Data (Yrs 1- 5, TS & CS)	Anonymized student-level attendance, chronic absenteeism, and demographic data from NNPS TS and CS.
State and National Partner Interviews (Annual, Yrs 1-5)	Roles and responsibilities; quality of project partnership; communication and collaboration; perceived impacts.
<i>OhioLEADS</i> Staff Interviews (Spring, Yrs 1-5)	Data-driven decision making; implementation planning; successes; obstacles; lessons learned

State Advisory Council Survey (Spring, Yrs 1-5)	Role and tenure on Council; Council experiences; collaboration levels; Council effect on state and local family engagement.
School Focus Groups (Spring, Yrs 3 & 5; TS & CS)	Sample of sites to establish the qualitative context for quantitative data; focus groups with School Teams and teachers

Principal Outcomes. Five principal evaluation outcomes, linked to distinct measures, will examine the extent to which project activities successfully support: (1) implementation with fidelity of NNPS in target schools; (2) improved family participation as partners and leaders in education; (3) increased school capacity to engage families to support students; (4) improved student attendance and chronic absenteeism outcomes across school levels and (5) development and improvement of state-level policy and infrastructure to support replicating, monitoring, and sustaining effective family engagement initiatives.

Contextual Factors. Using archival records and participatory interviews and focus groups, the evaluation team will explore state, regional, LEA, and school program contexts to identify factors influencing project implementation and effectiveness, including: (1) socio-economic and demographic characteristics of participating schools, LEAs, and communities; (2) quantity and quality of existing and new partnerships and collaborations between stakeholders (schools, LEAs, regions, and state and national agencies); (3) resources and support for family engagement activities from state and regional authorities, community-based organizations, and LEAs; (4) policies, procedures, and regulations relevant to implementation of project programs and services; and (5) socio-political challenges including the extended impacts of pandemic.

Equity Awareness. All evaluation activities will be designed and conducted using three foundational principles informed by the Equitable Evaluation Framework (Center for Evaluation Innovation, 2018): (1) Evaluation can and should play a key role in contributing to knowledge of systemic and institutional racism and to addressing inequities. (2) Because of widespread, systemic barriers to equity, the work of the evaluation team, stakeholders, and partners must be

rooted in culturally proficient practice and focused on participant ownership. (3) Individual, group, or institutional biases can contribute to misunderstandings and act as barriers to progress. Using a framework for cultural competence adapted from Reid & Chu (2011) that embeds questions of equity into each phase of systematic inquiry, the evaluators will address equity and improve cultural responsiveness in each phase of the process. In addition, the evaluation team will develop and implement procedures for regular, mutual communication with the *OhioLEADS* team and with liaisons from NNPS, partners, and families, to ensure that participants are partners in the implementation and evaluation process. Capturing a range of perspectives will ensure the evaluation process fairly represents and gives voice to underrepresented & marginalized groups.

Formative Evaluation. Previous OH NNPS evaluation reports and a review of underlying research for *OhioLEADS* project activities help provide important context for the potential influence of key project milestones on project short- & long-term effectiveness. The formative evaluation will be guided by critical process questions (Table 7) and provide systematic data addressing the scope, quality, utility of, and fidelity to established practices.

Table 7: Formative Evaluation Guiding Questions
1. Does <i>OhioLEADS</i> have the organizational structure, resources, and qualified staff to effectively implement project activities?
2. Is there a detailed roll-out plan with clear responsibilities?
3. Are project resources, services, and activities reaching the intended target audiences?
4. What factors are promoting or impeding quality implementation with fidelity?
5. Do NNPS implementers, School Counselors, and Family Leadership participants believe PD and preparation effectively prepared them for implementation responsibilities?
6. How do <i>OhioLEADS</i> stakeholders (including families, teachers, school, LEA, and regional administrators, SAC, OCHLA, and state and national partners) assess the quality, reach, and impact of project components and overall?
7. What are the challenges during project development and refinement? How are they resolved?

The evaluation team will use multiple data collection strategies and instruments (Table 6) to monitor the implementation of the project's core components. Table 8 details key short- and long-term formative evaluation measures.

Table 8: Key Formative Evaluation Measures (& Data Collection Instruments)	
Short-Term (Year 1; 2022-2023)	Long-Term (Years 2-5; 2024-2027)
1. <i>OhioLEADS</i> staff hired (by Jan. 2023) (<i>Project records, staff interviews</i>)	1. Years 2-5: % of <i>OhioLEADS</i> staff retained (<i>Project records, staff interviews</i>)
2. Year 1-5: % SFEC staff and NNPS implementers report: clear roles and responsibilities; routine communication and collaboration; high-quality PD. Years 2-5: Level of support for project implementation. (<i>Staff interviews, NNPS Surveys, school focus groups</i>)	
3. Year 1: Onboarding & PD for new SST Coaches and School Team members (<i>NNPS & Training Surveys, staff and partner interviews</i>)	3. Years 2-4: % School Teams recruited, trained, and meeting as planned (<i>NNPS & Training Surveys, staff and partner interviews</i>)
4. Year 2: 30 Parent Leaders recruited and begin PD aligned with APM 1/OPM 2 . (<i>Parent pre-survey, project records, staff interviews</i>)	4. Years 2-5: % of Parent Leaders completing program aligned with APM 1/OPM 2 . (<i>Post-survey, project records, focus groups</i>)
5. Years 1-5: Growth from 272 to 4,840 in # of family members and from 0 to 2,000 in # of EL families served by programs aligned with APM 1/OPM 1 . (<i>Project records, NNPS surveys, focus groups, staff/partner interviews</i>)	
6. Years 1-5: # of new high impact services and activities: a) to build a statewide infrastructure for family engagement (APM 2); b) to support family engagement in learning and decision-making (APM 3); and c) to train school and community staff to support families (APM 5) (<i>Project records, NNPS surveys, school focus groups, staff and partner interviews</i>)	
7. Year 1: 40 school counselors recruited and begin PD program aligned with APM 5/OPM 4 (<i>Project records, staff interviews</i>)	7. Years 2-5: # of school counselors improving skills aligned with APM 5/OPM 4/OPM 5 (<i>Project records, PD surveys</i>)
8. Years 2-5: % of a) all families and b) EL families reporting increased capacity to work with schools/service providers (APM 4 & OPM 1) and % of school staff with increased capacity to work with families (APM 6).	
9. Years 1-5: Extent to which project maintains, improves, and expands communication and collaboration structures, including project website, e-newsletters, social media, NNPS partnerships, and SAC (<i>Project records, SAC Survey, staff and partner interviews, focus grps</i>)	
10. Years 3-5: Extent to which project contributes to improved standards and support for family engagement in Ohio, develop sustainability plans, and develops and disseminates resources (OPM 3/OPM 6). (<i>SAC and NNPS Surveys, project records, staff and partner interviews</i>)	

Summative Evaluation. The summative evaluation uses a multi-method design to assess *OhioLEADS*' impact on the principal outcomes noted above. 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 (below). The summative evaluation will be guided by key questions (**Table 9**).

Table 9: Key Summative Evaluation Questions
1. As a result of <i>OhioLEADS</i> , what changes were made in school policies and procedures, organizational structures, and resource allocation to support family engagement?

2. As a result of <i>OhioLEADS</i> , what changes occurred in school and teacher use with fidelity of research-based approaches to family engagement?
3. As a result of <i>OhioLEADS</i> , what changes occurred in families' engagement in schools, ability to support attendance and learning, and ability to act as leaders?
4. To what extent were <i>OhioLEADS</i> effects among students (attendance, achievement) comparable a) among schools/LEAs b) across grades/demographics c) for EL?
5. Did the effects of <i>OhioLEADS</i> accrue with increasing school community (teacher, families, staff) involvement with the project?
6. How did school contextual factors affect program implementation and student outcomes?
7. To what extent did different levels of implementation at NNPS schools affect outcomes?

Linking Fidelity and Outcomes. Using surveys of SST Coaches, LEA Facilitators, School Team members, and families, supported by site observations, interviews, and reviews of NNPS action plans, the evaluation team will be able to annually gauge school, LEA, and regional adherence to critical components of the NNPS model as outlined in program handbooks, PD, and supporting research. From these data, a composite indicator will be calculated to gauge levels of fidelity to the evidence-based model. This indicator, along with other qualitative and quantitative data, will be used to identify likely impediments to effective program implementation and facilitate identification, planning, and roll-out of mid-course corrections. This composite variable will also serve as one of several independent variables in the impact analysis, which stresses the interaction between process and summative evaluation.

The evaluation team will use multiple data sources for all impact measures to maximize reliability and capture self-reported and independent reports. *Family engagement* impact will include participation in school events/activities, volunteering levels, involvement in school decisions, communication with teachers, and ability to support student learning at home, school attendance, and achievement. School team surveys will provide annual school-level perceptions of impact from teacher, family, and school leader perspectives. *Student outcomes*, including attendance, achievement, and behavior, will be tracked annually at the LEA- and school-level for TS and CS, and student-level data on attendance will be gathered from participating NNPS

schools each project year. Given program refinements and levels of implementation, family and student effects are expected to increase over time, with larger effect sizes beginning in Year 3.

Project impacts on policy (through the SAC and state and national partnerships) will include the extent to which the project contributes to sustainable, statewide changes in infrastructure for family engagement.

(2) Evaluation Methods Provide Feedback and Permit Periodic Assessment of Progress

Findings from the formative and summative phases of the evaluation will be shared regularly with the *OhioLEADS* team, SAC, regional SSTs, participating LEAs and schools, teachers, families, and state and national partners through presentations at scheduled meetings, data reports and briefings, *annual evaluation reports* (Years 1-4) and a *final evaluation report* (Year 5). Data collection activities will allow the evaluation team to monitor and share progress on all APMs and OPMs (**Table 8**) and provide stakeholders with ongoing feedback on and predictions for short- and long-term formative measures. Progress reports will include early (and ongoing) implementation results, program rollout, recruitment and selection strategies, and PD and support. The final report will provide a comprehensive analysis of *OhioLEADS*, addressing all evaluation questions and including recommendations for future planning and decision-making. Reports will be designed for use by policymakers and practitioners. Key findings and information will be shared with stakeholders in multiple ways.

(3) Evaluation Methods Will Produce Promising Evidence

Matched Comparison Group QED. The evaluation will use a lagged, matched comparison group design with 4 cohorts of 12 schools, creating a large, multi-site sample that is geographically dispersed across Ohio and affects over 7,500 families. Schools will be recruited across the state from LEAs targeted for NNPS based on state support status and rates of chronic

absenteeism. The scale of this statewide project, and the robust QED approaches employed, are sufficient to meet and have the potential to exceed *WWC Evidence Standards of promising evidence*. In keeping with WWC standards, the QED will use rigorous statistical measures & controls to mitigate selection bias among TS and CS and address attrition. 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). Starting with a baseline assessment of TS and CS resources, supports, and needs, the evaluation will track the process and outcomes measures outlined above. This evaluation design is sufficiently robust to demonstrate any statistically significant negative or positive effects of various project components on relevant outcomes across multiple implementation stages. For all variables, the lagged comparison-group design involves rolling, non-randomized comparisons between matched cohorts at different stages of implementation. In Year 2, Cohort 1 TS at 1-year implementation will be matched with Cohort 2 schools prior to implementation, with Cohort 2 schools serving as CS for Cohort 1. In Year 3, Cohort 1 TS (in 2nd impl. year) will be compared to Cohort 2 schools (in 1st impl. year), and both will be compared to pre-treatment Cohort 3. In Years 4 & 5, all 4 Cohorts will be compared at different implementation stages.

Levels of Implementation (LI) Design. The summative evaluation will also employ a complementary LI 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. In this factorial LI design, LI will be an independent variable for determining program impact. Teacher, family, and student outcomes for both groups will be compared using analysis of covariance (ANCOVA).

Data Analysis. TS and CS comparisons will involve both descriptive and inferential

analyses. Measures of central tendency and variability will be calculated for each variable in the conceptual framework and aggregate variables. General Linear Modeling will be used to examine the nested nature of the data (e.g., students within schools within LEAs within regions) and determine the statistical and meaningful impact of program inputs. With subsequent waves of data, growth curve modeling will be used to assess longitudinal changes in family engagement levels, school engagement practices, and student attendance and achievement. Effect size calculations in conjunction with power analyses and hypothesis testing p-values will be used to determine the magnitude of the statistical and practical impact of *OhioLEADS*. Qualitative data will be synthesized and integrated with quantitative data to provide a rich analysis of the project.

F. Concluding Statement

OhioLEADS is designed to equip families and LEAs of Ohio's underserved communities to advance academic success and well-being for students. The plan for six large-scale activities is focused on equipping parent **Leaders** for family engagement, advancing **Equity**, building public support (**Advocacy**) for family-school engagement, **Developing** educators and community partners – all for the **Support** of our students most adversely impacted by the COVID-19 pandemic. OSU's capacity to execute this large-scale plan rests on expertise and productive partnerships with ODE and other state, regional, and local partners built over years of collaborative efforts. With *OhioLEADS*, OSU and our partners will expand our collaboration, enacting our sustained commitment to advancing family engagement in education.