

# **Lessons from the First Statewide Family Engagement Centers: Alignment with Federal Priorities and Factors Influencing Implementation**

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# Lessons from the First Statewide Family Engagement Centers: Alignment with Federal Priorities and Factors Influencing Implementation

Data Collection Instruments

October 2024

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NCEE-2025-002r

U.S. DEPARTMENT OF EDUCATION

# **Statewide Family Engagement Centers (SFEC)**

## **Director Survey**

**May 2022**

THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the U.S. Department of Education, Institute of Education Sciences, with information to help refine and guide program development in the area of family engagement. Public reporting burden for this collection of information is estimated to average 130 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are 1850-0971, Exp: 05/31/2025. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1850-0971. Do NOT return the completed survey to this address.

## WELCOME TO THE STATEWIDE FAMILY ENGAGEMENT CENTERS DIRECTOR SURVEY!

The U.S. Department of Education has hired our organization, Mathematica, to conduct a study of the Statewide Family Engagement Centers (SFEC) program. We are interested in understanding how the SFECs are developing partnerships with state education agencies (SEAs), building capacity statewide, and providing technical assistance and direct services. We want to learn about both successes and challenges. The results of this study will be summarized in a report that will be available to the SFEC program, Congress, and the public, and may inform subsequent SFEC grant competitions.

The survey should take about 130 minutes, although you do not need to complete it in one sitting. You can also get input on responses to the survey from others in your SFEC most knowledgeable about any particular topic, for example, about financial resources.

Your responses on the survey will be used only for research purposes. Study reports will not name you as an individual. Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183).

Here are a few important points:

- The survey will take about 130 minutes to complete, including the time to look up requested information related to funding.
- Complete the enclosed survey. Once complete, you may scan and return the survey via email to [Emugo@mathematica-mpr.com](mailto:Emugo@mathematica-mpr.com) or use the enclosed FedEx materials to return the hard copy. If returning via FedEx, we recommend saving a copy for your records and for reference during a follow up telephone call.
- A researcher from Mathematica will reach out to schedule a time for a 90-minute telephone interview. During the interview, we will follow up on some of the survey questions to discuss further the implementation of the SFEC program.
- If you have any questions while completing the survey, please reach out for support. You may email Elizabeth Mugo at [Emugo@mathematica-mpr.com](mailto:Emugo@mathematica-mpr.com).

In developing the questions in this survey, we reviewed responses to all SFECs' 2019–2020 final Annual Performance Reports (APRs) and notes from the quarterly calls between SFECs and the program office. Nonetheless, we recognize the survey responses may not fully capture the scope of your SFEC's work.

Before beginning, please review definitions of two terms that we use to categorize SFEC activities—*technical assistance* and *direct services*. We recognize you may not categorize your activities in this way in your day-to-day work, but as part of this study we are interested in learning about the emphasis you place on certain kinds of activities compared to others. Because we use these terms in wording certain questions, it is helpful for you to know what we mean:

- **Technical assistance**, as defined in this survey, are activities that require the recipient to reach out to access the service, as opposed to being actively recruited to participate in the service. In general, these services are broadly disseminated so that a potentially unlimited number of recipients may obtain access. They may also require a time-limited amount of effort by the SFEC because the materials, once created, do not need to be repeated or tailored to multiple audiences. Some common examples of these activities include large conferences that any interested parties may attend, resources on websites, webinars, framework implementation guides, and meetings with partner networks.
- **Direct services**, as defined in this survey, are services that require both SFECs to actively recruit participation as well as recipients (families, schools, LEAs) to accept involvement. These services are not broadly disseminated but rather provided to a targeted set of recipients, with limited SEA assistance, to families, schools, and LEAs. The goal of direct services is to intensively support families, schools, and LEAs in enhancing their engagement within the context of specific, identified needs to improve student achievement and behaviors for school success. These activities may be time-intensive for the SFEC because they include, for example, face-to-face or virtual interactive parent communities; intensive trainings for school and LEA leaders, teams, and educators to implement specific family engagement interventions or strategies (such as supporting families in guiding homework or communities of practice); home visits to families; and training parents in family literacy. Direct services typically require more active engagement by the SFEC and customers than does technical assistance.

**Thank you for participating in the SFEC Director survey.**

## SECTION A – TECHNICAL ASSISTANCE AND DIRECT SERVICES

This section asks about technical assistance and direct services that your SFEC offers.

For the purposes of this survey, please use the definitions for *technical assistance* and *direct services* provided.

### Technical Assistance and Direct Services Activities

**A1.** This question asks about the products and activities your SFEC funded as part of this grant using GRANT FUNDS. For this question, we ask you to report for **two time periods**. Record your responses for October 2020–September 2021 (the last full fiscal year) in the first columns and for October 2021–May 2022 (the current fiscal year to date) in the second (blue shaded) columns.

For each time period, please check those activities you conducted and record the **percentage** of fiscal year funds you spent on that activity. For example, if you funded multiple statewide and regional trainings, add the approximate amount of funding spent across all of these activities. **DO NOT INCLUDE MONETARY CONTRIBUTIONS OR THE VALUE OF IN-KIND CONTRIBUTIONS FROM PARTNERS.** Your best estimate is fine.

Enter the estimated amount of your SFEC funding for each fiscal year.	Select all that apply each year		Select all that apply each year	
	October 2020–September 2021 (last full fiscal year)		October 2021–May 2022 (current fiscal year to date)	
		\$ _____		\$ _____
	Check if activity was conducted	Percentage of fiscal year funding spent on activity	Check if activity was conducted	Percentage of fiscal year funding spent on activity
<b>TECHNICAL ASSISTANCE</b>				
a. Providing broadly available information (through website or Facebook page, email listservs/distribution lists, or newsletters) .....	1 <input type="checkbox"/>	_____ %	2 <input type="checkbox"/>	_____ %
b. Developing electronic or hard-copy fact sheets and other materials (e.g., parent guides, instructional packets, strategies and tips for parents) .....	1 <input type="checkbox"/>	_____ %	2 <input type="checkbox"/>	_____ %
c. Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums.....	1 <input type="checkbox"/>	_____ %	2 <input type="checkbox"/>	_____ %
d. Creating data dashboards and tools for schools and districts to use .....	1 <input type="checkbox"/>	_____ %	2 <input type="checkbox"/>	_____ %
e. Providing the infrastructure to support greater collaboration on family engagement topics across a state (e.g., statewide support to develop family engagement frameworks and policies) .....	1 <input type="checkbox"/>	_____ %	2 <input type="checkbox"/>	_____ %
f. Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools.....	1 <input type="checkbox"/>	_____ %	2 <input type="checkbox"/>	_____ %
g. Other technical assistance activity (Please describe) .....	1 <input type="checkbox"/>	_____ %	2 <input type="checkbox"/>	_____ %

Enter the estimated amount of your SFEC funding for each fiscal year.

	Select all that apply each year		Select all that apply each year	
	October 2020–September 2021 (last full fiscal year)		October 2021–May 2022 (current fiscal year to date)	
		\$ _____		\$ _____
	Check if activity was conducted	Percentage of fiscal year funding spent on activity	Check if activity was conducted	Percentage of fiscal year funding spent on activity
<b>DIRECT SERVICES</b>				
h. Communicating <b>with parents</b> about education matters (e.g., providing telephone or texting for parents' questions, an ombudsman to handle complaints, or a telephone list for robocalls to parents).....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
i. Delivering in-person services <b>to individual families</b> to enhance student achievement .....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
j. Providing services <b>to families</b> to support parent well-being (e.g., providing adult education services, financial education training, parenting classes, peer/parent-to-parent support).....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
k. Conducting training <b>for families</b> to encourage family leadership in advocating for children or understanding the school or district system (e.g., family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees).....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
l. Conducting <b>school or district personnel</b> topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually .....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
m. Conducting training <b>for schools or districts</b> to encourage family shared/participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership).....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
n. Conducting other training <b>for families, schools, or districts</b> not captured above ( <i>Please describe</i> ) .....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
o. Providing services <b>to SEAs</b> (e.g., recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state) .....	<input type="checkbox"/>	_____ %	<input type="checkbox"/>	_____ %
	<b>Total should sum to 100%</b>		<b>Total should sum to 100%</b>	

**A2.** For the technical assistance activities your SFEC provided during the last full fiscal year (October 2020–September 2021), the current fiscal year (October 2021–May 2022), or both, please indicate the intended recipients.

*Select all that apply per row*

	District leadership statewide	School leadership statewide	Teachers statewide	Families statewide	Was not offered in either period
a. Providing broadly available information (through website or Facebook page, email listservs/distribution lists, or newsletters) .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Developing electronic or hard-copy fact sheets and other materials (e.g., parent guides, instructional packets, strategies and tips for parents).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Creating data dashboards and tools for schools and districts to use.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Providing the infrastructure to support greater collaboration on family engagement topics across a state (e.g., statewide support to develop family engagement frameworks and policies).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Other technical assistance activity ( <i>Please describe</i> ) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



**A3.** For each direct services activity your SFEC has conducted during the last full fiscal year (October 2020–September 2021), the current fiscal year (October 2021–May 2022), or both, please indicate whether the activity was intended for families with specific characteristics (or schools serving high numbers of these families) or had no specific target population.

Select all that apply per row

	Families with low incomes	English learner students and families	Racial/ethnic minority families	Families of students with disabilities	Rural families	Migrant families	Homeless/transient youth families or advocates	Foster families	No specific target population
a. Communicating <b>with parents</b> about education matters (e.g., providing telephone or texting for parents' questions, an ombudsman to handle complaints, or a telephone list for robocalls to parents) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
b. Delivering in-person services <b>to individual families</b> to enhance student achievement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
c. Providing services <b>to families</b> to support parent well-being (e.g., providing adult education services, financial education training, parenting classes, peer/parent-to-parent support) ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
d. Conducting training <b>for families</b> to encourage family leadership in advocating for children or understanding the school or district system (e.g., family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
e. Conducting <b>school or district personnel</b> topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
f. Conducting training <b>for schools or districts</b> to encourage family shared/participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership) ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
g. Conducting other training <b>for families, schools, or districts</b> not captured above ( <i>Please describe</i> ).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
h. Providing services <b>to SEAs</b> (e.g., recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>

**A4.** For each direct service provided during the last full fiscal year (October 2020–September 2021), the current fiscal year (October 2021–May 2022), or both, please indicate whether you targeted the direct services to families with children in the following grade level (or schools at these grade level).

Select all that apply per row

	Preschool	Elementary	Middle school	High school	Post-secondary	Was not offered in either period
a. Communicating <b>with parents</b> about education matters (e.g., providing telephone or texting for parents' questions, an ombudsman to handle complaints, or a telephone list for robocalls to parents) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Delivering in-person services <b>to individual families</b> to enhance student achievement .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Providing services <b>to families</b> to support parent well-being (e.g., providing adult education services, financial education training, parenting classes, peer/parent-to-parent support).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Conducting training <b>for families</b> to encourage family leadership in advocating for children or understanding the school or district system (e.g., family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Conducting <b>school or district personnel</b> topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Conducting training for <b>schools or districts</b> to encourage family shared/participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Conducting other training <b>for families, schools, or districts</b> not captured above ( <i>Please describe</i> ).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Providing services <b>to SEAs</b> (e.g., recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

**A5.** Thinking about the period from the start of the previous fiscal year (October 2020) through now, please indicate in the first column whether each of the following topics were a focus of any of your program technical assistance activities or direct services.

For each topic that was a focus, please select the school levels of the students whose families would have been involved in the activities (in the blue shaded column).

	Focus		If this was a focus, select grade levels				
	Select one per row		Select all that apply per row				
	Yes, was a focus	No, was not a focus	Preschool	Elementary	Middle school	High school	Post-secondary
a. Literacy (e.g., family literacy approaches, financial literacy) .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. STEM (science, technology, engineering, and mathematics) .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Educational choice (related to opportunities to choose where and how a student is educated) .	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Course placement and academic tracking (e.g., math or reading placement) .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Dual capacity building (an approach for family–school partnerships that emphasizes mutually respectful relationships among schools, families, and communities, where these groups collaborate intentionally to support family engagement).....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Social-emotional learning/Social-emotional development .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Family–school communication and engagement around academic achievement.....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. College and career readiness .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Supporting parents' decisions about school choice (e.g., providing information on choosing and applying to schools across a district, on Facebook pages, other strategies)...	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Training parents and community members to understand school report cards .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Helping parents understand state academic standards .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Supporting parents in understanding student course placement and academic tracking in math and literacy classes .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. Conducting events to help identify career and postsecondary options (e.g., college and postsecondary education career fairs) .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
n. Providing supports for families of disadvantaged students, such as help understanding individualized learning or development plans (IEPs or IDPs) .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
o. Other topics ( <i>Please describe</i> ) .....	1 <input type="radio"/>	2 <input type="radio"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**A6.** Are any of the following evidence-based direct services or activities part of your project? By evidence-based, we mean activities that individual grantees cited as evidence-based in their applications for the SFEC program:

Evidence-based refers to an activity, strategy, model, or intervention that demonstrates 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.

Select one per row

	Yes	No
a. Academic Parent Teacher Teams .....	1 <input type="radio"/>	0 <input type="radio"/>
b. National Network of Partnership Schools .....	1 <input type="radio"/>	0 <input type="radio"/>
c. Parent Teacher Home Visitation.....	1 <input type="radio"/>	0 <input type="radio"/>
d. Parent and Child Together (PACT) .....	1 <input type="radio"/>	0 <input type="radio"/>
e. Families and Schools Together .....	1 <input type="radio"/>	0 <input type="radio"/>
f. Family Friendly Schools .....	1 <input type="radio"/>	0 <input type="radio"/>
g. Home Instruction for Parents of Preschool Youngsters (HIPPY).....	1 <input type="radio"/>	0 <input type="radio"/>
h. The Model PTA .....	1 <input type="radio"/>	0 <input type="radio"/>
i. Other models or approaches of the National Center for Families Learning.....	1 <input type="radio"/>	0 <input type="radio"/>
j. Other evidence-based direct services or activities ( <i>Please describe</i> ).....	1 <input type="radio"/>	0 <input type="radio"/>

**A7.** Are any of the following dual capacity-building activities part of your project? Dual capacity building is an approach for family–school partnerships that emphasizes mutually respectful relationships among schools, families, and communities, where these groups collaborate intentionally to support family engagement. For many activities, the SFEC or partner organizations may have implemented the activity. Please include all as you consider responses.

Select one per row

	Yes	No
a. Hosting advisory committee meetings.....	1 <input type="radio"/>	0 <input type="radio"/>
b. Forming academic parent–teacher teams .....	1 <input type="radio"/>	0 <input type="radio"/>
c. Conducting home visits .....	1 <input type="radio"/>	0 <input type="radio"/>
d. Creating parent leadership institutes to equip parents with information about becoming a part of organizations such as parent–teacher associations and school boards.....	1 <input type="radio"/>	0 <input type="radio"/>
e. Implementing models to support stronger family–school communication.....	1 <input type="radio"/>	0 <input type="radio"/>
f. Forming collaborations with community-based organizations to support sustained family–school partnerships .....	1 <input type="radio"/>	0 <input type="radio"/>
g. Hosting webinars, conferences, or other events for parents to support the use of technology .....	1 <input type="radio"/>	0 <input type="radio"/>
h. Creating spaces like Facebook groups or weekly online support meetings, panel meetings, or focus groups to support families and provide information .....	1 <input type="radio"/>	0 <input type="radio"/>
i. Holding conferences, trainings, or professional development about family engagement for districts and schools .....	1 <input type="radio"/>	0 <input type="radio"/>
j. Supporting increased information communication (text messages, emails, phone calls, and the use of Apps to support this).....	1 <input type="radio"/>	0 <input type="radio"/>
k. Providing support for parent-teacher conferences.....	1 <input type="radio"/>	0 <input type="radio"/>
l. Other dual-capacity building activities ( <i>Please describe</i> ) .....	1 <input type="radio"/>	0 <input type="radio"/>

**A8.** Given a limited budget, suppose you had to select three direct services or technical assistance activities to continue to fund. Which three would you choose? Rank your top priorities in order from 1 to 3.

	Rank 1, 2, and 3 by top priorities
a. Providing broadly available information (through website or Facebook page, email listservs/distribution lists, or newsletters) .....	_
b. Developing electronic or hard-copy fact sheets and other materials (e.g., parent guides, instructional packets, strategies and tips for parents).....	_
c. Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums .....	_
d. Creating data dashboards and tools for schools and districts to use.....	_
e. Providing the infrastructure to support greater collaboration on family engagement topics across a state (e.g., statewide support to develop family engagement frameworks and policies) .....	_
f. Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools .....	_
g. Other technical assistance activity ( <i>Please describe</i> )..... _____	_
h. Communicating <b>with parents</b> about education matters (e.g., providing telephone or texting for parents' questions, an ombudsman to handle complaints, or a telephone list for robocalls to parents) .....	_
i. Delivering in-person services <b>to individual families</b> to enhance student achievement .....	_
j. Providing services <b>to families</b> to support parent well-being (e.g., providing adult education services, financial education training, parenting classes, peer/parent-to-parent support) .....	_
k. Conducting training <b>for families</b> to encourage family leadership in advocating for children or understanding the school or district system (e.g., family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees) .....	_
l. Conducting <b>school or district personnel</b> topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually .....	_
m. Conducting training <b>for schools or districts</b> to encourage family shared/ participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership) .....	_
n. Conducting other training <b>for families, schools, or districts</b> not captured above.....	_
o. Providing services <b>to SEAs</b> (e.g., recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state).....	_
p. Other direct service activity ( <i>Please describe</i> ) .....	_
_____	

**A9.** This question has two components. First, rate the importance of the factors below when making decisions about the activities and services your SFEC provides (in the first column). Then select the most important factor when making decisions about activities and services provided (in the blue column).

	Rating <i>Select one per row</i>			<i>Select one only</i>
	Very important	Important	Not important	Most important factor
a. Special advisory committee meeting discussions.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	1 <input type="radio"/>
b. Parent or family input .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>
c. State or district input.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	3 <input type="radio"/>
d. School and educator interest.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Research evidence.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	5 <input type="radio"/>
f. Needs assessments .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	6 <input type="radio"/>
g. Staffing expertise (SFEC staffing or SEA staffing)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	7 <input type="radio"/>
h. Coordination with other activities in the state .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	8 <input type="radio"/>
i. Collaboration with other family education and engagement organizations, such parent training and information centers and community parent resource centers .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	9 <input type="radio"/>
j. Other factors ( <i>Please describe</i> )..... _____	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	10 <input type="radio"/>

The next questions ask about your partnership and relationship with the state education agency.

**A10.** On average, how often do you or someone else from the SFEC typically meet with or communicate with the state education agency? Please include all types of communications, such as email exchanges, telephone calls, and in-person or virtual meetings.

**MARK ONE ONLY**

- 1  About once a week or more
- 2  About 2 or 3 times per month
- 3  About once a month
- 4  About quarterly
- 5  About 1 or 2 times a year
- 6  About once per year
- 7  We do not have meetings with the SEA

**A11.** To what extent are the following issues challenging in your collaboration with your state education agency?

*Select one per row*

	Largely challenging	Somewhat challenging	Not at all challenging
a. State education agency staffing capacity .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Time required to collaborate.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Support or engagement from the state education agency.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Communication .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Aligned focus on populations to serve.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Constraints from laws and regulations .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Staff turnover.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Policy shifts or SEA changing priorities .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Other issues ( <i>Please describe</i> ) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
_____			

**The next questions ask about the special advisory committee.**

**A12.** Was a special advisory committee already in place prior to the establishment of the Statewide Family Engagement grant program?

**MARK ONE ONLY**

- 1  Yes
- 2  No
- 3  I don't know

**A13.** How frequently does the SFEC engage and collaborate with the special advisory committee?

**MARK ONE ONLY**

- 1  About once a week or more
- 2  About 2 or 3 times per month
- 3  About once a month
- 4  About quarterly
- 5  About 1 or 2 times a year
- 6  About once per year
- 7  We do not engage or collaborate with the special advisory committee

**A14.** To what extent is the special advisory committee a source of information and feedback from parents?

**MARK ONE ONLY**

- 1  It is the only source of information and feedback from parents
- 2  It is one of a few sources of information and feedback from parents
- 3  It is one of many sources of information and feedback from parents
- 4  It is not a source of information and feedback from parents

**A15.** To what extent does the special advisory committee influence the work conducted by the SFEC?

**MARK ONE ONLY**

- 1  Strong influence
- 2  Moderate influence
- 2  No influence

**A15a.** [IF A15=1]: Please describe how the special advisory committee influences the work conducted by the SFEC.

---

**The next questions ask about your work with the districts and schools recorded in your Annual Performance Report (APR) as “Participating School Districts and Schools.” Your APR indicates that you worked with [FILL NUMBER] districts and [FILL NUMBER] schools. The first set of questions will ask about the districts listed in the APR and the second set of questions will ask about schools (if applicable).**



**A16.** Were the districts listed in the APR all the districts you work with, or only those with which you work most closely or intensively?

- 1  The districts listed in the APR include all districts we work with
- 2  The districts listed in the APR were only those with which we work closely or intensively

**A17.** When working with a district, which are the most common approaches for providing direct services and/or technical assistance to the district?

**SELECT ONE OR MORE**

- 1  We typically provide direct services or technical assistance to only the district-level staff
- 2  We typically provide direct services or technical assistance to both district-level staff and to all the schools under each identified district
- 3  We typically provide direct services or technical assistance to both district-level staff and to some of the schools under each identified district
- 4  Other (*Please describe*) \_\_\_\_\_

**A18.** How were the districts listed in the APR identified to work with the SFEC?

**SELECT ONE OR MORE**

- 1  The district reached out to us directly
- 2  The district reached out to the state education agency directly requesting to work with us
- 3  The state education agency identified the districts to work with
- 4  The SFEC identified the districts to work with
- 5  Other (*Please describe*) \_\_\_\_\_

**A18a.** **[IF STATE EDUCATION AGENCY OR SFEC IDENTIFIED A DISTRICT TO WORK WITH (A18=3 OR 4)].** If your state education agency or your SFEC identified districts to work with, what factors were used to determine if a district should work with the SFEC?

**SELECT ONE OR MORE**

- 1  The district was identified as having a high proportion of Title I schools
- 2  The district was identified as including a high proportion of low-performing schools
- 3  The district was identified as including a high proportion of students from priority groups or populations (e.g., English learner students and families, families of students with disabilities, racial ethnic minority families, rural families, migrant families, homeless/transient youth families or advocates, foster families)
- 4  Other (*Please describe*) \_\_\_\_\_

Your APR listed [FILL NUMBER] schools. If you did not list any schools in your APR skip questions A19-A21 and go to A22.

The next set of questions asks about the schools your SFEC works with directly.

**A19. [IF SCHOOLS LISTED]:** Were the schools listed in the APR all the schools you work with, or only those with which you work most closely or intensively?

- 1  The schools listed in the APR were all the schools we work with
- 2  The schools listed in the APR were only those with which we work closely or intensively

**A20. [IF SCHOOLS LISTED]:** When working with a school, which are the most common approaches for providing direct services and technical assistance to the school?

**SELECT ONE OR MORE**

- 1  We provide direct services or technical assistance to the school leadership (for example the principal and other school-level administrators)
- 2  We provide direct services or technical assistance to classroom teachers
- 3  We provide direct services or technical assistance to non-classroom teachers (for example, school counselors)
- 4  We provide direct services or technical assistance to families of the school
- 5  Other (*Please describe*) \_\_\_\_\_

**A21. [IF SCHOOLS LISTED]:** How were the schools listed in the APR identified to work with the SFEC?

**SELECT ONE OR MORE**

- 1  Schools reached out to us directly
- 2  The district reached out to us directly requesting we work with a school
- 3  The district reached out to the state education agency directly requesting we work with a school
- 4  The state education agency identified the schools to work with
- 5  The SFEC identified the schools to work with
- 6  Other (*Please describe*) \_\_\_\_\_

**A21a. [IF STATE EDUCATION AGENCY OR SFEC IDENTIFIED A SCHOOL TO WORK WITH (A21=4 OR 5)].** If your state education agency or your SFEC identified schools to work with, what factors were used to determine if a school should work with the SFEC?

**SELECT ONE OR MORE**

- 1  The school was identified as Title I
- 2  The school was identified as serving a high proportion of low-performing students
- 3  The school was identified as serving a high proportion of students from priority groups or populations (e.g., English learner students and families, families of students with disabilities, racial ethnic minority families, rural families, migrant families, homeless/transient youth families or advocates, foster families)
- 4  Other (*Please describe*) \_\_\_\_\_

**A22. [IF NO SCHOOLS LISTED]:** The APR did not list any schools that you were working with. What is the reason that no schools were listed?

**MARK ONE ONLY**

- 1  Your SFEC does not consider schools as direct partners
- 2  Your SFEC partners directly with districts, and within a district you work with all schools
- 3  Your SFEC partners directly with districts, and within a district you work with some schools
- 4  Other (*Please describe*) \_\_\_\_\_

## SECTION B – CHALLENGES ENCOUNTERED

The following questions are about the children and families your program serves.

**B1.** Thinking about the intended recipients of the direct services, which populations have you found most difficult to reach?

**SELECT ONE OR MORE**

- 1  Families with low incomes
- 2  English learner students and families
- 3  Racial/ethnic minority families
- 4  Families of students with disabilities
- 5  Rural families
- 6  Migrant families
- 7  Homeless/transient youth families or advocates
- 8  Foster families
- 9  Other intended recipients (*Please describe*) \_\_\_\_\_
- 10  We have not had difficulty reaching our intended recipients

**B1a.** If you selected multiple intended recipients of the direct services in question B1, please indicate if there was a specific group that you prioritized or targeted the most.

**MARK ONE ONLY**

- 1  Families with low incomes
- 2  English learner students and families
- 3  Racial/ethnic minority families
- 4  Families of students with disabilities
- 5  Rural families
- 6  Migrant families
- 7  Homeless/transient youth families or advocates
- 8  Foster families
- 9  Other intended recipients (*Please describe*) \_\_\_\_\_
- 10  We did not prioritize or target a specific group

**B1b.** If you selected a specific group of intended recipients that you prioritized or targeted the most, what direct services did you commonly offer to this group?

**SELECT ONE OR MORE**

- 1  Communicating with parents about education matters (e.g., providing telephone or texting for parents' questions, an ombudsman to handle complaints, or a telephone list for robocalls to parents)
- 2  Delivering in-person services to individual families to enhance student achievement
- 3  Providing services to families to support parent well-being (e.g., providing adult education services, financial education training, parenting classes, peer/parent-to-parent support)
- 4  Conducting training for families to encourage family leadership in advocating for children or understanding the school or district system (e.g., family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees)
- 5  Conducting school or district personnel topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually
- 6  Conducting training for schools or districts to encourage family shared/participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership)
- 7  Conducting other training for families, schools, or districts not captured above
- 8  Providing services to SEAs (e.g., recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state)
- 9  Other direct services (*Please describe*) \_\_\_\_\_
- 10  We did not provide direct services to any specific priority or target group

**B2. Reflecting on technical assistance and direct services you reported offering in question A1, please answer A and B.**

- A.** Since October 2020, to what extent have you experienced challenges in providing the following technical assistance and direct service activities? If you did not have any challenges, select "Not challenging."
- B.** For each row where you select "very or moderately challenging" please indicate whether the reason for the challenge was due to limited resources, limited technology, or other reason (Answer in blue columns only if you select 'very or moderately challenging').

	To what extent have you experienced challenges in providing each of these?				If very or moderately challenging: What was the reason for the challenge?		
	Select one per row				Select one per row		
	Very challenging	Moderately challenging	Not challenging	Did not offer during this time	Limited funding	Limited staff	Other
<b>TECHNICAL ASSISTANCE</b>							
a. Providing broadly available information (through website or Facebook page, email listservs/distribution lists, or newsletters) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Developing electronic or hard-copy fact sheets and other materials (e.g., parent guides, instructional packets, strategies and tips for parents) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Creating data dashboards and tools for schools and districts to use.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

	To what extent have you experienced challenges in providing each of these?				If very or moderately challenging: What was the reason for the challenge?		
	Select one per row				Select one per row		
	Very challenging	Moderately challenging	Not challenging	Did not offer during this time	Limited funding	Limited staff	Other
e. Providing the infrastructure to support greater collaboration on family engagement topics across a state (e.g., statewide support to develop family engagement frameworks and policies).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Other technical assistance activity ( <i>Please describe</i> ).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
<b>DIRECT SERVICES</b>							
h. Communicating <b>with parents</b> about education matters (e.g., providing telephone or texting for parents' questions, an ombudsman to handle complaints, or a telephone list for robocalls to parents) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Delivering in-person services <b>to individual families</b> to enhance student achievement .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. Providing services <b>to families</b> to support parent well-being (e.g., providing adult education services, financial education training, parenting classes, peer/parent-to-parent support).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. Conducting training <b>for families</b> to encourage family leadership in advocating for children or understanding the school or district system (e.g., family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. Conducting <b>school or district personnel</b> topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. Conducting training <b>for schools or districts</b> to encourage family shared/participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. Conducting other training <b>for families, schools, or districts</b> not captured above.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
o. Providing services <b>to SEAs</b> (e.g., recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
p. Other direct service activities ( <i>Please describe</i> )....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

**B3a.** What were your top three challenges in providing technical assistance?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B3b.** What were your top three challenges in providing direct services?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B4.** Did you employ any of the following strategies to address challenges you have faced?

*Select all that apply*

	Strategy used
a. Deploying parent surveys regularly to obtain parent input .....	1 <input type="checkbox"/>
b. Partnering with other local entities (e.g., schools or local education agency, Internet providers, food banks, hospitals) to deliver services .....	2 <input type="checkbox"/>
c. Supporting schools in providing remote learning opportunities for children .....	3 <input type="checkbox"/>
d. Providing remote supports for SEAs, LEAs, schools, and families .....	4 <input type="checkbox"/>
e. Using multiple modes of communication to reach families.....	5 <input type="checkbox"/>
f. Supporting families' access to technology (e.g., facilitating Internet access, supplying Chromebooks/laptops).....	6 <input type="checkbox"/>
g. Other strategies employed to address challenges ( <i>Please describe</i> ) .....	7 <input type="checkbox"/>
_____	

## SECTION C – THE IMPACT OF THE COVID-19 PANDEMIC ON SFEC PROGRAM IMPLEMENTATION

These next few questions are about challenges and successes you may have experienced during the COVID-19 pandemic, in particular when the pandemic first started to impact districts, schools, and families, approximately March 2020.

**C1.** To what extent did the COVID-19 pandemic affect your ability to provide technical assistance or direct services? *The responses include options for both negative and positive effects because, for example, the increased use of online trainings may have positively, rather than negatively affected, the delivery of direct services. Please select “Not applicable” if your program did not engage in the activity.*

*Select one per row*

	Negatively affected	Did not affect	Positively affected	Not applicable
a. Providing broadly available information (through website or Facebook page, email listservs/distribution lists, or newsletters).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Developing electronic or hard-copy fact sheets and other materials (e.g., parent guides, instructional packets, strategies and tips for parents) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Creating data dashboards and tools for schools and districts to use.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Providing the infrastructure to support greater collaboration on family engagement topics across a state (e.g., statewide support to develop family engagement frameworks and policies) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Other technical assistance activity ( <i>Please describe</i> )..... _____	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Communicating <b>with parents</b> about education matters (e.g., providing telephone or texting for parents' questions, an ombudsman to handle complaints, or a telephone list for robocalls to parents) _____	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Delivering in-person services <b>to individual families</b> to enhance student achievement.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
j. Providing services <b>to families</b> to support parent well-being (e.g., providing adult education services, financial education training, parenting classes, peer/parent-to-parent support) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
k. Conducting training <b>for families</b> to encourage family leadership in advocating for children or understanding the school or district system (e.g., family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
l. Conducting <b>school or district personnel</b> topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
m. Conducting training <b>for schools or districts</b> to encourage family shared/participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
n. Conducting other training <b>for families, schools, or districts</b> not captured above.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
o. Providing services <b>to SEAs</b> (e.g., recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
p. Other services or activities ( <i>Please describe</i> ) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
_____	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

**C2.** To what extent did the COVID-19 pandemic affect your ability to serve each of the following groups? *The responses include options for both positive and negative effects because, for example, the increased use of certain technology may have positively rather than negatively affected the delivery of technical assistance to certain audiences. Please select “Not applicable” if your program never intended to serve this population.*

Select one per row

	Negatively affected ability to serve this population	Did not affect ability to serve this population	Positively affected ability to serve this population	Not applicable
a. State education agency officials .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. School district leadership .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Community-based organizations .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. School leadership.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Teachers .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Families.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Other groups ( <i>Please describe</i> )..... _____	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

**C3.** To what extent did the COVID-19 pandemic affect your ability to serve the populations your program intended to serve? Please select “Not applicable” if your program never intended to serve this population.

Select one per row

	Negatively affected ability to serve this population	Did not affect ability to serve this population	Positively affected ability to serve this population	Not applicable
a. Families with low incomes.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. English learner students and families.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Racial/ethnic minority families .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Families of students with disabilities.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Rural families.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Migrant families .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Homeless/transient youth families or advocates .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Foster families .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Other populations ( <i>Please describe</i> )..... _____	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>



**C4. This question has three parts:**

- A. What strategies did your program use to provide direct services to families and technical assistance during the pandemic (that is, starting in March 2020)? (Answer in first column)
- B. How effective were the strategies used to provide services to SEAs, LEAs, schools, and families? (Answer in blue shaded middle columns)
- C. Will your SFEC continue using any of these in the future? (Answer in last column)

	A	B				C
		Effectiveness of strategy <i>Select one per row</i>				
	Strategy used	Very effective	Somewhat effective	Not at all effective	Not applicable	Strategy may continue
a.	Deploying parent surveys regularly to obtain parent input.....	1 <input type="checkbox"/>	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>			1 <input type="checkbox"/>
b.	Partnering with other local entities (e.g., schools or local education agency, Internet providers, food banks, hospitals) to deliver services.....	2 <input type="checkbox"/>	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>			2 <input type="checkbox"/>
c.	Supporting schools in providing remote learning opportunities for children.....	3 <input type="checkbox"/>	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>			3 <input type="checkbox"/>
d.	Providing remote supports for SEAs, LEAs, schools, and families	4 <input type="checkbox"/>	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>			4 <input type="checkbox"/>
e.	Using multiple modes of communication to reach families.....	5 <input type="checkbox"/>	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>			5 <input type="checkbox"/>
f.	Supporting families' access to technology (e.g., facilitating Internet access, supplying Chromebooks/laptops).....	6 <input type="checkbox"/>	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>			6 <input type="checkbox"/>
g.	Other strategies for direct services ( <i>Please describe</i> )..... _____	7 <input type="checkbox"/>	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>			7 <input type="checkbox"/>

**STATE EDUCATION AGENCY CONTACT INFORMATION**

Please provide contact information for your primary state education agency contact. We will be asking the state education agency to participate in an interview.

**Contact 1.** Please provide the primary or main contact at the state education agency where most of the family engagement work is concentrated (that is, the person with whom the **SFEC has worked with the longest and/or works with most frequently and knows the most about the SFEC's work**).

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Email: \_\_\_\_\_

Role in working with the SFEC: \_\_\_\_\_

Phone Number: |\_|\_|\_|\_| - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code Number

**Thank you for participating in the SFEC Director survey.**

OMB Control No: 1850-0971  
Expiration Date: 05/31/2025



# Statewide Family Engagement Centers (SFEC)

## SFEC Director Interview Protocol

Thank you for meeting with us today. My name is \_\_\_\_\_ and this is my colleague, \_\_\_\_\_. As I explained in my email, our company Mathematica has been hired by the U.S. Department of Education to conduct a study of the implementation of the Statewide Family Engagement Centers, or SFEC, program. Today I want to learn more about the implementation of your SFEC.

Your participation in this interview is voluntary; if you do not feel comfortable answering any specific question, we can skip that question and move on to the next. The report prepared for the study will not associate responses with specific individuals. The study will not disclose the names of individual study respondents, except as required by law. Mathematica follows the confidentiality and data protection requirements of the Institute of Education Sciences at the Department of Education [*Education Sciences Reform Act of 2002, Title I, Part E, Section 183*].

\_\_\_\_\_ will take notes during our conversation. We also would like to record our conversation to make sure we capture everything you share. The notes and recording will not be used for any other purpose or shared with anyone outside the study team. Would it be okay to record our conversation?

### THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the U.S. Department of Education, Institute of Education Sciences, with information to help refine and guide program development in the area of family engagement. Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are 1850-0971, Exp: 05/31/2025. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1850-0971. Do NOT return the completed survey to this address.

## SFEC DIRECTOR INTERVIEW PROTOCOL

Thank you for taking the time to participate in this interview. We will be referring to your responses in the SFEC Director survey and following up for more information about some of the survey questions.

My first set of questions is about your program activities and the SFEC's program priorities.

RQ1.1: What common activities do grantees report providing?

### SFEC DIRECTOR SURVEY A1 FOLLOWUP

1. In the survey you reported you spent the largest amount of funds on the following three types of activities [INSERT UP TO 3 ACTIVITIES WITH LARGEST FUNDING TOTAL in each of the two time periods in A1]. (4 minutes)
  - We realize that money may not be the best reflection of priorities. Would you say that these three activities reflect your three greatest priorities?
    - [IF YES:] Can you tell me about why these activities are your greatest priorities?
    - [IF NO:] What are your top three priorities? Do you have any insight into why your priorities do not align with the activities where you spent the greatest amount of funding?
2. The survey asked about percentage of funding for technical assistance activities and funding for direct services activities in two fiscal years, October 2020 through September 2021 and then October 2021 through April 2022. Based on your survey responses to those questions, we determined that your percentage of funding focused [more on technical assistance/direct services in [year] than [year]]/[about equally on both technical assistance and direct services in both years] [SELECT BASED ON ANALYSIS FROM SURVEY RESPONSES IN SFEC DIRECTOR A1]. (5 minutes)
  - Why do you think you focused...
    - [IF FOCUSED MORE ON TECHNICAL ASSISTANCE OCTOBER 2020–SEPTEMBER 2021 AND OCTOBER 2021–APRIL 2022]: on technical assistance in both fiscal years?
    - [IF FOCUSED MORE ON DIRECT SERVICES OCTOBER 2020–SEPTEMBER 2021 AND OCTOBER 2021–APRIL 2022]: on direct services in both fiscal years?
    - [IF FOCUS CHANGED FROM TECHNICAL ASSISTANCE IN OCTOBER 2020–SEPTEMBER 2021 TO DIRECT SERVICES IN OCTOBER 2021–APRIL 2022]: changed from technical assistance in the first fiscal year to direct services in the second fiscal year?
    - [IF FOCUS CHANGED FROM DIRECT SERVICES IN OCTOBER 2020–SEPTEMBER 2021 TO TECHNICAL ASSISTANCE IN OCTOBER 2021–APRIL 2022]: changed from direct services in the first fiscal year to technical assistance in the second fiscal year?
    - [IF FOCUS WAS EQUALLY BOTH TECHNICAL ASSISTANCE AND DIRECT SERVICES IN OCTOBER 2020–SEPTEMBER 2021 AND OCTOBER 2021–APRIL 2022]: about equally on both technical assistance and direct services in both fiscal periods?

- Is the focus different now in 2022 from what you expected in 2018 at the time of your original application? (3 minutes)
  - [IF YES]: How and why did the focus change?
    - If the major reason for the change was the pandemic, please describe how and why the pandemic caused the specific kind of change we’ve just discussed (for example, from direct services to technical assistance, or vice-versa)?

Compared to today, do you plan to continue focusing more or equally on [direct services activities/technical assistance activities/both direct services and technical assistance activities about equally] in the next few years of the grant? (2 minutes)

RQ1.3: Are the common topical areas grantees emphasize in their family engagement activities aligned with the other program priorities (i.e., family literacy, educational choice, evidence-based direct services, and dual capacity-building)? Do the priorities under which grantees applied play a large role in which topics get most attention?

#### SFEC DIRECTOR SURVEY A6 AND A7 FOLLOWUP

3. Next, let’s focus on the program priorities of family literacy, educational choice, evidence-based direct services, and dual capacity building and the various activities the SFEC grant supported for each of those.
  - [IF ANY A6=1] Looking at your responses to the survey on question A6, how did you implement these evidence-based direct services activities? (4 minutes)
    - [IF A6i=1]: You indicated doing “Other National Centers for Families Learning models or approaches.” What are these models or approaches? (2 minutes)
  - [IF A7=MULTIPLE SELECTED] On the survey at question A7, you listed [FILL]. Of these, which has been the most impactful? Why? (3 minutes)

RQ2.1: Which key factors do grantees find most influential? Why? What factors contributed to greater SFEC and SEA collaboration?

#### SFEC DIRECTOR SURVEY A9 AND A15 FOLLOWUP

4. You noted the most important factor when making decisions about activities is [INSERT FROM SFEC DIRECTOR SURVEY QUESTION A9 MOST IMPORTANT FACTOR]. Can you tell me what made this factor the most important influence in your decision making about activities? (3 minutes)
  - One of the options we included at question A9 was “needs assessments”. Would you please describe your needs assessment process? How have you used the findings in your decisions? (1 minute)
  - Tell me about the role of the advisory committee. You noted that the committee [INSERT FROM SFEC DIRECTOR SURVEY A15=1 OR 2/A15a OPEN ENDED]. How does the committee influence the work conducted by the SFEC? (3 minutes)

RQ2.1. Which key factors do grantees find most influential? Why? What factors contributed to greater SFEC and SEA collaboration?

SFEC DIRECTOR SURVEY A10 AND A11 FOLLOWUP

5. Next, let's discuss your partnership with the state education agency. You noted that the frequency of engagement with the SEA is [INSERT FROM SFEC DIRECTOR SURVEY A10]. Would you describe how you engage and communicate with the SEA? (2 minutes)
6. In what ways or areas do you think the collaboration between the SFEC and the state education agency was strong or worked well? From your perspective, what contributed to successful collaboration with the state education agency? What factors contributed to those areas of successful collaboration? (3 minutes)
7. You noted the following issues were challenges in your collaboration with your state agency [INSERT FROM SFEC DIRECTOR SURVEY IF A11=1 or 2]. (3 minutes)
  - Why was that?
  - What are some of the lessons you identified in working with the state education agency?

RQ3.2: To what extent are outreach and services/activities directed toward different types of disadvantaged families and high-need schools and communities?

SFEC DIRECTOR SURVEY A3 AND B1 FOLLOWUP

8. Next let's discuss the families and schools to which your services are targeted. In your survey, you indicated that some of your direct services were targeted towards [INSERT COLUMNS CHECKED FROM SFEC DIRECTOR SURVEY A3].
  - How did you engage these specific types of families for direct services? Did your approach differ for different activities or target families? (3 minutes)  
You noted the following populations were difficult to reach [INSERT FROM SFEC DIRECTOR SURVEY B1]. What were the challenges in reaching these populations? (3 minutes)
9. Did you design your technical assistance to specifically reach high-needs schools and communities across the state? (2 minutes)
  - [IF YES:] How did you design the technical assistance to target specific populations? (3 minutes)
  - Have you experienced any challenges accommodating schools' or communities' needs through your technical assistance? [IF YES:] What were these challenges? (2 minutes)

RQ3.2: To what extent are outreach and services/activities directed toward different types of disadvantaged families and high-need schools and communities?

SFEC DIRECTOR SURVEY A16-A20 FOLLOWUP

10. Next I wanted to ask about the specific districts and schools you work with. The new Annual Performance Report (APR) instructs you to list the districts and schools that your SFEC works with. (4 minutes)
- At question A17, you reported that the SFEC typically provides [FILL RESPONSE FROM A17]. Can you tell me more about the types of services or assistance you provide? (2 minutes)
  - At question A20, you reported that the SFEC typically provides [FILL RESPONSE FROM A20]. Can you tell me more about the types of services or assistance you provide? (2 minutes)

RQ4.1: What challenges have grantees faced providing technical assistance?

RQ4.2: What challenges have grantees encountered providing direct services?

SFEC DIRECTOR SURVEY B3a AND B3b FOLLOWUP

11. You indicated on question B3a that the following issues were challenges to providing technical assistance activities [INSERT FROM SFEC DIRECTOR SURVEY TOP THREE CHALLENGES AT B3a]. Have any of these challenges been particularly significant? Please describe. Were the challenges related to recipients reaching out for services? (3 minutes)
12. You indicated on question B3b that the following issues were challenges to providing direct services to families [INSERT FROM SFEC DIRECTOR SURVEY TOP THREE CHALLENGES AT B3b]. Have any of these challenges been particularly significant? Please describe. (3 minutes)
- You also noted some strategies your program had used to overcome these challenges [INSERT FROM SFEC DIRECTOR SURVEY ALL RESPONSES SELECTED AT B4]. Tell me more specifics about the strategies. What are they, and in what ways did they help you overcome challenges? (3 minutes)

RQ4.3: How has COVID challenged grant implementation? Do grantees intend to incorporate any lessons learned into their post-COVID business as usual? Did the SEAs report that SFECs provided support that expanded their capacity to reach LEAs and families in greatest need?

SFEC DIRECTOR SURVEY C1 FOLLOWUP

We are interested in how the COVID-19 pandemic may have influenced the implementation of your SFEC program.

13. You cited in your survey the COVID-19 pandemic negatively affected your ability to provide the technical assistance and direct services [INSERT FROM SFEC DIRECTOR SURVEY C1=1]. In what ways were these activities negatively affected? (3 minutes)
14. You cited in your survey the COVID-19 pandemic positively affected your ability to provide the technical assistance and direct services [INSERT FROM SFEC DIRECTOR SURVEY C1=3]. In what ways were these activities positively affected? Did COVID increase the demand for your services? (3 minutes)

RQ3.3 Has the focus on directing services toward disadvantaged populations changed as a result of COVID? How?

SFEC DIRECTOR SURVEY C3 FOLLOWUP

15. Did the COVID-19 shift the extent to which you were directly servicing disadvantaged populations? If so, in what ways? (2 minutes)
16. In your survey, you indicated on question C3 that COVID-19 negatively affected your ability to serve the following populations [INSERT FROM SFEC DIRECTOR SURVEY QC3= 1]. How did the pandemic negatively affect your ability to serve this population? (2 minutes)
17. Did the pandemic increase the need to serve this population? If so, in what ways? (2 minutes)

RQ4.4: What strategies have grantees used to overcome identified challenges? What supports do grantees need to overcome remaining ones?

SFEC DIRECTOR SURVEY C4 FOLLOWUP

18. In your survey you indicated that your program used the following strategies to provide services to families during the pandemic, which we defined as starting in March 2020: [INSERT FROM SFEC DIRECTOR SURVEY ALL RESPONSES SELECTED AT C4].
19. Have you incorporated any new strategies or lessons that you think you will continue to use? (3 minutes)
  - [IF YES:] What are they?
    - Why have you decided to continue with these innovations? Tell me about their value.
20. Please give some examples of activities you are using to build SEA, LEA, school, family or parent, or others' capacity that might continue after the grant ends. (4 minutes)
21. In your evaluation activities, are you building evidence for the types of services and activities you are conducting? (2 minutes)
  - Can you tell me more about the design of your evaluation? For example, is it an impact evaluation, pre-post study, or something else? What are you focusing on? How are you collecting data.

Thank you very much for your time today. Those are all the questions I had for you. Do you have any other comments you would like to add before we go?

[END]

OMB Control No: 1850-0971  
Expiration Date: 05/31/2025



# **Statewide Family Engagement Centers (SFEC)**

## **State Education Agency Survey**

### THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the U.S. Department of Education, Institute of Education Sciences, with information to help refine and guide program development in the area of family engagement. Public reporting burden for this collection of information is estimated to average 60 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are 1850-0971, Exp: 05/31/2025. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1850-0971. Do NOT return the completed survey to this address.



## **Welcome to the State Education Agency survey on Statewide Family Engagement Centers!**

The U.S. Department of Education's Statewide Family Engagement Centers (SFECs) are intended to help state education agencies (SEAs), local education agencies (LEAs), schools, and families improve educational outcomes for all students and close achievement gaps by improving the quality of family engagement in their children's education. This survey includes questions about your agency's or division's needs for capacity building in family engagement, ways the SFECs have helped to meet those needs, remaining barriers to capacity building, and overall satisfaction with SFEC services. We are asking key contacts of agencies that have received assistance from the SFEC to take part in this survey. The U.S. Department of Education is sponsoring this study and has hired Mathematica to carry it out. You can help the U.S. Department of Education improve supports and services offered by the SFECs by participating in this survey.

We know your time is valuable, and we thank you in advance for your time completing this survey! Your responses are vital to the success of this important U.S. Department of Education study.

Some questions may require input from others you work with, including those who work closely with the SFEC. You may use the paper survey sent as a PDF document in the survey invitation email to first obtain their responses before entering them into the web survey.

### *Notice of Confidentiality*

Your responses on the survey will be used only for research purposes. Study reports will not name you as an individual. Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183).

The report prepared for the study will summarize findings across the sample and will not associate responses with a specific individual.

If you have any questions about this survey, please contact Elizabeth Mugo at [EMugo@mathematica-mpr.com](mailto:EMugo@mathematica-mpr.com).

Here are a few important points:

Use the “Go Back” and “Next” buttons at the bottom of the screen to navigate through the survey. DO NOT use the back button on your browser.

The survey will take you about 30 minutes to complete.

Your answers will automatically save each time you use the “Next” button. You do not have to complete the survey in one sitting. You may log out at any time and when you log back in, the survey will automatically place you at the question where you left off.

Before beginning, please review our definitions of terms that we will use to categorize activities. Knowing these can help you understand the context of certain questions:

- **Family engagement** means the participation of parents in regular, two-way, and meaningful communication involving student academic learning, social-emotional development, and other school activities, including: (1) an integral role in assisting their child’s learning; (2) active involvement in their child’s education at school; (3) being partners in their child’s education, and inclusion, in decision making and on advisory committees; and (4) inclusion in carrying out other activities.
- **Technical assistance activities**, as defined in this survey, are activities that require the recipient to reach out to access the service, as opposed to being actively recruited to participate in the service. In general, these services are broadly disseminated so that a potentially unlimited number of recipients may obtain access. They may also require a time-limited amount of effort by the SFEC because the materials, once created, do not need to be repeated or tailored to multiple audiences. Some common examples of these activities include large conferences that any interested parties may attend, resources on websites, webinars, framework implementation guides, and meetings with partner networks.
- **Direct services**, as defined in this survey, are services that require both SFECs to actively recruit participation as well as recipients (families, schools, LEAs) to accept involvement. These services are not broadly disseminated but rather provided to a targeted set of recipients, with limited SEA assistance, to families, schools, and LEAs. The goal of direct services is to intensively support families, schools, and LEAs in enhancing their engagement within the context of specific, identified needs to improve student achievement and behaviors for school success. These activities may be time-intensive for the SFEC because they include, for example, face-to-face or virtual interactive parent communities; intensive trainings for school and LEA leaders, teams, and educators to implement specific family engagement interventions or strategies (such as supporting families in guiding homework or communities of practice); home visits to families; and training parents in family literacy. Direct services typically require more active engagement by the SFEC and customers than does technical assistance.

**Thank you for participating in the State Education Agency survey.**

The first questions ask about alignment and support of the SFEC on your state’s family engagement priorities.

**1. What are the current top state priorities related to family engagement?**

**SELECT FIVE, REPRESENTING THE TOP 5 PRIORITIES**

- 1  Literacy (e.g., family literacy approaches, financial literacy)
- 2  STEM (science, technology, engineering, and mathematics)
- 3  Educational choice (e.g., school choice, opportunities to create a personalized path for learning)
- 4  Course placement and academic tracking (e.g., math or reading placement)
- 5  Dual capacity building (an approach for family–school partnerships that emphasizes mutually respectful relationships among schools, families, and communities, where these groups collaborate intentionally to support family engagement)
- 6  Social-emotional learning/Social-emotional development
- 7  Family–school communication and engagement around academic achievement
- 8  College and career readiness
- 9  Evidence-based direct services to families
- 10  Providing supports for families of disadvantaged students, such as help understanding individualized learning or development plans (IEPs or IDPs)
- 11  Racism, social justice, or equity
- 12  Remote and hybrid instruction (in response to COVID-19)
- 13  Mental health awareness and school-based support
- 14  School reentry and hesitancy on behalf of families in response to COVID-19
- 15  Access to technology
- 16  Chronic absenteeism
- 17  Distance learning approaches (outside of COVID-19 response)
- 18  Language accessibility for English learner students
- 19  Accommodations for populations with disabilities
- 20  Other topics (*Please describe*) \_\_\_\_\_

**2. Overall, to what extent have the SFEC activities aligned with the state-level family engagement priorities?**

**MARK ONE ONLY**

- 1  Strongly aligned
- 2  Somewhat aligned
- 3  Somewhat not aligned
- 4  Not at all aligned

**3. Since the start of the grant period, in what priority areas and topics has the SFEC most commonly supported the work of the state education agency?**

**SELECT FIVE, REPRESENTING TOP 5 MOST SUPPORTED CURRENTLY:**

- 1  Literacy (e.g., family literacy approaches, financial literacy)
- 2  STEM (science, technology, engineering, and mathematics)
- 3  Educational choice (e.g. school choice, opportunities to create a personalized path for learning)
- 4  Course placement and academic tracking (e.g., math or reading placement)
- 5  Dual capacity building (an approach for family–school partnerships that emphasizes mutually respectful relationships among schools, families, and communities, where these groups collaborate intentionally to support family engagement)
- 6  Family–school communication and engagement around academic achievement
- 7  College and career readiness
- 8  Evidence-based direct services to families
- 9  Engaging families of students with disabilities
- 10  Racism, social justice, or equity
- 11  Remote and hybrid instruction (in response to COVID-19)
- 12  Social-emotional learning/Social-emotional development
- 13  Mental health awareness and school-based support
- 14  School reentry and hesitancy on behalf of families in response to COVID-19
- 15  Access to technology
- 16  Chronic absenteeism
- 17  Distance learning approaches (outside of COVID-19 response)
- 18  Language accessibility for English learner students
- 19  Accommodations for populations with disabilities
- 20  Other (*Please describe*) \_\_\_\_\_

4. Did the SFEC increase your state’s capacity for family engagement in the following areas? Please mark whether capacity increased at the SEA, district (or LEA), or school level. If the SFEC did not increase capacity, please mark “Not applicable.”

Select one per row

	SEA	LEA	School	Not applicable
a. Identify pressing needs or priorities related to family engagement .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Develop and carry out trainings related to family engagement .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Disseminate information or provide technical assistance related to family engagement .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Monitor, measure, or evaluate strategies or programs related to family engagement .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Provide direct family engagement services...	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Reduce barriers or address challenges in implementing the technical assistance or direct services activities related to family engagement .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Other ( <i>Please describe</i> ) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

The next questions ask about your SEAs collaboration with the SFEC, including your satisfaction with the overall partnership and relationship with the SFEC (alignment, collaboration, capacity building, sustainability).

5. On average, how often do you or someone else from the state education agency typically meet with or communicate with the SFEC? Please include all types of communications, such as email exchanges, telephone calls, and in-person or virtual meetings.

MARK ONE ONLY

- 1  About once a week
- 2  About 2 or 3 times per month
- 3  About once a month
- 4  About quarterly
- 5  About 1 or 2 times a year
- 6  About once per year
- 7  We do not have meetings with the SFEC

**6. What SFEC direct services activities has the state collaborated on with the SFEC since the start of the grant period?**

**MARK ALL THAT APPLY**

- 1  Communicating with parents about education matters in state high-priority areas
- 2  Conducting school or district personnel topic-specific training (e.g., in assisting family literacy, family math, family involvement in student course choice/placement) in person or virtually in state high-priority areas
- 3  Conducting training to encourage family shared/participatory leadership (e.g., advocating for children or understanding the school or district system, encouraging shared/participatory leadership (examples may include family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees, or other teams and coalitions that encourage family–school partnerships in state high-priority areas)
- 4  Conducting district or school training, coaching, or mentoring to support improved school relationships and environments for families (e.g., race and equity trainings, creating family school “walk-throughs” to try to create family-friendly schools) in state high-priority areas
- 5  Other direct services in state high-priority areas (*Please describe*)

**7. Have the areas of collaboration with the state education agency changed over the course of the grant period, from 2018 until now?**

**SELECT ONE OR MORE**

- 1  Yes, the areas of collaboration have changed.
- 2  No, we have not changed the areas of collaboration over the grant period.

**8. Overall, how satisfied have you been with the partnership between your SFEC and the state education agency?**

**MARK ONE ONLY**

- 1  Very satisfied
- 2  Somewhat satisfied
- 3  Somewhat dissatisfied
- 4  Very dissatisfied

**9. To what extent have the following issues been challenging in your collaboration with the SFEC over the course of the grant period?**

*Select one per row*

	Largely challenging	Somewhat challenging	Not at all challenging	Not applicable
a. State education agency staffing capacity....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Time required to collaborate.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Support or engagement from the state education agency .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Communication between SFEC and SEA...	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Agreement on populations to serve.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. SFEC staffing capacity .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. SFEC staff knowledge and skills capacity...	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Cooperation from SFEC staff .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Other issues ( <i>Please describe</i> ) .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
_____				

**10. Thinking back to March 2020, when the COVID-19 pandemic first affected LEAs, schools, and families with immediate and pressing needs, how supportive was the SFEC in doing the following?**

*Select one per row*

	Strongly supportive	Somewhat supportive	Somewhat not supportive	Not at all supportive	Not applicable
a. Assisting LEAs.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Assisting schools.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Assisting families .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

**Thank you for participating in the State Education Agency survey!**



# Statewide Family Engagement Centers (SFEC)

## State Education Agency Interview Protocol

Thank you for meeting with us today. My name is \_\_\_\_\_ and this is my colleague, \_\_\_\_\_. As I explained in my email, our company Mathematica has been hired by the U.S. Department of Education to conduct a study of the implementation of the Statewide Family Engagement Centers, or SFEC, program. One part of this study is understanding how SFECs work with their state education agencies.

Your participation in this interview is voluntary; if you do not feel comfortable answering any specific question, we can skip that question and move on to the next. The report prepared for the study will not associate responses with specific individuals. The study will not disclose the names of individual study respondents, except as required by law. Mathematica follows the confidentiality and data protection requirements of the Institute of Education Sciences at the Department of Education [*Education Sciences Reform Act of 2002, Title I, Part E, Section 183*].

\_\_\_\_\_ will take notes during our conversation. We also would like to record our conversation to make sure we capture everything you share. The notes and recording will not be used for any other purpose or shared with anyone outside the study team. Would it be okay to record our conversation?

### THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the U.S. Department of Education, Institute of Education Sciences, with information to help refine and guide program development in the area of family engagement. Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are 1850-0971, Exp: 05/31/2025. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1850-0971. Do NOT return the completed survey to this address.



# STATE EDUCATION AGENCY INTERVIEW PROTOCOL

## PROGRAM PRIORITIES

1. Tell me about how the SFEC works to engage the state education agency on family engagement activities. What's the process for that? What kinds of family engagement activities have you focused on with the SFEC? These could be activities related to, for example, literacy, educational choice, or capacity building.
  - Are you involved in identifying or selecting the districts and schools that the SFEC works with? If so, what criteria guides you?

RQ1.6: Did SEAs report alignment and support from the SFEC on the pressing state family engagement priorities?

SEA SURVEY Q1 and Q2

2. Let's talk next about how well the priorities of the SFEC align with the top state priorities around family engagement. You indicated in the survey that the top state priorities were [INSERT SEA SURVEY RESPONSES Q1]. And you felt the SFEC technical assistance or direct services activities were [INSERT SEA SURVEY RESPONSE Q2] with the state-level family engagement priorities.
  - In what ways is the work of the SFEC currently aligned with the five current top priorities? How do you work with the SFEC to align with these pressing state priorities?
  - [IF SEA SURVEY Q2= 1 OR 2; ALIGNED:] What activities are aligned well? How did you achieve this alignment?
  - [IF SEA SURVEY Q2= 3 OR 4; IF NOT ALIGNED:] What activities are misaligned? What factors do you think have led to the misalignment?
  - Have your priorities changed as a result of the COVID-19 pandemic? If so, how? Has the alignment of the SFEC's work changed over the course of the pandemic, and if so, how?

RQ1.6: Did SEAs report alignment and support from the SFEC on the pressing state family engagement priorities?

SEA SURVEY Q3

3. I'm also interested in learning about how the activities of the SFEC specifically support the top state family engagement priorities. On question 3 in the survey, you indicated the SFEC has most commonly supported the state education agency on [INSERT RESPONSES AT SEA SURVEY Q3].
  - How did these SFEC activities support the top state priorities? Could you give an example of a major activity that supports a top state priority? What makes this activity supportive?
  - Are there top state priorities the SFEC activities do not support or any SFEC activities that you view as ineffective? Could you give an example of an activity you think is ineffective in supporting a state priority?

## INCREASED STATE CAPACITY

RQ1.5: Did the SFECs increase the capacity of SEAs to implement and sustain family engagement activities? Specifically, did SEAs report increased capacity across their state to implement direct services? Did SEAs report learning about family engagement activities that could be implemented across the state?

### SEA SURVEY Q4

4. Let's talk next about the ways in which the SFEC specifically supports and increases the state's *capacity* to improve family engagement. *These reflect responses to the survey question 4.* Of the areas where the SFEC helped increase or develop your capacity, which has been the most important? At the SEA level? At the district level? At the school level?
- Give a prime example (individual, organizational, policy, or resource) of how the SFEC builds capacity at the SEA level.
  - Give a prime example (individual, organizational, policy, or resource) of how the SFEC builds capacity at the district level.
  - Give a prime example (individual, organizational, policy, or resource) of how the SFEC builds capacity at the school level.

**Next, I'd like to hear more about your partnership with the SFEC.**

RQ2.1: Which key factors do grantees find most influential? Why? What factors contributed to greater SFEC and SEA collaboration?

### SEA SURVEY Q5, Q8, Q9

5. You indicated in the survey (Q8) that overall you felt [satisfied/dissatisfied] with the partnership between the SEA and SFEC.
- Do you think the frequency of communication (Q5) is appropriate?  
Are the areas of collaboration (Q5) the right ones? Are there others where you would like to see more collaboration? Are there ones where you would like to have less?
6. You noted some challenges in collaborating with the SFEC [Q9 any row = 1 or 2]. What is an example of when it was particularly challenging, and how did it affect the SEA or the SFEC's ability to conduct family engagement activities? What do you think would need to change in your SEA or the SFEC to contribute to a stronger collaboration on family engagement?
- Can you give an example of an area where you felt it was particularly easy to use SFEC services? Which elements do you think contribute to the ease in collaboration in this example? (For example, areas you said were not challenging were available staff, time to partner, support for family engagement from leadership).
  - [IF Q9 (ANY ROW a-h= 3): [You also/You] indicated that it was [Q9 IF ANY ROW a-g=3: not at all challenging to collaborate on [INSERT Q9 ROWS a-h=1 OR 2] with the SFEC over the course of the grant period. [IF Q9 (ANY ROW a-h= 3). In what ways or areas do you think the collaboration was strong or worked well?

RQ4.3: How has COVID challenged grant implementation? Do grantees intend to incorporate any lessons learned into their post-COVID business as usual? Did the SFECs provide support that expanded SEA capacity to reach LEAs and families in greatest need?

SEA SURVEY Q10

7. The COVID-19 pandemic may have affected the state and SFEC collaboration in both negative and positive ways. I'm interested in learning your perception about the role of the SFEC during this time.
- [IF SEA SURVEY RESPONSES FROM Q10= 1 OR 2]: In the survey (Q10) you indicated that the SFEC was supportive of [INSERT SEA SURVEY RESPONSES FROM Q10= 1 OR 2]. Where do you think the SFEC was most useful: to LEAs, to schools, or to families, and how?
  - Did SFECs do a particularly good job addressing specific needs arising from the COVID-19 pandemic among LEAs, schools, or families?
  - Did SFECs struggle to meet specific needs that arose from the COVID-19 pandemic?
  - Did the SFEC develop new ways of doing family engagement at the local level over the course of the pandemic? If so, which ones do you see as valuable and plan to promote to LEAs and schools to sustain beyond the pandemic period? What is particularly useful about this way of doing things?

RQ1.6: Did SEAs report alignment and support from the SFEC on the pressing state family engagement priorities?

SEA SURVEY Q7

8. You indicated in your survey (Q7) that the areas of collaboration with the SFEC
- [If Q7 = 1] ...have changed over the grant period. In what ways and in what areas has collaboration changed? Has the pandemic increased or decreased collaboration and support between the SFEC and the state education agency? Has collaboration changed as a result of the COVID-19 pandemic?
  - [If Q7 = 2] ...have not changed over the grant period. What do you think has contributed to the consistency of the collaboration?

QUESTION TO UNDERSTAND PROMISING STRATEGIES THAT THE SEAs HAVE SEEN

Finally, I'd like to ask you about promising strategies for family engagement that should be studied further. The U.S. Department of Education is considering conducting additional research to investigate the effectiveness of specific strategies.

9. What do you think are the important outcomes of family engagement efforts that should be the focus of such studies? Are there outcomes at the student, family, or school level?
- Have you seen specific strategies in your state that you think should be studied to learn whether they are working? Can you point to any evidence, even preliminary, that they are working?
  - Have you heard of specific strategies being implemented elsewhere that you think should be studied?