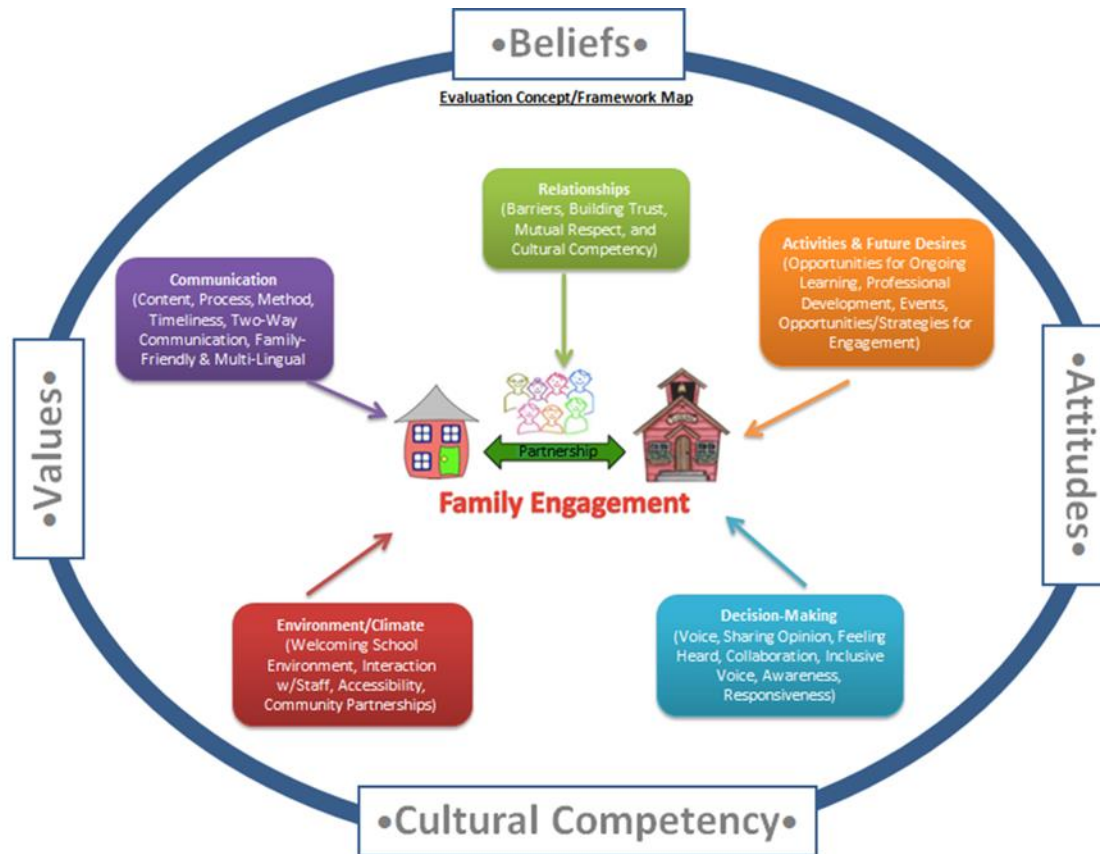


An Evaluation of Family Engagement at ACPS

Evaluation Concept Map



Evaluation Timeline

Timeline	Tasks
Spring 2018	<ul style="list-style-type: none"> Form internal evaluation team ✓ Develop Evaluation Plan (Evaluation Purpose, Research Design, Methodology, Research Questions) ✓
Summer 2018	<ul style="list-style-type: none"> Develop Request for Proposal (RFP) ✓ Form RFP team ✓
Fall 2018	<ul style="list-style-type: none"> RFP Vendor Presentations ✓ Select Vendor ✓ Contract Negotiations & Award Proposal ✓
Winter 2019	<ul style="list-style-type: none"> Develop Surveys (parent & staff) ✓
Spring 2019	<ul style="list-style-type: none"> Data Collection & Analysis
Summer 2019	<ul style="list-style-type: none"> Draft & Finalize Evaluation Report
Fall 2019	<ul style="list-style-type: none"> Communication of Results & Division Next Steps

An Evaluation of Family Engagement at ACPS

Methods & Research Questions

- Mixed Methods Evaluation
- Hybrid Evaluation
 - Internal Evaluators – ACPS Evaluation Team (parent & staff surveys)
 - External Evaluators – ICF International (see table below)
- Purposive school site sampling is being employed in order to ensure representative sample of the division’s population. This approach is most widely used in evaluation efforts to reduce costs while ensuring valid results.
- Research Questions
 - ***To what extent is ACPS developing mutual relationships with families?***
 - *How, when, and by whom are these mutual relationships developed with families?*
 - *How do families and staff describe their role in being engaged and supporting the education of ACPS students?*
 - *What are the needs of and barriers to family engagement as described by families and staff?*
 - *To what extent are culturally relevant and respectful relationships cultivated with ACPS families?*
 - *What are the attitudes and beliefs of families and staff about family engagement?*

Opportunities

- ***To what extent do current ACPS family engagement initiatives and activities meet the needs of families? What activities are most valued by stakeholders in increasing family engagement?***
 - *To what extent do current processes and procedures provide an opportunity for families to be engaged?*
 - *To what extent does ACPS provide families with the information and resources needed to support their child’s learning?*
 - *To what extent does ACPS provide families with volunteer opportunities?*
 - *How does ACPS link family engagement to learning?*
 - *To what extent is family engagement professional development opportunities offered to ACPS staff members? How are these opportunities perceived by staff?*

Decision-making

- ***To what extent does ACPS include families in the decision-making of the education of their children?***
 - *How are these experiences described by families and staff?*
 - *What decisions do parents report being involved in?*

Environment & Climate

- ***To what extent do ACPS schools and central office departments foster a welcoming and supportive environment for families?***
 - *How do parents’ and staff perceive ACPS creates a welcoming environment for families (e.g. phone conversations, face-to-face greetings, signage, parking accessibility, emails)?*

Communication

- ***To what extent do ACPS’s communication practices meet the needs of families?***

An Evaluation of Family Engagement at ACPS

- *How effective are communication efforts in reaching diverse families and their needs (e.g. interpreters, format information is provided, translation of vital documents)?*
- *To what extent do families feel like their opinions, ideas, and concerns are heard and valued among ACPS staff?*
What ACPS systems and practices are currently used for parents to provide feedback and communicate with ACPS staff members (e.g. text messages, robo-calls)?

- **Data Collection Sources**

- A total of twelve site observations, 56 “secret shopper” calls and emails, 12 administrator interviews, ten school staff focus groups, three English parent focus groups, and nine non-English parent Interviews will be conducted from March 2019 through May 2019.

	Observations	“Secret Shopper” Emails/Phone Calls	Administrator Interviews	School Staff Focus Groups	English Parent Focus Groups	Non-English Parent Interviews
TOTAL	12	56	12	10	3	9