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Minnesota
Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
Addendum #2: Year Four Evaluation Report

August 15, 2013

Prepared for the Minnesota Department of Education

by:



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Consultant's Report

TABLE OF CONTENTS

INTRODUCTION	3
REPORT OVERVIEW	3
VPSC GRANT PROGRAM	3
VPSC GOALS AND OBJECTIVES	4
THE MINNESOTA VPSC PROGRAM PLAN—NCE YEAR	5
NCE YEAR PARTNERS	5
NCE YEAR GRANT COMPONENTS	6
MINNESOTA VPSC EVALUATION FRAMEWORK	8
PROJECT PROGRAM THEORY	8
EVALUATION QUESTIONS	8
NCE YEAR GOALS, ACTIVITIES/OUTPUTS, OUTCOMES AND INDICATORS	8
MN VPSC EVALUATION FINDINGS	9
FAMILY ENGAGEMENT	10
DUAL CREDIT OUTREACH	16
POST SECONDARY OPTIONS SUPPORT	22
ACADEMIC TUTORING AND SUPPORT	28
CONCLUSIONS AND RECOMMENDATIONS	33
APPENDIX A: MN VPSC LOGIC MODEL
APPENDIX B: EVALUATION APPROACH AND METHODOLOGIES
APPENDIX C: FAMILY ENGAGEMENT NEEDS ASSESSMENT SURVEY REPORT
APPENDIX D: FAMILY ENGAGEMENT MINI SURVEY
APPENDIX E: FAMILY ENGAGEMENT WEB-BASED MATERIALS SURVEY

INTRODUCTION

Report Overview

Updated evaluation findings for the Minnesota Voluntary Public School Choice Grant (VPSC) for the no-cost extension (NCE) year period of June 1, 2012 to July 31, 2013 are reported in this document. This NCE Evaluation Report is written as Addendum #2 to the Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report, May 31, 2012.

VPSC Grant Program

The Voluntary Public School Choice Grant was funded by the U.S. Department of Education with the purpose of establishing or expanding intra-district, inter-district, and open enrollment school choice programs. The intent was to provide parents whose children attend low-performing public schools, expanded educational options. The U.S. Department of Education made competitive awards to State Education Agencies (SEAs), Local Education Agencies (LEAs), or partnerships that included both organizations and other for-profit or non-profit groups. The Department gave priority to applications that: 1) provided the widest variety of choices to students in participating schools; 2) had the greatest impact in allowing students who attend low-performing schools to attend higher-performing schools; and 3) proposed partnerships to implement an inter-district approach to providing students with the greater public school choice. VPSC funds were used for planning, tuition payments to chosen public schools, enhanced capacity-building activities in high-demand schools, public awareness campaigns, and other costs necessary to implement a school choice program. Student participation was voluntary to qualify for the funds.¹ Minnesota was one of fourteen states awarded a VPSC grant in 2007. It was the second grant awarded to the State of Minnesota.

The Minnesota Voluntary Public School Choice Grant No Cost Extension Year activities focused on family engagement, dual credit outreach, post secondary options planning for high schools, and

¹ Minnesota Voluntary Public School Choice Option Abstract from the U.S. Department of Education website: <http://www2.ed.gov/programs/choice/2007awards.html>; December 14, 2010.

student and family support. All activities remained consistent with the goals of the original VPSC grant.

VPSC Goals and Objectives

Please see the Year Four Evaluation Report for overall VPSC Grant Program Goals and Objectives.

THE MINNESOTA VPSC PROGRAM PLAN—NCE YEAR

NCE Year Partners

The NCE Year of the MN VPSC Grant was a collaboration of partners under contract to MDE to provide specific VPSC Grant-funded services. A summary description of each partner organization follows.

Minnesota Department of Education (MDE)

(reference: <http://education.state.mn.us/mde/index.html>)

The Minnesota Department of Education (MDE) was the grant recipient and managing partner of the Minnesota Voluntary Public School Choice Grant. MDE oversaw grant partners activities, managed grant finances, and managed dispersal of funds.

Southeast and Northern Minnesota Regional Service Cooperatives (Centers of Excellence-CoE)

(reference: <http://education.state.mn.us/MDE/SchSup/TSEA/FedAcc/005949>)

The Southeast and Northern Minnesota Regional Service Cooperatives were new partners for the NCE Year. The Regional Service Cooperatives served as the fiscal hosts of Regional Centers of Excellence, which provide assistance to principals and teachers across Minnesota in improving academic outcomes for all students by working in partnership with the school staff.

Center For School Change (CSC)

(reference: <http://centerforschoolchange.org/>)

The Center for School Change continued as a VPSC partner during the NCE Year. The CSC mission is to strengthen communities through building stronger working relationships among educators, parents, students and other community members.

Plymouth Christian Youth Center (PCYC)

(reference: <http://pcyc-mpls.org/>)

The PCYC also continued as a VPSC partner during the NCE Year. PCYC is a 501(c)3 not-for-profit organization promoting voluntary health, education, and welfare to children and youth in the inner city of Minneapolis. The PCYC mission is to enrich the skills, prospects, and spirit of North Minneapolis area youth and adults, in partnership with families and communities.

Northwest Suburban School Integration District (NWSISD)

(reference: <http://www.nws.k12.mn.us/home.html>)

NWSISD was a new partner for the NCE Year. NWSISD was created in 2001 in response to the State of Minnesota's Desegregation Rule. NWSISD works with districts to provide programs and services that promote integrated learning environments and enhance diversity and cultural awareness.

NCE Year Grant Components

VPSC partners focused on the following project components during the NCE Year.

- Family engagement
- Dual credit outreach
- Post-secondary options support
- Academic tutoring and support

An overview of each project component follows.

Family Engagement

The focuses of the VPSC NCE Year Family Engagement component were to develop a framework for family engagement that is easy for parents, families, schools, and school districts to use and is easily replicated. The Northwest Suburban Integration School District conducted this work, developing the central components of the family engagement framework using current research. The primary element of the NWSISD family engagement framework was a research-based, web-based resource center. NWSISD also conducted trainings and identified family engagement resources aligned with the framework.

The VPSC NCE Year Family Engagement initiative also involved Minnesota Regional Resource Centers, Centers of Excellence (CoE), to facilitate participation of Focus and Priority Schools in the VPSC family engagement initiative. As part of the Minnesota ESEA Flexibility Waiver, Focus and Priority Schools were identified as Title I schools with the lowest Focus Ratings.

Dual Credit Outreach

Dual Credit Outreach was conducted by the Center for School Change to disseminate information and to discuss enrollment processes for Dual Credit and post-secondary options programs. CSC activities included working with community groups, creating videos in multiple languages on dual credit opportunities, and conducting webinars regarding dual credit and post secondary options for students.

Post-Secondary Options Support

The CSC was also contracted to support and assist schools with development and implementation of (school) plans for student post secondary options. CSC coordinated planning for post-secondary options and supported high schools in utilizing the post-secondary options training and resources provided by MDE.

Academic Tutoring, Student and Family Support

The Plymouth Christian Youth Center continued to provide support services for students and families who were enrolled in similar services in FY11 and FY12. An important aspect of the PCYC work was Saturday Tutoring Sessions offered from November 2012 through May 2013.

MINNESOTA VPSC EVALUATION FRAMEWORK

Project Program Theory

Please see the Year Four Evaluation Report.

Evaluation Questions

Three broad evaluation questions guided the Minnesota VPSC evaluation. As noted in the discussion below, the evaluation questions focused on project implementation and desired outcomes. The evaluation questions were designed to inform project staff on what worked and where improvement was needed and to ascertain how successful the project was in meeting goals and desired outcomes.

1. To what extent has the VPSC grant been implemented as intended?
 - What barriers or opportunities emerged that changed implementation?
 - What is working?
 - How can the process or project be improved?
2. To what extent were desired outcomes met?
 - What unexpected outcomes have emerged?
3. What are the contextual variables that affect implementation and outcome results?

NCE Year Goals, Activities/Outputs, Outcomes and Indicators

Tables providing details of desired goals, activities, outputs, and outcomes, together with indicators and data sources follow. An examination of activities and outputs informs process-related questions and will be used to address the extent that the Minnesota Voluntary Public School Choice Grant was implemented as intended. Assessment of outcomes addresses the extent that project goals were achieved.

MN VPSC EVALUATION FINDINGS

NCE Year implementation and outcome findings, organized by project goal area and then by evaluation question, are presented below for the period July 1, 2012 to June 30, 2013. The following primary data sources inform NCE Year findings.

- Partner leadership interviews
- Survey results (online surveys developed by the evaluator)
- Evaluator meeting notes
- Activity observations
- Document and website reviews
- Other evaluation data provided by partners

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Family Engagement

To What Extent Has the VPSC Grant Been Implemented as Intended?

Family Engagement Goal #1

Family Engagement Goal #1: A framework will be created for family engagement that is easy for parents, families, schools, and school districts to use and is easily replicated.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> NWSISD will develop the central components of the family engagement framework using current research. NWSISD will meet with key partners and stakeholders to identify needs and essential elements of the family engagement framework. NWSISD will collect and synthesize best practices, identified needs, and partner input to create the family engagement program components. 	<ul style="list-style-type: none"> Direct Outcome: There will be opportunities for parental involvement in choice decisions. Direct Outcome: There will be improved competencies for leaders and staff. Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> Evidence of research basis (<i>web site review</i>) Evidence of meetings (<i>project documentation</i>)

Goal #1 Implementation Findings

The NWSISD developed central components of the family engagement framework using current research, as intended. Each web page of the Family Engagement School, Family & Community Partnerships website (<http://mnschoolfamilycommunity.wordpress.com/>) includes a link to another page entitled Research, Best Practices, & Resources, which provides multiple research research-based references, research related links, and research materials. NWSISD also met with key partners on several occasions to identify needs and to collect partner input on the family engagement framework.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Family Engagement Goal #2

Family Engagement Goal #2: A web-based resource center based on the framework developed in Goal One.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> NWSISD will incorporate research-based resources and materials into the web-based center. NWSISD will assure the web-based center meets all MDE's requirements. NWSISD develop a web-based resource center that is functional, easy to navigate, and interfaces with MDE's website. 	<ul style="list-style-type: none"> Direct Outcome: There will be opportunities for parental involvement in choice decisions. Direct Outcome: There will be improved competencies for leaders and staff. Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> Evidence of research-based materials (Web-based resource center)

Goal #2 Implementation Findings

The Family Engagement School, Family & Community Partnerships website

(<http://mnschoolfamilycommunity.wordpress.com/>) incorporates research-based resources and materials into the web-based center as intended, and the evaluator finds the website to be functional and easy to navigate, as intended. No data are available to assess if the web-based center meets all MDE's requirements. However, the evaluator developed two online surveys, one to solicit parent and family feedback on the usefulness, relevance, and value of the family engagement resource materials (see Appendix D VPSC Parent Mini Survey) and a second survey for family engagement initiative stakeholders to solicit their feedback on the web-based material (see Appendix E VPSC Family Engagement Web-based Materials – Stakeholder Survey). Results from both surveys were not available at the time of this report.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Family Engagement Goal #3

Family Engagement Goal #3: Trained staff at the MDE and Centers of Excellence.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> NWSISD will plan and assist with training sessions for MDE and the Centers of Excellence staff to ensure that participants understand the family engagement resources. Training will be designed to support wide spread dissemination and implementation of resources in participating schools and districts. 	<ul style="list-style-type: none"> Direct Outcome: There will be opportunities for parental involvement in choice decisions. Direct Outcome: There will be improved competencies for leaders and staff. Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> Evidence of training

Goal #3 Implementation Findings

The NWSISD conducted a series of webinar trainings on April 24, 2013 and April 26, 2013 for Centers of Excellence staff on the use and application of the web-based materials. The trainings covered the Family Engagement School, Family & Community Partnerships resource materials, which were designed for wide spread dissemination and implementation in participating districts.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Family Engagement Goal #4

Family Engagement Goal #4: Participation of Focus and Priority Schools in the VPSC family engagement (FE) initiative.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> Centers of Excellences (CoE) will initiate schools' participation in the FE initiative; explain VPSC FE initiative, expectations for participation, and available support. CoEs will work with VPSC evaluators to administer a FE needs assessment with schools identified by MDE and located in the Center's region. Using results from the needs assessment, CoEs will work with schools and the VPSC FE Resource Partner to identify relevant FE resources for participating schools CoEs will provide support for VPSC FE program implementation at participating schools 	<ul style="list-style-type: none"> Direct Outcome: There will be opportunities for parental involvement in choice decisions. Direct Outcome: There will be improved competencies for leaders and staff. Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> Evidence of CoE working with Focus and Priority schools <i>FE Needs Assessment Survey</i>

Goal #4 Implementation Findings

MDE initially intended to identify fifteen participating schools, five in each of three Minnesota regions and subsequently identified the following fourteen Focus and Priority schools that agreed to participate in the VPSC Family Engagement component:

1. Willmar Public School District, Kennedy Elementary
2. Onamia Public School District, Onamia Elementary
3. St. James Public School District, Northside Elementary
4. Yellow Medicine East, Bert Raney Elementary
5. East Central School District, East Central Senior Secondary
6. Pelican Rapids Public School District, Viking Elementary
7. Nashwauk-Keewatin School District, Keewatin Elementary

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

8. Proctor Public School District, Bay View Elementary
9. Duluth Public School District, Laura Macarthur Elementary
10. Waubun-Ogema-White Earth Public Schools, Waubun Secondary
11. Hope Community Academy
12. College Preparatory Elementary
13. Robbinsdale Public School District, Northport Elementary
14. Duluth Public School District, Lincoln Park Middle School

- In addition, as intended, CoE staff administered an online survey to a small group of key stakeholders at each participating school (see Appendix C Needs Assessment Survey Report).

Family Engagement Goal #5

Family Engagement Goal #5: Implementation of the FE framework developed by VPSC FE Resource Partner at participating Focus and Priority schools.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> • Training sessions provided by the VPSC FE Resource Partner and designed to support implementation of the VPSC FE framework at participating schools. • Process and timeline for implementing VPSC FE framework at schools. • Training and guidance on use of VPSC FE framework and related resources at participating schools. 	<ul style="list-style-type: none"> • Direct Outcome: There will be opportunities for parental involvement in choice decisions. • Direct Outcome: There will be improved competencies for leaders and staff. • Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. • Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> • Evidence of CoE working with Focus and Priority schools • <i>FE Needs Assessment Survey</i>

Goal #5 Implementation Findings

The MDE VPSC Grant Coordinator reported that piloting Family Engagement resources with Centers of Excellence did not occur to the full extent and that the Centers did not do all work in their contract, including documenting how to align school improvement plans with family engagement resources. The VPSC Grant Coordinator suggested that it would have been better for MDE to work directly with the schools, rather than working through the Centers of Excellence, as the chain of communication was ineffective to get information to people on the ground (both Center and schools).

Family Engagement-Barriers

One barrier identified was that Center of Excellence staffs were not prepared to work with schools. MDE presumed Center staffs would have more skills on all aspects of family engagement.

An additional barrier for the Family Engagement component was calendar time available to complete tasks. NWSISD had approximately six months to implement the entire family engagement framework and resources, which was completed successfully, but left little time for training and implementation. More time would have allowed additional training for regional and school resources. Also, more time would have allowed schools to more clearly define and study their family engagement needs and to make more focused use of the family engagement resources.

Family Engagement-What is working?

The VPSC Coordinator reported that highly defined objectives in partners work plans were valuable to provide clarity in objectives and MDE expectations. In addition, MDE worked with well with partners. The family engagement framework and web-based resources were highly useful, sustainable, and scalable and are tremendous resources to engage parents and families in their children's education.

Process Improvement

The process was very effective given the time constraints. More time for training and for needs assessment and review could improve the process.

To What Extent Were Desired Outcomes Met?

- Direct Outcome: There will be opportunities for parental involvement in choice decisions.

- Direct Outcome: There will be improved competencies for leaders and staff.
- Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools.
- Long Term Outcome: Students will gain proficiency in reading and mathematics.

Due to the very short time frame available for the development, installation, and training of the family engagement resource materials developed by NWSISD (approximately 6 months), insufficient data area available to assess intermediate and long term outcomes of improved proficiency in reading and math. However, the family engagement framework and resource materials met the desired direct outcomes of 1) providing opportunities for parent involvement in choice decisions and 2) improved competencies for leaders and staff. The VPSC NCE Year Family Engagement initiative developed a framework for family engagement that is easy for parents, families, schools, and school districts to use and is easily replicated. In addition, NWSISD identified and provided training resources and family engagement resources that improve not only staff competencies, but also parent competencies in using and applying research-based family engagement materials.

Family Engagement-Unexpected Outcomes

The primary unexpected outcomes of the Family Engagement initiative are the wealth of relevant and useful materials and scalability of the family engagement framework and web-based resources.

Family Engagement-Contextual Variables

The primary contextual variable impacting the family engagement initiative was time available to conduct the work and to disseminate information. However, even with the short time frame, the family engagement framework and resources were implemented as intended.

Dual Credit Outreach

To What Extent Has the VPSC Grant Been Implemented as Intended?

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Dual Credit Outreach Goal #1

Dual Credit Outreach Goal #1: Provide Dual Credit outreach for underserved families.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> • Meet with at least 100 students and/or families from St. Paul and greater Minnesota to discuss the value and enrollment process of Dual Credit programs. • Contact at least two school or community groups in St. Paul that have expressed interest in working with Center for School Change on dissemination of information about Dual Credit courses. • Contact at least two school or community groups in Greater MN that have expressed interest in working with Center for School Change on dissemination of information about Dual Credit courses to include outreach meetings Native American families when possible. • One 60 to 90-second YouTube video with High School for the Recording Arts in Spanish regarding the new PSEO expansion. • One 60 to 90 second Dakota or Ojibwa language YouTube video on Dual Credit opportunities. 	<ul style="list-style-type: none"> • Direct Outcome: Parents and students will be aware of their educational options. • Direct Outcome: There will be opportunities for parental involvement in choice decisions. • Direct Outcome: There will be improved competencies for leaders and staff. • Intermediate Outcome: There will be increased participation in voluntary public school choice options highlighted by the project. • Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. • Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> • Evidence of meeting with students. • Evidence of contacts with school and community groups. • Evidence of videos

Goal #1 Implementation Findings

CSC provided evidence in their final project report of providing outreach to over 1400 students and parents at nineteen meeting venues across Minnesota and also evidence of providing outreach to over 1,000 members of 18 school/community groups in St. Paul, approximately 200 members of 14 school/community groups from Greater Minnesota, as well as videos in Spanish and Dakota languages (<http://centerforschoolchange.org/>).

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Dual Credit Outreach Goal #2

Dual Credit Outreach Goal #2: Provide Dual Credit outreach for underserved families.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> Conduct four 30-minutes webinars regarding Dual Credit information. 	<ul style="list-style-type: none"> Direct Outcome: Parents and students will be aware of their educational options Direct Outcome: There will be opportunities for parental involvement in choice decisions. Direct Outcome: There will be improved competencies for leaders and staff Intermediate Outcome: There will be increased participation in voluntary public school choice options highlighted by the project. Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> Evidence of webinars

Goal #2 Implementation Findings

Approximately 64 people from community organizations, groups, parents, counselors, and higher education coordinators were reached through four webinars held by June 30, 2013. An additional webinar was also held in July.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Dual Credit Outreach Goal #3

Dual Credit Outreach Goal #3: Share current information regarding Dual Credit programs with school counselors and IHE PSEO coordinators.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> Meet with ten counselors and five higher education PSEO Coordinators to share information regarding recent PSEO expansion and post-secondary resources. 	<ul style="list-style-type: none"> Direct Outcome: Parents and students will be aware of their educational options Direct Outcome: There will be opportunities for parental involvement in choice decisions. Direct Outcome: There will be improved competencies for leaders and staff Intermediate Outcome: There will be increased participation in voluntary public school choice options highlighted by the project. Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools. Long Term Outcome: Students will gain proficiency in reading and mathematics. 	<ul style="list-style-type: none"> Evidence of meetings

Goal #3 Findings

CSC met with 114 high school counselors and higher education coordinators.

Dual Credit Outreach-Barriers

The primary barriers were contract delays and time available to conduct the work (approximately six months). However, in spite of these barriers, CSC implemented the project as intended and exceeded nearly all implementation benchmarks.

Dual Credit Outreach-What is working?

CSC was very effective at leveraging VPSC resources with other project resources to implement activities as intended and to achieve desired outcomes, while maintaining focus on VPSC implementation and outcome goals.

Dual Credit Outreach-Process Improvement

The process was very effective given the time constraints. More time would likely have resulted in additional results.

To What Extent Were Desired Outcomes Met?

- Direct Outcome: Parents and students will be aware of their educational options.
- Direct Outcome: There will be opportunities for parental involvement in choice decisions.
- Direct Outcome: There will be improved competencies for leaders and staff
- Intermediate Outcome: There will be increased participation in voluntary public school choice options highlighted by the project.
- Intermediate Outcome: There will be improved outcomes for student participants in reading, math, graduation, school retention, and satisfaction with schools.
- Long Term Outcome: Students will gain proficiency in reading and mathematics.

Due to the very short time frame available for outreach by CSC (approximately 6 months), insufficient data area available to assess intermediate outcomes of improved outcomes for student participants and long term outcomes of improved proficiency in reading and math. However, CSC met all three direct outcomes, plus met the intermediate outcome of increased participation in VPSC choice options. As presented in the analysis of implementation for this Dual Credit Options, CSC reached a large number of students and parents, thus facilitating their awareness of educational options and enabling parent involvement in choice decisions. CSC also provided evidence of meeting the direct outcome of increased competencies for staff, as they met with over 100 high school counselors and higher education coordinators to explain dual credit options and to work together with organizations to enable more dual credit enrollment. Finally, as a result of meeting with, contacting and presenting webinars, CSC met the intermediate outcome of increased participation in VPSC options highlighted by the project.

Dual Credit Outreach-Unexpected Outcomes

The primary unexpected outcomes of the Dual Credit Options component was the large number of contacts made by CSC through leveraging VPSC resources with other funding.

Dual Credit Outreach-Contextual Variables

The primary contextual variables impacting CSC Dual Credit Options Outreach were contract delays and time available to conduct the work. However, even with the short time frame, CSC Dual Credit Options Outreach was implemented as intended and exceeded all implementation benchmarks.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Post Secondary Options Support

To What Extent Has the VPSC Grant Been Implemented as Intended?

Post Secondary Options Support Goal #1

Post Secondary Options Support Goal #1: Provide post secondary options support for underserved families.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> • Hold informational meetings for families at up to fifteen high schools developing plans designed to increase post-secondary options for all students and to provide targeted post-secondary options support for students from underserved families. • Support up to fifteen high schools identified by the Minnesota Department of Education (MDE) in developing plans designed to increase post- secondary options. • Coordinate planning for post-secondary options meetings between up to fifteen high schools and their post-secondary partner schools. • Support up to fifteen high schools in utilizing the post-secondary options training and resources provided by MDE. • Assist MDE in identifying schools to receive additional support and coordinate initial implementation of postsecondary options plans with up to six schools. 	<ul style="list-style-type: none"> • There will increased participation in public school choice options highlighted by the project. 	<ul style="list-style-type: none"> • Evidence of meetings • Evidence of support • Evidence of assistance

Goal #1 Findings

The CSC was the fiscal agent for this work, which was conducted primarily by Colleen Wambach, a consultant recommended by MDE with experience in this area. The MDE consultant worked with high school principals, appropriate members of their respective teams, and college partners, to identify ways to better prepare traditionally underserved populations of students for the academic and 'non-cognitive' skills necessary to complete post-high programs without needing remediation,

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

and to help schools develop a structure to support viable postsecondary planning for all students. The MDE consultant also worked with schools to help more students, especially those from under-served communities, enroll in and succeed in college level courses, potentially allowing them to earn as much as an A.A. degree while still in high school.

Initially, the MDE consultant met with participating high school principals and team members to discuss using data to identify students, set goals, develop ways to meet student needs, track progress and, identify and collaborate with college partners. During this initial stage of the grant, staff at Minnesota Department of Education provided two opportunities for training to high school teams. The first training focused on family engagement. The second training dealt with using the most salient data to identify areas of focus for this work, and setting SMART goals for that work. MDE hosted a third event for high school teams and their college partners. The MDE consultant supported schools participating in these training events, helping principals and their teams identify a starting point for their work, better ways to track student achievement, ways to develop individual plans, ways to prepare and support students for the rigors of college coursework, ways to enhance current college credit-earning options in their schools.

The MDE consultant also worked with schools to arrange meetings with existing and/or potential college partners to develop their post secondary options plans, which were presented to during a one-day session held at MDE.

Post Secondary Options Support Goal #2

Post Secondary Options Support Goal #2: Expanded awareness of post secondary options through webinars		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none">• Arrange for webinars regarding post secondary options	<ul style="list-style-type: none">• There will increased participation in public school choice options highlighted by the project.	<ul style="list-style-type: none">• Evidence of webinars

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Goal #2 Findings

See discussion above.

Post Secondary Options Support Goal #3

Post Secondary Options Support Goal #3: Share current information regarding post secondary options with school counselors and IHE PSEO coordinators		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none">Facilitate meetings with counselor or coordinators to share information regarding recent PSEO expansion and post-secondary resources.	<ul style="list-style-type: none">There will be improved competencies of leaders and staff participating in VPSC-funded activities.There will increased participation in public school choice options highlighted by the project.	<ul style="list-style-type: none">Evidence of webinars

Goal #3 Findings

See discussion above.

Post Secondary Options Support-Barriers

Due to the short time frame available to schools and due to the level of effort required by schools, nine schools agreed to participate in the VPSC post secondary options initiative. The goal was fifteen participants.

(Excerpts taken from the CSC final report)

Credentialing

High School principals were being told by their college partners that while concurrent enrollment teachers could start with a professional development plan as defined in MNSCU policy 3.5.1 subpart f, all teachers of concurrent enrollment courses would have to have a masters in field, or 16 graduate credits in field, within 2 years. Until this is resolved, schools are offering concurrent enrollment options that allow for the completion of the Transfer Curriculum, but not the opportunity to earn an AA degree.

Transfer Curriculum

Requirements of the MnTC and the various interpretations from the different schools have proven to be challenging. The MnTC identifies outcomes for each goal area, but each college or university identifies different ways to get through these goal areas; it is not consistently interpreted and there is no single method/template for aligning high school courses and requirements with the transfer curriculum.

Use of the Accuplacer Assessment

All students enrolling in a college Math or English courses are required to take an Accuplacer exam for placement. Students not achieving established cut-off scores are required to take developmental/remedial courses. However, students at the high school level are not allowed to take concurrent enrollment English and Math courses unless they meet cut-off scores or receive a waiver through the high school/college partnership defined processes.

Post Secondary Options Support-What is working?

(Taken from the CSC final report)

College Partnerships

In one of the nine schools in the grant, a college partnership and plan was already moving forward. In the remaining 8 schools, new partnership(s) were established or work was continued with existing partners with a new focus.

Greater Articulation Between High School and College

All high school and college partners have had conversations about collaboration between high school and college staffs to better articulate programs. Work has begun through a workshop offered by the Center for School Change, where college and high school faculty met to discuss academic expectations at the college level and to share best practices in working with students to improve reading, writing and math skills.

Use of Data

All high schools looked at their current data, identified areas of need, and began to develop options for tracking academic achievement of those students, and for providing interventions. Many of the

schools decided to focus on math and reading skills, as well as ‘college knowledge,’ or ‘non-cognitive’ skills. Options for interventions vary.

Other Positive Results

- All schools involved in the grant are talking of better ways to identify students who are not on track to be successful in college and using that information to provide more preparation.
- All schools are looking at current and expanded options for students for concurrent enrollment and aligning those with the requirements of the Minnesota Transfer Curriculum.
- A number of the schools are looking at how they can align current offerings with CLEP exams.
- All high schools and partner colleges are beginning conversations about ways to identify students who are ‘off track’ for predicted success in college, other than by administering an Accuplacer exam, providing those students with additional preparation, and if they are successful, opening up concurrent enrollment classes to them with appropriate supports.

Post Secondary Options Support-Process Improvement

The primary process improvements are the solutions to the barriers discussed above. However, these solutions involve multiple organizations and are beyond the scope of the VPSC Grant.

To What Extent Were Desired Outcomes Met?

- Direct Outcome: There will be improved competencies of leaders and staff participating in VPSC-funded activities.
- Intermediate Outcome: There will increased participation in public school choice options highlighted by the project.

CSC met both the direct outcome of improved competencies of leaders and the intermediate outcome of increased participation in public school choice options. The evaluator directly observed the competencies during a presentation by the participating schools of their post secondary options plans for students at their schools. All presenters made note of increased competency in the area of

post secondary options planning and implementation. The intermediate outcome was met as a result of the nine schools devoting resources to participation in public school choice options; many students will also participate in the future, once the post secondary options plans are implemented.

Post Secondary Options Support-Unexpected Outcomes

The primary unexpected outcome was the progress each of the nine schools made in forming partnerships and developing plans for post secondary options, given the short time period available (less than six months).

Contextual Variables

The primary contextual variables impacting Post Secondary Options Support were contract delays, time available to conduct the work, and multiple unanticipated barriers discussed above. However, even with challenges of the contextual variables, Post Secondary Options Support was implemented as intended.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Academic Tutoring and Support

To What Extent Has the VPSC Grant Been Implemented as Intended?

Academic Tutoring, Student and Support Goal #1

Academic Tutoring, Student and Support Goal #1: Provide support services to students and their parents at PCYC's North Minneapolis campus.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none">• Provide support services for approximately 200 students and families who were enrolled in services in FY11 and FY12.• Assist families in obtaining transportation.• Help parents understand student achievement and test results.• Connect students with out-of-school time programming and other supports in suburban districts.• Provide Saturday Tutoring Sessions November 2012 through May 2013 for 25 youth.	<ul style="list-style-type: none">• Participating students will have support necessary to succeed.	<ul style="list-style-type: none">• Evidence of support and assistance

Goal #1 Findings

The PCYC Director reported that the PCYC remained in contact with approximately 200 students and families who were enrolled in the program in FY11, FY12, and this past year; services were provided to approximately 50 families requesting service. PCYC worked with host school districts and bus companies to provide schedule information to students and families and to arrange bus service, when needed. In some cases, cabs were provided for special needs. In addition, PCYC staff worked with families to connect students with out-of-school programs and to provide Saturday tutoring for 25 youth from November 2012 through May 2013.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Academic Tutoring, Student and Support Goal #2

Academic Tutoring, Student and Support Goal #2: Families and students will be informed about support services.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> Families will receive a letter describing the support services available to them. Families will receive a letter describing Saturday tutoring program and registration information. Newsletters with information on available support services and student achievement disseminated. 	<ul style="list-style-type: none"> Participating students will have support necessary to succeed. 	<ul style="list-style-type: none"> Evidence of newsletter and letters to families

Goal #2 Findings

The PCYC Director reported that all Goal #2 activities were accomplished as intended. All families enrolled to receive PCYC services received a letter describing the support services, Saturday Tutoring services, and other services available through the PCYC. Four newsletters were mailed, with the distribution varying from approximately 150 to 200 families.

Academic Tutoring, Student and Support Goal #3

Academic Tutoring, Student and Support Goal #3: At least 90% of CISS students will receive services as specified in individual support service plans.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none"> Resources and referrals to meet individual learning plan (ILP) goals. Review each student's ILP once yearly with each family and student receiving CISS services, making changes and additions to the ILP as needed. Youth with tutoring needs in their ILP will be offered support services. 	<ul style="list-style-type: none"> Participating students will have support necessary to succeed. 	<ul style="list-style-type: none"> Evidence of ILP review and support services.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Goal #3 Findings

The PCYC Director reported that PCYC staff has consistently provided Individual Learning Plans (ILPs) for participants. ILPs were created for new participants and previous ILPs for continuing students were used and updated, as needed.

Academic Tutoring, Student and Support Goal #4

Academic Tutoring, Student and Support Goal #4: Families and students will be satisfied with support services.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none">• Students will complete surveys and/or be interviewed.• Students and parents utilizing tutoring services will complete one satisfaction survey.	<ul style="list-style-type: none">• Participating students will have support necessary to succeed.	<ul style="list-style-type: none">• <i>Student interviews</i>

Goal #4 Findings

Student and family satisfaction surveys were not available at the time of this report. However, PCYC families and students typically report being very satisfied. Student focus groups conducted by the evaluator corroborated student satisfaction, as all students interviewed (six students, kindergarten through grade 10) expressed satisfaction, including the 10th grader, who begrudgingly admitted that the tutoring was helpful for him in achieving success in advanced algebra, even considering that he could not “sleep in” on Saturday mornings.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Academic Tutoring, Student and Support Goal #5

Academic Tutoring, Student and Support Goal #5: Students will receive the support necessary to succeed in their school choice setting.		
Outputs/Activities	Outcomes	Indicators (Data Sources)
<ul style="list-style-type: none">• Connect students with needed services,• Provide limited financial support to families for field trips, OST activity fees, tutoring, transportation, equipment, as these needs relate to a student's school success.	<ul style="list-style-type: none">• Participating students will have support necessary to succeed.	<ul style="list-style-type: none">• Evidence of services and financial support to families.

Goal #5 Findings

PCYC provided students with needed services on request. Financial support for approximately 50 participants was provided (up to \$300; see the PCYC financial report to MDE).

Academic Tutoring, Student and Support-Barriers

No barriers were identified.

Academic Tutoring, Student and Support-What is working?

The PCYC Director reported that it was helpful to work with students and families over multiple years. In addition, the Director reported that PCYC was able to provide financial support to over 50 families, which she felt was especially valuable. She also felt that the Saturday Tutoring sessions worked particularly well for students and families.

Academic Tutoring, Student and Support-Process Improvement

No process improvement actions were identified.

To What Extent Were Desired Outcomes Met?

- Participating students will have support necessary to succeed.

PCYC met the desired outcome of providing support to students and families. Monitoring academic results and school performance was beyond the scope of PCYC's contract; however,

families tended to continue service over multiple years, indicating satisfaction with the support services.

Academic Tutoring, Student and Support-Unexpected Outcomes

No unexpected outcomes were identified.

Academic Tutoring, Student and Support-Contextual Variables

No contextual variables were identified.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations are presented below organized by the overall project purpose, project goals, and also presented within the framework of the evaluation questions.

Overall Project Purpose: *To facilitate voluntary integration of urban and suburban schools and movement of students from low performing to high performing schools.*

Conclusions

The No Cost Extension Year of the Minnesota Voluntary Public School Choice Grant was successful at building capacity for higher performing schools. The Family Engagement initiative provided data and tools to increase family knowledge, understanding, and engagement with schools and communities. The Dual Credit Outreach program provided resources and information to students and families about participating in this school choice option. The Post Secondary Option Support component increased education professionals' capacity to create pathways for students to achieve post secondary success, and the Student Support component provided direct support to students to achieve higher academic performance.

Project Goal 1: *Ensure that all families are aware of and have access to both subjective and objective data on the school choice options available to them so that they can make sound, informed decisions about the best school for their children.*

Conclusions

NCE Year activities increased family awareness about school choice options.

NCE Year activities were primarily directed to increasing awareness of school choice options and options for students and families. The NCE Family Engagement initiative provided a new, higher level of data and information for parents and students on school, family and community partnerships, and specifically on school choice options (see the following screen shot; ref: <http://mnschoolfamilycommunity.wordpress.com/understanding-best-practices-and-school-choice-options/tools-for-families-on-school-practices-and-school-choice-options/>)

Toolkit – Best practices and School Choice Options

Power Point: [Nine Characteristics of High Performing Schools – OSPI](#)

Power Point: [High Poverty High Performing Schools – Center for Comprehensive School Reform](#)

Power Point: [Characteristics of High-performing Schools \(Condensed Version\)](#)

Power Point Follow-up Activity: [Next Steps](#)

Ideas for Goals: [Best Practices and School Choice](#)

Goal Activity: [Aligning Goals with 6 Types of Parent Involvement: Best Practices](#)

Template for Teams: [SMART Goal Template](#)

In addition, the Dual Credit Outreach directly focused on disseminating information to make students and families aware of accessing and participating in this school choice option. The Dual Credit Outreach included special efforts to reach under-served populations. The Post Secondary Options Support initiative was successful to create capacity and nine high schools to increase awareness of the importance of preparation for success in post secondary education.

Recommendations:

1. Expand awareness, training and use of the School, Family and Community Partnerships website.

Project Goal 2: *Increase student academic performance for those who participate in VPSC programs.*

Please see the Year Four Evaluation Report.

Project Goal 3: *To ensure that students who choose will receive the proactive, ongoing support needed to succeed academically in their new educational environment.*

Conclusions

Support services provided by the PCYC continued to be effective for individual students and families. The PCYC once again demonstrated the success and value of providing support – one student and one family at a time. This is effective “on the ground” support.

Recommendations:

1. Help PCYC to find funding to continue support activities.

Evaluation Question #1: *To what extent has the VPSC grant been implemented as intended?*

Conclusions

Implementations of all NCE Year Components exceeded plans, with the exception activities of the Regional Resource Centers, Centers of Excellence, which partially implemented family engagement resources in Focus and Priority schools. Valuable, sustainable and scalable family engagement resources were developed by the Northwest Suburban Integration School District, dual credit outreach conducted by the Center For School Change reached more than 1000 students, families and community organizations and produced videos and other promotional materials, nine schools participated in developing post secondary options plans for students, and the Plymouth Christian Youth Center provided tutoring and support services.

Evaluation Question #2: *To what extent were desired outcomes met?*

Conclusions

The following desired outcomes specific to the No Cost Extension Year were met:

- Direct Outcome: Parents and students will be aware of their educational options.
- Direct Outcome: There will be opportunities for parental involvement in choice decisions.

- Direct Outcome: There will be improved competencies for leaders and staff.
- Direct Outcome: Students will have support.
- Intermediate Outcome: There will be increased participation in voluntary public school choice options highlighted by the project.

The Family Engagement, Dual Credit Outreach, and Post Secondary Support components all contributed to successfully meeting the first three direct outcomes, and as in previous years, the PCYC successfully focused on student support.

Evaluation Question #3: *What unexpected outcomes have emerged?*

The most significant unexpected outcome of the VPSC project is the sustainability and scalability of the Family Engagement framework and resource materials. Minnesota has a valuable resource that can be expanded to improve education statewide.

What Worked?

1. NCE Year project components were, for the most part, effectively implemented and achieved desired outcomes. In general, the NCE Year worked and was the most productive year of the VPSC project.

What Didn't Work?

1. Delayed funding and contracting resulted in late starts for most NCE Year activities, with the exception of the PCYC activities.

APPENDIX A: MN VPSC LOGIC MODEL

Minnesota Voluntary Public School Choice Grant No Cost Extension Year Evaluation Report August 15, 2013

Minnesota Voluntary Public School Choice Program Logic Model Working Document—August 24, 2010

MN VPSC Purpose: To facilitate voluntary integration of urban and suburban school districts and movement of students from low-performing schools to high performing schools

ASSUMPTIONS AND RATIONALE

- Public school choice can provide opportunities for student success, especially for students in low-performing schools.
- Support is necessary for a student's choice to result in student success.

PROJECT GOALS

- Goal 1:**
To ensure that all families (MPS and suburban districts) are aware of and have access to, both subjective and objective data on the school choice options available to them so that they can make sound, informed decisions about the best school for their children.
- Goal 2:**
Increased student academic performance for those who participate in VPSC programs.
- Goal 3:**
For students who choose, they will receive the proactive, ongoing support needed to succeed academically in their new educational environment.

PROJECT COMPONENTS

- Student and Family Outreach**
(MDE Lead)
- Marketing to Families and Students
 - Marketing and Outreach Group
 - Choice Information and Support Services
 - Partner Internal Marketing Efforts
- School Choice Options/Expansion**
(WMEP Lead)
- Choice is Yours Program (WMEP Lead)
 - WMEP Inter-district FAIR School Downtown (WMEP Lead)
 - PSEO/Dual Enrollment to First-generation, Low Income, Students of Color College Prospects (CSC Lead)
 - MSP/WMEP Expanded Choice Programs (MSP/WMEP Lead)
- Academic Tutoring and Support**
(MDE Lead)
- Choice Information and Support Services
 - Individual Learning Plans
 - Linking to Existing Support Services for Students and Families
 - Participating Districts' Support Programs
- Staff Support**
(CSC Lead)
- Administrator Leadership Academy (CSC Lead)
 - Staff training to VPSC-funded staff (WMEP Lead)

PROJECT OUTPUTS

- Completed marketing plan
- No. of marketing documents created and distributed annually
- No. of families reached through marketing efforts annually
- No. of Ciy, FAIR, magnet school participants
- Documented changes at FAIR School DT
- No. of first-generation college prospects reached through PSEO-dual enrollment marketing efforts
- PSEO and dual enrollment students enrolled via VPSC efforts
- No. of participants as per VPSC GPRA requirements
- No. of suburban participants utilizing transportation
- Evidence individual learning plans and support service linkages
- No. of participating Choice students aware of services
- No. of Choice students receiving services
- Student-family satisfaction with services
- Completion of LA program components
- No. of participants in each Leadership Academy cohort
- No. of participants in WMEP staff training from VPSC schools
- Satisfaction of Academy and staff participants

DIRECT OUTCOMES

- Parents and students in MPS and WMEP participating districts will be aware of their educational options.
- MPS and WMEP will have increased capacity to serve more students in voluntary public school choice options and will meet target participation goals.
- Participating Choice students will have support necessary to succeed in the new setting.
- There will be opportunities for parental involvement in choice decisions.
- There will be improved competencies for leaders and staff participating in VPSC-related training.

INTERMEDIATE OUTCOMES

- There will be increased participation in voluntary public school choice options highlighted by the project
 - Low-performing to high-performing schools
 - Suburban to urban
 - PSEO or dual-enrollment first-generation college students, low income, and students of color
 - MPS/WMEP expanded schools/programs
- There will be improved outcomes for VPSC student participants
 - Reading and mathematics
 - Graduation
 - School retention
 - Satisfaction with school experience

LONG-TERM OUTCOMES

- Students from low-performing schools choose to attend high performing schools
- Students who transfer schools through VPSC will gain proficiency in reading and mathematics

INPUTS AND RESOURCES

VPSC Funding
State-funded Transportation
VPSC Partner Knowledge and Experience
Existing Infrastructure
Partner Oversight Group
Stakeholder & Advisory Gps.

EVALUATION INPUT

Formative evaluation data will be used to inform program decisions and continuous improvement process.

Summative evaluation data will be used to determine the success of the project

APPENDIX B: EVALUATION APPROACH AND METHODOLOGIES

Please see the Year Four Evaluation Report.

APPENDIX C: Family Engagement Needs Assessment Survey Report

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Introduction

As part of the Voluntary Public School Choice Grant (VPSC) Evaluation and the Family Engagement Initiative, a Family Engagement Needs Assessment Survey was constructed by Lange Research and Evaluation, Inc. (LRE) based on materials developed by MDE's Family Engagement consultant, the Northwest Suburban School Integration District (NWSSID) to: 1) Assess family engagement needs at nominated, participating Focus and Priority Schools; and 2) inform Family Engagement Initiative training and implementation activities to be conducted by NWSSID and MDE Regional Service Centers serving participating schools.

Survey participants were asked to respond with their level of agreement (*Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Not Sure*) with each of fifty-five statements about family engagement activities at their schools. Lack of agreement with statements was used to identify areas of need.

School Participants

Schools were selected for participation in the VPSC Family Engagement initiative based on three criteria.

- Criteria #1: the school is identified as a Focus and Priority School (ref: Minnesota ESEA waiver).
- Criteria #2: the school was nominated for participation by MDE. The following criteria were used by MDE in the nomination process: 1) the school SIP or SIG plan did not indicate a formal family engagement program was currently in place; 2) geographic distribution of schools among the three regional Centers of Excellence, 5 per region; 3) at least one middle school and two high schools selected; 4) one out of every three schools was a charter school; and 5) MDE School Support staff and Center of Excellence staff agreed the school had the capacity to take on this project. The following schools were nominated.
- Criteria #3: the school agreed to participate in the MDE Family Engagement Initiative.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Region	District Number	District Type	District Name	School Number	School Name
Central	0347	01	Willmar Public Schools	109	Kennedy Elementary
Central	0480	01	Onamia Public Schools	010	Onamia Elementary
Central	0840	01	St. James Public Schools	020	St. James Northside Elementary
Central	2190	01	Yellow Medicine East	010	Bert Raney Elementary
Central	2580	01	East Central Schools	030	East Central Senior Secondary
North	0548	01	Pelican Rapids Public Schools	010	Viking Elementary
North	0319	01	Nashwauk-Keewatin Schools	020	Keewatin Elementary
North	0704	01	Proctor Public Schools	004	Bay View Elementary
North	0709	01	Duluth Public Schools	225	Lincoln Park Middle
North	0709	01	Duluth Public Schools	525	Laura MacArthur Elementary
North	0435	01	Waubun-Ogema-White Earth	030	Waubun Secondary
South	0281	01	Robinsdale Public Schools	019	Northport Elementary
South	4070	07	Hope Community Academy	010	Hope Community Academy
South	4193	07	College Preparatory Elementary	010	College Preparatory Elementary

Survey Response Rate

Ten of the fifteen nominated schools participated in the Family Engagement Needs Assessment Survey as of March 31, 2013 (67%; see the following table).

Voluntary Public School Choice Grant Family Engagement Survey – Schools Surveyed		
School Name	City	Regional Service Center
Bay View Elementary	Proctor	North
Bert Raney Elementary	Yellow Medicine	Central
Hope Community Academy	Minneapolis	South
East Central Senior Secondary	Finlayson	Central
Keewatin Elementary	Keewatin	North
Laura MacArthur Elementary	Duluth	North
Lincoln Park Middle School	Duluth	North
Onamia Elementary	Onamia	Central
Viking Elementary	Pelican Rapids	North
Waubun High School	Waubun	North

Survey Administration Procedures

Surveys were administered in person by Regional Center Staff to a group of five or fewer staff at each school, comprised of the school principal and key staff involved in the Family Engagement Initiative. Survey statements were read from the online survey and time was given for group members to consider their responses (level of agreement) for each statement. The survey administrator then recorded consensus level of agreement using the online survey (one level of agreement was recorded for each statement). Survey administrators also kept a hard copy of the online survey for the purpose of note taking and to record non-consensus levels of agreement, if they occurred. Survey administrators were provided with training prior to administering the surveys.

Survey Analyses

Cluster Analysis

Survey statements were analyzed in clusters relating to each of eight topic areas of materials being developed by NWSSID. A table of Family Needs Assessment Survey Clusters is included in the Supporting Material.

Cluster analyses were conducted for each school, where each statement in a cluster was analyzed for the number responding *Agree*, *Somewhat Agree*, *Somewhat Disagree*, *Disagree*, and *Not Sure*. Response data for each cluster statement were then summed to determine the total number in the cluster responding *Agree*, *Somewhat Agree*, *Somewhat Disagree*, *Disagree*, and *Not Sure*. Cluster analyses results for each school are presented in the Supporting Materials.

Cluster Analysis Summary Results

Topic Area cluster analyses were conducted using two criteria to identify needs for family engagement training and services at participating schools. The first analysis of needs was, less than 25% of responses to statements in a cluster were *Agree*. This analysis is intended to indicate areas of need, where respondents believed that the family engagement activities in the topic area do not primarily occur at the school. The second analysis of need was, less than 50% of responses to all statements in a cluster were *Agree or Somewhat Agree* and is intended to indicate areas of need, where the family engagement activities in the topic area do not generally occur at the school (to a sustentative extent).

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

As expected, needs for family engagement varied among schools participating in the Family Engagement Needs Assessment Survey. When considering the criteria, less than 25% of responses indicate *Agree* to statements in the cluster, the analyses highlighted needs in all family engagement topic areas (being developed by NWSSID) for three schools; needs in three or more areas were identified for most schools, and one school indicated no needs. This analysis indicates the greatest needs in the following topic areas being developed by NWSSID:

1. Understanding of best engagement practices for educators
2. Understanding of best practices for parents
3. Understanding of P-12 systems and benchmarks
4. Preparation of students for post high school success

When considering the criteria, less than 50% of responses indicate *Agree* or *Somewhat Agree* to statements in the cluster, eight of ten schools were identified to have needs in two or more topic areas. This analysis indicates the greatest needs in:

1. Preparation of students for post high school success
2. Understanding of P-12 systems and benchmarks

Two tables follow: Cluster Analysis of Needs: Activities in the Family Engagement Topic Area Do Not Primarily Occur At the School; and Cluster Analysis of Needs: Activities in the Family Engagement Topic Area Do Not Generally Occur At the School.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Family Engagement Needs Assessment Survey Cluster Analysis of Needs Activities in the Family Engagement Topic Area Do Not Primarily Occur At the School*										
Family Engagement Topic Area	Bayview Elem.	Bert Raney Elem.	Hope Com. Acad.	East Central Sec.	Keewatin Elem.	Laura MacAuther Elem.	Lincoln Park M.S.	Onamia Elem.	Viking Elem.	Waubun Secondary
Development of strong school, family and community partnerships	X			X	X	X			X	
Understanding school best practices and school choice options	X	X		X		X				
Understanding of P-12 systems and benchmarks	X	X	X	X	X	X	X			
Preparation of students for post high school success	X	X	X	X	X	X	X			
Embracement of diverse cultures and voices	X		X	X		X	X			
Understanding of best engagement practices for educators	X		X	X	X	X	X		X	
Enhancement of school and community connections	X			X		X		X		
Understanding of best practices for parents	X		X	X	X	X	X		X	
All Topic Areas	X			X	X	X	X			

* Less Than 25% of Responses Indicating Agree to statements in the cluster

Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013

Family Engagement Needs Assessment Survey Cluster Analysis of Needs Activities in the Family Engagement Topic Area Do Not Generally Occur At the School*										
Family Engagement Topic Area	Bayview Elem.	Bert Raney Elem.	Hope Com. Acad.	East Central Sec.	Keewatin Elem.	Laura MacArthur Elem.	Lincoln Park M.S.	Onamia Elem.	Viking Elem.	Waubun Secondary
Development of strong school, family and community partnerships				X					X	
Understanding school best practices and school choice options	X	X		X						
Understanding of P-12 systems and benchmarks	X	X			X	X	X			
Preparation of students for post high school success	X	X	X		X	X	X		X	
Embracement of diverse cultures and voices							X		X	
Understanding of best engagement practices for educators				X		X	X			
Enhancement of school and community connections				X						
Understanding of best practices for parents				X			X			
All Topic Areas							X			

* Less Than 50% of Responses Indicating *Agree* or *Disagree* to statements in the cluster

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Response-Frequency Analysis:

Family Engagement needs were also assessed based on responses to each of the 55 statements in the survey about family engagement activities at schools (10 schools-combined results). When considering the criteria, less than 50% of respondents indicate that they *Agree* or *Somewhat Agree*, the following fourteen statements highlight areas of need.

Areas of Need (low agreement that the activity occurs at schools)

1. My school includes families as participants in school decisions.
2. My school provides opportunities for developing parent leadership and involvement.
3. My school provides program options to families, such as Magnet choice options, gifted and talented programs, AVID programs, Advanced Placement, College in the Schools programs, and/or service learning opportunities.
4. My school provides training and orientation about our schools, their governance and systems, to families new to our system.
5. College and career preparation are a stated goal for my school.
6. A clear college and career preparation road map, which shows essential supports, benchmarks, and achievement levels is available to families at my school.
7. Preparing for college and career is discussed in your school at each level or grade.
8. Students at my school understand requirements for college and career readiness.
9. Students at my school set goals and monitor their long-term progress for post-secondary readiness.
10. My school provides professional learning opportunities for our staff on cultural competency and diversity training.
11. My school provides opportunities for students and families to share their stories or cultural norms.
12. Parent and/or family engagement training is provided for staff in my school.
13. Staff in my school utilizes best practices to engage all the families in its school.
14. Families are offered information and strategies to help them deal with issues regarding tobacco, alcohol, sex, and drugs.

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

Individual School Responses

Lastly, the most detailed data available for needs at each school are found in the school's individual responses to each of the fifty-five statements presented in the survey. These data will be shared with MDE and NWSSID.

Supporting Materials

- 1. Family Needs Assessment Survey Clusters**
- 2. Family Engagement Topic Area - Cluster Analysis Results**
- 3. Family Engagement Needs Assessment Survey Summary Results**

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

1. Family Needs Assessment Survey Clusters

Voluntary Pubic School Choice Grant Family Needs Assessment Survey Clusters		
NWSSID Family Engagement Topic Area	Survey Question Number	Survey Item Number
Development of strong school, family and community partnerships	5	1-9
Understanding school best practices and school choice options	6	1-5
	5	6
	7	3,4
Understanding of P-12 systems and benchmarks	7	1-6
	8	3,5,6
Preparation of students for post high school success	8	1-7
	7	1
	10	2,3
Embracement of diverse cultures and voices	9	1-5
	10	4
Understanding of best engagement practices for educators	10	1-8
	9	2
Enhancement of school and community connections	11	1-6
	5	9
	6	3,4
	9	5
	10	6,7
Understanding of best practices for parents	12	1-9
	5	2,3,4,5,7,8
	8	7
	9	4
	10	8

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

2. Family Engagement Topic Area - Cluster Analysis Results

School/City/Regional Service Center: Bayview Elementary, Proctor, North

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	11.1%	44.4%	33.3%	11.1%	0.0%	9
Understanding school best practices and school choice options	0.0%	37.5%	25.0%	37.5%	0.0%	8
Understanding of P-12 systems and benchmarks	0.0%	33.3%	0.0%	66.7%	0.0%	9
Preparation of students for post high school success	20.0%	10.0%	0.0%	70.0%	0.0%	10
Embracement of diverse cultures and voices	16.7%	33.3%	0.0%	50.0%	0.0%	6
Understanding of best engagement practices for educators	11.1%	66.7%	11.1%	11.1%	0.0%	9
Enhancement of school and community connections	0.0%	83.3%	0.0%	16.7%	0.0%	12
Understanding of best practices for parents	16.7%	61.1%	16.7%	5.6%	0.0%	18
All Topic Areas	9.9%	49.4%	11.1%	29.6%	0.0%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Bert Raney, Yellow Medicine, Central

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	44.4%	33.3%	22.2%	0.0%	0.0%	9
Understanding school best practices and school choice options	12.5%	12.5%	50.0%	12.5%	12.5%	8
Understanding of P-12 systems and benchmarks	22.2%	22.2%	0.0%	44.4%	11.1%	9
Preparation of students for post high school success	10.0%	0.0%	10.0%	70.0%	10.0%	10
Embracement of diverse cultures and voices	33.3%	50.0%	0.0%	16.7%	0.0%	6
Understanding of best engagement practices for educators	33.3%	33.3%	33.3%	0.0%	0.0%	9
Enhancement of school and community connections	33.3%	50.0%	16.7%	0.0%	0.0%	12
Understanding of best practices for parents	27.8%	55.6%	11.1%	0.0%	5.6%	18
All Topic Areas	27.2%	34.6%	17.3%	16.0%	4.9%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Hope Community Academy, Minneapolis,
South

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	77.8%	22.2%	0.0%	0.0%	0.0%	9
Understanding school best practices and school choice options	50.0%	50.0%	0.0%	0.0%	0.0%	8
Understanding of P-12 systems and benchmarks	22.2%	44.4%	11.1%	22.2%	0.0%	9
Preparation of students for post high school success	0.0%	40.0%	20.0%	40.0%	0.0%	10
Embracement of diverse cultures and voices	16.7%	83.3%	0.0%	0.0%	0.0%	6
Understanding of best engagement practices for educators	0.0%	77.8%	11.1%	11.1%	0.0%	9
Enhancement of school and community connections	41.7%	58.3%	0.0%	0.0%	0.0%	12
Understanding of best practices for parents	22.2%	61.1%	11.1%	5.6%	0.0%	18
All Topic Areas	28.4%	54.3%	7.4%	9.9%	0.0%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: East Central Secondary School, Finlayson,
Central

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	11.1%	33.3%	33.3%	22.2%	0.0%	9
Understanding school best practices and school choice options	0.0%	22.2%	55.6%	22.2%	0.0%	9
Understanding of P-12 systems and benchmarks	11.1%	66.7%	11.1%	11.1%	0.0%	9
Preparation of students for post high school success	20.0%	80.0%	0.0%	0.0%	0.0%	10
Embracement of diverse cultures and voices	16.7%	33.3%	33.3%	16.7%	0.0%	6
Understanding of best engagement practices for educators	0.0%	33.3%	44.4%	22.2%	0.0%	9
Enhancement of school and community connections	18.2%	27.3%	45.5%	9.1%	0.0%	11
Understanding of best practices for parents	16.7%	11.1%	16.7%	55.6%	0.0%	18
All Topic Areas	12.3%	35.8%	28.4%	23.5%	0.0%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Keewatin Elementary, Keewatin, North

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	11.1%	44.4%	33.3%	11.1%	0.0%	9
Understanding school best practices and school choice options	25.0%	50.0%	0.0%	25.0%	0.0%	8
Understanding of P-12 systems and benchmarks	22.2%	22.2%	22.2%	33.3%	0.0%	9
Preparation of students for post high school success	0.0%	40.0%	10.0%	50.0%	0.0%	10
Embracement of diverse cultures and voices	50.0%	33.3%	0.0%	16.7%	0.0%	6
Understanding of best engagement practices for educators	11.1%	66.7%	11.1%	11.1%	0.0%	9
Enhancement of school and community connections	33.3%	66.7%	0.0%	0.0%	0.0%	12
Understanding of best practices for parents	16.7%	66.7%	11.1%	5.6%	0.0%	18
All Topic Areas	19.8%	51.9%	11.1%	17.3%	0.0%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Larua MacArthur Elementary, Duluth, North

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	22.2%	44.4%	22.2%	11.1%	0.0%	9
Understanding school best practices and school choice options	12.5%	37.5%	37.5%	12.5%	0.0%	8
Understanding of P-12 systems and benchmarks	0.0%	22.2%	0.0%	77.8%	0.0%	9
Preparation of students for post high school success	0.0%	20.0%	20.0%	60.0%	0.0%	10
Embracement of diverse cultures and voices	0.0%	66.7%	16.7%	16.7%	0.0%	6
Understanding of best engagement practices for educators	0.0%	11.1%	55.6%	33.3%	0.0%	9
Enhancement of school and community connections	8.3%	66.7%	8.3%	16.7%	0.0%	12
Understanding of best practices for parents	5.6%	33.3%	22.2%	11.1%	27.8%	18
All Topic Areas	6.2%	37.0%	22.2%	28.4%	6.2%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Lincoln Park Middle School, Duluth, North

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	44.4%	11.1%	22.2%	22.2%	0.0%	9
Understanding school best practices and school choice options	50.0%	37.5%	0.0%	12.5%	0.0%	8
Understanding of P-12 systems and benchmarks	11.1%	22.2%	0.0%	66.7%	0.0%	9
Preparation of students for post high school success	10.0%	30.0%	20.0%	40.0%	0.0%	10
Embracement of diverse cultures and voices	16.7%	16.7%	16.7%	50.0%	0.0%	6
Understanding of best engagement practices for educators	11.1%	22.2%	33.3%	33.3%	0.0%	9
Enhancement of school and community connections	41.7%	33.3%	16.7%	8.3%	0.0%	12
Understanding of best practices for parents	16.7%	22.2%	27.8%	33.3%	0.0%	18
All Topic Areas	24.7%	24.7%	18.5%	32.1%	0.0%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Onamia, Onamia, Central

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	33.3%	44.4%	22.2%	0.0%	0.0%	9
Understanding school best practices and school choice options	50.0%	25.0%	12.5%	12.5%	0.0%	8
Understanding of P-12 systems and benchmarks	44.4%	22.2%	11.1%	11.1%	11.1%	9
Preparation of students for post high school success	50.0%	20.0%	10.0%	10.0%	10.0%	10
Embracement of diverse cultures and voices	33.3%	50.0%	16.7%	0.0%	0.0%	6
Understanding of best engagement practices for educators	33.3%	22.2%	33.3%	11.1%	0.0%	9
Enhancement of school and community connections	16.7%	50.0%	25.0%	8.3%	0.0%	12
Understanding of best practices for parents	38.9%	50.0%	5.6%	5.6%	0.0%	18
All Topic Areas	37.0%	37.0%	16.0%	7.4%	2.5%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Viking Elementary, Pelican Rapids, North

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	0.0%	22.2%	55.6%	22.2%	0.0%	9
Understanding school best practices and school choice options	50.0%	37.5%	0.0%	12.5%	0.0%	8
Understanding of P-12 systems and benchmarks	33.3%	22.2%	0.0%	44.4%	0.0%	9
Preparation of students for post high school success	30.0%	10.0%	10.0%	50.0%	0.0%	10
Embracement of diverse cultures and voices	33.3%	0.0%	50.0%	16.7%	0.0%	6
Understanding of best engagement practices for educators	22.2%	33.3%	33.3%	11.1%	0.0%	9
Enhancement of school and community connections	25.0%	41.7%	16.7%	16.7%	0.0%	12
Understanding of best practices for parents	22.2%	27.8%	38.9%	11.1%	0.0%	18
All Topic Areas	25.9%	25.9%	25.9%	22.2%	0.0%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

School/City/Regional Service Center: Waubun Secondary, Waubun, North

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	44.4%	22.2%	22.2%	11.1%	0.0%	9
Understanding school best practices and school choice options	87.5%	0.0%	0.0%	12.5%	0.0%	8
Understanding of P-12 systems and benchmarks	66.7%	33.3%	0.0%	0.0%	0.0%	9
Preparation of students for post high school success	80.0%	20.0%	0.0%	0.0%	0.0%	10
Embracement of diverse cultures and voices	50.0%	33.3%	16.7%	0.0%	0.0%	6
Understanding of best engagement practices for educators	44.4%	11.1%	33.3%	11.1%	0.0%	9
Enhancement of school and community connections	58.3%	25.0%	8.3%	8.3%	0.0%	12
Understanding of best practices for parents	44.4%	16.7%	33.3%	5.6%	0.0%	18
All Topic Areas	58.0%	19.8%	16.0%	6.2%	0.0%	81

**Minnesota Voluntary Public School Choice Grant
No Cost Extension Year Evaluation Report
August 15, 2013**

All Schools

Voluntary Public School Choice Family Engagement Needs Assessment Survey Family Engagement Topic Area - Cluster Analysis Results						
Family Engagement Topic Area	Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Disagree (%)	Not Sure (%)	Number of Statements in Cluster (n)
Development of strong school, family and community partnerships	30.0%	32.2%	26.7%	11.1%	0.0%	90
Understanding school best practices and school choice options	33.3%	30.9%	18.5%	16.0%	1.2%	81
Understanding of P-12 systems and benchmarks	23.3%	31.1%	5.6%	37.8%	2.2%	90
Preparation of students for post high school success	22.0%	27.0%	10.0%	39.0%	2.0%	100
Embracement of diverse cultures and voices	26.7%	40.0%	15.0%	18.3%	0.0%	60
Understanding of best engagement practices for educators	16.7%	37.8%	30.0%	15.6%	0.0%	90
Enhancement of school and community connections	27.7%	50.4%	13.4%	8.4%	0.0%	119
Understanding of best practices for parents	22.8%	40.6%	19.4%	13.9%	3.3%	180
All Topic Areas	24.9%	37.0%	17.4%	19.3%	1.4%	810

3. Family Engagement Needs Assessment Survey Summary Results

5. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure	Rating Count
A plan for family engagement is implemented at my school.	10.0% (1)	50.0% (5)	30.0% (3)	10.0% (1)	0.0% (0)	10
My school assists families with parenting skills and setting home expectations for students.	20.0% (2)	40.0% (4)	0.0% (0)	40.0% (4)	0.0% (0)	10
My school provides clear home to school and school to home communication strategies.	40.0% (4)	50.0% (5)	10.0% (1)	0.0% (0)	0.0% (0)	10
My school provides opportunities for home to school and school to home connections.	40.0% (4)	60.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	10
My school provides for, and encourages a range of opportunities for volunteering.	50.0% (5)	10.0% (1)	30.0% (3)	10.0% (1)	0.0% (0)	10
Families at my school are provided with resources to assist their students with academic support and academic decision making.	40.0% (4)	20.0% (2)	40.0% (4)	0.0% (0)	0.0% (0)	10
My school includes families as participants in school decisions.	0.0% (0)	20.0% (2)	60.0% (6)	20.0% (2)	0.0% (0)	10
My school provides opportunities for developing parent leadership and involvement.	0.0% (0)	30.0% (3)	50.0% (5)	20.0% (2)	0.0% (0)	10
My school partners with community organizations, which provide additional resources for their students and families.	70.0% (7)	10.0% (1)	20.0% (2)	0.0% (0)	0.0% (0)	10
answered question						10
skipped question						0

6. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat	Somewhat	Disagree	Not Sure	Rating
My school provides opportunities for academic interventions, enhancements, and accelerations that all families can utilize as needed.	30.0% (3)	20.0% (2)	40.0% (4)	10.0% (1)	0.0% (0)	10
My school provides opportunities for students to receive additional instruction before, during, or after school.	50.0% (5)	40.0% (4)	10.0% (1)	0.0% (0)	0.0% (0)	10
My school partners with community organizations, such as corporations, colleges/universities, AmeriCorps, retired teacher organizations, clubs, churches to provide tutors and academic mentors.	20.0% (2)	50.0% (5)	10.0% (1)	20.0% (2)	0.0% (0)	10
My school encourages out of school learning opportunities by partnering with area community educational entities	20.0% (2)	40.0% (4)	20.0% (2)	20.0% (2)	0.0% (0)	10
My school provides program options to families, such as Magnet choice options, gifted and talented programs, AVID programs, Advanced Placement, College in the Schools programs, and/or service learning opportunities.	10.0% (1)	20.0% (2)	20.0% (2)	50.0% (5)	0.0% (0)	10
answered question						10
skipped question						0

7. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure	Rating Count
My school informs students and families about educational benchmarks at each grade level and how they relate to college and career preparedness.	10.0% (1)	40.0% (4)	10.0% (1)	40.0% (4)	0.0% (0)	10
My school provides training and orientation about our schools, their governance and systems, to families new to our system.	10.0% (1)	30.0% (3)	0.0% (0)	60.0% (6)	0.0% (0)	10
My school is aware of each student's progress and needs as they relate to benchmarks.	60.0% (6)	30.0% (3)	0.0% (0)	10.0% (1)	0.0% (0)	10
My school provides appropriate interventions for all individual students on an individual basis.	40.0% (4)	40.0% (4)	10.0% (1)	10.0% (1)	0.0% (0)	10
My school clearly communicates levels of student academic performance required for participation in programs, and satisfactory completion of programs and grade levels.	20.0% (2)	40.0% (4)	10.0% (1)	20.0% (2)	10.0% (1)	10
Students, parents, and families in my school understand where to go, who to see, and what to do when progress is not satisfactory to them.	50.0% (5)	50.0% (5)	0.0% (0)	0.0% (0)	0.0% (0)	10
answered question						10
skipped question						0

8. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure	Rating Count
College and career preparation are a stated goal for my school.	20.0% (2)	20.0% (2)	0.0% (0)	60.0% (6)	0.0% (0)	10
My school fosters a culture of college and career preparation.	20.0% (2)	30.0% (3)	30.0% (3)	20.0% (2)	0.0% (0)	10
A clear college and career preparation road map, which shows essential supports, benchmarks, and achievement levels is available to families at my school.	10.0% (1)	10.0% (1)	0.0% (0)	70.0% (7)	10.0% (1)	10
Preparing for college and career is discussed in your school at each level or grade.	20.0% (2)	10.0% (1)	10.0% (1)	60.0% (6)	0.0% (0)	10
Students at my school understand requirements for college and career readiness.	0.0% (0)	30.0% (3)	0.0% (0)	70.0% (7)	0.0% (0)	10
Students at my school set goals and monitor their long term progress for post-secondary readiness.	10.0% (1)	10.0% (1)	20.0% (2)	60.0% (6)	0.0% (0)	10
My school or district provides opportunities for students and parents to meet with postsecondary institution representatives and/or provides opportunities to visit college campuses.	40.0% (4)	30.0% (3)	10.0% (1)	10.0% (1)	10.0% (1)	10
answered question						10
skipped question						0

9. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure	Rating Count
My school is aware of the demographics of the communities we serve, as well as the first language of families and uses this awareness in how it provides services for its families.	70.0% (7)	30.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	10
My school provides professional learning opportunities for our staff on cultural competency and diversity training.	20.0% (2)	10.0% (1)	30.0% (3)	40.0% (4)	0.0% (0)	10
My school provides opportunities for students and families to share their stories or cultural norms.	10.0% (1)	30.0% (3)	20.0% (2)	40.0% (4)	0.0% (0)	10
My school encourages input and involvement from all its parents.	50.0% (5)	50.0% (5)	0.0% (0)	0.0% (0)	0.0% (0)	10
My school partners with community organizations that provide cultural learning to educators, families, and students.	0.0% (0)	60.0% (6)	10.0% (1)	30.0% (3)	0.0% (0)	10
answered question						10
skipped question						0

10. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure	Rating Count
Parent and/or family engagement training is provided for staff in my school.	0.0% (0)	10.0% (1)	20.0% (2)	70.0% (7)	0.0% (0)	10
Staff in my school understand the knowledge, skills, and attitudes necessary for postsecondary success.	60.0% (6)	40.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	10
Staff in my school fosters the development of knowledge, skills, and attitudes necessary for postsecondary success in the school and classrooms.	30.0% (3)	50.0% (5)	20.0% (2)	0.0% (0)	0.0% (0)	10
Staff in my school understand the families they serve.	10.0% (1)	60.0% (6)	30.0% (3)	0.0% (0)	0.0% (0)	10
Staff in my school utilize best practices to engage all the families in its school.	0.0% (0)	10.0% (1)	90.0% (9)	0.0% (0)	0.0% (0)	10
Staff is aware of community resources available for students and parents.	0.0% (0)	50.0% (5)	40.0% (4)	10.0% (1)	0.0% (0)	10
Staff make efforts to connect families to community resources when appropriate.	30.0% (3)	50.0% (5)	20.0% (2)	0.0% (0)	0.0% (0)	10
Staff understand and communicate high quality parenting skills and good home expectations for students.	0.0% (0)	60.0% (6)	20.0% (2)	20.0% (2)	0.0% (0)	10
answered question						10
skipped question						0

11. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure	Rating Count
Community partners are considered by my school as an important part of their support team.	30.0% (3)	60.0% (6)	0.0% (0)	10.0% (1)	0.0% (0)	10
Community partners are utilized when and where appropriate with students and families.	40.0% (4)	60.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	10
My school partners with other districts, educational collaborative groups, and higher education institutions regularly.	50.0% (5)	40.0% (4)	10.0% (1)	0.0% (0)	0.0% (0)	10
My school partners with other governmental agencies in the area on a regular basis, in a way which augments and supports the work of the school	30.0% (3)	60.0% (6)	10.0% (1)	0.0% (0)	0.0% (0)	10
My school partners with faith based organizations, non-profits, or service organizations in ways that benefit students.	30.0% (3)	70.0% (7)	0.0% (0)	0.0% (0)	0.0% (0)	10
My school readily shares information about community resources which reinforce the educational process through its website and/or written materials	10.0% (1)	50.0% (5)	20.0% (2)	20.0% (2)	0.0% (0)	10
answered question						10
skipped question						0

12. Please indicate your level of agreement with each of the following statements.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure	Rating Count
Families in my school are aware of home environment factors which promote good student learning.	10.0% (1)	40.0% (4)	20.0% (2)	20.0% (2)	10.0% (1)	10
Families are provided with information on healthy and safe lifestyles, including things such as nutrition, boundaries, safety, conflict resolution, and peer relationships.	20.0% (2)	50.0% (5)	10.0% (1)	20.0% (2)	0.0% (0)	10
Families understand the importance of literacy.	40.0% (4)	30.0% (3)	20.0% (2)	0.0% (0)	10.0% (1)	10
Families are provided with information and resources to help them improve literacy skills in their own children.	30.0% (3)	50.0% (5)	10.0% (1)	10.0% (1)	0.0% (0)	10
Families understand how to assist their students with academic support and academic decision making.	0.0% (0)	60.0% (6)	20.0% (2)	10.0% (1)	10.0% (1)	10
Families are offered information and strategies to help them deal with issues regarding tobacco, alcohol, sex, and drugs.	0.0% (0)	20.0% (2)	20.0% (2)	60.0% (6)	0.0% (0)	10
Families in my school know how to engage schools for student success.	10.0% (1)	40.0% (4)	40.0% (4)	10.0% (1)	0.0% (0)	10
Families in my school know how to find opportunities for involvement.	0.0% (0)	60.0% (6)	20.0% (2)	10.0% (1)	10.0% (1)	10
Families in my school know where to go for information and assistance if needed.	60.0% (6)	20.0% (2)	10.0% (1)	0.0% (0)	10.0% (1)	10
answered question						10
skipped question						0

APPENDIX D: Family Engagement Mini Survey

VPSC Family Engagement Parent Mini-Survey Spring 2013

Thank you for taking a few minutes to provide your feedback on parent and family engagement at your child's school. Your input will help us to improve how we work with parents families on a continuing basis to improve education for your students.

1. How useful is the information provided to you about parent and family engagement at your child's school? (Select One)

- ☐ Useful
- ☐ Somewhat Useful
- ☐ Not Very Useful
- ☐ Not Useful At All
- ☐ Not Sure

Please feel free to provide comments below.

2. How relevant is the information provided to you about parent and family engagement at your child's school? (Select One)

- ☐ Relevant
- ☐ Somewhat Relevant
- ☐ Not Very Relevant
- ☐ Not Relevant At All
- ☐ Not Sure

Please feel free to provide comments below.

3. How valuable to your child's education is the information provided to you about parent and family engagement? (Select One)

- ☐ Valuable
- ☐ Somewhat Valuable
- ☐ Not Very Valuable
- ☐ Not valuable At All
- ☐ Not Sure

Please feel free to provide comments below.

VPSC Family Engagement Parent Mini-Survey Spring 2013

4. What can we do to better facilitate parent and family engagement on a continuing basis at your child's school? (Please provide your input below).

5. Please feel free to provide additional comments below. Thank you.

APPENDIX E: Family Engagement Web-based Materials Survey

VPSC Family Engagement Web-based Materials - Stakeholder Survey

Thank you for taking a few minutes to provide your feedback on Voluntary Public School Choice Grant (VPSC) Family Engagement web-based materials developed as part of the VPSC Family Engagement Initiative. As a stakeholder in the process, your feedback is very important to continuous improvement efforts. Thank you.

1. How useful is the information provided in the web-based materials? (Select One).

- ☐ Useful
- ☐ Somewhat Useful
- ☐ Not Very Useful
- ☐ Not Useful At All
- ☐ Not Sure

Please feel free to provide comments below.

2. How relevant is the information provided in the web-based materials? (Select One).

- ☐ Relevant
- ☐ Somewhat Relevant
- ☐ Not Very Relevant
- ☐ Not Relevant At All
- ☐ Not Sure

Please feel free to provide comments below.

3. How would you rate the quality of the web-based materials? (Select One)

- ☐ High Quality
- ☐ Average Quality
- ☐ Poor Quality
- ☐ Not Sure

Please feel free to provide comments below.

VPSC Family Engagement Web-based Materials - Stakeholder Survey

4. How would you characterize navigation within and across modules in the web-based materials? (Select One).

- ☐ Very Easy
- ☐ Somewhat Easy
- ☐ Somewhat Difficult
- ☐ Very Difficult

Please feel free to comment on navigation.

5. To what extent do you believe these web-based materials can change the understanding of what parent and family engagement means at schools? (Select One).

- ☐ Materials will increase understanding a lot
- ☐ Materials will somewhat increase understanding
- ☐ Materials won't increase understanding much
- ☐ Materials won't increase understanding at all
- ☐ Not sure

Please feel free to provide comments below.

6. What else would be useful on parent and family engagement? (Please provide your comments below).

7. Please feel free to add comments below about the web-based materials. Thank you.