

Miami-Dade County Public Schools
Office of Program Evaluation
1500 Biscayne Boulevard
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THE PARENT ACADEMY
IN
MIAMI-DADE COUNTY PUBLIC SCHOOLS
SECOND INTERIM REPORT: 2006-2007
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EXECUTIVE SUMMARY

Recognizing that support at home contributes substantially to students' success at school, the Miami-Dade County Public Schools has traditionally encouraged parents to be involved in their children's educational experiences.

Dr. Rudolph F. Crew believes that: "...By simply turning the lens slightly away from the regular parent resource centers to a new angle, it is possible to shift the roles of both the parents and the schools. Parents are no longer simply a supplier of children, and the schools are no longer simply a supplier of materials. Now, schools and parents are partners and the roles are clearly defined, so much so that each partner demands something from the other. It is a dramatic shift from having parents visit the school just to see new materials that they can hopefully use at home with their children." (www.beyond-the-book.com, retrieved September 10, 2007)

To materialize this vision, the District created the Parent Academy to empower parents to play an active role in their children's education through resources garnered from public and private entities

A planning report, *The Parent Academy: A Report of Partnership, Process and Progress*, was approved by the School Board in May 2005 and described the components of the Academy in detail. The report calls for an evaluation of the Academy in its first three years of operation. This interim report presents the findings from the evaluation of the program in its second year of operation: 2006-2007.

The evaluation of the Parent Academy included several stakeholders: Parents, Principals, Assistant Principals, and Administrators who were surveyed or interviewed. The number of respondents was large enough to be representative of the parent population in terms of number and also in terms of other demographic variables.

Overall, the surveys revealed that stakeholders had very favorable opinions of the Parent Academy and indicated that they valued the efforts and activities that were offered. They also indicated that they want to see an expansion of the Parent Academy in terms of activities offered and population served.

The new and additional funding that The Parent Academy is receiving for the 2007-2008 school year, particularly the Knight Foundation Grant will be used to scale-up and expand the role of the Parent Academy. Specifically, it is anticipated that there will be an increase in the number of schools as well as the number of parents who will be participating in the Parent Academy activities and programs.

In summary, there is enough evidence, at least from stakeholders testimonies, that The Parent Academy had and continues to have an impact on parent's attitudes, expectations, and behaviors that make a difference in their child(ren)'s education.

INTRODUCTION

Recognizing that support at home contributes substantially to students' success at school, the Miami-Dade County Public Schools has traditionally encouraged parents to be involved in their children's educational experiences. The Parent Academy is a major initiative of the Miami-Dade County Public Schools, championed by the Superintendent, Dr. Rudolph F. Crew, which is designed to empower parents to play an active role in their children's education through resources garnered from public and private entities.

In his interview with Beyond-The-Book (www.beyond-the-book.com) on September 10, 2007, Dr. Crew was asked about his most important accomplishments as an educational leader.

Dr. Crew responded that: *"The Parent Academy is my best example. Parent involvement in education is at the heart of student achievement, and parents play a pivotal role in the academic success of their children. The Parent Academy is integrating teaching and learning into the family culture.*

By simply turning the lens slightly away from the regular parent resource centers to a new angle, I was able to shift the roles of both the parents and the schools. Parents are no longer simply a supplier of children, and we are no longer simply a supplier of materials. Now, we are partners and the roles are clearly defined, so much so that each partner demands something from the other. It is a dramatic shift from having parents visit the school just to see new materials that they can hopefully use at home with their children.

A detailed planning report, *The Parent Academy: A Report of Partnership, Process and Progress* was submitted to the School Board in May 2005 and approved for implementation for three years, starting with the 2005-06 school year. The report called for an evaluation of the initiative in its first three years of operation, 2005-06 through 2007-08. At the conclusion of each year, a report detailing the cumulative findings to date will be published. Accordingly, a total of three reports will be generated by the Office of Program Evaluation: Two interim reports, and a final summative report. The following document is the Second Interim Report: 2006-07 School Year. This evaluation of the Parent Academy program was conducted by the Office of Program Evaluation of the M-DCPS in conjunction with the District's Parent Academy' Office.

PROGRAM DESCRIPTION

The Parent Academy goal is to optimize students' educational experiences through the support and involvement of the parents and/or guardians in their lives. As such, the term "Parent" in the title is used to describe "anyone who is a caretaker of students in the district."

The Academy has been characterized as "an institute of higher learning to help our community's parents become more effective players in their children's education" (OCS/OPI, p. iv). Its focus is on providing parents with the tools they need to engage in the various areas of involvement in their children' education. At its core is a variety of workshops, classes, and extended courses targeted at parents, caregivers, and family members of students and prospective students, as well as others in the community concerned about the welfare of children. These

events are offered at locations throughout the district, convenient to parents living in the district's six geographic regions.

DESIGN OF THE EVALUATION

Evaluation Instruments

To define the scope of the “*Second Interim Report*” of the Parent Academy, a number of evaluation questions were formulated about the program. These questions were incorporated into two questionnaires and interviews. The purpose of these surveys and interviews was to elicit the perceptions of the participants about the Parent Academy program and to answer questions, that are based on the stated goals of The Parent Academy, specifically:

- To what extent did The Parent Academy help parents to become “active partners” by providing them with resources that enhance their ability to assist in their child’s achievement and success?
- To what extent did The Parent Academy strengthen the family unit through various courses, workshops and conferences?
- To what extent did The Parent Academy unite families, schools, and communities toward the common goal of educational achievement of children?
- To what extent did The Parent Academy inform parents of their rights, responsibilities, and the educational opportunities available to them.

The survey instruments consisted of a series of statements about various aspects of the Parent Academy program. All the statements were worded positively, so higher response scores (i.e., tending to agree) reflected a more favorable perception of the program than lower response scores (i.e., tending to disagree). Most of the survey questions adhered to a Likert scale format.

A copy of the Parent Survey appears in the Appendices. It should be noted that the parent survey was translated into Spanish and Haitian Creole.

A copy of the Administrator Survey appears also in the Appendices. A copy of the Interview protocol used with the administrators appears in the appendices.

Target Population

All parents for whom the Parent Academy had an email address were targeted by the survey. Additionally, parents who attended Parent Academy events between the period May 2007 and June 2007 were also targeted by the study and were asked, through the facilitators of the Parent Academy seminars and workshops, to answer the survey on line or by completing and returning the paper version of the survey that was distributed after the events.

All principals who had any involvement with the Parent Academy were targeted by the study and were asked to complete an on-line survey. Schools who had a greater involvement with the Academy during the 2006-2007 school year were targeted for face-to-face interviews with their administrators. A randomly selected group of schools were visited by the evaluator during the summer of 2007, and face-to-face interviews were conducted with the principal and/or the assistant principal.

DATA COLLECTION

The Office of Program Evaluation in collaboration with the Parent Academy Office developed and implemented several online surveys which were posted on the District's main page to give it visibility. Paper and pencil versions of these surveys were also made available to parents who may not have access to technology to ensure equity of access.

The survey instrument was made available online in English, Spanish and Haitian Creole. Parents who attended any of the Parent Academy Activities were given the option to respond to the evaluation survey in the language of their preference. A separate survey for administrators was also available online. In addition, paper surveys were also distributed to every school location where the Parent Academy has conducted activities during the 2006-2007 school year.

Additionally, in May 2007, several sets of paper surveys were distributed at several Parent Academy events. These sets included surveys in three languages: English, Spanish, and Haitian Creole.

The facilitators of these events were asked to distribute the surveys to attendees of their workshops and/or events. It was made clear that the surveys were to be completed only by individuals who have attended one or more Parent Academy Event during the school year 2006-2007.

The completed surveys were sent - directly- in a self-addressed envelopes to the Office of Program Evaluation. Over 500 surveys were completed and returned.

Finally, a group of randomly selected schools, that had Parent Academy activities, were visited by the evaluator during the summer of 2007, and face-to-face interviews were conducted with the principal and/or the assistant principal.

DATA ANALYSIS

RESPONSE FORMAT AND SCORING

The Parent Academy questionnaires included items that required the respondents to use a 4-point Likert-type format ranging from (*Strongly Disagree*) to (*Strongly Agree*) to express the level of their agreement or disagreement with the statement of the item (question). All answers to the items were converted to a numerical scale with four values:

1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Agree*; 4 = *Strongly agree*.

The measures were designed to assess the varying levels of opinions about the Parent Academy and its activities. The low scores (closer to 1) reflected low agreement with the statement, while high scores (closer to 4) reflected strong agreement with the statement of the question.

DEMOGRAPHIC CHARACTERISTICS OF THE STAKEHOLDERS WHO RESPONDED TO THE SURVEYS

How did the respondents respond to the surveys: Online or On Paper?

Almost 50% of the respondents used the paper and pencil format and almost 50% responded directly online (see Table 1). It should be noted that the paper surveys were inputted by staff from the Office of Program evaluation and were combined with the online surveys received directly from the stakeholders.

Table 1: Distribution of respondents to the surveys by method of response

Method of Response	Frequency	Percent
Online Survey	598	50.2%
Paper Survey	594	49.8%
Total	1192	100.0%

What is the ethnicity of the respondents?

The ethnic distribution of the respondents **reflected** that of Miami-Dade County Public Schools’ student population. According to the 2005-2006 School and District Profiles, the distribution of M-DCPS students’ population was 10% White, 28% Black, and 60% Hispanic which almost mirrors the distribution of the respondents which was about 7% White, 22% Black, and 63% Hispanic. About 6.3% of the respondents selected an ethnicity other than the ones provided as choices.

Table 2 : Distribution of respondents to the surveys by ethnicity

Ethnicity	Frequency	Percent
Other ethnicities	74	6.3%
Asian/Pacific Islander	14	1.2%
Black	259	21.7%
Hispanic	745	62.5%
Multiracial	22	1.8%
White	78	6.5%
Total	1192	100.0%

In what language did the respondents respond?

Although the majority of the respondents were Hispanic, only a small proportion (26.3%) responded in Spanish, while the majority (72.85%) responded in English. Only .8% of the participants responded in Haitian-Creole.

Table 3: Distribution of respondents by the language used to respond to the surveys

Language	Frequency	Percent
Creole	10	.8%
English	868	72.8%
Spanish	314	26.3%
Total	1192	100.0%

What is the primary language spoken at the home of the respondents to the surveys?

The majority of the respondents indicated that the primary language spoken at their homes is English (47.6%), then Spanish (43.8%), and then Creole (2.9%) (see Table 4). The rest of the respondents (5.7%) indicated languages other than English, Spanish, and Creole or a combination of languages, such as “English-Spanish, English-Creole, Chinese, Arabic...”.

Table 4: Distribution of respondents by the Primary Language spoken at their homes

Relationship to M-DCPS	Frequency	Percent
English	567	47.6%
Spanish	522	43.8%
Creole	34	2.9%
Other Languages	69	5.7%
Total	1192	100.0%

What was the distribution of respondents by gender?

Table 5 clearly indicate that the majority of the respondents were female (83%) and only about 17% of the respondents were male.

Table 5: Distribution of respondents to the surveys by gender

Gender	Frequency	Percent
Female	989	83%
Male	203	17%
Total	1192	100.0%

ANALYSIS OF THE RESPONSES OF THE RESPONDENTS TO THE PARENT ACADEMY SURVEY

As mentioned above, the surveys consisted of 28 questions. Of these 28 questions, there were 20 questions that were presented in the form of statements. Each respondent was asked to rate the level of his/her agreement with the statement using a 4-point Likert-type format:

(Disagree); (Slightly Disagree); (Slightly Agree); and (Agree).

Table 6 presents, for each opinion/statement question, the following information:

1. The number of participants who responded to that particular question. It should be noted that not ALL questions were applicable to ALL respondents.
2. The percent of respondents who were satisfied (i.e. answered the statement by selecting either “Slightly Agree” or “Agree”);

A closer look at the results presented in Table 6, reveals that respondents were more satisfied in some areas than other areas. Specifically, the percentage of satisfaction ranged from a maximum of 98% (Question 7: *“This event was free to me (no cost to me)”*), and Question 14: *“The Academy helps parents to support their children’s education”*) to a minimum of 67% (Question 10: *“I don’t know what other events the Academy offers”*).

Table 6: Responses of Parents to the Parent Academy Survey, by question.

	Description	Slightly Agree	Agree	Total (N)	Total % Agreement
Q1	The information presented was helpful.	130	1011	1183	96.45
Q2	I learned new information.	182	937	1179	94.91
Q3	The information was presented in a clear manner.	148	1000	1183	97.04
Q4	The presenter (or instructor) knew a lot about the topic.	161	976	1165	97.60
Q5	I am interested in learning more about this topic.	194	902	1169	93.76
Q6	I believe what I learned will help me to help my child at school.	154	973	1163	96.90
Q7	This event was free to me (no cost to me).	60	1087	1164	98.54
Q8	I would recommend this event to a friend.	116	1021	1165	97.60
Q9	The topics of Academy events are of interest to me.	189	955	1179	97.03
Q10	I don't know what other events The Academy offers.	254	530	1166	67.24
Q11	The locations of Academy events are convenient to me.	244	805	1163	90.20
Q12	The days /times of Academy events are convenient to me.	260	788	1167	89.80
Q13	It is easy to sign up for Academy events.	197	888	1155	93.94
Q14	The Academy helps parents to support their children's education.	149	990	1158	98.36
Q15	The Academy helps parents to understand how the school district works.	242	831	1152	93.14
Q16	The Academy offers classes to increase participants' skills to help them find a job or qualify for a better job.	272	721	1133	87.64
Q17	The Academy helps participants to understand relationships they have with their children and other family members.	215	871	1149	94.52
Q18	The Academy offers opportunities to increase the quality of participants' lives.	197	870	1140	93.60
Q19	The Academy offers classes that are not usually available at my child's school or in the community.	254	689	1128	83.60
Q20	Overall, I am satisfied with the Academy events I have attended.	152	959	1154	96.27
	Total (All questions Combined)	3770	17804	23215	92.93

WHAT ARE THE AREAS THAT RECEIVED THE MOST FAVORABLE RESPONSES AND THE AREAS THAT RECEIVED THE LEAST FAVORABLE RESPONSES BY PARTICIPANTS IN THE SURVEY.

A closer look at the responses to the twenty questions presented in the previous table (Table 6), reveals that the respondents indicated more satisfaction with some aspects of the activities of the Parent Academy than others. To assess this feedback, we looked only at the responses where the respondents were clearly in agreement or in disagreement with the statements presented to them for feedback. In other words, we eliminated responses such as “Slightly agree” and “Slightly disagree”.

Table (7) presents in descending order the questions (areas) that received the most favorable feedback. This table shows that the respondents were particularly happy with the following aspects of the Parent Academy:

- a) The events are presented at no cost to the participants;
- b) The Academy helps the parents to support their children’s education;
- c) The presenters/instructors are knowledgeable in the topics they presented; and
- d) The topics presented are of interest to the parents; helped them help their children; and are in general satisfied with the Parent Academy.

Table 7: Areas that Received the Most Favorable Feedback

Question	Description	Agree	Total % Agreement
Q7	This event was free to me (no cost for books, supplies, or tuition).	93	98.54
Q8	I would recommend this event to a friend.	88	97.60
Q14	The Academy helps parents to support their children’s education.	85	98.36
Q3	The information was presented in a clear manner.	85	97.04
Q1	The information presented was helpful.	85	96.45
Q4	The presenter (or instructor) knew a lot about the topic.	84	97.60
Q6	I believe what I learned will help me to help my child at school.	84	96.90
Q9	The topics of Academy events are of interest to me.	81	97.03

Table (8) presents in descending order the areas that received the least favorable feedback. Unlike the previous table, this table shows that the respondents were somewhat unhappy with the some aspects of the Parent Academy. Therefore, the following areas are considered “*Opportunity For Improvement*”, that the Parent Academy could address in the future:

- a) The parents are not very well informed of all the offerings of the Parent Academy;

- b) The scheduling (Time and Place) of the Parent Academy events are not convenient to some parents;
- c) The Parent Academy classes aimed at helping parents to increase their skills to find jobs or qualify for better jobs need to be reviewed.

Table 8: Areas that Received the Least Favorable Feedback

Question	Description	Disagree	Total % Agreement
Q10	I don't know what other events The Academy offers.	22	67.24
Q19	The Academy offers classes that are not usually available at my child's school or in the community.	9	83.60
Q16	The Academy offers classes to increase participants' skills to help them find a job or qualify for a better job.	6	87.64
Q12	The days and times of Academy events are convenient to me.	4	89.80
Q11	The locations of Academy events are convenient to me.	4	90.20

COMPARISON OF THE RESPONSES OF THE PARTICIPANTS BASED ON THE LANGUAGE THEY USED TO RESPOND TO EACH SURVEY QUESTION ABOUT THE ACTIVITIES OF THE PARENT ACADEMY

An analysis of the average responses (on a 4 points scale) to each of the twenty questions by the language used to respond to the survey, revealed that there are differences among the three major groups: Creole, English, and Spanish. Specifically, there are some questions that were highly rated by one group of respondents, while other groups may have not rated as high.

Table (9) presents all the questions. For each question presents the overall rating (based on the responses of all respondents), then the average (mean) rating for each of the three categories: Creole, English, and Spanish. For example, the Spanish respondents indicated three areas where they gave a rating below the overall average, and three areas where they gave a rating above the overall average. Specifically, the Spanish respondents were not as favorable as the other respondents in the following areas:

- a) *The presenter (or instructor) knew a lot about the topic;*
- b) *The topics of Academy events are of interest to me;*
- c) *The Academy helps parents to understand how the school district works.*

However, they were more favorable in the following areas:

- a) *The Academy offers classes that are not usually available at my child's school;*
- b) *The Academy offers classes to increase participants' skills to help them find a better job;*
- c) *The Academy offers opportunities to increase the quality of participants' lives.*

This type of analysis may help the Parent Academy tailor its offering and services to the various parents based on special needs and characteristics (See table below for a complete analysis).

Table 9: Comparison of the responses by the language used to respond to the Survey.

Question Description		Total (N = 1170)	Creole (N =10)	English (N= 850)	Spanish (N=310)	
The information presented was helpful.	q1	3.80	3.89	3.78	3.74	
I learned new information.	q2	3.72	4.00	3.68	3.59	
The information was presented in a clear manner.	q3	3.80	4.00	3.79	3.74	
The presenter (or instructor) knew a lot about the topic.	q4	3.80	3.88	3.81	3.63	-4.46%
I am interested in learning more about this topic.	q5	3.68	4.00	3.63	3.65	
I believe what I learned will help me to help my child at school.	q6	3.79	4.00	3.78	3.75	
This event was free to me (no cost for books, supplies, or tuition).	q7	3.91	4.00	3.91	3.92	
I would recommend this event to a friend.	q8	3.84	3.89	3.82	3.88	
The topics of Academy events are of interest to me.	q9	3.77	4.00	3.74	3.50	-6.69%
I don't know what other events The Academy offers.	q10	2.91	3.56	2.79	2.78	16.22%
The locations of Academy events are convenient to me.	q11	3.55	3.78	3.48	3.50	-2.81%
The days and times of Academy events are convenient to me.	q12	3.54	3.67	3.49	3.55	-1.84%
It is easy to sign up for Academy events.	q13	3.68	3.67	3.65	3.68	-0.33%
The Academy helps parents to support their children's education.	q14	3.83	4.00	3.83	3.75	
The Academy helps parents to understand how the school district works.	q15	3.63	4.00	3.60	3.29	9.14%
The Academy offers classes to increase participants' skills to help them find a job or qualify for a better job.	q16	3.45	3.67	3.42	3.65	-8.51%
The Academy helps participants to understand relationships they have with their children and other family members.	q17	3.68	3.67	3.65	3.63	-0.29%
The Academy offers opportunities to increase the quality of participants' lives.	q18	3.68	4.00	3.66	3.75	8.11%
The Academy offers classes that are not usually available at my child's school or in the community.	q19	3.35	3.44	3.26	3.64	-2.23%
Overall, I am satisfied with the Academy events I have attended.	q20	3.78	4.00	3.76	3.79	7.22%

DISTRIBUTION OF THE ADMINISTRATORS WHO RESPONDED BY REGION AND BY TYPE OF SCHOOL

Over 180 school administrators from all six regions responded to the Parent Academy Survey. Furthermore, all types of schools (Elementary, K-8 Centers, Middle, High Schools, and other centers) were represented in the pool of administrators who responded to the survey. It should also be noted that the majority of the administrators who responded were principals. This indicates the level of importance given to the ParentAcademy by the principals.

Table 10: Distribution of the Administrators by region and by Type of School.

		Elementary	High School	K-8 Center	Middle	Other (Adult, Special Centers, etc...)	Total
Region I	Assistant Principal	3	2	1	1	1	8
	Principal	24	4	2	11	4	45
	Total	27	6	3	12	5	53
Region II	Assistant Principal	1	0		1	0	2
	Principal	5	1		4	3	13
	Total	6	1		5	3	15
Region III	Assistant Principal	0	1	0	1	0	2
	Principal	7	2	2	3	3	17
	Total	7	3	2	4	3	19
Region IV	Assistant Principal	1	1	1	1	0	4
	Principal	13	4	1	2	1	21
	Total	15	5	2	3	1	26
Region V	Assistant Principal	3	1	1	4	0	9
	Principal	10	3	0	2	1	16
	Total	14	4	1	6	2	27
Region VI	Assistant Principal	2	2	1	2	1	8
	Principal	20	1	2	7	3	33
	Total	22	3	3	9	4	41

ANALYSIS OF THE RESPONSES OF THE ADMINISTRATORS TO THE ONLINE SURVEY

The Administrators’ Survey consisted also of 35 questions. Seventeen questions were presented in the form of statements. Each respondent was asked to rate the level of his/her agreement with the statement using a 4-point Likert-type format.

All answers to the items were converted to a numerical scale with four values:

1 = *Slightly disagree*; 2 = *Agree*; 3 = *Slightly Disagree*; 4 = *Disagree*.

The low scores (closer to 1) reflected low agreement with the statement involvement, while high scores (closer to 4) reflected strong agreement with the statement of the question.

Table 11 presents for each opinion/statement (Question 10 through Question 16):

- The number of administrators who responded to that particular question;
- The average (mean) score of agreement.

A closer look at the results presented in Table 11 reveals that administrators were very satisfied, in general, with the effectiveness of the Parent Academy activities. The average satisfaction ranged from a low of 2.47 to a high of 3.81 on a 4.0 scale. It should be noted that principals did not think that “Academy events were well attended at their schools”. This can be easily explained because not all schools held Parent Academy events at their sites. Most of the events were scheduled at a site that is convenient to the maximum number of parents and may serve more than one school. It should also be noted, that Principals and Assistant Principals were particularly pleased with the topics offered by The Parent Academy, as well as the quality of the instructors delivering these topics.

Table 11: Questions Assessing the Effectiveness of the Parent Academy Events

	N	Mean
10. The topics offered by the Academy are of interest to the parents at this school.	175	3.51
11. Academy events address topics not available in the past to parents .	167	3.11
12. Instructors are knowledgeable about the topics.	141	3.81
13. Academy events draw parents from all sectors of my school’s population.	163	2.99
14. Academy events are well attended at this school.	161	2.47
15. Academy events are offered at other sites around this school.	153	3.09
16. Academy staff provide support in implementing district-wide Academy events.	155	3.55

The survey also included questions to solicit the administrators’ opinions about the impact of the ParentAcademy efforts to change at least partially the relationship between the parents and the schools. At mentioned earlier, Dr. Crew’s vision is to change and impact the parent-school relationships. In otherwords, a change so that “Parents are no longer simply a supplier of children, and the schools are no longer simply a supplier of materials.” Schools and parents are partners and the roles are clearly defined, so much so that each partner demands something from the other.

A closer look at the results presented in Table 12 reveals that the administrators did attribute, at least in part, a change in the parents’ behaviors to the efforts of The Parent Academy. Specifically, administrators thought the efforts of The Parent Acdeemy contributed to the

following changes: a) Increased parent attendance at school; b) Improved communication between schools and homes; and c) Increased level of advocacy for the children by their parents.

Table 12: Questions Assessing the Impact of The Parent Academy Events

	N	Mean
17. Parent attendance at school events has increased.	160	3.03
18. Communications between school and home have improved.	160	3.34
19. Parents are more likely to advocate for their children.	165	3.25
20. Parents' expectations for their children have changed.	159	2.98
21. Parents are more involved in decision-making activities at the school.	165	2.92
22. Parents are more demanding of school staff.	159	2.92
23. Parents' participation has lead to improved student attendance.	158	2.73
24. Parents' participation has lead to improved student conduct.	157	2.78
25. Parents' participation has lead to improved student achievement.	159	2.91
26. Overall, the Academy is helping parents to become more active partners.	165	3.19

ANALYSIS OF THE FACE-TO-FACE INTERVIEWS OF A RANDOMLY SELECTED SCHOOL ADMINISTRATORS

In the summer of 2007, a series of face-to-face interviews were conducted with administrators (principals and assistant principals) from a randomly selected set of schools from different parts of the District. The sample included elementary, and secondary schools. The interviews were conducted on the school sites and took about one hour each, using a standard interview instrument (See Appendix 3 for more details about the questions asked). The participants were promised that the results of the interviews will not be presented individually and only group summary data will be included in the report. The following is a summary of these interviews.

Overall, the administrators interviewed indicated that the Parent Academy model is very different from other programs, because it is more structured and comprehensive. TPA treats parents as learners and offer them courses, workshops, and assistance aimed at making them partners with the school not just consumers of the services offered by the school.

Furthermore, the principals and assistant principals who participated in the interviews thought that the parents who attended the events offered by the Parent Academy were satisfied.

They also indicated that presenters were knowledgeable, the topics were helpful to empower parents and build a better home-school partnership. Specifically, the administrators noted that the Academy offerings serve to help parents understand the school district and support their children's education, and may help them improve their family relationships and quality of life. In addition, a majority of the principals indicated that they attribute changes in a) parent attendance at school events, b) home/school communications, c) parent advocacy, and d) expectations for their children.

SUMMARY

The evaluation of the ParentAcademy included several stakeholders: Parents, Principals, Assistant Principals, and Administrators. The number of respondents was large enough to be representative of the parents' population in terms of number and also in terms of other demographic variables, such as ethnicity.

Overall, the evaluation revealed that stakeholders had very favorable opinions of the Parent Academy and indicated that they valued the efforts and activities that were offered. They also indicated that they want to see an expansion of the Parent Academy in terms of activities offered and population served.

Furthermore, as a result of the noticeable achievement of The Parent Academy during its first two years of operation, and the District efforts, led by Dr. Crew's direction and vision, it was possible to secure an additional grant from the Knight Foundation in the amount of \$1,820,000 over three years to continue funding the Parent Academy in order to support the education of a large, diverse student population by increasing parental involvement through program expansion. By offering classes to parents on topics such as homework assistance and setting a home learning environment, The Parent Academy will engage parents in their children's academic life (Board Item C-80, Board Meeting of January 16, 2008).

In summary, there is enough evidence, at least from stakeholders testimonies, that The Parent Academy had and continues to have an impact on parent's attitudes, expectations, and behaviors that make a difference in their child(ren)'s education.

REFERENCES

Office of Community Services (OCS) and Office of Parental Involvement (OPI) (2005). *The Parent Academy: a Report of Partnership, Process and Progress*. Miami, FL: Miami-Dade County Public Schools.

Blazer, C. (2005). *Literature Review on Family Involvement: The Home-School Partnership*. Miami, FL: Miami-Dade County Public Schools Division of Research Services.

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APPENDICES

OFFICE OF PROGRAM EVALUATION

MEMORANDUM

April 5, 2007
JLL/2005-06/Mxxx
JLL/305-995-7536

TO: Selected Attendees of Parent Academy events

FROM: Jerome L. Levitt, Executive Director
Office of Program Evaluation

SUBJECT: EVALUATION OF THE PARENT ACADEMY (TPA)

The Office of Program Evaluation is currently conducting an evaluation of The Parent Academy (TPA). As part of this evaluation, surveys have been developed in three languages: English, Spanish, and Haitian Creole. The surveys are available online. A separate survey for administrators is also available online.

Surveys are to be completed only by individuals who have attended one or more Parent Academy Event during the school year 2006-2007. **Your assistance is requested in completing the online survey in the language of your preference.**

To access the on-line survey, click or type the following web address and follow the instructions: <http://www2.dadeaschools.net/parents/tpa.htm>

Please note that your responses will remain confidential and will be submitted directly to the Office of Program Evaluation. Please be as candid as possible in your responses in order to help us to have an accurate assessment of the Parent Academy initiative.

Thank you for your assistance with this important data collection activity. Please feel free to contact Dr. Jerome Levitt at 305 -995-7537 or Dr. Tarek Chebbi at 305 – 995-7091 if you have any questions or require further information.

JLL/TC/mp
Attachment

cc: Ms. Carolyn Spaht
Mr. Alberto M. Carvalho
Dr. Linda Brown
Ms. Sandy Smith-Moise
Dr. Tarek Chebbi

The Parent Academy Survey (English Version)

Instructions

Dear Participant,

This survey is being conducted of parents and others who have attended at least one event through Miami-Dade County Public Schools: The Parent Academy. The survey is part of an evaluation of the Academy that is being conducted by the Office of Program Evaluation. Your opinions are an important part of this evaluation. This is not a test, and there is no “right” or “wrong” answer. The questions ask how you felt about the Parent Academy event that you have attended, and about your experiences with the Academy in general.

It should take you about five minutes to complete. Please answer all the questions as they relate to you. For most answers, check the boxes most applicable to you or fill in the blanks.

Thank you for your cooperation!

About The Parent Academy Event

1. The information presented was helpful.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

2. I learned new information.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

3. The information was presented in a clear manner.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

4. The presenter (or instructor) knew a lot about the topic.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

5. I am interested in learning more about this topic.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

6. I believe what I learned will help me to help my child at school.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

7. This event was free to me (no cost for books, supplies, or tuition).

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

8. I would recommend this event to a friend.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

About Your Relation with The Parent Academy

9. The topics of Academy events are of interest to me.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

10. I don't know what other events The Academy offers.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

11. The locations of Academy events are convenient to me.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

12. The days and times of Academy events are convenient to me.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

13. It is easy to sign up for Academy events.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

14. The Academy helps parents to support their children's education.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

15. The Academy helps parents to understand how the school district works.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

16. The Academy offers classes to increase participants' skills to help them find a job or qualify for a better job.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

17. The Academy helps participants to understand relationships they have with their children and other family members.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

18. The Academy offers opportunities to increase the quality of participants' lives.

- Disagree
- Slightly Disagree

- Slightly Agree
- Agree

19. The Academy offers classes that are not usually available at my child's school or in the community.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

20. Overall, I am satisfied with the Academy events I have attended.

- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

General Information

21. How did you learn about the Parent Academy?

- Automated Phone Message
- Web Site
- Flier
- Radio
- Newspaper
- Other:

22. How many events offered by The Academy have you attended? (An event is one workshop, class, or multi-session course)

- 2 - 3 Events
- 4 or more Events

23. What is your Gender?

- Male
- Female

24. What is your Ethnicity?

- Asian/Pacific Islander
- Black
- Hispanic
- White
- Multi-ethnic
- Other:

25. What is the primary Language spoken at your home?

- English
- Spanish
- Creole
- Other:

26. How many children do you have?

- I have no children
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

27. Please list the name(s) of any Miami-Dade County Public Schools your children attend:

28. If you wish to make any comments or clarifications, please do so.

TheParentAcademy Survey (Spanish Version)

Estimado participante:

Estamos realizando esta encuesta entre los padres de familia y demás personas que han asistido a un evento a través de la Academia de Padres de Familia. La encuesta es parte de una evaluación de la Academia que el distrito escolar está realizando. Sus opiniones son muy importante para esta evaluación.

No se trata de un examen, ya que no hay respuestas “correctas” o “incorrectas”. Las preguntas tienen el objetivo de expresar qué le parece el evento en el que está participando en el día de hoy y sus experiencias con La Academia. Llenar el formulario le tomará unos cinco minutos. Por favor, conteste cada una de las preguntas y una vez que lo haya llenado, devuélvalo a su instructor/a.

¡Gracias por su cooperación!

Sobre el Evento de La Academia de Padres

Por favor, lea cada uno de los siguientes comentarios y seleccione la respuesta que más se aproxime a su opinión y la refleje mejor. Utilice la siguiente escala: En desacuerdo (ED); Ligeramente en desacuerdo (LD), Ligeramente de acuerdo (LA); De acuerdo (DA).

1. La información presentada fue útil.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

2. Aprendí información nueva.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

3. La información fue presentada claramente.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

4. Los/Las maestros/as tenían gran conocimiento de la materia.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

5. Estoy interesado en aprender más sobre esta tema.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

6. Creo que lo que aprendí me ayudará a asistir a mis hijos en sus estudios.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

7. Este evento fue gratis (no hubo costos por conceptos de libros, materiales o matrículas).

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

8. Recomendaría este evento a un/a amigo/a.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

Sobre Su Relacion con La Academia de Padres

Por favor, lea cada uno de los siguientes comentarios y seleccione la respuesta que más se aproxime y refleje mejor su opinión. Utilice la siguiente escala: en desacuerdo (ED); ligeramente en desacuerdo (LD), ligeramente de acuerdo (LA); de acuerdo (DA).

9. Los temas de la Academia son de interés para mí.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

10. No sé qué otros eventos ofrece la Academia.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

11. Los lugares de los eventos de la Academia son convenientes para mí

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

12. Los días y las horas de los eventos de la Academia son convenientes para mí.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

13. Es fácil matricularse para los eventos de la Academia.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

14. La Academia ayuda a proporcionar apoyo a los padres en la educación de sus hijos.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

15. La Academia ayuda a que los padres entiendan cómo funciona el distrito escolar.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

16. La Academia ofrece clases para ampliar las destrezas de sus participantes a fin de ayudarles a obtener empleo o calificar para uno mejor.

- En desacuerdo

- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

17. La Academia ayuda a los participantes a entender las relaciones que puedan tener con sus hijos o con otros miembros de la familia.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

18. La Academia ofrece oportunidades para mejorar la calidad de vida de sus participantes.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

19. La Academia ofrece clases que usualmente no se ofrecen en la escuela de mis hijos o en la comunidad.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

20. En resumen, estoy satisfecho/a con los eventos de la Academia en los que he participado.

- En desacuerdo
- Ligeramente en desacuerdo
- Ligeramente de acuerdo
- De acuerdo

Información General

Por favor, llene el círculo que se ajuste mejor a su respuesta.

21. Como se entero de La Academia de Padres?

- Mensaje automatico por teléfono
- Página Web
- Panfleto
- Radio
- Periódico
- Otro:

22. ¿En cuántos eventos ofrecidos por la Academia ha participado? (Un evento es una sesión de trabajo, clase o curso de múltiples sesiones.)

- 2 - 3 Eventos
- 4 o mas eventos

23. Sexo:

- Femenino
- Masculino

24. Raza/Grupo étnico:

- Isleño del Pacífico/Asiático
- Blanco
- Hispano
- Multiétnico
- Negro
- Otro:

25. Idiomas que se hablan en su hogar:

- Inglés
- Español
- Haitiano/criollo
- Otro:

26. ¿Cuántos hijos usted tiene? (Por favor, marque todos lo que apliquen a su caso).

- No tengo hijos
- 1
- 2
- 3
- 4
- 5
- 6
- 7 o más

27. Por favor, escriba los nombres de las Escuelas Públicas del Condado de Miami-Dade a las que asisten sus hijos:

28. Si desea hacer comentarios o aclaraciones, por favor, hágalo a continuación.

TheParent Academy (Creole Version)

Enstriksyon

Chè Patisipan,

Sondaj sa a ap fèt pou paran oubyen lòt moun ki te ale nan omwen yon evènman Akademi Paran An atravè Lekòl Leta Miami-Dade County. Sondaj sa a fè yon pati evalyasyon Akademi an Biro Evalyasyon Pwogram ap fè.

Opinyon ou se yon pati enpòtan nan evalyasyon sa a. Se pa yon egzamen, sa vle di pa gen “bon” oubyen “move” repons. Kesyon yo mande kisa ou panse de evènman ou te patisipe ladan nan, ak eksperyans ou fè ak Akademi a.

Li dwe pran ou apeprè senk minit pou ranpli li. Silvouplè reponn chak atik sou jan yo gen rapò ak ou. Pou pifò repons yo, tcheke bwat ki plis sanble ak repons ou yo oubyen ranpli espas vid yo.

Mèsi pou kolaborasyon ou!

Kesyon sou Evènman Akademi Paran An

Enstriksyon: Silvouplè li chak nan atik k ap suiv yo e fè yon wonn otou repons ki plis reflète opinyon ou. Itilize mezi k ap suiv yo: Pa Dakò (PD); Pa Dakò Toupiti (PDT); Dakò Toupiti (DT); Dakò (D). Si yon atik pa aplikab pou ou oubyen evènman ou te patisipe ladan an, silvouplè, fè yon wonn otou “P/A.”

1. Enfòmasyon yo te bay la te ede mwen.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

2. Mwen te aprann nouvo enfòmasyon.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

3. Yo te prezante enfòmasyon an nan yon fason ki klè.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

4. Prezan t e a (oubyen enstrikt e a) te konnen sij e a byen.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

5. Mwen enterese konnen plis sou sij e sa a.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

6. Mwen kw e sa m te aprann nan pral ede m ede pitit mwen lekòl

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

7. Evènman sa a te gratis pou mwen (ou pa peye pou liv, founiti, oubyen ekolaj).

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

8. Mwen ta rekòmande evènman sa a bay yon zanmi.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

Kesyon sou Relasyon ou ak Akademi Paran An

9. Sij e yon an evènman Akademi a enterese mwen.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

10. Mwen pa konnen ki lòt evènman Akademi a ofri.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

11. Lokal yo pou evènman Akademi a bon pou mwen.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

12. Jou ak lè yo pou evènman Akademi a bon pou mwen.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

13. Li fasil pou mwen enskri pou evènman Akademi yo.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

14. Akademi a ede paran yo sipòte edikasyon pitit yo.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

15. Akademi a ede paran yo konprann fason distri lekòl la travay.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

16. Akademi a ofri klas pou ogmante ladrès patisipan yo pou ede yo jwenn yon travay oubyen pou yo kalifye pou yon pi bon travay.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

17. Akademi a ede patisipan yo konprann rapò yo genyen avèk pitit yo ak lòt manm nan fanmi yo.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

18. Akademi a ofri opòtinite pou ogmante kalite lavi patisipan yo.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

19. Akademi a ofri klas ki dabitid pa disponib nan lekòl pitit mwen an oubyen nan kominote a.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

20. Anjeneral, mwen satisfè avèk evènman yo mwen te patisipe nan Akademi a.

- Pa Dakò
- Pa Dakò Toupiti
- Dakò Toupiti
- Dakò

Enfòmasyon Jeneral

21. Kijan ou te enfòme ou sou Akademi Paran An.

- Mesaj Otomatik nan Telefòn
- Sou Paj Entènèt
- Trak/Kat Anons
- Radyo
- Journal
- Lot:

22. Nan konbyen evènman Akademi Paran An ofri ou te patisipe? (Yon evènman se yon atelye, kou, oubyen yon kou ki gen plizyè sesyon.)

- 2 oubyen 3 evènman
- 4 oubyen plis evènman

23. Ki Sèks ou?

- Gason
- Fi

24. Ki Ras/Etnisite ou?

- Azyatik/Natif Il Pasifik
- Nwa
- Espayòl
- Blan

- Etnisite Melanje
- Lot

25. Lang ou pi plis pale lakay ou?

- English
- Spanish
- Creole
- Anglè
- Espayòl
- Kreyòl
- Lòt:

26. Combien d'enfants vous avez?

- Mwen pa gen timoun
- 1
- 2
- 3
- 4
- 5
- 6
- 7 oubyen pi gran

27. Silvoulè ekri non nenpòt nan Lekòl Leta Miami-Dade County yo timoun ou ale:

28. Si w vle fè kòmantè oubyen klarifikasyon, silvoulè fè sa.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
OFFICE OF PROGRAM EVALUATION**

EVALUATION OF THE PARENT ACADEMY

**NOTE TO PARENT ACADEMY FACILITATORS
MAY 21, 2007**

Dear Parent Academy Facilitator:

The Office of Program Evaluation is currently conducting an evaluation of The Parent Academy. As part of this evaluation, surveys have been developed in three languages: English, Spanish, and Haitian Creole.

Enclosed, please find a set of surveys in the three languages mentioned above. Please distribute these surveys to attendees of your workshop and/or event. Surveys are to be completed only by individuals who have attended one or more Parent Academy Event during the school year 2006-2007.

Please collect the completed surveys and send them- directly- in the enclosed labeled enveloped immediately at the conclusion of the event/workshop to:

Dr. Tarek Chebbi, Office of Program Evaluation, Work Location: 9020

Please encourage your participants to be as candid as possible in their responses in order to help us to have an accurate assessment of the Parent Academy initiative.

Thank you for your assistance with this important data collection activity. Please feel free to contact Dr. Jerome Levitt at 305-995-7537 or Dr. Tarek Chebbi at 305- 995-7091 if you have any questions.

The Parent Academy Principals Survey

Instructions

This survey is being conducted as part of the evaluation of The Parent Academy. As a school principal or Assistant Principal, your opinions regarding the Academy are an important part of the evaluation. Your responses will remain confidential. The results will be reported in aggregate form only. If you have any questions regarding this survey, please contact Dr. Tarek Chebbi, Office of Program Evaluation, at 305-995-7091 or tchebbi@dadeschools.net.

In this survey, an Academy "event" refers to any workshop, class, multi-session course, or other function offered by the Academy for which participants receive a Certificate of Completion.

Please read each item and check your response, based on your knowledge and experiences regarding the Academy. For most answers, check the boxes most applicable to you or fill in the blanks.

Academy Events

1. Were any Parent Academy events held at your school during the School year 2006 - 2007?

- Yes
- No (If "No" Click on this Link and Start with Question 10 ==> **(Skip to Q. 9)**)

The School's Involvement in The Parent Academy Events

Please read each statement about the level of involvement of your school in the planning, development, and/or delivery of "Parent Academy Event(s)". Select your response using the scale provided.

What level of involvement did you and/or your staff provide for "Academy Event(s)" held at your school?

2. The school provided only a site to house Academy events

- Never
- Occasionally
- Usually
- Always

3. The school provided personnel to host or conduct Academy events.

- Never
- Occasionally
- Usually
- Always

4. The school asked the Academy to offer events on specific topics

- Never
- Occasionally
- Usually
- Always

5. The school held the events and the Academy only advertised them in the community.

- Never
- Occasionally
- Usually
- Always

6. The Academy proposed the events and the school was responsible for implementing them at their own site.

- Never
- Occasionally
- Usually
- Always

7. School staff facilitated parents' attendance at other sites.

- Never
- Occasionally
- Usually
- Always

8. School staff coordinated transportation for parents to an Academy event.

- Never
- Occasionally
- Usually
- Always

9. School staff coordinated child care during an Academy event.

- Never
- Occasionally
- Usually
- Always

Implementation of The Parent Academy Events

Please read each statement regarding "The effectiveness of the Parent Academy Event(s)."

Based on your knowledge of the Academy and the events held in the district. Select your response using the scale provided, ranging from Agree to Disagree, or select N/A if the item does not apply to you.

10. The topics offered by the Academy are of interest to the parents at this school.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

11. Academy events address topics that have not previously been available to parents at this school.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

12. Instructors or presenters supplied by the Academy are knowledgeable about the topics.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

13. Academy events draw parents from all sectors of my school's population.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

14. Academy events are well attended at this school.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

15. Academy events are offered at other sites in the neighborhood around this school.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

16. Academy staff provide support in implementing district-wide Academy events.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

Impact of The Parent Academy Events

Based on your interactions with the students and parents at your school, please indicate your level of agreement with each of the following statements, regarding "The changes that you have observed and that you have attributed, at least partially, to the Academy".

17. Parent attendance at school events has increased.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

18. Communications between school and home have improved.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

19. Parents are more likely to advocate for their children.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

20. Parents' expectations for their children have changed.

- Agree

- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

21. Parents are more involved in decision-making activities at the school.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

22. Parents are more demanding of school staff.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

23. Parents' participation has lead to improved student attendance.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

24. Parents' participation has lead to improved student conduct.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

25. Parents' participation has lead to improved student achievement.

- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

26. Overall the Academy is helping parents to become more active partners in, their child(ren)'s education.

- Agree

- Slightly Agree
- Slightly Disagree
- Disagree
- N/A

School Level Information

In this last section of the survey, please answer the following general questions:

27. How many Academy events were held at your school in 2006-2007?

28. How many similar non-Academy events for parents were held at your school in 2006-2007?

29. On average, about how many parents usually attend events held for parents at your school?

30. Keep in mind both Academy and non-Academy events held at your school. How does the total number of events offered this year for your students' parents compare to the number offered last year?

- More events are available this year.
- About the same
- Fewer events are available this year.

31. Please indicate the type of your school

- Elementary
- K-8 Center
- Middle
- High School
- Adult
- Community
- Other:

32. Please indicate the Region of your school

- Region I
- Region II
- Region III

- Region IV
- Region V
- Region VI

33. Please indicate what is your position at the school?

- Principal
- Assistant Principal
- Other:

34. School Location Number (Optional):

35. If you would like to offer a comment or clarification, please do so.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
OFFICE OF PROGRAM EVALUATION
Interview Guide of Principals regarding the Parent Academy**

Date: ----- **Location:** -----

Principal: -----

1. How does the Parent Academy (TPA) model differ from typical parental involvement activities and community partnerships that have traditionally been in place at district schools?
2. How did The Parent Academy model “work” with other “Parent Involvement” programs? Please give examples.
3. Are the Academy courses available to the community at large, or only parents of students who attend your school?
4. To what extent have TPA courses been offered at your school?
5. How would you assess the “quantity” of TPA offerings at your school?
6. Based on your observations and/or feedback from others, how do you evaluate the impact of TPA activities on the following areas (**Give examples when possible**):
 - 6.1 The involvement of parents at the school
 - 6.2 The awareness of the parents of their duties AND rights at the school
 - 6.3 The access of parents to resources at the school
 - 6.4 The access of parents to resources outside the school
 - 6.5 The involvement of parents with their children
7. Does your school offer courses in all three tiers defined by the Academy
 - Tier 1: **core courses** to assist parents in helping their child succeed in school – basic orientation, homework help, behavioral discipline, how to prepare child for school, parent/teacher conferences
 - Tier 2: **growth courses** for the adult – growth and self-awareness (budgeting, resumes, public speaking, anger management, communication
 - Tier 3: certification courses – GED, paraprofessional certification, vocation, enter workforce, change field, advance professionally
8. How would you assess the “Quality” of TPA offerings at your school?

9. Have you noticed measurable changes in participants' attitudes, expectancies, and/or behaviors?

9.1 Were the participants satisfied with the events offered?

9.2 Did the participants report changes in their attitudes, expectancies, and/or behaviors?

9.3 Did the parents demand more of your school because of their awareness of available resources and their rights to ask for them?

10. Did you (as a Principal) notice a change in parental involvement in your schools that you can attribute directly to "The parent Academy"?

11. Can you attribute improvement (if any) of non-academic school outcomes, such as attendance, conduct grades, and/or violations to the code of student conduct to TPA? (Please explain)

12. Do you have anything else you want to add regarding TPA?

Are the following data available?

List of all courses offered in school year 2006-2007

Number of courses scheduled

Number of courses held

Attendance at each

Number of parents served

Records of cash and in-kind funding received

