

Parent Participatory Evaluation



MPS
MINNEAPOLIS
PUBLIC SCHOOLS

Minneapolis
Public Schools



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.



MPS
MINNEAPOLIS
PUBLIC SCHOOLS

Thank You for Having Us!



Gracias I Miigwetch I Pidamaya

Thank you I Ua tsaug I Waad mahadsantihiin

Objectives



- Learn more about our District and **guiding beliefs**
- Have an understanding of **Parent Participatory Evaluation (PPE)** and how this research and evaluation approach resulted in **parent-led evaluation and improvement** at MPS
- **Hear from some of our parent evaluators** about their experience and findings
- **Dive deep** into Special Education memo and district response
- Gain insight into **what it takes** for this work to be **successful and facilitate change**

Context: Minneapolis Public Schools



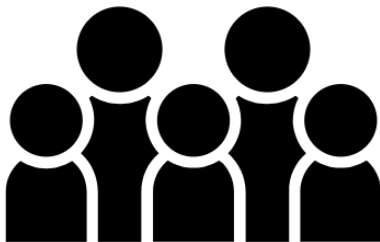
Almost **90**
different
languages
spoken



67 Schools

17% receive
Special
Education
services

63% identify as
Students of
Color

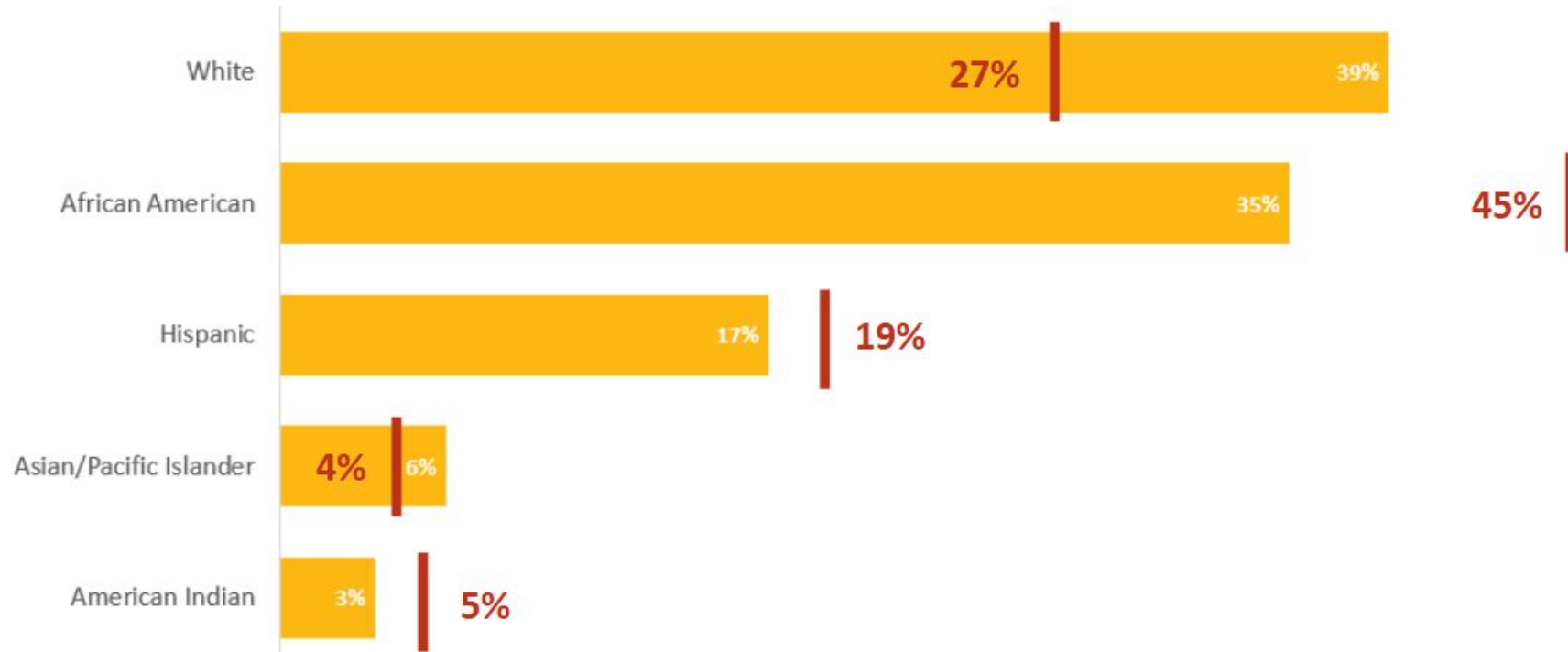



Over 33,000 Students


17% receive
English
Language
Learner Services

54% receive
Free or
Reduced-Price
Lunch

MPS Context - Special Education

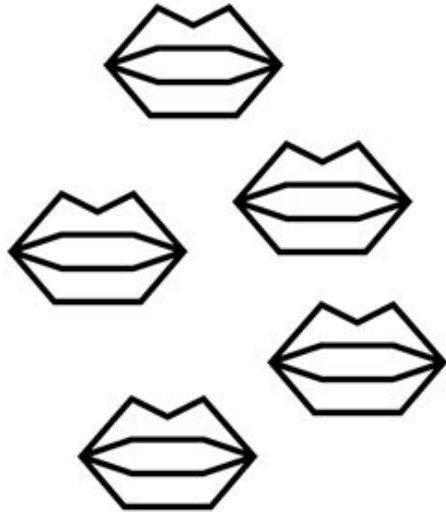


 Percent of total MPS population

 Percent of MPS population receiving Special Education services

Cultural Humility

Cultural humility is a **lifelong process** of **self-reflection**, **self-critique** and commitment to **understanding and respecting different points of view**, and **engaging with others humbly, authentically** and from a place of **learning** (Tervalon & Murray-Garcia, 1998).



Our Beliefs



1. Youth and families have expertise in their own experiences.
2. School districts are learning organizations that must be designed by youth and families - the people schools are designed to serve.
3. School district staff must humbly build authentic and resilient relationships with youth, families and each other before change can happen.
4. A systematic process that shares power across youth, families, and staff yields innovative and equitable practices.

**Reflection
Questions**

Special Education & Identity

The **definition of identity** is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that **define** you. An example of **identity** is a person's name. An example of **identity** are the traditional characteristics of an “American.”

-yourdictionary.com





Allison Waukau

Personal Reflection



1. What does Allison's testimony make you feel and/or think about?
2. How do the districts you support ensure all students and families feel seen, heard, valued, and welcomed for who they are?
3. Allison talks about navigating a school that doesn't honor her child's identity, and questions her role as a Native parent when the school does something that that doesn't feel culturally appropriate to her. What would you say or do in response to Allison's reflection?

**Reflection
Questions**

Engaging the Community in Research



- MPS serves a racially and ethnically diverse community of students and families
- MPS has experienced limited success engaging these diverse communities in research and evaluation
- In a recent survey, MPS collected data from over 3,000 family members, but only **16%** identified as a **person of color**, **11%** spoke a **language other than English** at home, and only **14%** reported living on the **North side** of the city.

MPS Student Demographics

White: **36.4%**

Black or African American: **34%**

Latinx or Hispanic: **17.2%**

Two or More: **4.8%**

Asian: **4.7%**

American Indian: **2.7%**

Native Hawaiian/Pacific Islander: **0.1%**

PPE Model in MPS is Built on Partnership



Engagement
& External
Relations

- Authentic relationships
- Parent engagement
- Communication
- Language

Research,
Evaluation, &
Assessment

- Data collection methods
- Analysis
- Identifying Themes
- Reporting

Parent
Evaluators

- Community connections (African American, American Indian, Hmong, Latinx, and Somali) x10
- Experience with MPS

How can a school *value and respect* your child for who they are?



Surveys

+



Group
Conversations

+



Participatory
Activities

=

2,272⁺

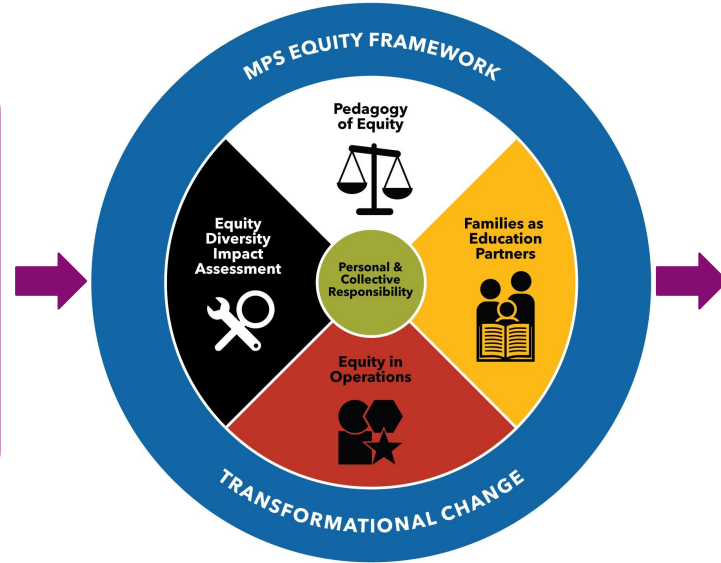
parents reached

within the African American,
American Indian, Hmong,
Latino, and Somali
communities in 2018-2019
PPE program

Core Component of PPE: Facilitating Use & Action

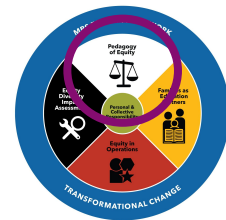


Culturally-Specific
Groups' Findings &
Recommendations
+
Themes Across
Groups



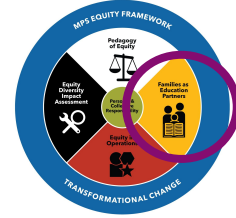
11 Memos with
Specific
Recommendation
for MPS Owner

Pedagogy of Equity



- Parents feel the MPS **academic experience** does not reflect and value the languages, cultures, and histories of MPS students.
- Parents expect staff to create safe learning environments by addressing issues of **bullying** and student conflict.
- Parents need better communication about schools' expectations for **behavior**, as well as equitable treatment in response to behavior.
- Parents of students in **Special Education** programming want to better understand Special Education services and the progress their child is making.

Families as Education Partners

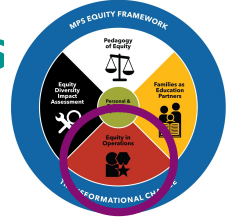


- Parents want to be **partners** in their child's education, but need schoolwide structures to support them in this role.
- Parents seek more **positive communication** from the District and their child's school.
- Parents want to be able to communicate with school staff, but often do not find **multilingual staff or interpreters** at MPS schools.
- Parents find it essential that schools make their **cultures visible** by creating and displaying culturally-specific works and languages, and acknowledging important cultural holidays.

Equity in Operations



- MPS must prioritize **hiring staff who represent the students** who attend schools in the District.
- Parents want MPS **staff to know more** about their students' cultural histories, values, and practices.
- It is important to many parents that MPS provide **transportation** to all students.



Reflect on Parent Findings



1. Do any of these findings surprise you? Would you expect similar or different results in your state?
2. What would you do next if you learned members of the community served in your project were experiencing these challenges?

**Reflection
Questions**

4. Special Education: Parents of students in Special Education programming want to better understand Special Education services and the progress their child is making.

Parents need support from MPS to ensure parents can partner with their child's school to support their child's Special Education needs.

For parents, this means:

- (1) Provide parent trainings to help parents understand Special Education services, (2) set attainable goals and communicate progress with parents; (3) accurately estimate and deliver on needed services of academic and behavior support, (4) ensure documentation (e.g. IEPs) are in accessible language, and (5) hire culturally representative staff.

Parent Presentations



A common Somali proverb says **Qowda Maqashii waxna ha u qaban**, which translates to:

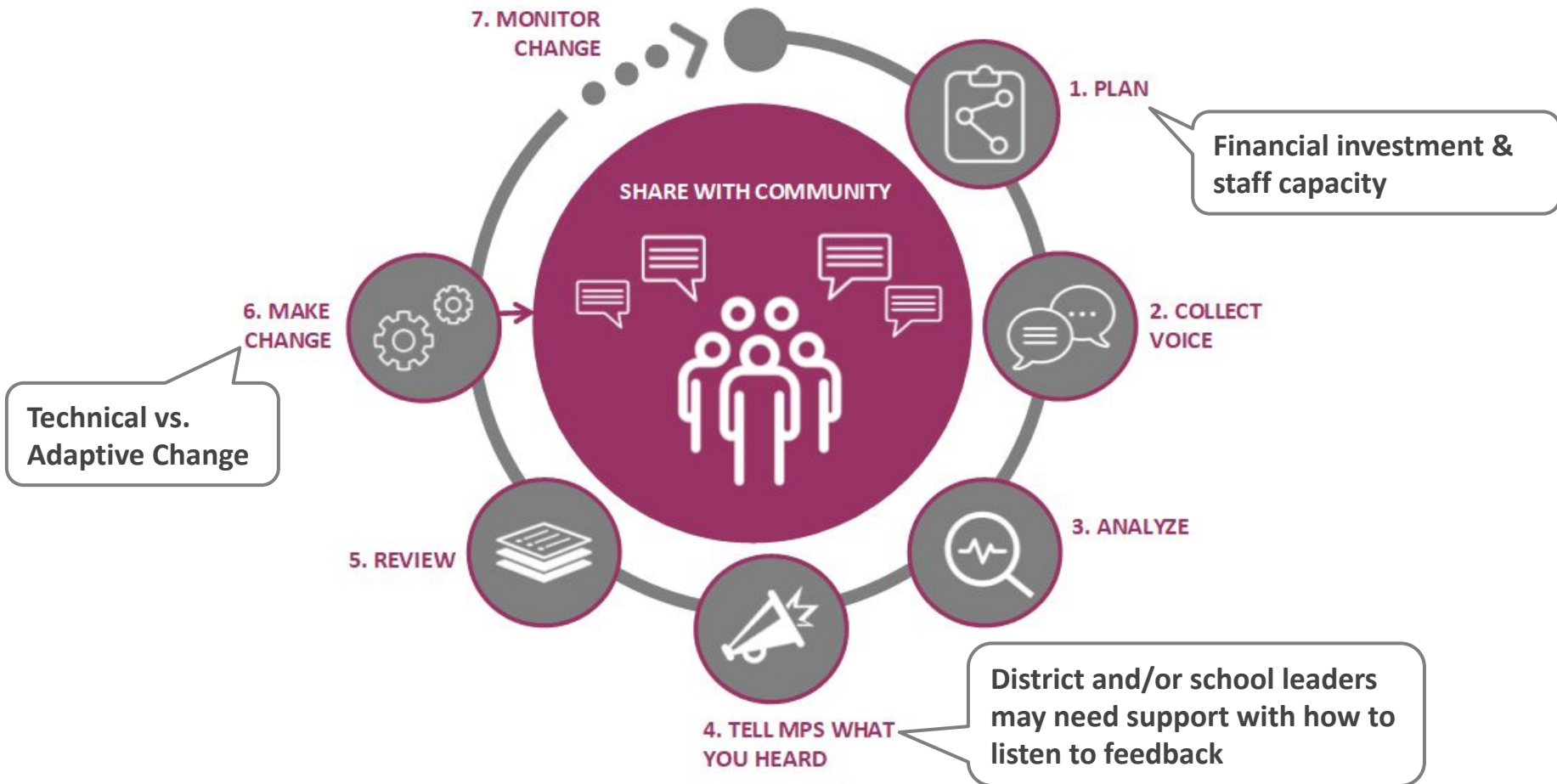
Let them hear your loud voice but do not do anything for them after that.

ALL PPE Parent groups made it clear:
they expect action from MPS in response to
their research and recommendations

Systems Change Framework



Facilitate Implementation & Use of Findings



IAP2 - Spectrum of Public Participation



INCREASING LEVEL OF PUBLIC IMPACT

INFORM

CONSULT

INVOLVE

COLLABORATE

EMPOWER

GOAL

Provide balanced and objective info in a timely manner

Obtain feedback from the public

Work with public to consider their concerns/hopes

Partner with the public in decision-making

Place final decision-making into hands of the public

PROMISE

"We will keep you informed"

"We will listen to and acknowledge your concerns."

"We will work with you to ensure the decision considers your perspective."

"We will look to you for advice on innovation and incorporate this into decisions."

"We will implement what you decide."

Reflection Questions

Special Education Advisory Committee (SEAC)

- Parents co-chair the committee
- [Agenda](#) includes a District topic & Parent topic

Brochures for parents by parents

- [**What did they say?** Families Guide to Individual Education Plan \(IEP\) Terms & Definitions](#)
- [**My child qualified for services - now what?** Families Guide to Individual Family Service Planning \(IFSP\)](#)

Communication Triangle (Parent Example)

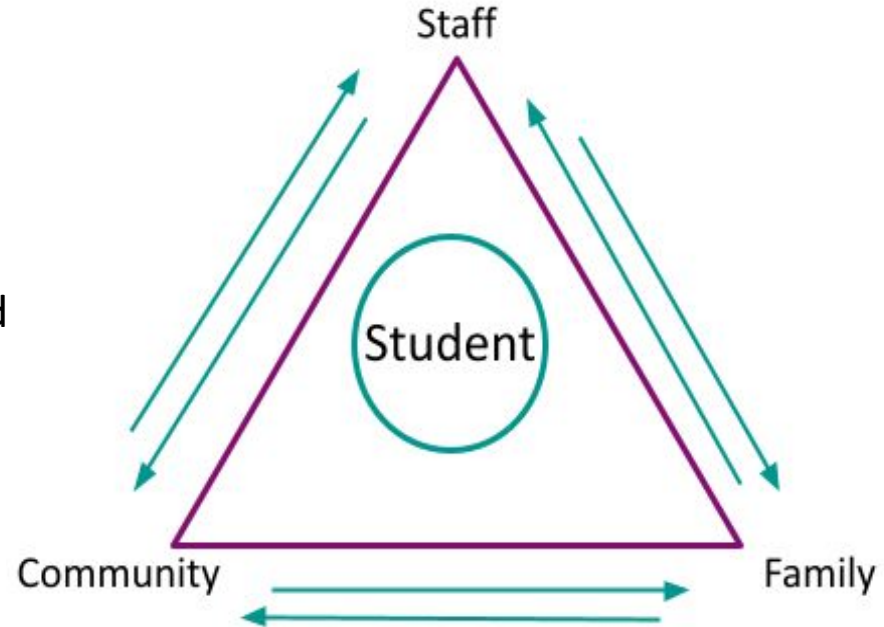


Why?

- Shows you care and value the student and family
- Creates stronger connections
- Helps build relationships that can withstand

How?

- Ask parents how can you help
- Offer resources
- Help them to the right person
- Get to know them



*Keeping students at the
center of all we do*

Parent engagement & leadership during COVID



- **Prioritize relationships**
- Meet parents where they are at (technology support, one-on-ones, schedules, unique set of circumstance, etc.)
- Ask this critical question in order to adapt methods: How do you as a parent stay connected to others in your community?
- Convert in-person training to videos rather than virtual meetings to accommodate various schedules
- Be strategic with your use of video conferencing. Ensure the platform works on computer and phone; pay attention to oral and visual communication.

**Reflection
Questions**

Questions?

MPS PPE Co-Leads

Amanda.Dionne@mpls.k12.mn.us (E&ER)

Maren.Henderson@mpls.k12.mn.us (REA)





https://rea.mpls.k12.mn.us/parent_participatory_evaluation

Appendix

- Stipends for parents
- Funding sources
 - Federal Title I and IV
 - State Achievement & Integration funds
 - External/Private grants
 - District funds
- Training materials
 - [Website](#) with videos in 4 Languages

MPS Response - Technical (Checklist)



PPE Recommendation	MPS Identified Tasks	Completed?	Comments
Parents need support from MPS to ensure parents can partner with their child's school to support their child's Special Education needs.	Adapt the Parental Rights document into a short video		The PPE team and Special Education Advisory Council ranked their priorities and made the decision to start with an informative video on Hennepin County resources. This is located on our Parent Page.
	Produce a glossary of Special Education terms in parent-friendly language		A brochure titled " <i>What Did They Say?</i> " was created in partnership with our Special Education Advisory Council and PPE Leadership Group.
	Develop a template to highlight stories of success with Minneapolis families		This project is in progress. Committed to being sensitive to family privacy.
	Expand time for Special Education Cultural Liaisons to better support multilingual families through these communication projects		We have been able to offer extended time as needed. Attended Special Education Parent Advisory Council meetings and provided additional parent support.

MPS Response - Adaptive (Implementation Science)



Current Status: Spring 2020

PPE Recommendation	MPS Identified Actions	Exploration Research & Piloting <i>Decision Date</i>	Installation Investment, Training, Communications & Set Up	Initial Implementation More Intensive Support, Time & Resources as Work Begins	Full Implementation Continuous Improvement, Autonomy & Sustainability
Parents need support from MPS to ensure parents can partner with their child's school to support their child's Special Education needs.	Create a video library of short, accessible trainings on IEPs to support the partnership between parents and case managers	Department is willing to commit staff capacity to continue partnership with parents on this project if there is interest, especially in languages other than English	Continued broader efforts to address cultural stigmas related to Special Education labels and therefore want to continue parent leadership on these topics	One video is complete.	
	Empower parents to teach other parents how to navigate the system and advocate for their children and their needs.		Our Parent Advisory Council (SEAC) has taken on this role. They have one part of the meeting that is led by parents and they also make connections with parents through the Council.	Culturally-specific support through Special Education funding and staff management <ul style="list-style-type: none"> American Indian staff member in Indian Ed department Office of Black Student Achievement 	