



# District Communications Show and Tell

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# Ten Minnesota Commitments to Equity

- 1. Prioritize equity.**
- 2. Start from within.**
- 3. Measure what matters.**
- 4. Go local.**
- 5. Follow the money.**
- 6. Start early.**
- 7. Monitor implementation of standards.**
- 8. Value people.**
- 9. Improve conditions for learning.**
- 10. Give students options.**

**In the next hour, we will explore common challenges we all face, share ideas and lessons learned, and discuss ideas for your unique situations**

## Presentation Topics:

- Communicating with multilingual students and families
- Producing videos
- Small group discussions and brainstorming

# Multilingual Landscape

- 31.1% of MPS students are from families who speak a language other than English
- 16.4% of students statewide are from families who speak a language other than English

Source: MDE, Minnesota Report Card

- 11% of Minnesotans over the age of 5 speak a language other than English at home

Source: American Community Survey - MN State Demographer

Studies on family engagement found connections between:

- family involvement and academic achievement
- decreased chronic absenteeism
- improved teacher morale and family readiness to support students at home.

**Therefore, students are not the only ones who benefit from family engagement: parents and teachers do, too.**

# Engagement and Success

Children with engaged families are *more* likely to:

- Earn higher grades or test scores
- Graduate from high school and attend post-secondary education
- Develop self-confidence and motivation in the classroom
- Have better social skills and classroom behavior





# Engagement and Success Cont.

Children with engaged families are *less* likely to:

- Have low self-esteem
- Need redirection in the classroom
- Develop behavioral issues

Hill, N. E., & Tyson, D. F. (2009). *Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement*. *Developmental psychology*, 45(3), 740-63.

American Psychological Association. *Parent Engagement in Schools*. Retrieved from apa.org: <https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement/default.aspx>

Grand Rapids Public School District. *What Is Parental Engagement?* Retrieved from grps.org: <https://www.grps.org/parents/parental-engagement>.

Wairimu, M.J., Macharia, S.M., Muiru, A. (2016, November 27). *Analysis of Parental Involvement and Self-Esteem on Secondary School Students in Kieni West Sub-County, Nyeri County, Kenya*. *Journal of Education and Practice*, Vol 7. (82-98)

Sheldon, S. B., & Jung, S. B. (2015). *Parent Involvement and Children's Academic and Social Development in Elementary School*. Johns Hopkins University, School of Education.

Sheldon, S. B., & Jung, S. B. (2015). *The Family Engagement Partnership Student Outcome Evaluation*. Johns Hopkins University, School of Education.

## Standard Operating Procedure at MPS for communications with non-English-speaking families:

- Ask families to indicate language in which they'd prefer messages
- Three full-time translators for districtwide communications
- Contracts with interpretation vendors – face-to-face and telephonic
- Recognition that Hmong and Somali families often prefer spoken language to written



# A Unique Opportunity

## Parent Participatory Evaluation (PPE):

- Empowers the people closest to the issue to take the lead in the evaluation
- 5 culturally specific parent groups identify opportunities for MPS improvement and partner on innovative solutions that best reflect their priorities
- Parent Evaluators received training on three data collection methods
- Tasked with data collection on: "How can a school value and respect your child for who they are?"

**Parents want to be partners in their child's education, but need structure to support them**

- Updating all school staff on available interpretation services
- Continue to strategically expand culturally humility trainings and reach throughout the District

## **Parents seek more positive communication from the district and their child's school**

- Increasing funding for interpretation to increase encouraging messages for families
- Exploring training around enhanced parent-teacher communications for parent engagement at conferences and with calls home
- Increase utilization and effectiveness of translation and interpretation services
- Collecting inventory of Principal-parent engagement and parent-teacher engagement promising practices from MPS schools and districtwide

**Parents want to be able to communicate with school staff, but often cannot access multilingual school staff or interpreters**

- As result of an equity/diversity assessment, MPS committed to a multi-year process to increase teaching staff diversity
- All schools now receive line-item funding for interpretation service

**Parents find it essential that schools make their cultures visible by creating and displaying culturally-specific works and languages, and acknowledge important cultural holidays.**

- Ensure that all MPS schools translate posters and signs into all languages spoken within school community
- Review district calendar to identify and celebrate important holidays that reflect community
- Displaying more cultural artwork and crafts
- Host cultural celebrations or events

# That's Not All

More research and insights available on our website:

[https://rea.mpls.k12.mn.us/parent\\_participatory\\_evaluation](https://rea.mpls.k12.mn.us/parent_participatory_evaluation)



# Hopkins Video Production

## Why use video?

- To convey emotion
- To tell a complicated story
- To tell a human story
- To influence, motivate or inspire
- To tell your story to diverse audiences





# Three Types of Videos

- Scripted Video
  - Voice over
  - Shots planned in advance
  - Used when messaging needs to be perfect
- News style package
  - Candid interviews
  - B-roll
  - Use when you want to tell an authentic story
- Social media short
  - Organic, in the moment
  - Short, under a minute

# Hopkins: Great to World Class



## Multiple layers to promotion

- Social Media
  - Ads
- E-Newsletters
- Vimeo
- Conversation on content (not everything fits into a video format)
- Use a professional

# Lessons Learned

- Hire a professional
- Be authentic
- Less is more
- Check Analytics
  - How long did people view your video?
  - What audience is it doing well with
- Keep it short - even shorter than you think!



Kindergarten Enrollment

Hopkins Public Schools

# Small Group Discussions

- What have you learned?
- What ideas or projects can your group help you address?
- What do you still have questions about?

Thank you!