District Communications Show and Tell

Emily Bisek | Assistant Director of Communications
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Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
4. Go local.
5. Follow the money.
7. Monitor implementation of standards.
8. Value people.
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
• 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.
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
Children with engaged families are less likely to:

- Have low self-esteem
- Need redirection in the classroom
- Develop behavioral issues
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
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
More research and insights available on our website:

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