A Summary of Results from the 2019 Indian Education Parent Survey

Brenda Martinez-Papponi, PhD

October 2019

BACKGROUND

In March 2019, the Indian Education Department at Albuquerque Public Schools (APS) distributed the yearly Indian Education Parent Survey to the families of Native American students. The survey helps the Indian Education Department (IED) plan for the education of AI/AN students. The survey also serves as one of the requirements of Title VII and Jonson O’Malley funding. The Strategic Analysis & Program Research office collaborated with IED Leadership to identify areas of interest for this year’s survey. The survey focused on four primary topics: 1) participants’ involvement with IED activities; 2) opportunity to provide input about relevant Native American programs or services that may better assist the student and/or family; 3) experiences interacting with the staff of IED; and 4) experiences interacting with IE parent committee. The survey was made up of 14 questions (see Appendix A).

The IED staff mailed the survey with a self-addressed stamped envelope to parents/guardians of Native American students enrolled at APS. A total of 3,091 surveys were sent to families. Surveys were mailed to the most current home mailing address listed by a parent or guardian. However, a portion of the surveys (15.4%) were unable to be delivered or forwarded due to a change of address. These surveys were returned to IED. Only 227 (7.3%) completed surveys were returned to IED. The return rate was somewhat lower than in previous years (e.g., 10% in 2017 and 8% in 2008). It is important to note that the returned surveys represent a small portion of the students served by IED. The high number of undeliverable surveys combined with the low number of completed forms complicates the ability to generalize the results. Further, it is possible that some families may have received and completed more than one survey because they had more than one child enrolled at APS.

The objective of the current study was to assess and evaluate, by way of parental feedback, the services provided by IED. Specifically, how do parents/guardians feel about the IED services received? The outcome of this research will be used to expand knowledge of the needs of the Native American children at APS. IED will use the study’s results to advance improvements to the services offered, including supports and incentives for families.

KEY FINDINGS

- Of those who took part in this year’s parent survey, approximately 69% participated in one of the services or programs offered by the Indian Education Department.
- The top three Indian Education services seen as most important were:
  1. Back-to-School supplies distribution (44%)
  2. Navajo or Zuni Language programs (33%)
3. IE Summer Programs (29%)

- Overall, respondents are satisfied with how well Albuquerque Public Schools is assisting their children. Nearly two-thirds (61%) of the respondents indicated satisfaction with the quality of services provided by APS, and about half felt that their child is receiving the academic support they need.

- However, respondents are less satisfied with how well the Indian Education Department is assisting their children. Only about 38% of the respondents indicated satisfaction with the level of assistance provided by IED. About 17% of respondents selected “unsure” to this question.

- Only 11% of parents felt that their child’s school provided learning materials that reflect their cultural background and identity.

- The majority of respondents felt welcomed by IED staff (56%) and were satisfied with the quality of services offered by IED staff (48%). Although, many respondents selected “unsure” to both these questions.

- Over 60% of respondents did not participate in the IED Parent Committee meetings; but of those that did attend, about half believed the sessions were useful and that their participation was valued.

**Analysis**

This section will present a summary of results from each question asked in the 2019 Indian Education Parent Survey.

**Question #1: “How many children do you have who attend Albuquerque Public Schools?”**

(response rate: 99.6%)

Most families (84%) who responded to the survey noted that they had 1 or 2 children who attend Albuquerque Public Schools (see Figure 1).

Figure 1: “How many children do you have who attend Albuquerque Public Schools?”
Although we did not ask our families to specify their tribal affiliation, we do know from the Tribal Education Status Report (TESR) for the 2018-2019 school year that the New Mexico Tribes represented at APS are as shown in Table 1. More than half of APS Native American students are affiliated with the Navajo tribe. The Zuni and Laguna tribes each represent about 5% of APS students. The IED offers language programs in Navajo and Zuni languages.

<table>
<thead>
<tr>
<th>NM Tribe Name</th>
<th>2018-2019 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acoma</td>
<td>2.5%</td>
</tr>
<tr>
<td>Cochiti</td>
<td>0.6%</td>
</tr>
<tr>
<td>Isleta</td>
<td>1.7%</td>
</tr>
<tr>
<td>Jemez</td>
<td>1.5%</td>
</tr>
<tr>
<td>Jicarilla Apache</td>
<td>1.3%</td>
</tr>
<tr>
<td>Kewa (Santo Domingo)</td>
<td>1.9%</td>
</tr>
<tr>
<td>Laguna</td>
<td>5.0%</td>
</tr>
<tr>
<td>Mescalero Apache</td>
<td>0.5%</td>
</tr>
<tr>
<td>Nambe</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Navajo</strong></td>
<td><strong>54.5%</strong></td>
</tr>
<tr>
<td>Ohkay Owingeh (San Juan)</td>
<td>0.3%</td>
</tr>
<tr>
<td>Picuris</td>
<td>0.1%</td>
</tr>
<tr>
<td>Pojoaque</td>
<td>0.0%</td>
</tr>
<tr>
<td>San Felipe</td>
<td>1.0%</td>
</tr>
<tr>
<td>San Ildefonso</td>
<td>0.1%</td>
</tr>
<tr>
<td>Sandia</td>
<td>0.3%</td>
</tr>
<tr>
<td>Santa Ana</td>
<td>0.2%</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>0.3%</td>
</tr>
<tr>
<td>Taos</td>
<td>0.5%</td>
</tr>
<tr>
<td>Tesuque</td>
<td>0.1%</td>
</tr>
<tr>
<td>Zia</td>
<td>0.3%</td>
</tr>
<tr>
<td>Zuni</td>
<td>4.9%</td>
</tr>
<tr>
<td><strong>other</strong></td>
<td><strong>22.2%</strong></td>
</tr>
</tbody>
</table>

**Question #2:** “What programs or services have your child or family participated in within the last three school years (2016-2017 through 2018-2019). Choose all that apply.” (response rate: 99.1%)

In question #2, families were asked to indicate which IED programs or services they participated in during the last few school years. Of those who took part in this year’s parent survey, approximately 68.7% participated in at least one service or program offered by the IED. The most common response was the Back-to-School supplies distribution (see Figure 2). About 47% of respondents indicated that they took advantage of this service offered by IED. Many families that responded to question #2 indicated that they participated in the Honor Roll Recognition, IE summer programs, or were in a Navajo or Zuni language program. The IE Committee or Parent Committee membership had the smallest percentage of participation among those offered by Indian Education. Finally, about 7.5% of the respondents selected “Other” for question #2.

The responses in this selection indicated that 31.3% were not participating in programs or receiving any services from IE. Some reported it was because they were not aware of the services or programs offered by APS IED.
Question #3: **What services do you see as most important for the Indian Education Department to provide? Please choose your top 3 choices.** (response rate: 97.4%)

Question #3 asked which programs or services are considered the most important for IED to offer. Families were allowed to choose three programs or services they considered most important. As shown in Figure 3, the top three programs identified by those who responded were Back-to-School supplies (44.5%), Navajo or Zuni Language Programs (33.5%), and IE Summer Programs (29.1%). In the 2017 survey, IE Resource Teachers was ranked among the top 3 services that IED provides; however in this year’s survey, it was ranked lower. Nevertheless, all of the programs offered by IED appear to be valued by families. Even programs/services with low participation rates were well represented among families’ top 3 choices.
Question #4: “How well is your child being assisted by Albuquerque Public Schools?” (response rate: 98.7%)

Question #4 asked families how well they feel APS is assisting their child. The majority (61%) of those that responded believed that APS was assisting their child very well or fairly well. Conversely, about 29% felt that APS was not fully supporting their child (see Figure 4).

![Figure 4](image)

Question #5: “How well is your child being assisted by the Indian Education Department?” (response rate: 98.7%)

Question #5 asked families how well they feel IED is assisting their child. Only 38% responded that IED was doing very well or fairly well at supporting their child (see Figure 5). About 44% indicated that IED was assisting their child very little or not at all. This result was different from the 2017 survey in which approximately two-thirds of respondents responded that IED was serving students well.

![Figure 5](image)
“Please share any comments you may have about how well your child is being assisted by Albuquerque Public Schools and/or the Indian Education Department.” (response rate: 43.2%)  

In this comment section, approximately 10% of respondents provided a comment about how APS is assisting their children. About 4% provided positive comments about how APS is doing well in supporting its students, particularly through summer programs. The remaining comments received about APS were more critical. According to the comments received, some families felt that APS does not recognize students’ needs, particularly in areas of special education or English language services. Additionally, a few parents mentioned the challenge of reaching out for assistance because APS is a large district, and it can be intimidating to determine where to go to seek assistance.  

This open-ended question also allowed families to comment on how the IED is assisting their students; about 40% submitted feedback about IED (see Figure 6). Approximately 20% of the comments requested that IED provide more information about the services/programs that are offered. Many felt that IED could improve their communication to families, as evident by the 23% leaving comments about their lack of familiarity with IED and its services. Several of the responses (11%) involved requesting additional academic support for their child. For example, some asked that IED offer tutoring programs focused on Native American students’ needs. About 9% of families wanted more culturally focused programs or opportunities given to their children.  

Interestingly, several requested that the IED provide advocacy support to Native American families. About 11% of the comments asked that IED advocate for students in ways such as: collaborating with the schools to ensure students’ needs are met, visiting schools and introducing themselves to the Native American students/families, or even attending student meetings with the family when requested. Finally, many parents took the opportunity to thank IED for the services they offer (27%) and others addressed concerns or problems they have had with IED in the past (12%).

<table>
<thead>
<tr>
<th>Comment</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide more academic support</td>
<td>11.1%</td>
</tr>
<tr>
<td>Provide more culturally-relevant programs/opportunities</td>
<td>8.9%</td>
</tr>
<tr>
<td>Provide more information about services/programs</td>
<td>20%</td>
</tr>
<tr>
<td>Provide more support/advocacy</td>
<td>11.1%</td>
</tr>
<tr>
<td>Provide more convenient times/locations</td>
<td>5.6%</td>
</tr>
<tr>
<td>Haven't used IED services</td>
<td>20%</td>
</tr>
<tr>
<td>Unaware of IED or IED services</td>
<td>23.3%</td>
</tr>
<tr>
<td>Other Comment: Criticism</td>
<td>12.2%</td>
</tr>
<tr>
<td>Other Comment: Praise</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

Figure 6. Feedback on how the Indian Education Department can better assist students.
Question #6: “Does your child’s school provide learning materials that reflect his/her cultural background and identity?” (response rate: 97.8%)

Question #6 asked if schools offered learning materials that reflect Native American students’ cultural background and identity. Only 11% of respondents indicated that their child’s school is providing culturally relevant learning materials (see Figure 7).

![Figure 7. “Does your child’s school provide learning materials that reflect his/her cultural background and identity?”](image)

Question #7: “Do you feel your child is receiving the academic support that they need?” (response rate: 96.9%)

Question #7 asked about the academic support schools provide to students. Nearly half of the respondents believed their child was receiving the academic support they needed (see Figure 8). However, 30% felt that their child required additional supports.

![Figure 8. “Do you feel your child is receiving the academic support that they need?”](image)
Question #8: “Please explain how the Indian Education Department might better meet your child’s needs.” (response rate: 53.7%)

In this comment section, families were allowed to offer suggestions on how the IED could better meet the needs of their children (see Figure 9). About 33% requested that the department provide more academic support, such as tutoring, test prep courses, or academic monitoring. Another 21% asked that IED offer more opportunities to learn about Native American heritage, languages, beliefs, and customs. About 16% mentioned that they wished they had more information on IED and its programs/services. Similar to the previous comment question, several comments centered around the request that the IED serves as an advocate to the families of Native American students. Finally, 11.5% simply wanted to take the opportunity to thank the IED for the work that they do for their students.

Figure 9. “Please explain how the Indian Education Department might better meet your child’s needs?”

Question #9: “I feel welcomed by the IED staff.” (response rate: 98.7%)

Figure 10. “I feel welcomed by the IED staff.”
Question #10: “I am satisfied with the quality of service provided by the IED staff.” (response rate: 98.2%)

![Figure 11. “I am satisfied by the quality of service provided by the IED staff.”](image)

In Question #9, 56.4% felt welcomed by the IED staff (see Figure 10). About 33% were unsure, most likely because they have not visited the IED offices or interacted with IED staff. Similarly, in Question #10, 48% felt the IED staff provided quality service (see Figure 11).

Question #11: “I believe the monthly IED Parent Committee meetings are useful.” (response rate: 98.7%)

![Figure 12. “I believe the monthly IED Parent Committee meetings are useful.”](image)
Question #12: “I feel that my participation in the monthly IED Parent Committee meetings is valued.”  
(response rate: 98.2%)

![Survey Results](chart.png)

Figure 13. “I believe my participation in the monthly IED Parent Committee meetings is valued.”

Question #11 and Question #12 asked about the Parent Committee meetings. The majority were not able to comment because they did not participate in the committee (62% and 67%, respectively). Of those that were involved, more respondents agreed the committee was useful, and their participation was valued compared to those who disagreed on questions #11 and #12.

Question #13: “Please share any other comments you have about the Indian Education Department at APS.”  (response rate: 37.4%)

Question #13 allowed families to leave any final comments they had about the IED. This question received responses very similar to previous comment sections, although fewer parents responded. About 37% of families who returned the survey left a final comment. Similar to previous questions, parents took the opportunity to thank IED, as well as left comments on problems they have had in the past. Respondents also once again asked that IED provide more information about the services/programs that are offered. For this section, about 32% of respondents left comments about their lack of familiarity with IED and its services. The main theme addressed the lack of communication and information about what activities are offered to families and students by the IED.
Question #14: “What is the best way to communicate with you? Check all that apply.”
(response rate: 98.2%)

Question #14 asked about the best way to receive information about IED. The overwhelming majority preferred email (74.9%). However, many families that responded also liked mailings, text messages, and phone calls. A few families also mentioned social media options like Twitter or a mobile app, as a way to keep up-to-date with Indian Education programs, services, and other announcements. None of the families who responded chose flyers as an option for communication, despite the fact that in the 2017 survey, this option was selected by over one-quarter of families.
SUGGESTED ACTION ITEMS

1. Indian Education Department should continue to increase the level of communication with the parents/guardians of Native American students about the purpose, goals, and logistics of the department.
   i. Respondents requested more information and more frequent updates from IED.
   ii. Parents seem to prefer electronic communication.
      1. Communicating through email, Synergy’s ParentVue, and/or text messaging would better serve the Native American students.
      2. Keeping the website up-to-date with information on the department’s mission and a list of programs/services offered by the department.
      3. Keeping a monthly newsletter available on the website that provides information on activities offered each month along with Parent Committee meeting time and location.

2. The Back-to-school supplies service should increase its distribution.
   i. Back-to-School supplies service is the most widely used service provided by IED.
   ii. Many parents stated they did not receive back-to-school supplies because they were not notified of the distribution date or because of a shortage of supplies.

3. IED should expand their support to include advocacy for Native American students and families.
   i. Several parents requested that IED assist their families by visiting schools, collaborating with schools to monitor students’ needs, and accompanying them when attending school meetings.

4. If possible, IED should expand its services by offering academic support to their Native American students.
   i. Many parents requested tutoring and/or academic monitoring as an additional service offered by the IED.

5. Indian Education Department should offer additional culturally relevant activities or programs for Native American students.
   i. Respondents requested that IED offer more culturally relevant learning opportunities for their children.
   ii. Before or after-school programs that teach students about the native culture, heritage, and history, as well as tribal customs, laws, and ceremonies, would benefit Native American students.

6. Indian Education Department’s parent committee should expand its membership participation.
   i. Those that do participate find that it is useful and that their involvement is valued; however, there is low attendance and participation at the monthly meetings.
   ii. Respondents requested that meeting times and locations vary in order to accommodate work schedules and residences.
   iii. More parental involvement and input will help the IED determine what is most needed
to properly serve the students, develop appropriate programs, and allocate funds.

7. The IED leadership and the officers of the parent committee may want to develop a platform of parent expectations for their child’s academic success.
   i. Improve parental involvement to empower them to advocate for their students’ academic success. Encouraging parents/guardians to:
      1. Increase student attendance
      2. Regularly communicate with their child’s teachers
      3. Expect high standards of conduct and performance at school
APPENDIX

2019 Indian Education Parent Survey
Indian Education Parent Survey (2018-2019)

This yearly Indian Education Parent Survey helps the Indian Education Department (IED) at Albuquerque Public Schools plan for the education of your children. Your responses are very important.

Directions: Please fill in marks like this: ● Not like this: ☐ ☒ ☐

1. How many children do you have who attend Albuquerque Public Schools?

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] More than 3

2. What programs or services has your child or family participated in within the last three school years (2016-2017 through 2018-2019)? Choose all that apply.

- [ ] Indian Education Resource Teachers
- [ ] Navajo or Zuni Language Programs
- [ ] College & Career Readiness Counselor
- [ ] Indian Education Summer Programs
- [ ] Indian Education Committee Member
- [ ] Indian Parent Committee Member
- [ ] Indian Education Sponsored Student Field Trips
- [ ] Middle School or High School Transition Program
- [ ] Other ________________________________________________________________
- [ ] Did NOT participate in any IED programs or services

- [ ] Back-to-School Supplies
- [ ] Honor Roll Recognition for Students
- [ ] Perfect Attendance Recognition
- [ ] Eye Glasses Reimbursement
- [ ] Gradpoint Credit Recovery Program
- [ ] College Day for High School Students
- [ ] Graduating Seniors Banquet
- [ ] Cap & Gown Reimbursement for 12th Graders
3. What services do you see as most important for the Indian Education Department to provide? Please choose your top 3 choices.

- Indian Education Resource Teachers
- Navajo or Zuni Language Programs
- College & Career Readiness Counselor
- Indian Education Summer Programs
- Indian Education Committee
- Indian Parent Committee
- Indian Education Sponsored Student Field Trips
- Middle School or High School Transition Program
- Other ________________________________

4. How well is your child being assisted by Albuquerque Public Schools?

- Very well
- Fairly well
- Very little
- Not at all
- Unsure

5. How well is your child being assisted by the Indian Education Department?

- Very well
- Fairly well
- Very little
- Not at all
- Unsure

Please share any comments you may have about how well your child is being assisted by Albuquerque Public Schools and/or the Indian Education Department.
6. Does your child’s school provide learning materials that reflect his/her cultural background and identity?

Yes ☐ No ☐ Unsure ☐

7. Do you feel your child is receiving the academic support that they need?

Yes ☐ No ☐ Unsure ☐

8. Please explain how the Indian Education Department might better meet your child’s needs.

Please indicate how much you agree or disagree with the following statements about the Indian Education Department (IED).

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I feel welcomed by the IED staff.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. I am satisfied with the quality of service provided by the IED staff.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
11. I believe the monthly IED Parent Committee meetings are useful.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Unsure</th>
<th>I do not participate in the IED Parent Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

12. I feel that my participation in the monthly IED Parent Committee meetings is valued.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Unsure</th>
<th>I do not participate in the IED Parent Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

13. Please share any other comments you have about the Indian Education Department.


14. What is the best way to communicate with you? (Check all that apply)

- ○ Flyers sent home with my child
- ○ Mailings
- ○ Email
- ○ Newsletters
- ○ Other ________________
- ○ Phone calls
- ○ Text messages
- ○ Website
- ○ Social Media

Thank you for participating in the survey!