

Albuquerque Public Schools' Indian Education Department Parent Survey Results 2007-08

Prepared by:
Research, Development & Accountability

Michelle Osowski
Research Coordinator



Purpose, Methods & Return Rates

Purpose of the Survey:

Requirement for any entity that accepts Title VII and/or Johnson O'Malley (JOM) Funds

Method:

RDA collaborated with IED Leadership and officers of the Native American Parent Committee (NAPC) to identify areas of interest for this year's survey.

IED staff mailed the survey along with a self-addressed stamped envelope to parents/guardians of Native American students enrolled in APS.



Return Rates:

- 2,678 surveys were mailed
- 235 (8%) completed surveys were returned to IED
- 417 (16%) were returned to IED due to change of address

- The last Parent Survey occurred in Spring 2006.
- The return rate of the Spring 2006 Parent Survey was 4.5%.



Instrument Design

Section 1 – Experiences Interacting with the Staff of IED

- Nine items
- Likert Scale (1=strongly disagree to 4=strongly agree)

Section 2 – Experiences Interacting with the Native American Parent Committee

- 5 items
- Likert Scale (1=strongly disagree to 4=strongly agree)

Section 3 – Participants' Involvement with some of the IED Activities

- Response options was *yes* or *no*

Section 4 – Opportunity to Provide Input about Culturally Relevant Native American studies or programs that may be of interest to the Parent and/or Student

Limitations to the Interpretation of Findings and Conclusions

- Surveys were mailed to the most current home mailing address listed by parent or guardian. Several surveys were unable to be delivered or forwarded due to change of address and were returned to IED.
- The high numbers of undeliverable surveys and low number of completed and returned forms complicates the ability to generalize the results.
- It is very possible that some parents may have received more than one survey and may have completed more than one survey because they had more than one child enrolled in APS.

Results

CELEBRATION TIME

Overall, respondents are satisfied with

- how they are treated by IED staff, and
- the quality of services provided by IED staff.

- More than two-thirds (69%) of the respondents indicated satisfaction with the level of communication by the IED.

- This is an **increase of 28% from 06-07 Parent Survey Results!**



Comparison of results from 06-07 and 07-08 Parent Survey Results

Questions	2007-08 (Strongly Agree and Agree combined)	2006-07 (Strongly Agree and Agree Combined)
I am welcomed by the staff.	86%	83%
I am treated with respect by the staff.	87%	89%
I am very satisfied with the quality of service provided by the IED Staff.	79%	74%
I am satisfied with the level of communication by the IED.	69%	41%

Respondent's experiences interacting with the staff of the IED

- Respondents report:
 - Being very satisfied about the programs supported by the IED (72% A/SA)
 - The decisions made by the IED positively impact Native American students (72% A/SA)
 - The staff of the IED is responsive to parent concerns (72% A/SA)
 - The staff of the IED is accessible to parents (77% A/SA)
 - They are comfortable communicating with the staff (81% A/SA)

Participation and usefulness of the monthly NAPC meetings

- About three-fourths of the respondents report the monthly NAPC meetings are useful.
- **This is an increase of 16% from the 2006-07 school year!**
- Almost three-fourths of the respondents perceive their participation in the monthly NAPC meetings is valued.
- **This is an increase of 21% from the 2006-07 school year!**

Comparison of results from 06-07 and 07-08 Parent Survey Results

Questions	2007-08 (Strongly Agree and Agree combined)	2006-07 (Strongly Agree and Agree Combined)
The monthly IED parent committee meetings are useful.	76%	60%
I feel that my participation in the monthly IED parent committee meetings is valued.	73%	52%

- Generally, respondents report satisfaction with the decisions, opportunity to participate, and respectful treatment by members of the NAPC:
 - The NAPC provides sufficient opportunity for parents to participate at the monthly meetings (77% A/SA)
 - The NAPC makes decisions that positively impact Native American students (78% A/SA)
 - The members of the NAPC are very respectful to the parents (81% A/SA)

Knowledge of and participation in activities sponsored by the IED

- First Annual Parent Conference
 - 32% of respondents reported the information to be useful.
 - These results are significantly different from the workshop evaluation data that were collected at the conclusion of the conference.

- **Back-to-School Supplies**
 - 28% of respondents indicated receiving back-to-school supplies.
 - 44% of the respondents report the supplies were useful.
 - IED staff reported that many parents requested specific and/or costly supplies such as scientific calculators, software or athletic equipment.
 - Perhaps the demand is much greater than the available supply—hence the low levels of appreciation and/or perception of useful.

Survey Comments

- Respondents were provided with an opportunity to provide input about possible before or after-school culturally relevant activities or programs for Native American students.
- RDA received 111 comments
- Several of the comments had multiple themes.

Possible culturally relevant programs or activities for Native American students

- Learning at least one Native American language as opposed to Spanish
 - The Navajo language was most commonly referenced.
- Native American culture; heritage; history; and tribal customs, laws and ceremonies

Complementary Comments

- Complementary to the efforts and/or staff of the IED:

“I think [the] IED and NAPC is doing a great job on working with parents and operating different programs for the Indian students. Great job!”



Requests for Information

- Requests for information either from the IED staff or NAPC:

“I would like more information....”

“[I] am interested to know more about everything [IED] has to offer.”

Disgruntled Responses

- Several disgruntled responses specifically targeted the “need” for their child’s Certificate of Indian Blood information, yet no other communication or assistance is received from the IED:

“...no one ever informed me about anything. All I know is that the school wanted my children’s CIB but for what reason, I’m not sure.”

Conclusions

- The strength of the IEd is the manner in which parents/guardians are treated and responded to by the IED.
- There are noteworthy gains in reported levels of satisfaction of the respondents with communication efforts of the IED for this school year.
- There is low attendance and participation at the monthly NAPC meetings.
- There is significant gain in reported levels of feeling valued and in the usefulness of the monthly NAPC meetings.
- From the results of the Parent Survey, it appears that the numerous services offered by the IED are poorly accessed and utilized by parents.

Recommendations

- The NAPC may need to focus on:
 - increasing the level of communication with parents or guardians of Native American students about
 - the purpose,
 - goals, and
 - logistics (e.g., meeting times or officer's contact information)

Recommendations, cont'd

- The officers of the NAPC and IED leadership may want to conduct a cost-benefit analysis of all activities that involve the expenditure of Title VII or JOM monies to determine which activities impact the most number of Native American students.

Recommendations, cont'd

- Perhaps the IED and NAPC leadership should develop a platform of parent expectations for their Native child's academic success.
- Widely communicate and distribute the platform
- Continually reinforce at meetings and other public events.



Recommendations, cont'd

B E E S of Success!

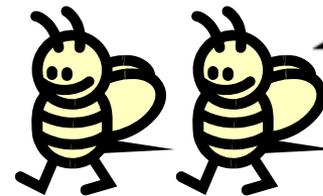


Become involved

Expect that each Native American child will attend school a minimum of 14 days out of 15 school days.

Establish the expectation for regular communication between teachers and parents.

Set a high standard for conduct and achievement for every Native American student.



Contact Information

Michelle Osowski

848-8732

osowski@aps.edu

www.rda.aps.edu

