



PARTNERING FOR SCHOOL SUCCESS – CHILDREN, YOUTH AND FAMILIES AT RISK TRITON AND FARIBAUT MIDDLE SCHOOLS GRANT

Leading with Participation and Inclusion

End of Workshop Evaluation

OVERVIEW

Partnering for School Success (PSS) is based on a model which recognizes that multiple factors in the family and community impact student success in school. PSS CYFAR* (Children, Youth and Families at Risk) is a partnership of University of Minnesota Extension, Triton (Dodge Center), and Faribault Middle Schools focusing on two of the major factors related to academic achievement for Latino families – family and school environments. This report will focus on the evaluation of the workshop, “Liderando con Participación e Inclusión” (Leading with Participation and Inclusion).

The workshop promotes facilitation and leadership skills to enhance the partnership between Latino parents and school staff. A goal of the workshop is to have a parent engagement group work with school staff for more shared responsibility and input into issues for Latino families in the school setting. The classes were offered in both Faribault and Triton. A total of 40 people participated in “Liderando con Participación e Inclusión” across both communities. Two workshops were held in Faribault. Seventeen people attended the first workshop and 13 attended the second. Ten people attended the workshop in Triton.



ABOUT THE PARTICIPANTS

A total of 20 people completed evaluation surveys; 12 in Faribault and 8 in Triton ($n = 20$). Ages of participants ranged from 27 to 59 ($M = 42.47$, $SD = 8.79$). The majority of participants were female (90%) and the rest were male (10%). Participants reported being parents (60%), teachers (5%), school administrators (25%), or they did not answer (10%). Primary languages spoken at home include English (35%), primarily English and some Spanish (5%), Spanish (40%), primarily Spanish and some English (5%), and Somali (5%).

WHAT WAS MEASURED

Participants ($n = 20$) completed retrospective pre-post surveys measuring participants’ feelings of their capabilities and knowledge. Items were also asked at post regarding likelihood of applying their new skills, and satisfaction of the training.

SUMMARY OF RESULTS





There was an increase in scores for all outcomes. Significant positive change occurred for all measures related to feelings of capabilities and knowledge. All factors are reported in Table 1.

TABLE 1: Participants' retrospective pre-post responses regarding capabilities and knowledge ($n = 20$)

ITEM	PRE MEAN(SD)	POST MEAN(SD)	MEAN DIFFERENCE	<i>t</i>
TALKING TO PEOPLE WITH DIVERSE THOUGHTS	2.89(1.20)	4.05(0.52)	-1.16	-4.01***
PLAN AND CARRY OUT AN ACTION	2.78(1.06)	3.89(0.68)	-1.11	-4.17***
WORKING WITH PARENTS TO ADVOCATE CHANGE	2.63(1.67)	3.89(1.05)	-1.26	-4.44***
WORKING WITH SCHOOL STAFF TO ADVOCATE CHANGE	2.82(1.29)	3.82(1.31)	-1.00	-3.01**
FINDING COMMUNITY LEADERS	2.94(1.21)	3.89(0.96)	-0.94	-4.01***
DESCRIBING CULTURAL IDENTITY	3.53(1.17)	4.11(0.88)	-0.58	-2.62*
UNDERSTANDING CULTURALLY LEARNED ASSUMPTIONS	3.05(0.91)	3.89(0.74)	-0.84	-4.40***
CIVIC ENGAGEMENT	2.89(1.32)	3.61(1.15)	-0.72	-2.85*
PUBLIC PARTICIPATION PROCESSES	2.68(1.16)	3.63(1.07)	-0.95	-3.66**
GROUND RULES FOR GROUP DECISIONS	2.95(1.43)	4.00(1.05)	-1.05	-3.75***
DIFFERENT COMPLETING CULTURAL VALUES	3.06(1.26)	4.17(0.71)	-0.83	-2.64*
IMPORTANT PRINCIPLES IN WORKING WITH CULTURAL DIFFERENCES	3.06(1.26)	4.17(0.78)	-1.11	-3.83***
BUILDING AND CARRYING OUT AN ACTION PLAN	2.89(1.15)	4.05(0.78)	-1.16	-3.88***

Note: * $p < .05$; ** $p < .01$; *** $p \leq .001$

Results displayed above are Faribault and Triton participants combined. All items were also significant for Faribault ($n = 12$). There were no significant differences observed for Triton ($n = 8$). As a result of the workshops, Faribault parents were involved with school staff to plan a parent orientation in Spanish for Latino families before school started. They met ahead of time to plan agendas together and shared responsibility for the session. In Triton, more parents are now involved in bringing school related issues to school staff.

Program Evaluation

Participants provided information evaluating the likelihood of applying their new skills and satisfaction of the training. Responses for items related to applying new skills could range from 1 (Not very probable) to 5 (Very probable). Responses for the satisfaction of the training could range from 1(Discontent) to 5 (Content). Results are displayed in Table 2.



TABLE 2: Participants' evaluation responses for applying new skills and satisfaction of the training (*n* = 20)

ITEM	MEAN(SD)
ACTIVELY BE INVOLVED INSCHOOL EXPERIENCE FOR IMPROVEMENT	4.40(0.60)
WORK WITH PARENTS OF DIFFERENT CULTURAL BACKGROUNDS TO BETTER UNDERSTAND ISSUES	4.45(0.69)
GO TO MEETINGS TO DISCUSS WAYS TO IMPROVE STUDENT LEARNING	4.50(0.61)
WORK WITH TEACHERS AND PARENTS TO CARRY OUT ACTIONS	4.45(0.61)
THE TRAINING CONTENT WAS USEFUL	4.26(0.81)
THE TRAINING WAS ENGAGING	4.42(0.69)
ACTIVITIES WERE EFFECTIVE IN ASSISTING LEARNING	4.16(0.69)
TRAINERS DEMONSTRATED GOOD UNDERSTANDING OF CONCEPTS	4.53(0.61)

FOR MORE INFORMATION

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