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I. Executive Summary

Kindred is a nonprofit organization that cultivates and mobilizes the power of diverse coalitions of elementary school parents to work in partnership with school leadership to drive improved outcomes for all students. Kindred is a three-year program, and Kindred’s activities vary based on the year of implementation. It was implemented as a Year 1 program in three schools and a Year 2 program in one school for a total of four schools during the 2017–2018 school year. Community Science conducted an evaluation of Kindred’s program consisting of parent member interviews, parent facilitator interviews, parent surveys, and a principal interview. The evaluation found that Kindred’s program resulted in increased empathy, parent efficacy, and resource access for parents as well as deepened relationships between parents from different racial, ethnic, and socioeconomic groups. Further, indicators are positive that at after Year 2 implementation efforts, Kindred is on the path to influence whole-school change as a result of changing how parents work together to advance equitable approaches in their schools, as well as how school administrations engage and work with families. The evaluation also identified opportunities for improvement as Kindred continues to scale its program.

II. Background

A. The Kindred Program

Kindred is a nonprofit organization that cultivates and mobilizes the power of diverse coalitions of elementary school parents to work in partnership with school leadership to drive improved outcomes for all students. In each school, parents are recruited from the entire parent community to participate in the dialogue groups. Parents then commit to participate in Kindred regularly over the course of the school year. The goal of these group meetings is to help parents build trust and empathy through dialogue and shared experiences about racial, ethnic, socioeconomic, and other social differences that have impacts on their children’s school experiences as well as their own. Parent dialogue groups culminate by parents taking an action together that assesses the root cause of inequity in their schools; these groups encourage parents to move from just talking about inequity to doing something about it.

In the first year the Kindred program is implemented in a school, dialogue groups are facilitated by Kindred staff. In Year 2 of program implementation, parents who participated in Year 1 can volunteer to lead and facilitate new Kindred dialogue groups for the school. These parents receive facilitator training, commit to facilitating parent groups for the upcoming school year, and commit to meeting bimonthly with Kindred staff to further develop confidence, capacity, and skills to lead ongoing equity work in their school community. Only one school, Marie Reed, was in its second year of implementation during the time of this evaluation.

B. School Demographics

In the 2017–2018 school year, Kindred implemented its program at four schools total and ran 10 parent groups in total, involving 100 parents. Each school is embedded in a distinct social context grounded both in the history of the school and current demographics of the school community. The different histories and demographics of each school influences how parents define the issues of importance and the role of the Kindred program in addressing those issues at each school.
Information provided for school profiles presented below includes statistics and descriptions available on school websites for 2016–2017, the most recent school year data available. It is important to note that the category of “economically disadvantaged” in the District of Columbia could be an inaccurate portrayal of the socioeconomic status (SES) level of the student body at the schools because of the District’s community eligibility rule. The rule states that if 40% or more of a student body is eligible for free or reduced price lunch, the whole school is considered “economically disadvantaged.”

Exhibit 1. Marie Reed

Marie Reed was the first school to pilot the Kindred program in 2016–2017. As a result, Marie Reed was the only school implementing Kindred for a second consecutive year during the evaluation and was also the only school using parent facilitators to run parent discussion groups.

This school is majority Hispanic/Latinx and provides bilingual programs to students.

Exhibit 2. Yu Ying

Yu Ying is a public charter Chinese immersion school. The organizing principle of the school is Chinese culture, and many courses emphasize the development of skills like speaking Chinese. It was in its first year of Kindred implementation at the time of this evaluation.

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1 Demographic information provided in Exhibits 1–4 was taken directly from each school’s profile on the District of Columbia Public Schools website (http://profiles.dcps.dc.gov/).
Exhibit 3. Amidon-Bowen

Amidon-Bowen is a majority Black/African American school with a majority economically disadvantaged population. Few students are English language learners, but a high percentage (23%) are designated “special education” as compared to the other three Kindred schools discussed.

Exhibit 4: E. L. Haynes

E. L. Haynes is a public charter school with a student population in which over 80% of the students identify as Black/African American or Hispanic/Latinx. The school is also considered majority “economically disadvantaged.”

III. Specific Aims of the Evaluation

The founder of Kindred understands that the potential for a child’s educational success is bound not only to individual characteristics of the student learner but also to factors related to the school and home life of a child. With this in mind, Kindred is designed to help parents realize the way their interactions with one another and school staff both within and outside school can and do affect the opportunities all children at the school receive. Kindred works from the premise that for all families to be able to access a school’s resources equitably (e.g., teacher time and support), families from diverse
cultures need to build awareness of how their own cultural socialization influences the ways in which they make demands on the school’s resources and how this affects other children’s access to those resources. As such, Kindred creates safe and brave spaces for parents of different backgrounds to learn from one another about the different ways race, ethnicity, and income influence how parents approach the education of their children.

We used the above understanding together with the Kindred Logic Model in Exhibit 5 below to guide the evaluation’s scope and questions.

**Exhibit 5. Kindred Logic Model**

Five broad objectives for the current evaluation include the following:

1. **Assessing the impact of Kindred’s program on parent beliefs, values, networks, and access to resources across all four schools**

2. **Assessing whether there is a diminished effect from parent implementation of Kindred dialogues in its Year 2 school as compared to Kindred staff implementation at Year 1 schools**
3. Comparing the program’s effect between different school demographic types and between different parent subgroups to the extent possible

4. Beginning to assess whether there is a whole-school effect from Kindred’s work and making suggestions for future assessment of the school environment with future iterations of Kindred implementation

5. Making suggestions regarding measures to establish data baselines and to track impact on academic achievement (gap closure), student mobility, and parent beliefs, values, and networks

A. Evaluation Questions

The evaluation team worked closely with the Kindred founder to determine evaluation scope and the focus. The team and Kindred founder also consulted with a trusted adviser to Kindred—a professor at Johns Hopkins University and an expert in child and family studies. As a result of the meetings, the evaluation team identified the evaluation questions in Exhibit 6.

The first set of questions focused on components of the Kindred model designed to impact parents. These questions align with the first two evaluation objectives: (1) “assessing the impact of Kindred’s program on parent beliefs, values, networks, and access to resources across all four schools” and (2) “assessing whether there is a diminished effect from parent implementation of Kindred dialogues as compared to Kindred staff implementation.” In order to fulfill Objective 2, we will compare parent data in schools where parent dialogue groups are implemented by staff versus the schools where parent dialogues are implemented by parent facilitators.
Evaluation questions under the headings of “School Atmosphere” and “Students” in Exhibit 6 focus on assessing the potential for Kindred to impact school environments and student outcomes if continually implemented over the three-year period as designed. Because Kindred is in the first year of implementation in three schools and in the second year of implementation in the fourth school, it has not been implemented for a full three-year cycle yet. As such, long-term impacts related to school environment and student educational outcomes noted in the logic model will not be measurable or observable yet. However, the evaluation questions proposed in Exhibit 6 are intended to identify precursors to school- and student-level impacts as well as address Objective 4 of the evaluation: “Beginning to assess whether there is a whole-school effect from Kindred’s work.”

Exhibit 6. Evaluation Questions

**Parents:**

- To what extent does Kindred promote social cohesion among parents?
- In what ways and to what extent have interactions among parents been impacted by Kindred membership?
- To what extent and in what ways do parents feel more in control of their children’s educational outcomes?
- Are parents better able to access resources as a result of membership in Kindred?

**School Atmosphere:**

- How should Kindred incorporate parent perceptions of the program to think about what makes for a “welcoming school environment”?
- To what extent and in what ways has Kindred impacted school atmosphere at each school?
- What are potential factors in each school that contribute to Kindred success?
- What are differences in Kindred outcomes by school?

**Students:**

- To what extent and in what ways does parent participation in Kindred impact student educational and social outcomes?

The third evaluation objective, “comparing the effect between different school demographic types and between different parent subgroups to the extent possible,” will be assessed by comparing evaluation data for all of the evaluation questions in Exhibit 2 across schools. However, due to the inclusion of parents from diverse backgrounds in each focus group, it is not possible to disaggregate data by parent subgroups at each school or across schools.

**IV. Methodology**

The current Kindred evaluation consisted of the following activities: interviews with parent facilitators and one school principal at the second-year school, focus groups with parent participants at each of the four schools, surveys conducted with parent participants, and a review of available documentation.
The data-collection activities gathered information on parent perceptions regarding the following outcomes, drawn from Kindred’s logic model:

- Growth in empathy and parental efficacy
- Diversification of social network
- Deepened values associated with diversity
- Access to resources
- Feelings of belonging
- Inclination to be active at the school
- Commitment to equity
- Inclination to keep child at the school
- Recommendation of experience to other parents
- Perceived changes in school climate

**Data Collection Instruments**: Kindred provided the evaluation team with a survey used in the pilot evaluation. The evaluation team worked with the Kindred founder to revise as needed for the current evaluation. A copy of the revised survey in English and Spanish is available in Appendices A and B, respectively.

Semi-structured interview and moderator’s guides were used to help lead discussions in the focus groups, parent facilitator interviews, and the principal interview (Appendices C–E). The moderator and interview guides were not designed to be used verbatim but instead to provide lists of questions used as prompts to initiate discussion and target particular topics. Whenever a prompt surfaced an important theme or point for the purpose of the evaluation, facilitators were encouraged to allow the group or interviewee to further explore issues, regardless of whether the topic strictly aligned with the questions posed in a given instrument.

**Data Collection**: Participants were recruited using purposive sampling for all focus groups and interviews. All focus group participants completed the paper version of the survey prior to the start of each focus group. The evaluation team collected the completed surveys and entered them into an online version of the survey. The online survey was later made available to all Kindred parent members, regardless of focus group participation. Only four additional parents completed the online survey.

For the focus groups, Kindred staff contacted parents who regularly participated in Kindred meetings and were representative of the Kindred membership at each school and invited them to attend the focus group. Times and dates were predetermined for the focus groups, and individuals were asked to attend if they were able to make prescheduled times. Five focus groups were conducted in person and each lasted approximately 1.5 hours. Two focus groups were conducted at Marie Reed because, in its second year of implementation, it had a larger sample of parent participants to engage. One focus group was held at each of the other schools.

Two Community Science facilitators attended each focus group. One facilitator led the conversation, and one took notes. All participants provided consent to have the groups and interviews audiotaped. Additionally, each participant received a $25 gift card for his or her participation. For parents who were monolingual Spanish speakers, a translator was provided to translate between the facilitator and parents in real time. This allowed parents to contribute actively to group discussions and mirrored the translation process used by Kindred in the parent dialogues.
For the interviews, names and contact information for four of seven parent facilitators and the Marie Reed principal were provided to the evaluation team. The team scheduled all interviews via email and performed interviews via telephone. Interviews took approximately 30–45 minutes to complete. When possible, two evaluation staff members participated in the interview so that one staff member took notes while the other led the interview conversation.

**Analysis:** Focus group notes and interview responses were de-identified so that no individual parent could be identified or matched to a particular quote or statement. Comments provided during focus group discussions and interviews were each compiled and organized as responses to each of the protocol questions when possible. Comments made about topics unrelated to questions in the guide were recorded and used in the analysis under “other.” All comments were analyzed using standard thematic analysis for qualitative data, and the following algorithm was used for determining a theme:

- A construct or concept was raised in at least one focus group or facilitator interview.
- The construct or concept was corroborated by either at least two other focus group and/or by one other focus group and one other additional data source, such as a response to the survey questions. The construct or concept then became a theme.
- The theme was particularly relevant to an evaluation question listed in Exhibit 2.

If a theme unrelated to the evaluation focus arose during data collection and was corroborated by at least three or more data points, it was included in the report.

**V. Results**

The results from each data collection activity were compiled and analyzed independently. In this section results are presented for focus groups, interviews, and surveys in triangulation to support or provide evidence for important themes and findings. Additionally, themes and survey results are interpreted immediately after presentation of each set of findings in order to provide insights regarding the four evaluation objectives indicated in section III, “Specific Aims of the Evaluation.”

**A. Demographic Backgrounds of Parent Participants**

Demographic information was collected for parents that completed the paper and online version of the survey (n=49), 45 of whom also participated in the focus groups. Of the 45 focus group participants, 37 self-identified as female, 7 as male, and 1 person preferred not to provide a response regarding gender. Exhibit 7 summarizes education levels, and Exhibit 8 summarizes parents’ household incomes for the 34 individuals who responded to this question. Thirteen respondents reported they did not know their household income and 2 preferred not to answer. Exhibit 9 provides information on self-identified race/ethnic categories of parent respondents.

Almost half of the parent respondents held a postgraduate degree (49%). Additionally, 64% of parents reported they earned $65,000/year or more, the average income for the focus group participants.
Exhibit 8: Parents’ Household Income

n=34

- Less than $10,000: 20%
- $10,000 to $34,999: 15%
- $35,000 to $64,999: 12%
- $65,000 to $99,999: 12%
- $100,000 to $149,999: 12%
- $150,000 to $199,999: 12%
- $200,000 or more: 3%

GED: 4%
Regular high school diploma: 12%
Technical certificate: 8%
Bachelor’s degree: 27%
The majority of parents self-identified as either white (37%) or African American/Black (35%). When compared to the DCPS data provided for Kindred school profiles, the sample of survey respondents appears to underrepresent Latinx families when compared with the student bodies across the four Kindred schools. However, the accuracy of DPCS data cannot be verified by the evaluation team, and 18% of surveyed parents chose not to identify their race or ethnicity or chose “other.” Therefore, no firm conclusions can be drawn regarding representativeness.

B. Focus Group, Parent Facilitator, and Parent Survey Findings

Across the parent focus groups, in-depth parent facilitator and principal interviews, and parent surveys, a consistent set of themes emerged for the schools. Parents shared similar reasons for joining the parent dialogues as well as similar, often very favorable impressions of their experiences in the parent dialogues. It is important to note that results of the parent facilitator interviews are only relevant for Marie Reed, the one school that used parent facilitators as part of its second-year implementation efforts.

1. Extent and experience of parent cohesion and interactions

Across the four schools, both those in the first and second year of programming, parents felt that the most valuable part of the parent dialogues was connecting with other parents, building genuine relationships, and deepening empathy. Parents in three schools reported that during the parent dialogues they were able to develop a strong foundation of trust and comfort with other parents in their dialogue group. This was facilitated by the sense that their groups were a “judge-free zone,” where parents from different backgrounds could ask uncomfortable questions, share traumatic experiences, and bond over shared values around diversity.

“The trust we developed to be able to share our most hurtful truths, and the things we say will stay here, and if they aren’t, we aren’t judged by what we say.” (Amidon-Bowen parent)
“It was nice to hear that other people feel the way you feel, and [the Kindred program] allows you to talk to people you don’t know or wouldn’t normally interact with. My group was mostly made up of my son’s classmates’ parents, and there were people there I wouldn’t normally talk to, but now I talk to more people than I originally do, and that makes me feel a little more welcome.” (Marie Reed parent)

Several parents across these three focus groups also reported feeling more confident in talking to other parents at their schools during morning transitions and other situations where they would have previously kept to themselves.

“It has given me the courage to talk to people, saying hello in the morning, and reach out for help and talk to people in the mornings and talk to other parents. I may not have interactions with the parents of the kids my kids hang out with, but now I feel more comfortable to talk to these parents and spend time with them at the parks and cross those language barriers because of my participation.” (Marie Reed parent)

“Being in [Kindred] forced me to talk to other parents of the kids in my child’s class, and I felt more comfortable to try to speak my stumbling Spanish.” (E. L. Haynes parent)

“[I have] more confidence to talk to parents outside of my race. Having the level of sincerity to talk to people with a different background than myself about our differences and the prejudice in between.” (E. L. Haynes parent)

Parents in four focus groups also noted that the opportunity to have real conversations with other parents provided examples of prejudice and discrimination in their school to which they previously would not have been exposed. This helped parents have a better understanding of their school’s environment as was also noted in four parent focus groups.

“It helped me to open my eyes. I wasn’t looking for these things to happen. My son’s classroom was diverse, so I wasn’t paying attention to the difference between how Black and white children were being treated. Being in the group, I became more observant to the things that are happening in the school, and it made me realize we might be turning a blind eye to the things we aren’t experiencing.” (Amidon-Bowen parent)

“When we started out, it was what we could do for the underserved community of the kids and parents that are not being listened to—mostly brown parents. Talking about the things that were happening and how we can change those things. I was amazed at some of the stories about what parents go through with the teachers, the administration, and their kids.” (Marie Reed parent)
Exhibit 10 provides a summary of ratings provided by Kindred parents across schools related to their perspective of the impact of participating in the dialogue groups. The average rating of these items ranges from 4.2–4.5 out of a 5-point scale. These relatively high ratings corroborate statements made by parents in focus groups.

**Exhibit 10. Survey Results on Impact of Parent Dialogue Group**

![Survey Results on Impact of Parent Dialogue Group](image)

At Marie Reed, the school in Year 2 of implementation, Kindred also helped parent facilitators to become more confident and step outside of their comfort zones in ways that they did not expect. Facilitators were more vocal about their beliefs and more involved in the school (specifically the PTA) and reached out to parents, including those not involved in Kindred, in ways they would not have done before participating in Kindred. **Leading a parent dialogue group assisted in building relationships with parents that facilitators would not have otherwise bonded with.** Facilitators were able to bond with another group of parents through being further involved with Kindred.

Across all focus groups, parents were motivated to join the Kindred groups because of concerns for their children, their desire to create a sense of community within their school and for the opportunity to have a forum for more-in-depth discussions about race. **Across all groups, few parents were motivated to join because they were previously aware of the gaps in test scores between students of different races. Most parents were more interested in gaining general knowledge around advocating for their own child within the school system as well as meeting and interacting with other parents.**

Similarly, across all focus groups, a few parents also stated they did not fully understand what Kindred really was and were unsure of what to expect from participating in the dialogue groups. Other parents, across four of the five groups, were interested in having an avenue to discuss how race impacted their schools, their children, and their lives. **Several of these parents expressed interest in having a more in-depth understanding of the experiences of other racial/ethnic groups to better navigate issues of race, privilege, and differential treatment of students within the schools.**
In three of the focus groups, parents were keenly aware of the divisions within their schools based on race/ethnicity when it came to PTA attendance. These parents wanted to participate in Kindred to help create more cohesive, connected school communities with people from different backgrounds.

“I wanted to meet new parents. It wasn’t clear what the group was going to be about at first, but I knew other parents would be there.” (E. L. Haynes parent)

“I wanted] to find a group of parents outside of my race and speak confidently about my own experiences without judgement. It is that comfort level to have people older and of different ethnicities to confidently speak about our own perspective and histories without judgement.” (Marie Reed parent)

“I feel undereducated in the Black point of view on all of these issues. I have Black friends, but it doesn’t go to this level because we have our guards up and are afraid of offending each other. So I wanted to have these hard conversations so I could understand more and with that understanding raise [my son] with a greater depth of knowledge on race issues. It was mainly for my son.” (Yu Ying parent)

“I was really interested in the race and equity focus of the group, and I wanted to get involved with the other parents and see what we could do to build a cohesive community with people with different backgrounds.” (E. L. Haynes parent)

“I was concerned about how the school would evolve given the changing demographics of our neighborhood.” (Amidon-Bowen parent)

“I wanted to know how to be a good ally as a nonblack person of color. I know we have privilege, but we are not at the top of the tower, so how do we use that privilege to...help my son understand his friends and where they are coming from?” (Amidon-Bowen parent)

All parent facilitators were motivated to lead a group because of their positive experience participating in Kindred in the previous year. Though some facilitators noted interests in wanting to continue to build relationships with other parents, all were motivated by having such a positive experience in Year 1 that they wanted to stay on for an additional year.

All parent facilitators agreed that the trust built through sharing experiences is the foundation that allowed for the rich and honest discussion in later sessions, as well as the overall positive impact of the program. Being a part of creating a safe space to discuss sensitive issues was one of the most valuable parts of facilitators’ Kindred experience. Facilitators noted the need for a safe space to discuss issues of race, diversity, and equity and that no such space already existed at the school. Having permission to openly discuss difficult topics in the parent dialogues helped to bring those discussions into other spaces, such as the PTA and conversations with teachers and school administrators.

2. Extent and experience of parent sharing of resources

Several parents indicated that they shared a mix of resources with each other, including opportunities outside the school as well as school-related resources. Increased opportunities to share resources was a topic mentioned in four of the five focus groups. The types of resources included lists of places for families to volunteer, academic resources for selecting and applying to middle and high school, kid-
friendly websites, guidance on where to go for vaccinations and other health related issues, and advice on summer camps. In two instances parents were able to make mutually beneficial professional connections with each other. These data corroborate the survey findings outlined above in Exhibit 10—that parents felt comfortable going to each other for ideas and support to help their children.

“It was nice to share ideas on how our kids do homework and things like that. Before, we would just pass by in the hallway, maybe say ‘hi.’ Now it’s different.” (E. L. Haynes parent)

“Kindred has given me the tools to communicate with parents about the hard issues, and the parents have given me information about the school specifically and parenting in general.” (Yu Ying parent)

According to the parent surveys, parents’ confidence in their ability to find resources was the lowest-scored section in the parent surveys (Exhibit 11). The lower ratings may be explained by parents having not been as focused on gathering and sharing resources as they had been on other goals of the dialogue groups, like understanding racial/ethnic issues in their school.

Exhibit 11. Survey Results on Parents’ Confidence in Finding Resources

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping other parents to find resources to support their family in school.</td>
<td>3.0</td>
</tr>
<tr>
<td>Successfully finding resources for my child outside of the school.</td>
<td>3.2</td>
</tr>
<tr>
<td>Successfully find resources for my child within the school.</td>
<td>3.3</td>
</tr>
</tbody>
</table>

At Marie Reed, parent facilitators grew personally from leading the parent dialogue group in terms of relationships with other parents, which also changed their perception of accessing resources. As a result of facilitating a group, these parents are more aware of the issues that other parents face and the need for greater outreach efforts for some groups such as monolingual Spanish-speaking parents. These relationships led to parent facilitators having a wider network from which to access resources, as well as a deeper understanding of the resource gaps in the school. Parent facilitators shared a few examples of resource sharing between parents that they were aware of. It appears resource sharing occurred primarily as individual interactions between parents in the dialogue groups and did not arise often as a point of whole-group discussions.

3. Other parent experiences

Parents across four focus groups reported that their participation in the dialogue groups increased their awareness of racial issues within the school system and themselves. Parents in three groups spoke of an increased understanding of both their own biases and the importance of advocating for others. Parents who were already involved with the PTA became more aware of the
underrepresentation of nonwhite parents and stronger advocates for diversifying the PTA. Parents across three focus groups mentioned that they were more willing to find ways to be inclusive and promote inclusivity among all school parents.

In two focus groups, parents recounted specific instances where they acted in a more inclusive manner, including starting a conversation with a group of isolated parents on a field trip, and purposively considering other parents’ ability to participate in a school function during the planning process in order to ensure all parents could participate regardless of financial barriers. Parents also noted feeling more comfortable reaching out to other parents to ask for help and to ask questions regarding race as well as talking to their children about race.

“I was able to see things within myself that I did [not see before]—the biases that I had. It brought awareness to the behaviors that I was doing, which were not right.” (Amidon-Bowen parent)

“I’m not an island. Just because I don’t have the issue doesn’t mean I don’t have the issue. It made me more aware of that and the internal privilege [I] have.” (Amidon-Bowen parent)

“Race, equity, and inclusion do not have enough forums to talk and address, so within our Kindred group, I can ask other parents questions about things I’m seeing at work or in my neighborhood...I feel like I can go up to people in Kindred and say, ‘Can you help me?’” (Yu Ying parent)

“[Kindred has] given me a greater capacity to talk to my kids about things they don’t understand. We talked about politics and the things going on in the country about race. My little one is caught up in it now and talking to other people about. It has helped me to gain another perspective and to talk about it at home.” (E. L. Haynes parent)

At Marie Reed, all parent facilitators changed their perspective on child advocacy from being focused on their child to advocating for other children at the school. Facilitators discussed wanting all children to have the supports and resources that their own children had. Facilitators stated they were no longer just concerned about getting their own child “to the front of the line” and are more concerned with “leveling the playing field.” All facilitators have changed how they interact with their own child(ren) in terms of diversity. Facilitators noted that they were interested in diversity before joining Kindred but that they now talk to their child about diversity and are more cognizant of these issues in their own parenting. All facilitators intend to keep their children enrolled at their current school. Two facilitators said that they would not have kept their child at the school without Kindred. The others were not thinking of leaving the school, but stated Kindred has deepened their commitment to the school and the school’s environment.

Exhibit 12 illustrates results of the parent survey that emphasized parent perspectives on interacting with parents and children of different socioeconomic and racial/ethnic groups. Generally, parents rated themselves as more able to understand perspectives of other parents and more willing to understand their roles in promoting equity in their schools.
4. Potential for school-wide impact

As noted in the introduction to this evaluation, changes to the school environment are not measured until after Year 3 of Kindred’s program, and so this evaluation sought to assess whether there are indicators of the potential for whole-school impact from Kindred’s work. Data indicate that parents across all five focus groups gained a sense of empowerment and noted intentions to increase their participation in the school community. Parents noted that the Kindred dialogue sessions build the foundation for conversations that need to continue and be acted upon to “turn it into something healthy” that can help improve the school. Being part of Kindred gave parents the tools and language to talk about racial inequity within their schools and to have the courage to speak up for issues that may not directly affect them.

“We see ourselves as a village trying to raise our kids, so we are thinking of ways we can bring our kids together.” (E. L. Haynes parent)

“I’m not just advocating for my child, but the whole upstairs. If I wasn’t part of Kindred, I wouldn’t have done this.” (Amidon-Bowen parent)

This sentiment manifested itself differently across the schools such that parents at two of the schools reported that they wanted to have more of a voice in their school’s PTA to bring up the issues discussed in the Kindred dialogue groups.

“The dialogue isn’t really part of the PTA, but once you are involved with Kindred, you come with a new mindset, and it can be moved to the PTA… I am going to be a part of both… I am carrying over the ideas and skills I have learned.” (Amidon-Bowen parent)
"I just got involved with the PTA...I decided I should be part of the solution, even though I am much better at criticizing...Being part of the Kindred conversations really helped me get to that point." (Marie Reed parent)

The parents at a third school decided to create a PTA at the school to carry forward their Kindred discussion. At a fourth school, the parents planned to go on field trips and participate as room parents while also developing standards for room parents that encourage them to engage families who may feel excluded from the school. In an effort to continue the connections made in Kindred, parents in two focus groups shared their desires to create a separate parent group for continued discussions or simply to create other opportunities for community building such as creating a parent intramural group.

At Marie Reed, all parent facilitators became more involved in the school since joining Kindred, though they did so differently. Some of the facilitators saw Kindred as an alternative to the PTA and became more involved in other ways, such as creating more resources at the school. Other facilitators joined or took a larger role in the PTA. As a result of these increasing roles, Kindred parents are seen as the “movers and shakers” around the school. Some facilitators noted that not only are Kindred parents leading a lot of school change but that non-Kindred parents use Kindred parents as resources. All facilitators noticed positive improvements around the school as a result of Kindred. Kindred parents started and are involved in the PTA parent engagement committee and subcommittees and parent affinity groups, and they planned to start a uniform exchange, among other positive school changes. Facilitators specifically noted that these changes would not be happening without having had Kindred in the school.

The parent survey findings illustrated in Exhibit 13 provide support for parents’ increased willingness to engage in their respective school communities.

### Exhibit 13. Survey Results Regarding Parent Likelihood to Engage in School Community

<table>
<thead>
<tr>
<th>SURVEY ITEMS</th>
<th>RATING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the school principal, teacher or staff to help solve problems related to my child.</td>
<td>4.4</td>
</tr>
<tr>
<td>Participate in out of school efforts to improve education in my community.</td>
<td>4.2</td>
</tr>
<tr>
<td>Begin efforts to improve the school for my child and others’.</td>
<td>4.6</td>
</tr>
<tr>
<td>Get involved in parent organizations at the school.</td>
<td>4.4</td>
</tr>
<tr>
<td>Ask a fellow parent dialogue group member for help or advice.</td>
<td>4.2</td>
</tr>
</tbody>
</table>

The parent survey findings illustrated in Exhibit 13 provide support for parents’ increased willingness to engage in their respective school communities.

5. Parent suggestions  
Though parents had consistently positive feedback regarding Kindred, some parents shared comments that could be useful for Kindred’s planning in future iterations. Parent suggestions varied across focus groups. For this section, in order to provide Kindred with opportunities for improvement, we included
comments that were made in a minimum two focus groups as opposed to three focus groups. This allowed us to include more suggestions. However, it is important to note that many suggestions were not pervasive across focus groups.

Parents in three focus groups reported that a strong facilitator was necessary to build trust within the Kindred groups and guide deeper conversations. The Marie Reed groups noted that their facilitators did well but felt that a more professionally trained facilitator would have helped to get into the deeper, more complicated conversations of race and equity. At the same time, parents from the other schools noted that their facilitator’s ability to probe and ask questions at the right moment helped build trust with the groups and carry forward difficult conversations. The ability to manage time and ensure that each parent contributed to conversations also helped build the initial foundation of trust with the facilitator and the parents. This foundation of trust was paramount to the success of the parent dialogue groups.

Parents in three focus groups also suggested that improvements could be made in terms of the meeting times and in two focus groups added that providing more time for planning out the groups’ action steps was needed. Some parents suggested that Kindred maintain the amount of time dedicated to dialogue groups but try allocating the time differently across the week. For example, having one weekday and one weekend meeting, or meeting fewer times a month for longer sessions. No school provided suggestions on topics that could be cut, and most suggested that the time spent on each topic and getting to know one another was invaluable to actually creating real relationships and understanding among parents. Parents recognized that this is necessary for building the trust that allows the group to work together to develop a successful, comprehensive action plan. In two groups parents suggested making Kindred a year-long program in order to have adequate time for building trust and action planning. Parents in four out of five focus groups also noted that they would like more time to plan their group action, suggesting that planning should start earlier.

At Marie Reed, parent facilitators also shared that the timing of the action-planning portion of the parent dialogue group was difficult for facilitators and should be improved. Parents and parent facilitators reported that the action planning got “squeezed” at the end of the sessions and felt rushed. Facilitators felt pressure to complete that part of the curriculum, and they felt it competed with the overall experience. While one facilitator thought that the action planning should start sooner, the others thought that the action planning should be optional. Parent facilitators stated that action planning seemed to disrupt the flow of the discussions, and facilitators expressed feeling ill-equipped to manage the transition. The Kindred staff are aware of this issue with Marie Reed facilitators feeling unprepared to lead action-planning efforts and are working to resolve their concerns with training and coaching. However, it is possible that facilitators, having participated as parent members in group dialogues, valued conversation regarding equity in their school and overemphasized that component over others. They may benefit from more support to make the transition to leading parents through other parts of the curriculum.

Parents in two focus groups thought that the diversity of groups could have been improved. Parents in three focus groups, two of which were held at Marie Reed, indicated that the lack of SES diversity in their groups made it difficult to make action plans to address the whole school because the voices of low-SES parents were not present. When it came to making connections with other parents, this was also an issue, as parents felt their Kindred groups were not entirely representative of their school’s racial
profile. Additionally, parent facilitators at Marie Reed recommended that Kindred continue to reach out to and consistently retain diverse people, while keeping that “personal touch.”

Parent facilitators at Marie Reed offered additional comments specific to their roles as facilitators, noting multiple parts of the facilitation training as helpful, especially the Kindred staff facilitator. Facilitators highlighted the biweekly trainings, the day-long trainings, role playing, as well as ongoing support from the Kindred staff facilitator as helpful in leading their parent dialogue groups. When recommending that other parents become facilitators, current facilitators stressed the time commitment involved. Though all facilitators noted that the experience was positive, they also stated that it is a very large time commitment and that parents should know what they are getting into before they agree to facilitate. All facilitators noted the importance of having cofacilitators. Going through the facilitation process with someone else was a positive aspect of the experience. One facilitator suggested that those with stronger facilitation skills/experience be paired with less experienced parents.

C. Principal Perspective

The evaluation team also conducted one interview with the principal of Marie Reed, the school implementing Kindred for a second year. The principal’s comments are particularly useful for considering the potential for school-level impacts and outcomes beyond the immediate parent participants in the dialogue groups.

Firstly, the principal expressed excitement to have the Kindred program promote and value the diversity of the student and parent community. She felt there was a need for an effort like Kindred in the school and was welcoming of the program from the beginning. The principal mentioned initially having slight concern regarding how an outsider to the school community might recruit and gain the trust of parents. Although there was a struggle to “get things off the ground” in the beginning, those challenges were overcome. From the principal’s perspective, Kindred has been valuable to Kindred parents, to the school at large, and to the principal personally. In general, she shared observations that aligned with how parents and parent facilitators discussed their own experiences of the program.

The principal at Marie Reed shared her observations on a number of positive impacts on Kindred parents:

- Parents are sharing resources with each other primarily through an exchange of social capital.
- Parents are learning about diversity and changing their perspectives; this is particularly salient for white parents.
- Parents have expanded their interest in the school beyond their own child.
- Parents are becoming more involved and voicing their opinion more; this is especially salient for Latinx parents.

And on the school as a whole

- One Kindred group is creating a parent-led orientation to discuss the logistics, norms, and resources of the school with incoming families.
- Kindred participation now overlaps with the PTA. It has been positive to have the leadership/fund-raising body for the school have similar values and understanding of where the school should be headed as Kindred parents do. Kindred parents are coming to PTA meetings, voicing opinions more loudly, and taking leadership roles.
• As a result of Kindred, there is now both English- and Spanish-speaking “room parents” for classrooms.
• As a result of Kindred, the school now has a parent coordinator (a former Kindred participant) who promotes parent engagement in an official capacity for the school.

The most impactful part of Kindred, according to the principal, was creating a culture of communication in the school. As the principal stated, “[T]he word action implies it’s something that is seen or made, but I feel it. There is more communication coming at me from parents, and I think that alone is action.” The principal now has several parent voices in the school that she views as trusted advisers on parent issues. Those parents are partners in sharing their experiences with the school and some of the key issues the school community faces. Kindred has also encouraged the principal to have better communication with parents, be more transparent, and facilitate improved communication between parents and teachers. Because Kindred parents are comfortable using their voices to discuss issues of diversity, the principal no longer feels like she is the only one talking about diversity and sense of belonging in the school. She perceives a rising groundswell of families who are pushing messages on diversity, inclusion, and equality.

In future years the principal suggests that Kindred focus more on working with the newly elected PTA leadership to develop community-building skills, as well as improving communication between staff and parents, than on the dialogue groups themselves. This suggestion is in alignment with Kindred’s proposed activities for Year 3 of Kindred implementation at the school. The principal also credits the passion and clarity of vision of Kindred’s founder for the early wins that Kindred has had in the school. However, she recognizes questions of sustainability and scalability given that so much of Kindred’s success can be distilled into the passion and involvement of the founder.

VI. Discussion

A. Assessment of whether there is a diminished effect from parent implementation of Kindred dialogues as compared to Kindred staff implementation.

Overall the data from parent surveys and focus groups suggest that there was no diminished effect in the school where parents facilitated the dialogue groups for Kindred with regard to building trust and community among parents nor in discussing issues of race, ethnicity, and equity in their schools. Parents at Marie Reed made the same kinds of comments that parents from other schools did regarding their feelings of trust with other Kindred parents, their willingness to be inclusive of others, and their interest (if not direct action) in reaching out to other non-Kindred parents.

One area that did present a challenge for parent facilitators at Marie Reed, which was corroborated by parents in the focus groups, was the timing of introducing and organizing around the action planning phase. Parents in other schools did not mention difficulty understanding that an action plan would be created at the end of their year with Kindred. However, Marie Reed parents commented that they had not been aware of that goal until the very end of the dialogue session, when it was introduced. They also felt unprepared to engage in action planning as a result of the late introduction. As mentioned previously, this result is unsurprising to Kindred staff given parent feedback, and they are adjusting next year’s approach to address this.
Additionally, there was discussion in one of the Marie Reed focus groups underscoring the importance of facilitation training for parent facilitators. They did not directly state that more training was needed but discussed the delicacy and intensity of issues discussed and wanted to emphasize to Kindred how important the following points are:

1. That parents feel safe when they discuss issues
2. That facilitators be able to manage, redirect, and move conversations along while creating a space where all parents can engage

Point 1 is especially important initially, while parents are learning to trust each other, according to Marie Reed parents. Point 2 is important throughout the parent dialogues and helps ensure adequate time is devoted to action planning.

For the exception of this one concern related to action planning, there were no other differences between parent perceptions of the benefits and impact of participating in Kindred dialogue groups. As Kindred expands its use of parent facilitators in other schools, it will be important to continue to assess their influence on program implementation and participant satisfaction at each school.

The evaluation team also observed another important aspect of the Kindred program that was not explicitly named by any of the evaluation participants—the role of personalities and individuals in Kindred success. The principal at Marie Reed mentioned that she owed much of Kindred’s success early in its implementation to the founder of Kindred and her enthusiasm for the program. Additionally, many of the parents in focus group conversations reiterated that the Kindred founder and staff would consistently reach out to them, remind them of events, actively recruit, and spend time in the school environments at times when they could personally interact with parents. It was clear that these efforts by Kindred staff did not go unnoticed and were perceived as a reason for continued parent engagement and program success. Since Kindred is a new program, the Kindred staff is still largely responsible for championing the program and mustering engagement. However, as the program begins new iterations, it is important for Kindred to continually cultivate champions in each school environment, as it has begun to do through the parent facilitators at Marie Reed, who are willing and able to accept more of the responsibilities for maintaining parent relationships and engagement.

B. Comparison of the effect between different school demographic types and between different parent subgroups to the extent possible

As indicated by the school profiles, there are variations in the student population constitution at each school (see Exhibits 3–6). Kindred was implemented in the 2017–2018 school year in all four schools and, additionally, in the 2016–2017 school year at Marie Reed. It is important to note that the student profiles are based on data from the 2016–2017 school year, as data for the current school year were not yet posted at the time of this report. Kindred implementation was relatively similar across contexts, with the only difference being Year 2 implementation with parent facilitators at Marie Reed. The evaluation results do not suggest observable differences related to school contexts on issues around parent trust building or other impacts of participation in parent dialogue groups.

It does appear that the issues around race and ethnicity discussed in parent groups were different in each school context, and possibly for parent subgroups, based on examples provided by focus group members. However, the focus groups conducted for this evaluation purposefully included parents from
different subgroups in each focus group. Since the group is the unit of analysis in focus group research, we are unable to draw definitive conclusions regarding differences among parent subgroups.

C. Initial assessment of whether there is a whole-school effect from Kindred’s work

Benefits from Kindred’s work were observed and articulated for parents and school communities across all four schools overall, though less could be determined at this time about the impact of building school community via parent dialogues on student educational and/or social outcomes. Firstly, the evaluation was not designed to collect information on student indicators. Secondly, Kindred’s theory of change recognizes the long-term nature of student impact. (See the graphical representation of Kindred’s theory of change on p. 4.) Given what is known about the relationship between student outcomes and their environments and what is known in the extant literature regarding the transformation of community systems, Kindred leadership expects changes in student outcomes to be observable in a three- to five-year period after program inception at each school.

Despite the limitations of the current evaluation design, there is evidence of four critical elements taking shape at Marie Reed: equity-driven resource allocation, increased involvement of parents in decision-making, increased reliance on parents as a resource for solving equity issues, and welcoming school environment. All four of these elements were predicted outcomes in Kindred’s logic model. For instance, the Marie Reed principal reallocated resources to include a family engagement person, and parents intervened to reallocate time and attention to be inclusive of other parents. The principal reported parents playing a larger role in the school community and participation of Latinx parents increasing. She also highlighted her increased reliance on parents. Additionally, parents talked about feeling more welcomed in school through the relationships they built with other parents.

D. Next Steps

The Kindred program is a new program on the spectrum of a program life cycle. At this stage of program development, the evaluation team suggests selective use of baseline measures and focusing efforts and energy on the use of cross-sectional designs in the near future. We suggest collecting minimal baseline measures to the extent that they are “low-hanging fruit,” with maximum impact for understanding Kindred outcomes and impact. Additionally, we suggest considering the extent to which chosen baseline measures can reasonably show change. For example, one baseline measure that could (1) be easily accessible to evaluators, (2) show progress toward Kindred goals, and (3) be a strong indicator of Kindred impact is attendance records of children (in Kindred families) over time at each school.

However, there are relatively few potential baseline measures that will meet the three criteria suggested without imposing a substantial burden on resources for Kindred and its chosen evaluation team. In lieu of traditional pre-, post-, and longitudinal follow-up evaluation designs, the evaluation team proposes that Kindred plan to use a matched cross-sectional design. The benefits of this type of design are as follows:

- Minimizes the use of resources (it is cost effective)
- Provides information similar to that of a longitudinal study (with some limitations) but can be conducted over a much shorter period of time
E. Conclusions

The Kindred program is still in its initial stages of growth and refinement. Parent perceptions, however, communicate many important successes and impacts on school life and their relationships with other parents as precursors to overall school community change. Parents who participated in focus groups indicated clearly that there is a strong and growing community among those who participated in Kindred at each school. They also shared their interest and actions to grow that community with other non-Kindred parents by being more inclusive and by intentionally reaching out to other parents.

Additionally, parents in focus groups, parent facilitators, and the Marie Reed principal all provided data that show an increase in parent participation in schools. For example, parents became more proactive about engaging in PTAs. For the one school that didn’t have a PTA, parents decided to create one. Parents also discussed creating other parent groups after Kindred ends, such as a sports league or just a parent community group. The principal also highlighted her increased reliance on rising parent voices in decision-making regarding their school.

It is important to note that many parents’ inclination to become more involved, and Kindred’s goal of involving more parents, were for the purpose of building inclusive, equitable communities. This is noteworthy because, even with increased parent engagement at schools—especially diverse schools—the focus is not usually on increasing equity. The evaluation results indicate that Kindred is successfully reshaping how parents engage so that their efforts are purposefully focused on narrowing opportunity differences between children who typically have differential access because of race and SES. Although it is still too early to tell how these efforts will lead to school- and student-level impacts, the data to date suggests Kindred is on the path to achieving the positive impacts on overall school climate it seeks.
Appendix A. Parent Dialogue Survey
Parent Dialogue Survey

Introduction

Community Science is working with Kindred to conduct an evaluation of the parent dialogue group. The purpose of the evaluation is to understand your experience in the group and its possible impacts and to help Kindred continue to support parents.

As a part of this evaluation effort, we are asking you to complete a questionnaire. It is very important that we get your honest opinions about your experiences so that we can all learn how to best support the parent communities at your school. There are no right or wrong answers. Please take a few minutes to respond to the questions. The questionnaire will take about 20 minutes of your time to complete. Please try to complete the entire survey.

Your responses will be kept confidential, and your name will not be associated with your responses. The information we gather will be reported in a summary format that includes all the survey data from all parents together. Data will not be tied to any one person and will be stored in a password-protected database. Only the evaluation team will have access to the database. The briefs and reports produced for the evaluation will not identify specific individuals. All potentially identifying information will be destroyed at the study’s conclusion. You can choose to stop participating at any time.

Section A. Satisfaction

1. What is your race or ethnicity? (select all that apply)
   - White
   - Black or African American
   - Native American or Alaskan Native
   - Native Hawaiian or Pacific Islander
   - Two races
   - Other

2. How do you define your gender identity? (select one)
   - Female
   - Male
   - I don’t know
   - Other

3. What is the highest degree or level of school you completed?
   - 1. Elementary, middle, or high school—no diploma
   - 2. GED
   - 3. Regular high school diploma
   - 4. Technical certificate
   - 5. Bachelor’s degree
   - 6. Postgraduate degree
(MA, MS, PhD, EdD, medicine/MD, dentistry/DDS, law/JD/LLB/etc.)

☐ 7. I don’t know
☐ 8. Prefer not to answer

4. Are you currently gainfully employed? (select one)
☐ Yes ☐ No ☐ I don’t know ☐ Prefer not to answer

5. Please select the category that best describes your household annual income (select one):
   ☐ 1. Less than $10,000
   ☐ 2. $10,000 to $34,999
   ☐ 3. $35,000 to $64,999
   ☐ 4. $65,000 to $99,999
   ☐ 5. $100,000 to $149,999
   ☐ 6. $150,000 to $199,999
   ☐ 7. $200,000 or more
   ☐ 8. I don’t know
   ☐ 9. Prefer not to answer
## Section B. Satisfaction

6. How dissatisfied or satisfied are you with the following aspects of the Kindred parent group?

<table>
<thead>
<tr>
<th></th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Neither dissatisfied nor satisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Does not apply</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Quality of facilitation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Topics covered</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Frequency of meetings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Diversity of parents involved</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Location of meetings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Timing of when meetings are held</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>g. Overall Kindred parent dialogue group experience</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
7. To what extent do you disagree or agree with the following statements about the Kindred parent dialogue group?

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Does not apply</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>I am glad I made time to participate in the parent dialogue group.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>b.</td>
<td>The parent dialogue group helped me feel more welcome at my child(ren)’s school.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>c.</td>
<td>The parent dialogue parents listened to me.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>d.</td>
<td>The parent dialogue facilitators listened to me.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>e.</td>
<td>The dialogue sessions were well facilitated.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>f.</td>
<td>I will recommend the parent dialogue group to other parents.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
</tbody>
</table>
Section C. Parent Dialogue Group Impact

8. To what extent do you disagree or agree with the following statements about the parent dialogue group’s impact on you?

<table>
<thead>
<tr>
<th>Since participating in the parent dialogue group...</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Does not apply</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am better able to understand other parents’ experiences.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. I interact more with parents that are different from myself (e.g., race, economic status, religion, language).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. I am better able to identify how my assumptions affect my behavior.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. I feel comfortable going to parent dialogue group facilitators when I need new ideas or resources to help my child(ren).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. I feel comfortable going to one or more parents in the dialogue group for ideas and support to help my child(ren).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>
9. As a result of participating in the parent dialogue group, how unlikely or likely are you to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Very unlikely</th>
<th>Unlikely</th>
<th>Neither unlikely nor likely</th>
<th>Likely</th>
<th>Very likely</th>
<th>Does not apply</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask a fellow parent dialogue group member for help or advice</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Get involved in parent organizations at the school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Begin efforts to improve the school for my child(ren) and others’</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Participate in out-of-school efforts to improve education throughout my community</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Go to the school principal, teacher, or staff member to help solve problems related to my child(ren)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>
Section D. Parent Dialogue Group Resources

10. Please rate the usefulness of the following types of resources or knowledge you may have received from other parents in the dialogue group.

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Not at all useful</th>
<th>Not very useful</th>
<th>Somewhat useful</th>
<th>Very useful</th>
<th>Extremely useful</th>
<th>Does not apply</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Information about how I can best support my child’s education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Advice on getting tangible supports for my family</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Knowledge on how to advocate for my child’s education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Section E. Diversity

11. Over the past three months, how many conversations have you had with a fellow school parent from a different socioeconomic class? Click here to enter text.

   a. What were these conversations about?

Click here to enter text.
12. Please rate how strongly you disagree or agree with the following statements about how the parent dialogue group has affected you.

<table>
<thead>
<tr>
<th>As a result of participating in the parent dialogue group...</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Does not apply</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I have taken action to support equity in the school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. I am able to imagine what it is like to be a parent of a different race or class at school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. I believe that my child(ren) will be more successful in life by having relationships with children from different racial and socioeconomic backgrounds.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. I feel more responsible for doing something about educational inequity in my school community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. I feel more comfortable talking with parents of different races and classes.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. I feel that having students from different racial and class backgrounds in my child(ren)’s school is more important.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. I find the perspectives of parents who are racially or economically different from me to be useful.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. I find the perspectives of parents who are racially or economically similar to me to be useful.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### Section F. School Environment

13. To what extent do you disagree or agree with the following statements about your child(ren)'s school?

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Does not apply</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am treated with as much respect as other parents at school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. I feel like my family fits in at school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. I feel more comfortable in my school as a result of participating in the parent dialogue group.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. I am more able to advocate for my child’s education as a result of participating in the parent dialogue group.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. I believe that school leadership is committed to equity.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. I plan on keeping my child(ren) at this school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Section G. Parent Empowerment

14. To what extent do you disagree or agree with the following statements?

<table>
<thead>
<tr>
<th>As a result of participating in the parent dialogue group...</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither disagree nor agree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Does not apply</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I have taken action to do something about educational inequality in my school community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. I am more active in my child(ren)'s school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. I am doing more to support and guide my child(ren)'s education at home.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. I am more confident that I can influence my child(ren)'s success in school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. I have spoken up for my child(ren)'s educational needs inside with other parents or school staff.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
15. Please rate your confidence in your ability to do the following.

<table>
<thead>
<tr>
<th>Activity/topic</th>
<th>No confidence—l don’t think I do well in this area</th>
<th>Slightly confident</th>
<th>Confident</th>
<th>Very confident—I always do well and am comfortable in this area</th>
<th>Does not apply</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Successfully finding resources for my child(ren) within the school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Successfully finding resources for my child(ren) outside of the school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Helping other parents to find resources to support their family in school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Appendix B. Parent Dialogue Survey—Spanish
Encuesta de Padres

Introducción

Community Science está trabajando con Kindred para realizar una evaluación del grupo de diálogo de padres. El propósito de la evaluación es comprender su experiencia en el grupo, sus posibles impactos y ayudar a Kindred a continuar apoyando a los padres.

Como parte de este esfuerzo de evaluación, le pedimos que complete el siguiente cuestionario. Es muy importante que nos dé su honesta opinión sobre la experiencia para que todos podamos aprender cómo apoyar mejor a las comunidad de padres en su escuela. No hay respuestas correctas o incorrectas. El cuestionario deberá tomar aproximadamente 20 minutos para completar. Valga decir que usted puede elegir en cualquier momento dejar de participar en esta encuesta.

Todas sus respuestas serán confidenciales y su nombre no se asociará con las respuestas, por lo tanto su identidad se mantendrá anónima. La información recogida será presentada en un formato que resume e incluye todos datos de la encuesta de todos los padres como un grupo. Los datos no estarán vinculados a ninguna persona en particular y se almacenarán en una base de datos protegida con contraseña. Solo el equipo de evaluación tendrá acceso a dicha base de datos. Los informes productos de la evaluación no identificarán a individuos específicos y toda información que potencialmente pueda asociarse con un individuo en particular será destruida al concluir el estudio.

Sección A. Información Demográfica

1. ¿Cuál es su raza/etnia? (seleccione todas las que apliquen)
   - [ ] Blanca
   - [ ] Negra o africana americana
   - [ ] India americana o nativa de Alaska
   - [ ] Nativa de Hawái u otra de las islas del Pacífico
   - [ ] Asiática
   - [ ] Dos razas
   - [ ] Otra
   - [ ] Prefiero no contestar

2. ¿Cuál define su identidad de género? (seleccione uno)
   - [ ] Femenino
   - [ ] Masculino
   - [ ] No sé
   - [ ] Otra

3. ¿Cuál es su grado más alto de educación completada?
   - [ ] 1- Primaria, secundaria, preparatoria, pero sin diploma
   - [ ] 2- GED
   - [ ] 3- Diploma de bachiller
   - [ ] 4- Certificado técnico
   - [ ] 5- Licenciatura
   - [ ] 6- Título de postgrado
      (MA, MS, PhD, EDD, Medicine/MD, Dentistry/DDS, Law/JJ/LLB, etc.)
   - [ ] 7- No sé
4. ¿Trabaja usted actualmente por pago? (seleccione uno)
☐ Sí  ☐ No  ☐ No sé  ☑ Prefiero no contestar

5. Por favor, seleccione la categoría que mejor describe el ingreso anual de su casa (seleccione uno):
☐ 1 – Menos de $10,000
☐ 2 - $10,000 to $34,999
☐ 3- $35,000 to $64,999
☐ 4- $65,000 to $99,999
☐ 5- $100,000 to $149,999
☐ 6- $150,000 to $199,999
☐ 7- $200,000 o más
☐ 8- No sé
☐ 9- Prefiero no contestar
Sección B. Satisfacción

6. ¿Qué tan satisfecho o insatisfecho está usted con los siguientes aspectos de su grupo de padres de Kindred?

<table>
<thead>
<tr>
<th></th>
<th>Muy Insatisfecho</th>
<th>Insatisfecho</th>
<th>Ni insatisfecho ni satisfecho</th>
<th>Satisfecho</th>
<th>Muy satisfecho</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Facilitación del grupo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Temas cubiertos</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Frecuencia de las reuniones</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Diversidad de padres del grupo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Ubicación de las reuniones</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Horario de las reuniones</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Experiencia general del diálogo entre de padres en el grupo Kindred</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
7. ¿Está usted de acuerdo o en desacuerdo con las siguientes afirmaciones sobre el grupo de padres Kindred?

<table>
<thead>
<tr>
<th>Tableau</th>
<th>Muy en desacuerdo</th>
<th>En desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Acuerdo</th>
<th>Muy de acuerdo</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Me alegró haber tenido la oportunidad de participar en este grupo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. El diálogo de padres me ayudó a sentirme más bienvenido en la escuela de mi(s) hijo(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. En las reuniones los otros padres escucharon mis opiniones</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. En las reuniones los facilitadores escucharon mis opiniones</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Las reuniones estuvieron bien facilitadas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Voy a recomendar estos diálogos de Kindred a otros padres de familia</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Sección C. Impacto del diálogo de padres de familia

8. Está usted de acuerdo o en desacuerdo con las siguientes afirmaciones sobre cómo el diálogo en el grupo de padres lo impactó a usted?

<table>
<thead>
<tr>
<th>Desde que participé en el grupo de padres yo...</th>
<th>Muy en desacuerdo</th>
<th>En desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Acuerdo</th>
<th>Muy de acuerdo</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Siento que entiendo mejor la experiencia de otros padres.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Interactúo más con padres diferentes a mí (por ejemplo, de diferente raza, clase socio-económica, religión, idioma, etc)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Estoy en mejores condiciones para identificar cómo mis suposiciones/prejuicios afectan mi comportamiento.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Me siento cómodo hablando los facilitadores del grupo cuando necesito ideas o recursos para ayudar a mi(s) hijo(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Me siento cómodo hablando con uno o más padres de mi grupo cuando necesito ideas o recursos para ayudar a mi(s) hijo(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
9. ¿Después de haber participado en el grupo de padres, que tan probable o improbable haría usted lo siguiente?

<table>
<thead>
<tr>
<th></th>
<th>Muy improbable</th>
<th>Improbable</th>
<th>Ni improbable ni probable</th>
<th>Probable</th>
<th>Muy probable</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preguntar a un padre del grupo por ayuda o consejos</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Involucrarse en actividades y organizaciones de padres en la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Comenzar esfuerzos para mejorar la escuela para todos los niños</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Participar en esfuerzos por fuera de la escuela para mejorar la educación de mi comunidad escolar</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Ir a la oficina del director, profesores o administradores de la escuela para que me ayuden a resolver problemas relacionados con mí(s) hijo(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Sección D. Recursos del diálogo del grupo de padres

10. Evalúe la utilidad de los siguientes recursos o conocimientos que haya recibido de otros padres o facilitadores en el grupo.

<table>
<thead>
<tr>
<th>Recurso</th>
<th>Muy poco útil</th>
<th>Poco útil</th>
<th>Algo útil</th>
<th>Muy útil</th>
<th>Extrema- damente útil</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Información acerca de cómo puedo apoyar a mi hijo(a) en la escuela de una buena manera.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Consejos para conseguir apoyos tangibles para mi familia en la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Conocimiento sobre cómo interceder y apoyar la educación de mi hijo(a) en la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Sección E. Diversidad

11. En los últimos tres meses, ¿cuántas conversaciones ha tenido con un padre de la escuela que pertenezca a una clase socioeconómica diferente? Click here to enter text.

   a. Sobre qué fueron éstas conversaciones? Click here to enter text.
12. Está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre cómo su experiencia en el grupo de padres de Kindred lo ha afectado.

<table>
<thead>
<tr>
<th>Después de participar en el grupo de diálogo de padres...</th>
<th>Muy en desacuerdo</th>
<th>En desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Acuerdo</th>
<th>Muy de acuerdo</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. He tomado acciones para apoyar la equidad en la escuela</td>
<td>☐</td>
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<tr>
<td>b. Soy capaz de imaginar lo que significa ser un padre o una madre de otra raza u otra clase social en la escuela</td>
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</tr>
<tr>
<td>c. Creo que mi(s) hijo(s) serán más exitosos en la vida si tienen relaciones con otros niños de diferentes razas y clases socio-ecónomicas</td>
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<tr>
<td>d. Me siento más responsable de hacer algo para resolver la inequidad educativa en mi colegio y comunidad</td>
<td>☐</td>
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</tr>
<tr>
<td>e. Me siento más cómodo hablando con otros padres de raza y clase socio-ecónómica diferentes</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td>f. Siento que tener estudiantes de diferentes razas y clases socio-ecónómicas en la escuela de mi(s) hijo(s) es más importante que antes de estar en el grupo</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td>g. Encuentro útiles las perspectivas de padres de diferente raza y clase socio-ecónica</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>h. Encuentro útiles las perspectivas de padres de raza y clase socio-ecónica similar a la mía.</td>
<td>☐</td>
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</tr>
</tbody>
</table>
Sección F. Ambiente de la escuela

13. Está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre la escuela de su(s) hijo(s)

| a. Soy tratado con el mismo respeto que otros padres de familia | Muy en desacuerdo | En desacuerdo | Ni en desacuerdo ni de acuerdo | Acuerdo | Muy de acuerdo | No aplica | No sé |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| b. Siento que mi familia encaja bien en la escuela | Muy en desacuerdo | En desacuerdo | Ni en desacuerdo ni de acuerdo | Acuerdo | Muy de acuerdo | No aplica | No sé |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| c. Me siento más cómodo en la escuela después de haber participado en el grupo de diálogo de padres | Muy en desacuerdo | En desacuerdo | Ni en desacuerdo ni de acuerdo | Acuerdo | Muy de acuerdo | No aplica | No sé |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| d. Estoy mejor equipado para interceder y velar por la educación de mi(s) hijo(s) después de haber participado en el grupo de diálogo de padres | Muy en desacuerdo | En desacuerdo | Ni en desacuerdo ni de acuerdo | Acuerdo | Muy de acuerdo | No aplica | No sé |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| e. Creo que los directivos de la escuela están comprometidos con la equidad | Muy en desacuerdo | En desacuerdo | Ni en desacuerdo ni de acuerdo | Acuerdo | Muy de acuerdo | No aplica | No sé |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| f. Planeo quedarme en esta escuela | Muy en desacuerdo | En desacuerdo | Ni en desacuerdo ni de acuerdo | Acuerdo | Muy de acuerdo | No aplica | No sé |
|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
Sección G. Empoderamiento de los padres

14. Está de acuerdo o en desacuerdo con las siguientes afirmaciones

<table>
<thead>
<tr>
<th>Después de participar en el grupo de diálogo de padres...</th>
<th>Muy en desacuerdo</th>
<th>En desacuerdo</th>
<th>Ni en desacuerdo ni de acuerdo</th>
<th>Acuerdo</th>
<th>Muy de acuerdo</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. He tomado acción para hacer algo en relación con la inequidad educativa en la escuela y/o comunidad escolar</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Me he vuelto más activo en la escuela de mi(s) hijo(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Estoy haciendo más para apoyar y guiar la educación de mi hijo(a) en casa</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td>d. Estoy más seguro de poder influenciar el éxito de mi hijo(a) en la escuela</td>
<td>☐</td>
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</tr>
<tr>
<td>e. He hablado a favor de las necesidades educativas de mi hijo(a) con otros padres y/o personal escolar</td>
<td>☐</td>
<td>☐</td>
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</table>

15. Qué tan confiado está usted en su capacidad para hacer lo siguiente

<table>
<thead>
<tr>
<th>Actividad/Tema</th>
<th>Sin confianza, no creo que podría hacerlo bien</th>
<th>Algo de confianza para poder hacerlo</th>
<th>Confiado</th>
<th>Muy confiado, lo haría bien y me siento cómodo en ésta área</th>
<th>No aplica</th>
<th>No sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Encontrar con éxito recursos para mi hijo(a) dentro de la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Encontrar con éxito recursos para mi hijo(a) fuera de la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Ayudar a otros padres a encontrar recursos para apoyar a su familia en la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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Appendix C. Parent Dialogue Focus Group Guide
Parent Dialogue Focus Group Guide

Introduction

This document is Community Science’s submission for the deliverable Revised Focus Group Guide. This guide represents an integration of previous Kindred measures as well as additional items that illustrate the overall purpose of the focus group.

The objectives of this focus group are to provide context and examples for the following:

2. Understanding how the dialogue group experience has impacted parents on
   o growth in empathy and parental efficacy,
   o the diversification of social network and values associated with diversity,
   o access to resources,
   o feelings of belonging,
   o the inclination to be active at the school,
   o the commitment to equity,
   o the inclination to keep children at the school, and
   o the recommendation of the experience to other parents

3. Collecting feedback related to the dialogue group’s overall experience

Parent Focus Group Guide

Hi, I’m (insert your name) from Community Science. (Introduce any colleagues.) We are the evaluation partners for Kindred and the parent dialogue group. Our role is to learn about how the Kindred program has worked for your families and school communities and to support the Kindred program in continuing its work. Thank you, everyone, for being here and speaking with us about your participation in this group.

Today we’ll be talking about your experience in the parent dialogues and how participation may have impacted you, your families, and your school community overall. This conversation should last for about an hour. Our evaluation team will ask some questions, and you are all encouraged to respond, talk with each other, and just think of this as a conversation.

Though this is a safe space where you can give your honest opinions, we’d like to ask you to follow a few rules. Please be respectful of others’ opinions. Allow your fellow parents to finish their thoughts before you add yours. Let’s generally treat each other with respect so that we can all learn from each other and share our ideas.

Your responses will be kept confidential, and your name will not be associated the responses that you provide today. The information we gather will be reported in a summary that groups everyone’s responses together. Data from our focus groups will not identify any one person and will be stored in a password-protected database. Only the evaluation team will have access to the database and to notes we take or audiotapes we collect. The briefs and reports produced for the evaluation will not identify specific individuals, and all potentially identifying information will be destroyed at the study’s conclusion. You should also know that you can choose to stop participating at any time.
With your permission, we would like to audio record the focus group in addition to taking notes. The recording is to ensure the accuracy of our notes. The recording will not be heard by anyone outside of the evaluation team, and it will be destroyed at the study’s conclusion. If any one of you chooses not to be recorded, we will only take notes. Please raise your hand if you agree to being tape-recorded today as part of the focus group. Thank you!

Does anyone have any questions before we get started? (Note each question asked and your response.)

1) What was your reasoning for joining the parent dialogue group?

2) When you started the parent dialogue group, what did you hope to get out of it?
   a. Do you think that you’ve achieved those goals?
   b. Did the parent dialogue group meet your expectations? Why or why not?
   c. What have you learned about yourself and others?

3) What has been the most valuable part of your experience with the parent dialogue group?
   a. The most helpful?
   b. The most impactful/made the biggest difference for you/changed you the most?

4) What are some of the most useful resources that you’ve gained from participating in this group?
   a. How have you used these resources? (Probe for specific examples.)

5) How has participation in this group affected you?
   a. How you interact with other parents (Probe: new relationships that have been built)
   b. How you find and access resources (in and out of school)
   c. The confidence with which you support your child’s education
   d. Your outlook on parents and kids in the school who are different from your family
   e. Your intention to keep your child at the school

6) How, if at all, do you think that this parent group has affected/changed the school environment?
   a. How much do you feel welcome/comfortable in the school environment?

7) How many of you are interested in getting involved in the school community? (Call on those who agree to elaborate.)
   a. How do you plan to be involved next school year?

8) How many of you are interested in getting involved in your communities? (Call on those who agree to elaborate.)
   a. How do you plan to get involved in the next year?
9) Do you have any suggestions on how to improve the parent dialogue group? (Probe: timing, frequency, topics [especially whether there were any topics or sessions that were less useful than others])
Appendix D. Parent Facilitators Interview Guide
Parent Facilitators Interview Guide

1) What motivated you to become a facilitator for the parent dialogue groups?

2) What has been the most valuable part of your experience as a facilitator for the parent dialogue groups?

3) Have you become more involved in school matters since becoming a facilitator this year? How?

4) How do you think the parents in your group have been impacted through their participation in the dialogue groups?

5) What changes, if any, have you noticed in the school environment over the past year related to diversity, equity, or other topics discussed in the parent groups?
   a. Have you noticed changes in parents who did not participate in the dialogue groups?

6) Overall, what have you learned and how have you grown personally from your participation in Kindred with regard to the following?
   a. Your relationships with other parents
   b. How you find and access resources (in and out of school)
   c. How you advocate for your child
   d. How you value diversity in how you raise your child(ren)
   e. Your intention to keep your child enrolled at Marie Reed

7) Is there anything you did in the past year that you wouldn’t have done before your participation in Kindred (e.g., spoken out against an inequitable situation)?

8) In terms of your facilitation training, what did you find helpful in preparing you to lead and conduct the dialogue group?
   a. What other skills or training would be helpful?
   b. Was there anything that wasn’t helpful or could have been done differently?
   c. Are there changes you would make to the dialogue curriculum? Any sessions you would eliminate to shorten them?

9) Would you recommend that other parents become facilitators?
   a. What would you convey to them so that they understand the costs and benefits of participating as a facilitator?

10) If you had to describe the Kindred program to someone, how would you describe it?

11) Do you have any other suggestions for improvements for any aspect of the Kindred program?
Appendix E. Principal Interview Guide
Principal Interview Guide

1. How would you describe Kindred to someone who is unfamiliar with it? What is it? What does it do?

2. When you were first approached about the parent dialogue groups in your school, what was your reaction?

For the next set of questions, we will be discussing both the first and second years of the Kindred program. I’d like you think about the first year of the Kindred program and how things have changed in its second year, if at all.

3. What has been the most valuable contribution of the parent dialogues to the school community in the first year? Second year?

4. What has been the most valuable contribution of the work Kindred has done with the parent facilitators and PTA to the school community in the first year? Second year?

5. Please describe any changes you have noticed in either the parent community or the school environment over the past two years as it relates to diversity or how parents work across differences.

6. How do you think the parent dialogues—and Kindred’s work with the parent facilitators and the PTA—have contributed to these changes?

Now, I’d like to ask you about your own experiences since the parent dialogue groups began.

7. Can you describe your current interactions with parents from Kindred?

8. What changes have you made in the school as a result of the impacts you’ve noticed through Kindred?

9. What do you envision for the program and your school community moving forward?

10. Do you have any suggestions on how to improve Kindred’s work? What about the general parent community here at Marie Reed?