

Evaluation of the Kindred Parent Dialogue Groups at Six Schools

Programs at Amidon Bowen Elementary School, Bancroft Elementary School, EL Haynes Public Charter Elementary School, Garrison Elementary School, Miner Elementary School, and Washington Yu Ying Public Charter School in the 2018-2019 School Year

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EXECUTIVE SUMMARY

Kindred is a nonprofit organization in Washington, DC that uses the mechanism of small, facilitated parent dialogue groups to build trusting relationships between parents of diverse backgrounds and supports parents to work with school leadership to drive equity and diversity in their schools and communities. Kindred partners with select elementary schools to engage parents in meaningful discussion and action on issues related to race and equity. This evaluation focused on six school partners of Kindred in the 2018-2019 school year. Three schools were in their first year collaborating with Kindred, and three were in their second year.

This evaluation used a mixed methods approach, with an emphasis on qualitative data and analysis. The evaluation design comprised of four different types of data collection with different stakeholders: focus groups with parent dialogue group participants, survey of parent dialogue group participants, interviews with parent facilitators, interviews with school principals, and selected written communication records between Kindred staff, school staff, and participating parents.

The key findings from this evaluation - that parents involved in Kindred's programming experience personal growth, forge deeper connections with a diverse group of parents, and collaborate to advocate for more equitable outcomes - closely align with the outputs and outcomes identified in Kindred's parent-related logic model. Based on the data gathered through the parent focus groups, the parent facilitator interviews, and the school leader interviews, there is substantial evidence to suggest that Kindred is accomplishing its goals of working with parents to deepen their self-identity, awareness of how that identity influences social spaces, and commitment to one another and each other's children. Results from the parent survey show quantitative evidence that program is achieving its stated short-term outcomes with parents, and parents in the focus groups shared stories and examples offering evidence of these outcomes in action.

The school leader interviews also provided evidence that real changes were being made at the schools because of Kindred's work. Based on discussions with parents and school leaders, it is clear that many of the short-term outcomes articulated in Kindred's school-related logic model are being realized in the second-year schools.

Overall, parents and school leaders reported being satisfied with Kindred's programming and perceived the work they were doing with Kindred as valuable to their school. While both parents and school leaders offered areas for improvement, they had overwhelmingly positive feedback about the effectiveness and the promise of Kindred's work.

INTRODUCTION.....	3
Program description	3
Evaluation questions.....	3
METHODOLOGY.....	4
Focus groups.....	4
Surveys of focus group participants	5
Parent facilitator and school leader interviews	5
Artifact analysis	5
LIMITATIONS.....	6
FOCUS GROUP RESULTS.....	7
Impact of participating in the parent dialogue group	7
Planning for future engagement.....	10
Effect on likelihood of keeping children enrolled in their current school	10
Most valuable aspects of the dialogue groups.....	11
Suggestions for improvement.....	11
FOCUS GROUP PARENT SURVEY RESULTS.....	15
Demographics.....	15
Overall Kindred Experience.....	17
Rating of beliefs and behaviors before and after the dialogue groups	18
PARENT FACILITATOR INTERVIEW THEMES	22
Personal Impact.....	22
Impact on others and the school.....	23
Facilitation related	24
OVERALL PARENT IMPACT	25
SCHOOL LEADER INTERVIEW THEMES.....	27
ARTIFACT REVIEW	29
OVERALL SCHOOL IMPACT.....	31
SUMMARY AND CONCLUSIONS	33
APPENDIX.....	34

INTRODUCTION

Kindred is a nonprofit organization that uses the mechanism of small, facilitated parent dialogue groups to build trusting relationships between parents of diverse backgrounds and supports parents to work with school leadership to drive equity and diversity in their schools and communities. Kindred partners with select elementary schools in Washington, DC to engage parents in meaningful discussion and action on issues related to race and equity. This evaluation is focused on six school partners of Kindred in the 2018-2019 school year. Three schools were in their first year collaborating with Kindred, and three were in their second year. The Kindred model is designed for Kindred staff to work intensively with parents in the first two years. After that, the program staff begin to transition some of the programmatic supports they provided in the initial years to parents in the third year and beyond. This evaluation only captures early effects of Kindred's programming, since it examines the program's short-term outcomes from the first two years of implementation.

Program description

Kindred staff work with school partners to recruit a diverse group of parents to attend 10 sessions of a parent dialogue group. In the first year of a Kindred-school partnership, all sessions are facilitated by Kindred staff. During the second year, the 10 sessions are facilitated by parents who participated in the prior year's dialogue group. These volunteer parent facilitators receive facilitation training and coaching from Kindred staff. The dialogue group sessions are structured discussions allowing for parents to explore their backgrounds, race and equity, and goals for their children. The final goal of the dialogue group is to collaboratively take action that addresses the root causes of inequity in their school.

Evaluation questions

This evaluation of the Kindred programming at these six schools was focused on the following overarching evaluation questions:

- What are parent and school leader perceptions of Kindred programming? Do these perceptions vary by race of the parent?
- How do parents and school leaders describe the impact of Kindred's work on themselves and their schools?
- How has Kindred's impact aligned with the short-term outcomes as described in the parent-related and school-related logic models?

METHODOLOGY

This evaluation used a mixed methods approach, with an emphasis on qualitative data and analysis. The evaluation design comprised of four different types of data collection with different stakeholders: focus groups with parent dialogue group participants, survey of parent dialogue group participants, interviews with parent facilitators, interviews with school principals, and selected written communication records between Kindred staff, school staff, and participating parents.

Data collection was conducted primarily by two independent evaluators (Alysse Henkel, as the primary evaluator, and Savannah Gress), with support from two assistants who took notes during focus groups. Kindred staff chose six schools to participate in the evaluation, half of which were in their second year of Kindred programming, and half that were in their first year of Kindred programming.

Focus groups

Six focus groups were conducted, with one at each school. Kindred staff recruited participants from the parent dialogue groups from the 2018-2019 school. The focus groups were scheduled for 90 minutes, with about one hour devoted to group discussion. Kindred staff were not present during the focus groups, but were present before the discussions began and provided dinner and a gift card to participants. One evaluator, serving as the focus group facilitator, was joined by an assistant to take notes at each focus group. The participation at each focus group ranged in size from five to nine participants, with a total of 48 participants. The chart below shows participation by school, from a total potential pool of 121 parent dialogue group members.

School	Focus Group Participants	Total Parent Dialogue Group Members
Amidon Bowen	9	20
Bancroft	7	18
EL Haynes	5	10
Miner	9	22
Garrison	9	21
Yu Ying	9	30

The focus group facilitator modified the focus group protocol, which was used in previous evaluations and provided by Kindred. The facilitators primarily asked questions about the participants’ expectations for the dialogue group, the effect of participating in the group had on them and their school, what they found most valuable about the groups, and their suggestions for improving the groups. For more details, the modified protocol is included in the appendix.

After all of the focus groups were completed in the summer of 2019, the evaluator uploaded all of the focus group notes to qualitative analysis software, developed a codebook and coded all of the notes. Based on these codes and using a grounded theory approach, the evaluator conducted a thematic analysis to distill themes and patterns, which are described in the focus group results section. The evaluator also reviewed the notes for

quotes to represent the themes. These quotes can be found in the focus group results section. Some of the quotes have been slightly modified to improve readability.

Surveys of focus group participants

Surveys were distributed to the focus group participants at each of the six sessions. In most of the sessions, all participants filled out a paper survey. This survey, which can be found in the appendix, is an updated version of the survey given to parents in prior evaluations of the parent dialogue groups. A couple of parents filled out the survey online since they arrived late or could not attend the focus group session. The survey was not distributed to all Kindred parent dialogue group participants.

The paper survey data were entered into the online survey forms by the evaluator and a research assistant. The results of the survey were analyzed by the evaluator using statistical software, with particular attention paid to disaggregating the results by racial identity and socio-economic status.

Parent facilitator and school leader interviews

Semi-structured interviews were conducted with both parent facilitators and school leaders of the three schools with two years of Kindred partnership (Amidon Bowen, EL Haynes, Yu Ying). These interviews were conducted primarily over the phone with the evaluators, usually lasting about 30- 45 minutes. In all interviews, the evaluator took notes, and with the permission of the interviewees, some interviews were audio recorded and transcribed. A systematic thematic analysis was conducted by the evaluator using the interview notes and transcripts. Copies of the interview protocols for the parent facilitators and school leaders are included in the appendix.

The three school leaders identified by Kindred staff for interviews participated. Five of the seven parent facilitators identified by Kindred staff for interviews participated, while two parent facilitators did not respond to multiple interview requests by the evaluators.

Artifact analysis

Kindred program staff provided copies of what they deemed relevant communication - primarily emails between themselves, school leaders, and parents, as well as a few parent listserv postings - to the primary evaluator from 2018-2019 school year. They provided the relevant text, the date of the exchange, as well as additional comments to offer additional context. These documents were provided to allow the evaluator to have an additional source of information about the communications regarding equity-focused activities and changes in the schools. After conducting the focus groups and interviews, the evaluator reviewed all of the documentation provided and identified commonalities between the documentation and the interview assertions.

LIMITATIONS

Any evaluation, especially those primarily relying on stakeholder interviews and focus groups, has limitations. Some limitations related to this evaluation are described below.

Selection bias – potentially introducing bias in the data by choosing who provides the data and what data is selected – is an ever-present threat to validity in both qualitative and quantitative analysis. Selection bias may have been introduced in this evaluation in a number of ways: Kindred program staff chose the focus group participants and served as the point of contact coordinating the focus groups, participants who were asked to attend the focus group self-selected to actually attend the focus group, not all focus group attendees chose to actively participate in the discussion, not all parents at the focus group filled out a survey, and not all of the parent facilitators in the second year schools responded to requests for interviews. It is possible that the parents who participated in this evaluation may differ in their perceptions of the program than those who were not able to participate.

Additionally, using the methods chosen for this evaluation, it is not possible to include any type of counterfactual. Therefore, it is possible that some (or all) of the changes described by the participants in this evaluation could have occurred naturally without intervention by Kindred, although this seems highly unlikely.

It's important to emphasize that the information gathered from this evaluation is necessarily specific to these schools and their unique contexts, parent communities, and school settings. More research would be required to determine if these results were replicable in different settings and contexts.

Also importantly for this work, the primary researchers were white and two of the three research assistants involved in the focus groups were people of color. It is possible, especially because of the physical presence of the researcher at the focus groups, that the racial identity of the researchers could have affected the data collected. It is possible that the interviews and focus group participants may not have shared the same information – or shared it in the same way – with the presence of researchers of different racial identities. Given the nature of data analysis, the evaluator's perspective and potential biases can always color the results and findings articulated in this report.

These limitations are all included here to make explicit the possibility of implicit bias, especially when dealing with sensitive topics like race and equity, but these potential limitations do not mean that the findings from this evaluation are invalid. Rather, the findings of the evaluation should be interpreted with full information about the context of the data collection and analysis.

FOCUS GROUP RESULTS

In the six focus group, the evaluators were able to speak with nearly 50 parent dialogue group participants and were able to collect a substantial amount of information and insights from these groups. In order to make these insights actionable and specific, this section of the report is organized into five sections, corresponding to the main topics discussed in the focus groups.

The five sections are as follows:

- the impact of participating in the parent dialogue group
- plans for future engagement (a discussion of insights related to taking future action as a group)
- the effect on the likelihood of keeping their children enrolled in their current school
- the most valuable aspects of participating in the dialogue group
- suggestions for improvement

Each section identifies themes related to the section topic and direct quotes from focus group participants, along with their racial identity.

Impact of participating in the parent dialogue group

Much of the focus group discussions revolved around participants reflecting on what they learned about themselves and how their behavior changed as a result of the parent dialogue groups. Discussion on this topic ranged widely, but three key themes were mentioned most frequently. These key themes - parent relationships, becoming more reflective, and having an open mind - were mentioned at a minimum of five of the six schools and are included in the numbered list below. Several more minor, but still noteworthy, topics were mentioned less frequently, with participants talking about them at a minimum of three schools. These minor themes are included in a bulleted list below.

1. **Participants forged better relationships with other parents.** Stronger parent relationships were brought up by every racial group at every school. Participants said being part of the dialogue group helped them change their behavior, by actively creating more relationships with other parents. Many parents talked about how these new relationships were deeper than before. Many participants also spoke about having relationships with a more diverse group of parents.

In their own words...

“It made me realize I can go up to parents of other races about issues I didn’t know about before. I have talked to parents now and said things I probably wouldn’t have before. Now I realize there is a possibility for honest communication with other parents.” -Black parent

“Now that I’ve been part of Kindred, I think I am going to speak up. Even if people don’t reply, I will still say good morning. My salary or race is irrelevant, this opened me to ask for eye contact from people. We all have kids who go here and say hi to each other. None of those other things matter - what matters is that we are all parents and need to co-exist.” -Latinx parent

“The other parents I’ve met from the group now ask me to quickly watch their kids while they run an errand. Now there’s an additional level of comfort.” -White parent

“I make more of an effort to talk to more parents different from me in my kid’s class. Before, I had connected with and gotten to know a couple of parents, now I make an effort to reach out and connect with people I wouldn’t normally connect with. As an example, my child has a new friend - [my child] is shy, so this is a big deal. The new friend’s mom doesn’t speak much English, so I sent her a text in Spanish to invite her to [my child’s] birthday party. This group taught me that this is important, perhaps that mother might not feel she could come to the party, so I wanted to do the extra thing to make her feel welcome.” -Black parent

“This group helped me shift the focus to involving myself with other parents. Those interactions will help my [child].” - Black parent

- 2. Participants said participating in the group led them to have a more open mind.** Parents of all racial groups all six schools said that their perspective had changed because of Kindred. More specifically, participants talked about how they were now more conscious of issues faced by other parents. They also reported being more open to new ideas and new relationships.

In their own words...

“It made me more conscious, I could easily switch languages, but after hearing how everyone felt with people who couldn’t speak the language, I am now more aware of how I talk to people and who I talk to. I was comfortable speaking, but the person next to me was not comfortable.” -Latinx parent

“My level of comfort is the same, but by awareness of who else is uncomfortable has grown.” -White parent

“It was eye-opening to hear how the system works from others’ perspectives. It was rewarding. It makes you look differently and have an idea of what others are going through. There was a parent who was trying to reach out for help and kept facing roadblocks. Hearing her experience was eye-opening and helped spur action.” -White parent

“Kindred has helped me understand white people. If you’re always around black people, you never know some white people do know and care. This has enabled me to identify who closes their eyes to the issues. It’s helped me to not be so offended, to learn that some whites ‘got it’, some others are on their way, and some never will.” -Black parent

- 3. Participants reported becoming more reflective about their own behavior and assumptions.** Multiple parents talked about how they realized they were making assumptions about other people before - of the eight participants who explicitly mentioned being more reflective about their assumptions, four were black, two were Latinx, and two were white. Parents at five schools spoke about how their group participation had made them more self-aware of their own behavior and assumptions - self-awareness was mentioned most often by white parents. Other parents also said that they were more reflective about their own behavior toward people who are different than they are and wanted to set a good example for their children.

In their own words...

“This group helped me to hear parents of other races and nationalities – sometimes you think you know how other people feel, but it became clear that not all people feel the way you think they do. Sometimes now, I see white parents and I don’t see the barrier between us ... Kindred made me realize there were things I was assuming about how other people think.” -Black parent

“I wasn’t thinking about race in all conversations. [Participating in the group] made me realize I didn’t even consider race as part of my identity ... For some people, 100% of the time, you think about it, and yet I’m too privileged to think about it.” -White parent

“I am finding myself opening up more. What they ask us challenges us, thinking about how your background affects your parenting. Just when you think you have all of your ducks in a row, Kindred helped me realize more strategies. Made me think more about how I was brought up, who I am as a person. I got a lot of tools. It made me think maybe I wasn’t as open or friendly as I thought.” -Black parent

“We all make assumptions about people all the time, but I was caught off guard by how often I make assumptions. I think it’s important to work together because parents share so many things ... parents all want the same thing.” -Latinx parent

In addition to these three key themes, several more minor themes came from the analysis of the focus groups. They are listed in brief below.

- **Parents share a lot of similarities.** Parents at five schools mentioned how one of their most important learnings from the groups were how remarkably similar parents are, how they all want the same things for their kids, despite having different backgrounds.

“This has opened my eyes to see common goals, no matter the race or background, we all have really cohesive goals.” - Black parent

- **Participants said they improved their relationship with their school.** This idea was brought up by seven people at three schools, mentioning that they were better equipped to talk to teachers and administrators. Parents also said that they were now more committed to being involved in the school community.

“[...The group] helped me realize I should speak up, send emails, and follow up. It helped me advocate not just for my own kid, but for the education of the whole class. This group helped me realize I could give feedback, so I started popping up at the school to see how things were going. Otherwise, I would have just taught [my child] what I felt like I was missing at home.” -Black parent

- **Participants felt empowered.** Participants at three schools spoke about how after being part of the group, they felt more empowered to speak up about injustices they experienced or witnessed.

“I’ve realized that there are things that seem exclusive, like that we pony up money for teacher gifts. There are traditions in the school that are part of the culture that aren’t easy for everyone. I feel more empowered to call it out now, that we need to make more accommodations to be economically inclusive. There is a lot of invisible signaling that this school isn’t for them. I now feel bolder in flagging things that might be wrong.” -White parent

Planning for future engagement

Taking action as a result of participating in the Kindred parent dialogue groups was discussed at each focus group. Nearly all parents said that they would be more involved in the school going forward. The types of involvement they were planning differed from person to person. At several schools, every participant said that they would be joining the school’s official parent organization, like the PTO or PTA or equivalent. A couple of parents talked about working with the administration to make changes to school policies and encouraging more equity training for staff. Others said that they were planning to reach out to engage more parents in the work and dialogues Kindred begun. Some mentioned starting new parent groups in the school, to help other parents advocate for themselves or have better access to resources. Parents frequently mentioned wanting to stay connected to the parents they met through Kindred, especially in social settings, like playdates or get-together without kids.

In their own words...

“We are in a coffee group and now want to include more parents. [A specific Kindred parent] is the leader and we are going to try to make a more diverse group of parents.” -Latinx parent

“I’m very interested in being part of this community, to make a change here, to maybe make a PTA group, some type of parent body, with new parents welcome, and everyone’s needs taken care of. Kindred had an influence on this – I wouldn’t have been so committed, since no one is checking in on me.” -Black parent

“I want to help identify challenges with equity – all of the stuff you need to do to make sure that every kid has a chance.” - White parent

“I’m going to join the PTO. I’m going to make sure that equity is at the forefront of the PTO’s mission.” -White parent

Effect on likelihood of keeping children enrolled in their current school

Overall, there were mixed findings on the effect that participating in Kindred groups had on parents’ likelihood to keep their child enrolled in their current school. In the focus groups, most parents did not report any change. While multiple parents said the group made them feel more welcome at their school, they did not say that this affected their enrollment plans. However, one parent said participating in the group had changed their mind, and they were going to keep their child enrolled, but another parent said that the group had made them decide to take their student out of their current school.

In their own words...

“The second year I stayed here because of Kindred. I didn’t like how my child’s classroom was run. Once the PTA and Kindred came along, I thought we would tough it out. Now I can’t leave because I want to see where my investment goes and see the change. I want to see the outcome of something I helped birth. I’m a little iffy about [keeping my child here in 4th grade], but these relationships are keeping me here. Maybe I can help with the 4th grade.”

-Black parent

“The way it affected me is it highlighted that my children are in such a minority group, that it might not be such a great thing for them here. There are no black teachers. It’s a hard decision to take my child out, but [my child] got into [another school]. It opened my eyes to how my kid was feeling, it’s not a great feeling to be the only black person. She doesn’t have the feeling of inclusion with people who look like her.” -Black parent

Most valuable aspects of the dialogue groups

Overall, participants were very positive about their experience with Kindred and praised the program staff. When asked about what they found most valuable, the four most common responses across all schools included the relationship building they did, the quality of the facilitation, the diversity of the groups, and having a judgement-free discussion. Parents spoke about the relationships they built with other participants, and nearly always mentioned how appreciative they were for a diverse group of participants to get to know. Many parents said the quality of the facilitation - especially Kindred staff facilitators - as a highlight of their experience. Others talked about how important it was that the facilitators and group members adhered to norms about leaving judgement out of their discussions. A couple of parents said the most valuable part of the experience for them was the opportunity for people of color to be heard.

In their own words...

“I liked having a place to feel safe to express what I felt without being viewed negatively. It made me feel okay saying my thoughts - if others didn’t understand, we could engage in a dialogue. It gave me more hope that I could be part of the school and my kid would be safe.” -Black parent

“I liked the way they facilitated, the norms and those things, making sure we are always gearing to those, making sure that everyone has the opportunity to speak.” -Black parent

“When there was an elephant in the room, with our group, they addressed it and it made you feel like it was a safe space. There was always an underlying race dynamic, and this space lets us address the uncomfortable situation head on.” -Latinx

“We had a safe space where we could bounce ideas off each other. Staff is good about jumping in where we left off the last week.” -White parent

Suggestions for improvement

While nearly all of the focus group parent participants had positive perceptions of their Kindred experience, they also offered some critiques of their dialogue groups. The following five key themes identified from the

discussions are listed in order of the most frequently mentioned areas for improvement. Aspects of these key themes were mentioned by participants at a minimum of five of the six school-based focus groups.

1. **Conduct more dialogue groups to deepen Kindred’s impact and expand its reach.** Participants in three schools said they would like school staff, including teachers and administrators, to participate in similar discussions, either in separate dialogue groups or integrated with parents. Participants also said it would be beneficial to have more Kindred groups in each school, as well as having intentional collaboration between Kindred parent dialogue groups that met at different times. They also seemed interested in attending more meetings and beginning the groups at the beginning of the year to allow for more progress. A couple of parents at one school suggested offering Kindred-related events during Saturday academies to reach more parents in the school community. One parent suggested that Kindred host occasional drop-in events open to all parents to learn about equity, and another parent wanted similar dialogue groups for students.

In their own words...

“The sessions are sometimes too short, so we would have to cut off at the end during important parts, sometimes it felt rushed. 10 weeks sounds like a long time, but it's really not for this type of conversation. Adding more sessions would be helpful to finish the curriculum so we have enough time to finish each topic.” -Latinx parent

“I'm finding community in our own groups, but we need to grow the ranks.” -White parent

“We need a dialogue group for the teachers and staff. Sometimes there's a disconnect between what we're thinking and what the teachers are thinking.” -Black parent

2. **Aspects of dialogue group facilitation could be improved.** Many participants said they would have liked more clarity of the overall goals and plans for the parent dialogue groups, as well as being more aware of the goals and plans for the discussion at each meeting. Of the eight parents who made related comments at five schools, five were people of color (black and multi-racial) and three were white. Participants also commented on the timing of the facilitation, especially around getting started on time and moving the conversation on productively. Timing-related comments came from parents at three schools, three were people of color (black and multi-racial) and three were white.

In their own words...

“...It did feel rushed. We need a common goal or mission in the beginning - we know it's to have difficult conversations, but whatever the focus is at the beginning, it needs to be clear so we can tie it all together. The curriculum is really good, but there is a step that requires behavior change and without a person reminding us of the vision or mission, we need to have clarity on our common goal and hold each other accountable.” -Multi-racial parent

“The most informative meeting was downloading with the principal. I wish it had happened earlier, we could have known what tasks were most pressing. It happened way down the line, but it was really informative.” - Black parent

- 3. Parents want a greater focus on action.** Thirteen parents across all racial groups said they wanted to have a clearer plan for action. They also wanted to make sure that the plan clearly defined who was responsible for taking the action. Some parents mentioned that while they appreciated all of the time spent on dialogue, they felt the push toward action was rushed in the final meetings. They said they were interested in taking action earlier, even just small steps.

In their own words...

“It's a little scary, I don't want to wait for a year to get to the action part!”

-Multi-racial parent

“We also got roped into the parent equity committee, but I don't know how that relates to Kindred. The action planning has been rocky.” -White parent

“When we started, I didn't know what it was. We did lack time, but we also lacked action.” - Latinx parent

- 4. Participants wanted an even more diverse group of parents in the groups.** Participants at three schools said that parents from underrepresented groups faced barriers to attending the parent dialogue group meetings. In particular, they were concerned that the scheduling of meetings conflicted with work schedules, especially for single parents and fathers. Several parents mentioned that their group started more diverse, but some people dropped out over time. Two parents at one school mentioned that they felt like the parents who were people of color in their group were tokenized, since diversity in the group was limited.

In their own words...

“A lot of barriers to equity were the same barriers to getting to a meeting like this. When someone wasn't there, the facilitator had us reflect on why they weren't there, check in on them, and make the group try hard to think about other participants.” -White parent

“In our group, we lost most of our people of color for various reasons, like scheduling. We were kind of missing the diversity in dialogue. We need those voices. Also gender parity – we need more males, we only had one. Other forms of diversity would be more appreciated.” - Parent

- 5. Participants wanted better recruitment of parents to the group and an increased awareness of Kindred school-wide.** Eight parents mentioned that they had not seen any promotion of Kindred by the school. They suggested promoting Kindred's work at school events and sending out fliers. They also wanted to increase the visibility of Kindred's parent group, suggesting wearing buttons identifying them as a Kindred parent or posting their photos and information about Kindred in a visible place at school.

In their own words...

“If everyone had a button – an ‘ask me about Kindred’ button, that would help those who didn’t know to ask, and to identify our Kindred sisters, those who have something shared. We could wear it on our coats and other parents at the bus stop or drop off could see it and ask us about it.” -Black parent

“I think that we should introduce Kindred at events at the school and what we're trying to achieve – this is Kindred, this is what our focus is, we're trying to bring people together, trying to get feedback from parents and other people in the school.”

-Black parent

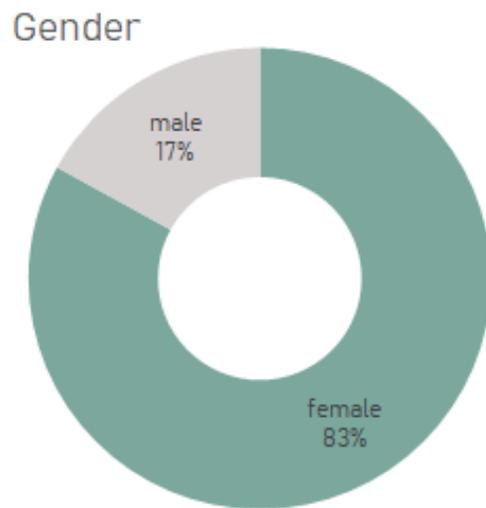
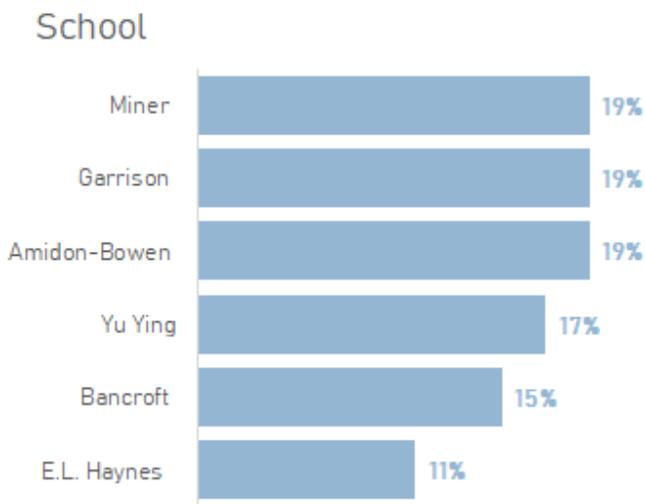
*“It wasn’t advertised ... We only knew about it because of the PTO. It wasn’t spread, there were no fliers.” -
White parent*

FOCUS GROUP PARENT SURVEY RESULTS

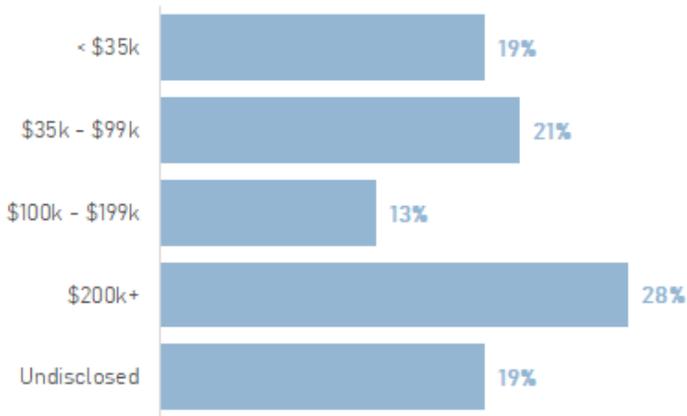
The survey was made up of a series of 67 questions, broken out into four sections: 1) demographics, 2) overall Kindred experience, 3) retrospectively rating of various attitudes and behaviors before participating in the dialogue group, and 4) rating those same attitudes and behaviors after participating. This report breaks down the responses to the survey in these four sections.

Demographics

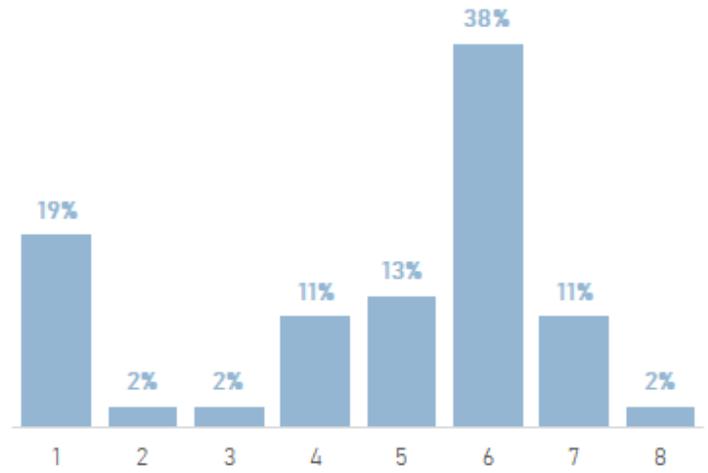
Generally, the survey respondents were the same group of parents who attended the focus group. However, there were a few exceptions: one of the survey respondents did not take part in a focus group, and two focus group participants did not complete a survey (these participants arrived at the focus group after the surveys had been filled out). There were 48 survey respondents overall. The following graphs show the demographic breakdown of the respondents. Note that some respondents chose not to provide data in all of the demographics questions - one respondent did not provide a ward, one respondent did not provide employment information, and nine respondents did not provide household income information.



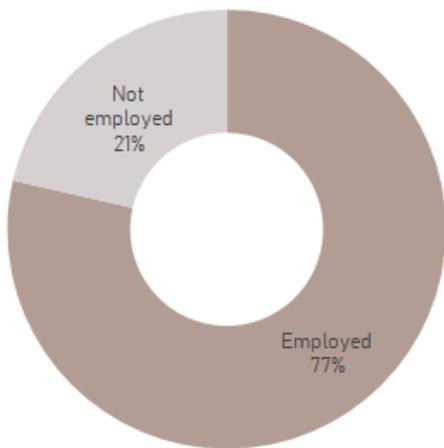
Household Income



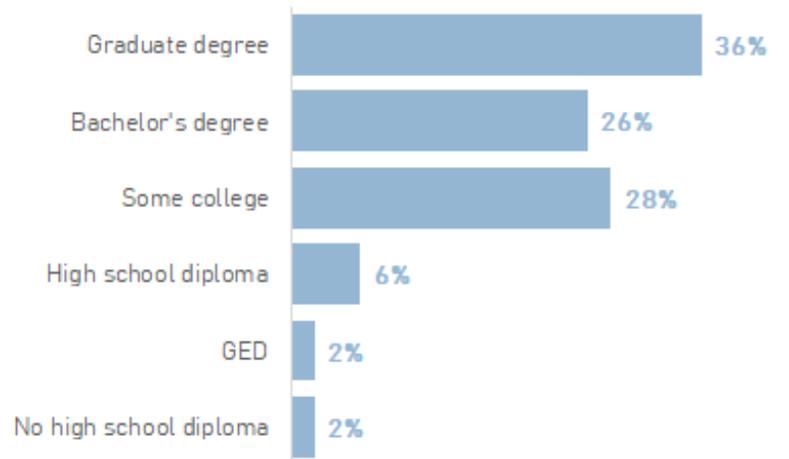
DC Home Ward



Work for Pay



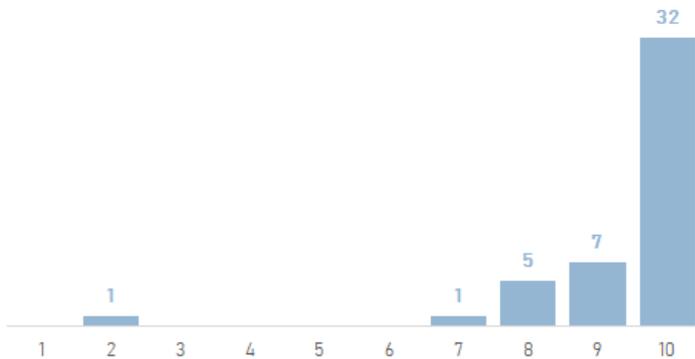
Highest Level of Education



Overall Kindred Experience

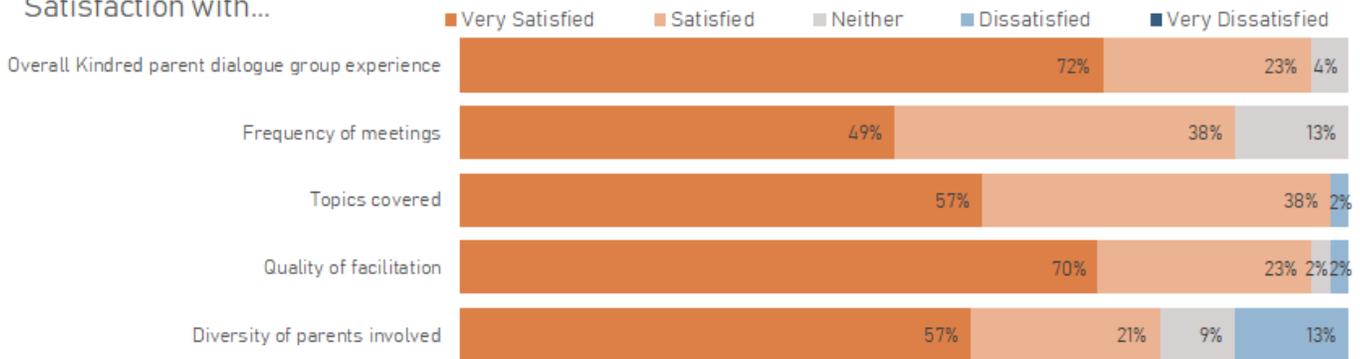
Respondents had overwhelmingly positive feedback about their overall experience in the parent dialogue groups. When asked “how likely are you to recommend participating in a dialogue group to other parents” on a scale from 1 - 10, with 10 as the highest, the average response was 9.4. The chart below for this question shows the number of respondents.

Recommended on scale 1 (low) - 10 (high)

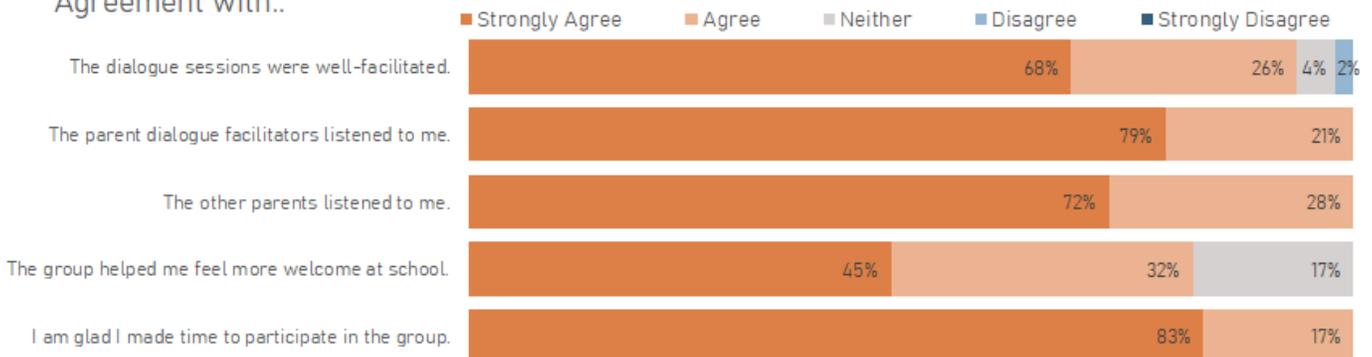


The other questions in this section also showed positive perceptions of Kindred. In both the question about participants’ satisfaction with the dialogue groups, as well as the question about their agreement with a series of statements, respondents overwhelmingly provided positive responses.

Satisfaction with...



Agreement with..



Rating of beliefs and behaviors before and after the dialogue groups

These sections of the survey first asked participants to reflect on their beliefs and behaviors before participating in the dialogue groups. Then, they were asked the same series of questions, but asked to report their current beliefs and behaviors after participating in the dialogue groups. This method was used in order to calculate a perceived change in beliefs and behaviors over time, since participants did not take any surveys before beginning the program. However, this methodology has serious limitations. Participants may not accurately remember or report their mindset or behaviors prior to participating in the dialogue groups.

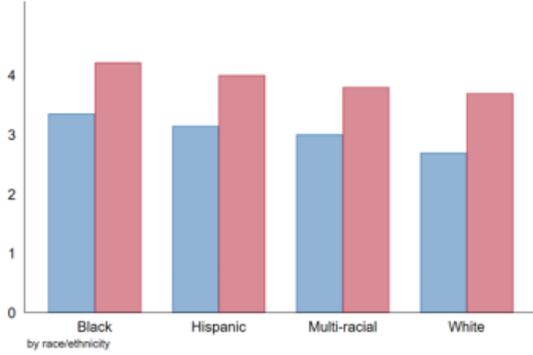
All questions were asked on a 5-point Likert scale that rated the positive response with a “5” and rated the negative response rated with a “1”. A copy of the survey instrument, and the scales used, can be found in the appendix.

The following pages show graphs of the responses to the questions in this section. The blue bars show the “before” responses, while the red bars show the “after” responses. The graphs show the responses broken down by respondent race. One survey respondent is excluded from these graphs in order to keep their responses unidentifiable. By race, Hispanic/Latinx respondents were most likely to report a positive change from before to after.

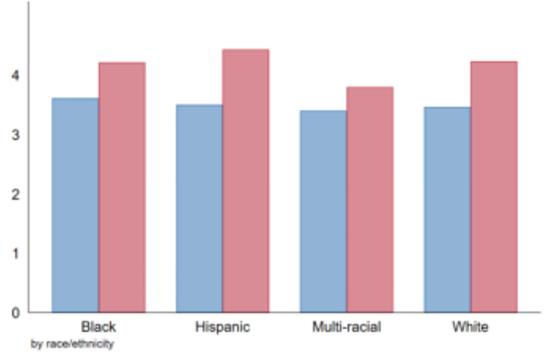
Overall, the questions/topics that showed the most positive change over time, with an average increase of over one point, were primarily related to equity:

- How responsible do you feel to do something about educational inequity in your school community?
- How important would you find the perspectives of parents who are racially or economically different from you?
- How often do you take actions to support equity in the school?
- How often do you help other parents find the resources they need for their child and/or family?
- How clearly do you understand what equity is and how it plays out in your school?

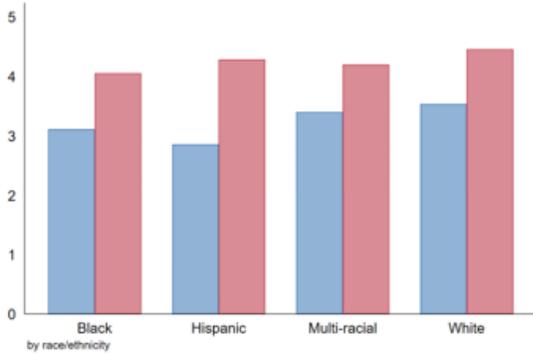
Build friendships with parents different than me



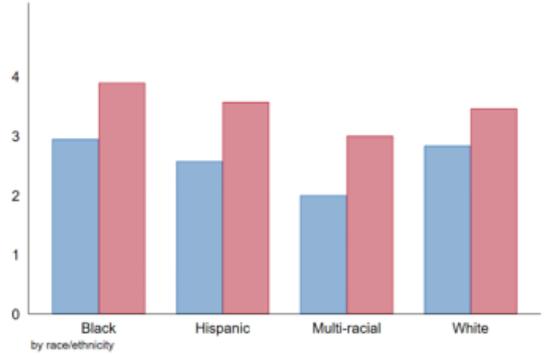
Make effort to improve school for your child & others



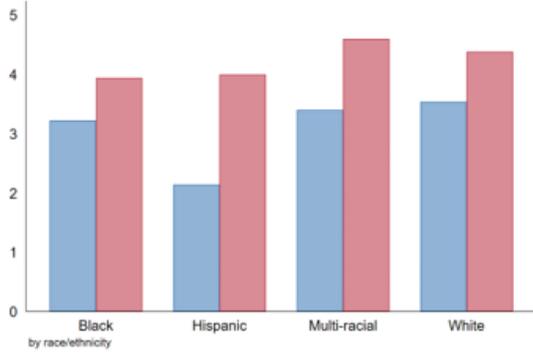
Consider how your assumptions affect your behavior



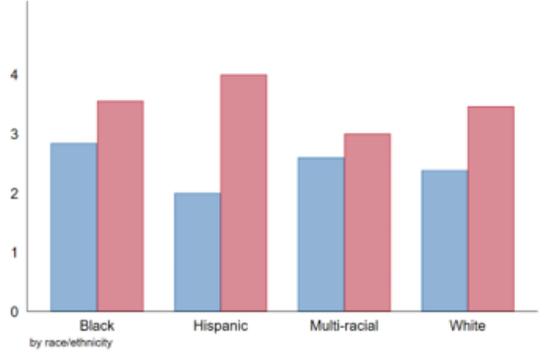
Engage in non-school efforts to help kids in community



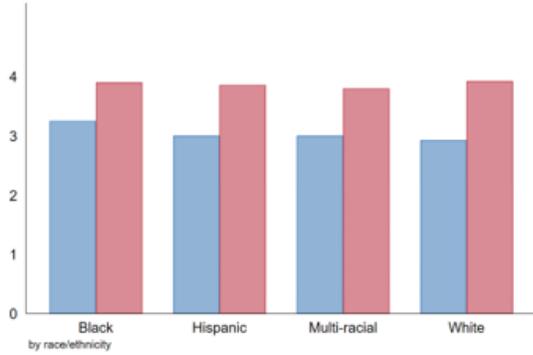
Consider perspective of a parent of different race/SES



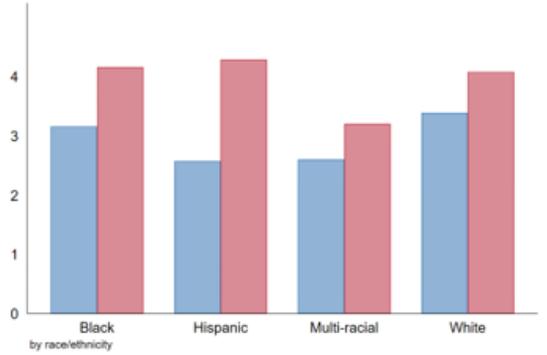
Ask parents from a different background for help



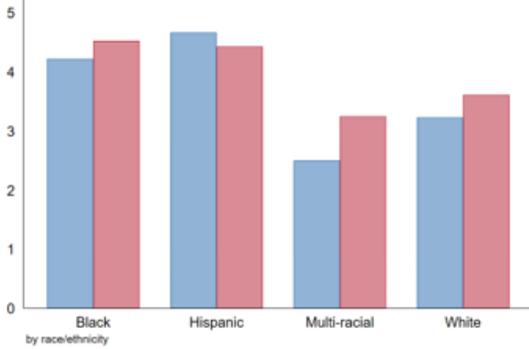
10 min+ talk with parents of diff background



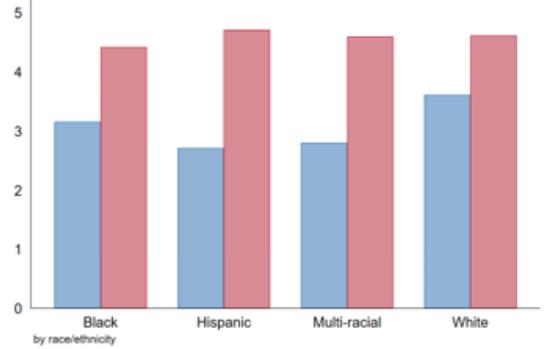
Become involved in school's parent organizations



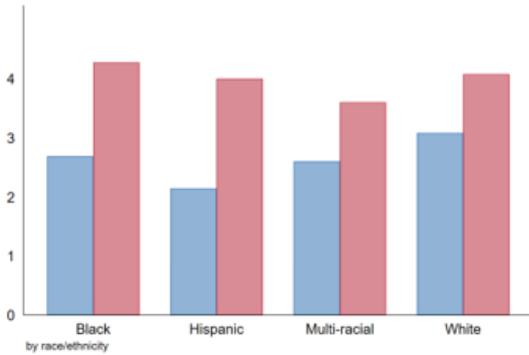
Ask staff to help solve problems related to your child



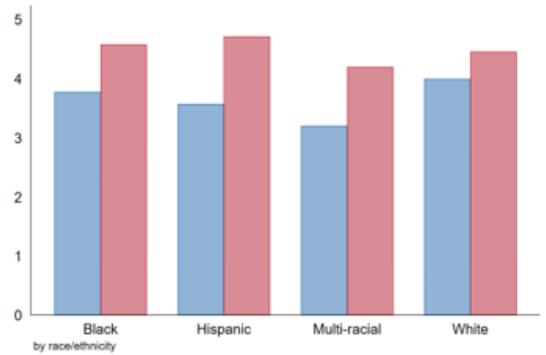
Feel responsible to do something about edu inequity



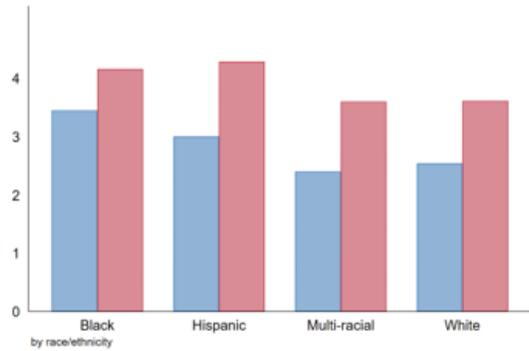
Take actions to support equity in the school



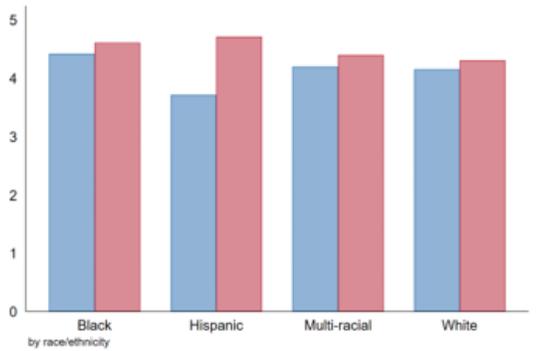
Comfort in attending parent mtgs and school events



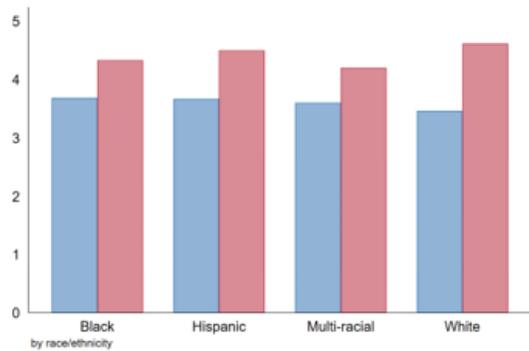
Help other parents find the resources they need



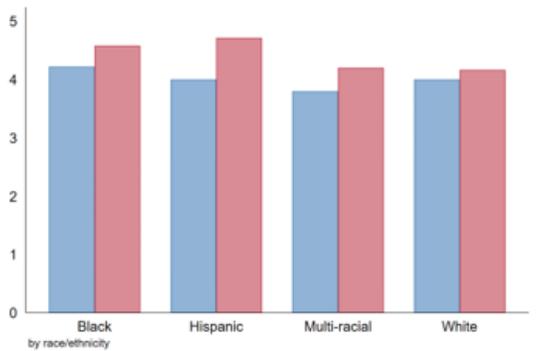
Confidence in supporting your child's education at home



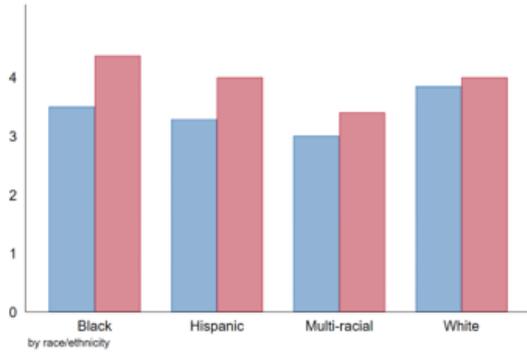
Feel like your family belongs in the school community



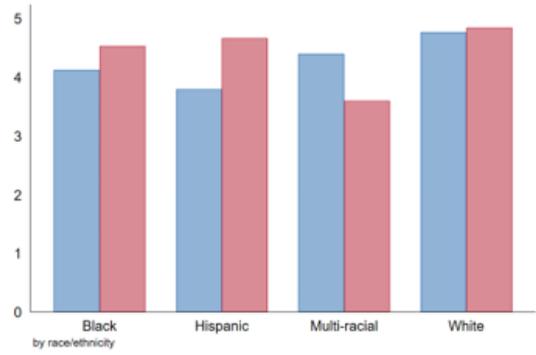
Confidence in guiding your child's success at school



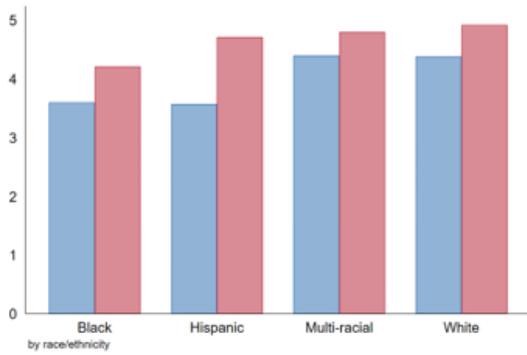
Ease of finding resources for your child's education



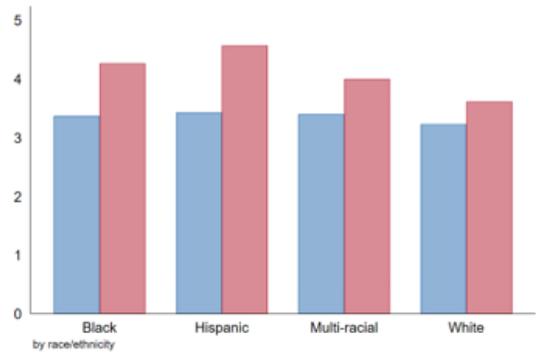
Likelihood to keep child enrolled at this school



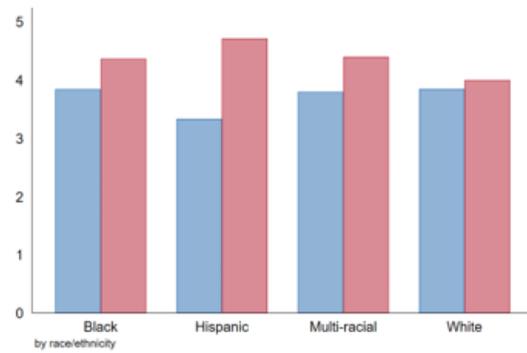
Value of perspectives of parents of different race/SES



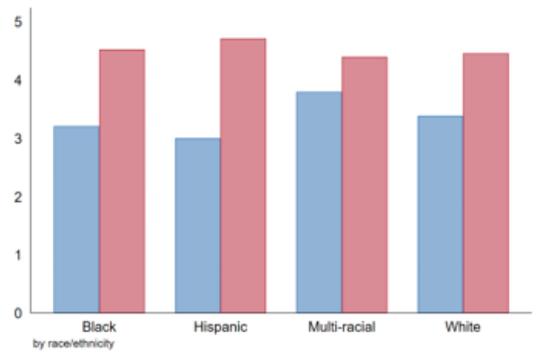
Effort made to ensure child has diverse group of friends



Value of perspectives of parents of similar race/SES



Understand equity and how it plays out in your school



PARENT FACILITATOR INTERVIEW THEMES

Five parent facilitators from all three second-year schools (Amidon Bowen, EL Haynes, Yu Ying) were interviewed by two evaluators. The interviews were conducted over the phone and the evaluator took notes, and in some cases with the permission of the parent, recorded the interviews in order to develop a transcript. Since there were a small number of parent facilitators interviewed, to preserve anonymity, the quotations included below will not include their racial identity. In terms of racial identity, the parent facilitators interviewed identified as black and white. Two parent facilitators did not respond to requests for interviews.

The parents were asked about their motivations for becoming a facilitator, their experience as a facilitator, their perception of the impact of Kindred programming on their own attitudes and behaviors, and their perceptions of the impact of the dialogue group on participants and the school community. For more details on the parent facilitator interview questions, refer to the interview protocol in the appendix that was used for the semi-structured interviews.

The results of the parent facilitator interviews have been divided into three categories: the personal impact of their own Kindred experience as a participant and facilitator, the impact they perceived that the parent dialogue groups had on others, and their thoughts on the facilitation preparation they received. Themes relating to these categories are described below.

Personal Impact

All participants interviewed spoke about how **their relationships with other parents were strengthened and deepened** through their involvement with Kindred. Two parents gave specific examples of how they provided assistance to families they met through Kindred who were experiencing difficulties, remarking that they would not have offered such assistance before since they didn't know these families well.

Most facilitators also talked about how their involvement in their school had not necessarily increased, but multiple facilitators said **their involvement in their school became "more intentional"**. They spoke about how their volunteerism and advocacy at school was now much more focused on issues related to equity and that they felt empowered to advocate on issues related to increasing equity for all students, not just their own children.

Similar to the focus group participants, some facilitators also spoke about how after being involved in Kindred programming for two years, they had **increased self-awareness of their own biases and better understood the issues faced by different parents and families**.

Additionally, some of the parent facilitators also said that **the program equipped them with facilitation skills and leadership skills** they had not had before. All participants said that they had greater confidence about their skills in having a conversation about race and equity after becoming a facilitator.

In their own words...

“[What I find most valuable are] the opportunities I get to connect with other parents, and in particular, to connect about something that’s not just a playdate - about things that are happening in the world that are impacting our kids and the types of conversation and different experiences our kids of different races have at the school. It was great to be able to connect on a much deeper level and get to know people who are trying to do this race and equity work on a daily basis outside of our 9-5 jobs. “

“I think what I did was become more intentional with my involvement at my kid's school And sometimes you’re not just volunteering because you can, sometimes you have to volunteer because another parent can’t – because someone's not healthy or experiencing a death in the family. So now I show up with more intention, I may hug a kid who I know is going through something, look them in the eye, maybe bring extra snacks. When it seems like someone else isn’t doing their part, there’s less judging, because it probably means there’s something else going on.”

“My Kindred group experience from the year before was deepened as a facilitator thinking about how to lead that group and how to talk about these issues. My thinking about race and class and all those issues has been enriched as a facilitator.”

“Through my work with Kindred, I’m learning what to do with my whiteness.”

Impact on others and the school

Parent facilitators again mentioned **better relationships among parents in the group** as something they observed occurring as a result of the Kindred work. While most facilitators said they saw the better relationships among diverse groups of parents mostly manifested within the group of participants involved with Kindred, one facilitator said that they had started to see other (non-Kindred) parents modeling this same behavior. Two other facilitators expressed hope and expectations that the behavior, modeled by Kindred parents, of intentionally creating relationships with other parents, crossing racial and socio-economic lines, would eventually bleed into the whole parent community at the school.

Parent facilitators also said that over the two years of their Kindred involvement, they observed that **school staff and administrators were supportive of the parent dialogue groups** and had started to become responsive to the issues raised by the Kindred parents. Facilitators gave specific examples in their schools about instances when they observed school policy change or action as a result of advocacy by Kindred parents. Examples included changing policy related to students’ uniform violations, being more intentional about hiring diverse staff, hiring staff to reach out to families, and offering more inclusive options for student birthday celebrations.

All parent facilitators said that participating in Kindred parent dialogue groups gave parents a **unique opportunity to openly talk about race and equity issues** in their school, which they perceived as having a positive impact on dialogue group participants.

In their own words...

“[Before] there was no talk of a parent group like a PTA. And now I think that there is real energy from the administration to support what has come out of the Kindred groups. And [the Kindred work will] inform how that group operates – that it’s not a traditional fundraising group that doesn’t reflect the diversity of the school.”

“Because of advocacy from Kindred parents, the school is trying to hire more diverse staff. New hires are coming in – not teachers yet - but administrative staff are now more representative of the school’s population.”

Facilitation related

All parent facilitators said they would recommend becoming a parent facilitator to other Kindred participants, although some included the caveat that not everyone would be a good fit to be a facilitator. All parent facilitators also said that the role required a significant time commitment, but they found it a worthwhile investment of their time.

In their own words...

“I don’t think that every parent who participants should be a facilitator because some have those strengths and others not as much. But, with some training, I would recommend they participate if they’re looking to give back, want to stay involved, or enjoyed their experience and want to support other parents in this work to become facilitators themselves.”

“For the facilitation training, I found it helpful to role play a dialogue session. They plan for lots of things to go wrong and you get to practice how to repair or redirect the worst case scenarios. It gives you a feeling of confidence going in. It’s good practice in a safe place.”

OVERALL PARENT IMPACT

Since the bulk of the data collection and focus of this evaluation is related to the parent experience, special emphasis is provided here about the overall findings about the impact of Kindred programming on the parents involved. Below are two charts, one with the outputs from the parent-related logic model developed by Kindred, and the other with the short-term outcomes (1-2 years) from the same logic model. Only these two sections from the logic model were included for this analysis because the schools included in this evaluation had partnered with Kindred for either one or two school years at the time of evaluation.

These tables are intended to summarize the presence and strength of the evidence found to support the elements of the logic model. The icons included in the tables represent varying levels of evidence determined by the evaluator, as described here:

-  **No evidence:** Not mentioned in discussions, no evidence from survey
-  **Mixed results:** Mentioned, but with some remarks/surveys with supporting evidence and some evidence to the contrary
-  **Strong evidence:** Supporting evidence frequently mentioned/reported, but not universal
-  **Clear evidence:** Supporting evidence nearly universal in survey responses and discussions

Logic Model Outputs	Focus Group Discussion	Surveys from Focus Groups	Parent Facilitators
Increased interaction between parents from different backgrounds	■	■	■
Increased engagement in school from parents from marginalized backgrounds.	◀	■	◀
New idea generation from marginalized families about how to address inequity	◀	◀	◀
Increased participation from parents in trainings and parent coaching meetings	◀	◀	◀
Equity as a priority for parent organization	■	■	■
Active use on network by diverse and robust set of families	◀	◀	◀

Logic Model Short-Term Outcomes (1-2 years)	Focus Group Discussion	Surveys from Focus Groups	Parent Facilitators
Growth in empathy	■	■	■
Increased individual parent efficacy	◀	◀	◀
Reenrollment	↔	↔	■
Increased provision of academic and social support	◀	◀	◀
Broader diversity of friendships	■	■	■
Increased value placed on relationships with adults of different backgrounds as critical to well-being of child	◀	◀	■
Growth in reflective capacity of parents in self-identity and how they engage in the school community, including increased racial-consciousness	◀	◀	◀
Increased sense of belonging	↔	◀	◀
Increased sense of responsibility to act on inequity & racism	◀	◀	■
Improved facilitation ability (facilitators)			■
Increased engagement with/on behalf of child	◀	◀	◀

These tables show that the program outputs and outcomes of Kindred programming are largely being achieved in these schools. The items with no evidence include topics that were simply not addressed (like the increased value placed on relationships with adults of different backgrounds as critical to well-being of child) in the interviews or discussions.

Items with mixed evidence - including reenrollment and increased sense of belonging - reflect that some parents disagreed about the effect that Kindred's work had on these areas. Regarding reenrollment, some parents felt strongly that participating in Kindred made them much more likely to keep their child enrolled in their current school, while others were ambivalent about Kindred's effect on this decision, and a few felt that the information they learned in the dialogue groups had helped them discover that this school was not a good fit for their child. As for an increased sense of belonging, parents also disagreed about Kindred's influence here - a few parents said that they now felt more welcomed by the Kindred parent community but not the whole school's parent community, while others said they had already felt very welcome in the school so there was no change, and a couple of parents said participating in Kindred's groups had increased their overall sense of belonging.

SCHOOL LEADER INTERVIEW THEMES

One school leader from each of the second-year schools (Amidon Bowen Elementary School, E.L. Haynes Public Charter School, Yu Ying Public Charter School) was interviewed. Two interviews were conducted over the phone, and one was conducted in person. To capture the content of the interviews, the evaluator took notes, and with the permission of the leaders, recorded the interviews. To preserve anonymity, the quotations included below will not include their racial identity.

The principals were asked about their perceptions of the Kindred programming overall, the impact of the parent dialogue group on the school and parent community, and any changes they have made or seen in their school because of Kindred's work. All three semi-structured interviews were conducted using the same interview protocol; for more details on questions asked of the school leaders, refer to the appendix. General themes from the school interviews are included below.

Overall, the school leaders viewed Kindred as a trusted partner. All three leaders said they were glad to be in a partnership with Kindred and talked about the importance of Kindred's mission and work in their school.

Echoing comments from the parents themselves, all of the school leaders said that they thought **parents were more engaged with each other** as a result of participating in the dialogue groups. They also said that there were **more parent-driven activities and advocacy happening** in their schools since Kindred started working with their parents.

In their own words...

"Just yesterday, I walked by parents of different backgrounds. They are now greeting each other by name and pausing to make sure to say hello."

"I now regularly see really warm, loving interactions between Kindred parents."

"This year, members of Kindred have been more active in PTA and in the school. They have been very aware of the need to be representative of the whole school."

School leaders also spoke about how they perceive that **Kindred parents have a different lens** when talking to them, that the Kindred parents appear to be more focused on equity for all students, and don't just advocate on their own child's behalf. The school leaders also said that parents appear more comfortable talking to them and other administrative staff, and that the **parents seem to feel empowered to advocate for equity and diversity**, and that they are more solution-oriented. Overall, the leaders observed better relationships among school staff and Kindred parents after their involvement in the dialogue groups.

In their own words...

"In the first year, I didn't really see a huge difference, but it did seem like some parents felt empowered to have conversations with the principal. At the end of the second year, I see even more empowerment. The parent

equity group made requests of my administration, asking questions and expressing concerns about the diversity of our staff and how we're training teachers."

"For the first time, I now have a way to access parents quickly. I can contact Kindred parents to get some quick feedback from families."

"Kindred parents tend to be more visible to me, more forthcoming, coming to me more often. Conversations with them tend to be more than just about their own child, they talk about their community or what the school can do for all families and show concern for other parents."

Notably, **all school leaders spoke about changes they have made in their schools** as a result of collaborating with Kindred parents. Some of the school changes they spoke about included:

- Two leaders hired parent/family support staff
- One leader is beginning to plan for creating a staff dialogue group to talk about race and equity
- One leader is making substantial changes in hiring, onboarding, and professional development practices
- Two leaders said that because of the way that Kindred parents are now approaching staff members, that school staff are more intentional in building trusted relationships with parents

In terms of improvements, two leaders said that they would appreciate more support from Kindred staff and facilitators in helping parents be better equipped on what, and how, to effectively advocate for with the administration. They emphasized that not all of the concerns or requests that Kindred parents approached them with were realistic, so they would appreciate Kindred staff and facilitators helping parents understand what is most effective to advocate for.

ARTIFACT REVIEW

The artifact analysis was included in this evaluation in an effort to provide an additional source of evidence to support the assertions of the interviewees, especially regarding changes at the school level. Some of the topics found in both the interviews and focus groups were also present in the artifacts, including funding decisions, staffing choices, resources devoted to equity work, and parent activities. The set of artifacts provided by Kindred staff included emails from school staff, Kindred staff, and parents, as well as listserv postings. The documentation provided related to Yu Ying and EL Haynes were more comprehensive and detailed than the materials from Amidon Bowen.

Documentation provided by Kindred staff included emails referring to many of the school-level changes mentioned by the parents, facilitators, and/or school leaders. Examples include:

- Yu Ying: the school's board approved a parent equity committee made up of parents, and a Kindred parent was appointed to the board
- Yu Ying: School leaders collaborated with parents to get assistance in recruiting diverse candidates for open positions
- Yu Ying: Kindred parents advocated for parent/family support staff, and consequently the administration hired for this position earlier than originally planned
- Yu Ying: the parent teacher organization created a dedicated seat on their leadership board for a parent involved in Kindred's equity work
- EL Haynes: the school established a parent group focused on equity and included a description of the group in a handbook given to all parents
- EL Haynes: school leaders worked to coordinate the activities of Kindred and another community partner working on diversity and equity issues
- EL Haynes: the school hired a parent coordinator
- Amidon Bowen: the parent teacher association created a parent equity committee and has supported the committee financially (refreshments and childcare)
- Amidon Bowen: the administration has worked with the group of parents involved in Kindred to make them and their work more visible in the school (pictures of parents and information about Kindred were posted in the halls)
- Amidon Bowen: the school leader connected a teacher interested in equity issues with the Kindred group and they collaboratively created and hosted an event open to all parents – the "Parents' Café" – to provide a space to talk about race and equity with the whole parent community

In addition to the change in the schools, the documents also contained information about parents taking ownership of their own groups and actions at their schools. The emails from parents showed parents planning their own events, organizing events open to all parents, and advocating to school leaders about equity issues identified by the group. Some examples of these parent-driven activities include:

- Yu Ying: parents conducted a survey of other parents about their perceptions of equity and diversity at their school
- EL Haynes: parents worked with staff to organize a food drive to have a stock of food available for families to use when needed

- EL Haynes: the parent equity group communicated in both Spanish and English to make planning and coordinating their work more inclusive
- EL Haynes: parents organized a buddy system to match new families to established families in the school to create a more welcoming environment
- Amidon Bowen: a Kindred parent advocated to the whole school community to vote for inclusive zoning policies in the school's neighborhood
- Amidon Bowen: Kindred parents worked with a teacher to host an event for all parents about equity

Overall, written communications provided by Kindred program staff provided another source of information affirming many key actions identified by interview and focus group participants.

OVERALL SCHOOL IMPACT

Similar to the earlier section depicting overall parent impact as related to Kindred’s logic model, this section summarizes the evaluation findings about overall school change using the school-related logic model framework developed by Kindred. As before, the program outputs and short-term outcome items are included in the table below since the program had only been present at the three schools with school leader interviews for two years at the time of the evaluation.

These tables are intended to summarize the presence and strength of the evidence found to support the elements of the logic model. The level of evidence described in the table below is closely tied to the scale used in the parent section, as described below:

- **No evidence:** Not mentioned in discussions, no evidence from artifacts
- ↔ **Mixed results:** Mentioned, but with some supporting evidence and some evidence to the contrary
- ◀ **Strong evidence:** Supporting evidence frequently mentioned/reported, but not universal
- **Clear evidence:** Supporting evidence nearly universal in documents and discussions

Logic Model Outputs	School Leaders	Artifacts	Parent Perspective
Increased spaces for parents to engage with each other and staff about equity	■	■	■
Changes to agenda topics in parent meetings & parent listserv to reflect equity	◀	◀	◀
Diverse parent organizational leadership	◀	■	◀

Logic Model Short-Term Outcomes (1-2 years)	School Leaders	Artifacts	Parent Perspective
Strengthened school leader capacity to positively and equitably engage parents	◀	◀	◀
Parent leaders aligned to school leader equity vision	↔	■	↔
Increased reliance on parents as a resource in solving equity issues	■	◀	◀
New, more effective ideas implemented that advance equity	■	■	■
Shifts in allocation of resources (budget, personnel) to advance equitable outcomes	◀	◀	◀

These tables show that the school-related program outputs and outcomes of Kindred programming are largely being achieved in these three schools. The items with no evidence include topics that were simply not addressed in the artifacts provided.

The item “parent leaders aligned to school leader equity vision” is noted as having mixed evidence because in some cases, school leaders and parents talked about having shared goals, but both parents and school leaders also provided examples of occasions when the concerns that parents had were not aligned with the school leader’s goals. Instances of this occasional vision misalignment stemmed from the principals and the parents having different perspectives on what changes regarding equity were realistic and achievable, given current time and budget constraints.

SUMMARY AND CONCLUSIONS

The key findings from this evaluation - that parents involved in Kindred's programming experience personal growth, forge deeper connections with a diverse group of parents, and collaborate to advocate for more equitable outcomes - closely align with the outputs and outcomes identified in Kindred's parent-related logic model. Based on the data gathered through the parent focus groups, the parent facilitator interviews, and the school leader interviews, there is substantial evidence to suggest that Kindred is accomplishing its goals of working with parents to deepen their self-identity, awareness of how that identity influences social spaces, and commitment to one another and each other's children. Results from the parent survey show quantitative evidence that program is achieving its stated short-term outcomes with parents, and parents in the focus groups shared stories and examples offering evidence of these outcomes in action.

The school leader interviews also provided evidence that real changes were being made at the schools because of Kindred's work. Based on discussions with parents and school leaders, it is clear that many of the short-term outcomes articulated in Kindred's school-related logic model are being realized in the second-year schools.

Overall, parents and school leaders reported being satisfied with Kindred's programming and perceived the work they were doing with Kindred as valuable to their school. While both parents and school leaders offered areas for improvement, they had overwhelmingly positive feedback about the effectiveness and the promise of Kindred's work.

APPENDIX

APPENDIX A: Parent Focus Group Guide 35

APPENDIX B: Parent Focus Group Survey 37

APPENDIX C: Parent Facilitator Interview Guide 44

APPENDIX D: School Leader Interview Guide 46

APPENDIX A: Parent Focus Group Guide

Hi, I'm (insert your name). (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. Please watch how much you speak so that you give space for others to speak also.

Your responses will be kept anonymous 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 and looks for trends by racial identity. 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 audio recordings 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 anyone of you chooses not to be audiotaped, 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) 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, if anything?
- 2) 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?
 - c. What has been the least helpful?
 - d. What has been the most difficult part of being part of this group?
- 3) 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**)
- 4) How has participation in this group affected you?
 - a. How you interact with other parents (Probe: new relationships that have been built, can you tell me about an example of how your parent interactions have changed)?

- b. How you find and access resources (in and out of school)? (Probe: Can you give an example of how you accessed resources because of what you learned in this group?)
 - c. The confidence with which you support your child's education? (Probe: Can you give an example of when you felt like you had more confidence because of what you learned in this group?)
 - d. Your outlook on parents and kids in the school who are different from your family? (Probe: Do you have any stories about what made your outlook change or when you knew you had changed your outlook?)
 - e. Your intention to keeping your child at the school?
- 5) How, if at all, do you think that this parent group has affected/ changed the school environment? (Probe: how have you seen that effect/change in action?)
- a. Do you feel welcome/ comfortable in the school environment? (Probe: if so, what makes you feel that way? Tell me about a time when you felt welcome/comfortable. If no, why not? Tell me about a time when you didn't feel welcome.)
- 6) How would you improve the parent dialogue group? (Probe: timing, frequency, topics, facilitation style/facilitators, communication (especially whether there were any topics or sessions that were less useful than others))
- a. Do you think the time you spent in this group was worthwhile? Why or why not?
- 7) How many of you are interested in getting involved in the school community? (Call on those that agree to elaborate.)
- a. How do you plan to be involved next school year?

APPENDIX B: Parent Focus Group Survey

Introduction

The purpose of the evaluation is to understand parent experiences in the dialogue groups, their possible impacts, and 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 anonymous, 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

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

	Very Dissatisfied	Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Very Satisfied	Does not Apply	Don't Know
a) Quality of facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Topics covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Frequency of meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diversity of parents involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Overall Kindred parent dialogue group experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments here about your satisfaction or dissatisfaction with the dialogue experience, including how the groups could improve:

Section B. Parent Dialogue Group Impact

3. Think back to how you felt **BEFORE** ever participating in a dialogue group. Please answer the questions below as if you were answering with the mindset you had before the joining the group

Before dialogue group, how often did you...	Very Often	Often	Sometimes	Rarely	Almost never	Does not Apply	Don't Know
a) Spend time thinking about what it is like to be a parent of a different race or class at school?	<input type="checkbox"/>						
b) Have conversations for 10 minutes or more with parents from different backgrounds than yours?	<input type="checkbox"/>						
c) Build friendships with parents that are different from me (ex. race, economic status, religion, language)?	<input type="checkbox"/>						
d) Think about how your assumptions affect your behavior at school?	<input type="checkbox"/>						
e) Ask parents with a different background than yours for help or advice?	<input type="checkbox"/>						
f) Become involved in parent organizations at the school?	<input type="checkbox"/>						
g) Engage in efforts to improve the school for your child and others'?	<input type="checkbox"/>						
h) Participate in efforts outside of the school to improve opportunities for children in your community?	<input type="checkbox"/>						
i) Go to the school principal, a teacher or a staff member to help solve problems related to your child?	<input type="checkbox"/>						
j) Take actions to support equity in the school?	<input type="checkbox"/>						
k) Help other parents find the resources they needed for their child and/or family?	<input type="checkbox"/>						

l)	How much did you feel that your family belonged as a part of the school community?	Fully belonged	Belonged	Somewhat belonged	Hardly belonged	Didn't belong		
m)	How responsible to did you feel to do something about educational inequity in your school community?	Very responsible	Responsible	Somewhat responsible	Hardly responsible	Not responsible		
n)	How comfortable did you feel attending parent meetings and school events?	Very comfortable	Comfortable	Somewhat comfortable	Uncomfortable	Very uncomfortable		
o)	How confident did you feel guiding and supporting your child's education at home?	Very confident	Confident	Somewhat confident	Not confident	Very unconfident		
p)	How confident did you feel guiding your child's success at school?	Very confident	Confident	Somewhat confident	Not confident	Very unconfident		
q)	How easily could you identify resources to support your child's education within the school or broader city systems?	Very easily	Easily	Somewhat easily	Not easily	I could not identify resources		
r)	How likely would you be to find the perspectives useful of parents who are racially or economically different from you?	Very likely	Likely	Somewhat likely	Somewhat unlikely	Highly unlikely		
s)	How likely would you be to find the perspectives useful of parents who are racially or economically similar from you?	Very likely	Likely	Somewhat likely	Somewhat unlikely	Highly unlikely		
t)	How likely were you to keep your child(ren) enrolled at this school (if not graduating)?	Very likely	Likely	Somewhat likely	Somewhat unlikely	Highly unlikely		
u)	How much effort did you put into ensuring your children built relationships with children from different racial and social/economic backgrounds?	A great deal of effort	A good amount of effort	Some effort	A little effort	Didn't put any effort		
v)	How clearly did you understand what equity is and how it plays out in your school?	Very clearly	Clearly	Somewhat clearly	Somewhat unclearly	Very unclearly		

Please elaborate on any of your answers above.

4. Now consider your feelings **today**, since participating in a dialogue group, and please share the extent to which you disagree or agree with the following statements about how you feel now that you've participated in the group.

Since participating in dialogue group, I...	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Does not Apply	Don't Know
a) Spend time thinking about what it is like to be a parent of a different race or class at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Have conversations regularly for 10 minutes or more with parents from different backgrounds than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Build friendships with parents that are different from me (ex. race, economic status, religion, language).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Think through how my assumptions affect my behavior at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ask parents with a different background than mine for help or advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Have become involved in parent organizations at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Engage in efforts to improve the school for my child and others'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Participate in efforts outside of the school to improve opportunities for children in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Go to the school principal, a teacher or a staff member to help solve problems related to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Take actions to support equity in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Feel that I and my family belong as a part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Believe that my child(ren) would be more successful in life by having relationships with children from different racial and social/economic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Feel responsible to do something about educational inequity in my school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

n) Feel comfortable attending any and all school events and meetings.	<input type="checkbox"/>						
o) Feel confident guiding and supporting my child's education at home.	<input type="checkbox"/>						
p) Feel confident guiding my child's success at school.	<input type="checkbox"/>						
q) Can find the resources I need to support my child's education within the school or broader city systems.	<input type="checkbox"/>						
r) Help other parents find the resources they needed for their child and/or family.	<input type="checkbox"/>						
s) Find the perspectives of parents who are racially or economically different from me to be useful.	<input type="checkbox"/>						
t) Find the perspectives of parents who are racially or economically similar to me to be useful.	<input type="checkbox"/>						
u) Believe my school's leadership is committed to equity.	<input type="checkbox"/>						
v) Plan to keep my child(ren) enrolled at this school (if not graduating).	<input type="checkbox"/>						

Over the past three months, how many conversations have you had with a fellow school parent from a different socioeconomic class? _____

What were these conversations about?

Please elaborate on any of the answers above

Demographics

To receive funding for our work, Kindred must report on the demographics of the families we serve. Please help us by answering each question to the best of your ability. Your answers will be kept completely anonymous.

1. What is your race/ethnicity? Check all that apply:

- White
 - Black or African American
 - Hispanic, Latino or Spanish origin
 - American Indian or Alaska Native
 - Asian; Native Hawaiian or other Pacific Islander
 - Bi- or Multi-racial
 - Other
 - Prefer not to answer
-

2. Which best describes your gender identity? (Circle one)

Female Male Other _____ Prefer not to answer

3. What is the highest grade or level of regular school you have ever completed?

- Elementary, middle, or high school but no diploma
- GED
- High School Diploma
- High School Diploma plus some college courses
- Bachelor’s Degree
- Graduate/Professional Degree (MA, MS, PhD, EDD, MD, DDS, JJ, LLB, etc.)
- Don’t Know
- Prefer Not to Answer

4. Do you currently work for pay? (Circle one)

Yes No Prefer not to answer

5. Please select the category that best describes your annual household income (select one):

- Less than \$10,000
- \$10,000 to \$34,999
- \$35,000 to \$64,999
- \$65,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000 or more
- Don't Know
- Prefer Not to Answer

6. In which ward do you live?

1 2 3 4 5 6 7 8 NA

Thank you for completing this survey!

APPENDIX C: Parent Facilitator Interview Guide

Hi, I'm (state your name). I am part of the team evaluating Kindred and the parent dialogue group. We are contacting you because of your role as a parent facilitator in the parent dialogue groups, and we received your name and contact information from Kindred staff. Thank you for taking the time to speak with us about your participation in the Kindred program. If now is still a good time to speak, I will provide you with a few more details about our interview today. (Wait for an indication to continue.)

Today we'll be talking about your experience leading dialogue groups. We will also talk a little bit about your experiences in the parent facilitation group last year as a participant rather than a facilitator to understand why you became a facilitator and how your two years of involvement have impacted you. The interview will last about 45 minutes.

Your responses will be kept confidential and your name will not be associated with your responses, though because there are only 9 facilitators being interviewed, it is possible your identity may be revealed based on what you say. Are you comfortable with this? (Wait for an indication they are okay with this.) The information we gather will be reported in a summary form that includes all the facilitators we speak with. Data from the interviews 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. All potentially identifying information will be destroyed at the study's conclusion. You can choose to stop participating at any time.

With your permission, we would like to audiotape the interview in addition to taking notes. The recording is to ensure the accuracy of the information you provide. The recording will not be heard by anyone outside of the evaluation team and it will be destroyed at the study's conclusion. If you choose not to be audiotaped, we will only take notes. Do we have your permission to audiotape the interview? (Wait for a response.) Thank you!

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

Great. Now, I'd like to start by talking about your experience as a facilitator.

- 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 group? What has been the least valuable part?
 - a. (**Probe:** Gaining facilitation experience, Having a space to discuss equity and race, Growing in your own sense of identity, Building relationships with other parents, Feeling that you are doing something meaningful to contribute to your school and improving your community)
- 3) Have you become more involved in school matters since becoming a facilitator this year? How? (**Probe:** PTA, fund raisers, etc.)
- 4) How do you think the parents in your group have been impacted through their participation in the dialogue group?
 - a. (**Probe:** Ability to understand and relate to the experiences of families from other racial and economic backgrounds, parental efficacy to help their child succeed, deeper understanding of diversity, improved access to new resources (e.g., information, tools or people), improved relationships between parents, civic engagement or community activities outside the school)

- 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 among parents who didn't participate in the dialogue groups directly?
- 6) Overall, what have *you* learned and how have you grown personally from your participation in Kindred?
 - a. Your sense of identity?
 - b. Your relationships with other parents?
 - c. How you find and access resources (in and out of school)?
 - d. How you advocate for your child?
 - e. How you value diversity in how you raise your child(ren)?
 - f. Your intention to keep your child enrolled at (insert school name)?
- 7) Is there anything you did in the past 2 years that you wouldn't have done before your participation in Kindred? (e.g, spoke 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 other parents to become facilitators?
 - a. What would you convey to them so that they understand the costs and benefits of participating as a facilitator?

APPENDIX D: School Leader Interview Guide

Hi, I'm (state your name). I am part of the evaluation team evaluating Kindred's programs. I am speaking you because of your role as the principal at (insert school) where Kindred parent dialogue groups are being conducted for their second year in a row. I received your name and contact information from Kindred staff. Thank you for taking the time to speak with us about the role of the Kindred program in the parent community at your school. If now is still a good time to speak, I will provide you with a few more details about our interview today. (Wait for an indication to continue.)

Today I'll be talking about your perceptions of the dialogue groups and your perceptions of their impact on the school and parent community. The interview will last between 30 and 45 minutes.

Your responses will be kept anonymous and your name will not be associated with your responses. However, as only three school leaders are being interviewed, it may be possible to deduce that certain comments or responses are provided by you. Whenever possible, I will combine summaries of your responses in broader themes of the data being collected in order to protect the anonymity of your opinions. Data will be stored in a password-protected database, and only the evaluation team will have access to the database. All potentially identifying information will be destroyed at the study's conclusion. You can choose to stop participating at any time.

With your permission, I would like to audio record the interview in addition to taking notes. The recording is to ensure the accuracy of the information that I gather. The recording will not be heard by anyone outside of the evaluation team and it will be destroyed at the study's conclusion. If you choose not to be recorded, I will only take notes. Do I have your permission to audio record the interview? (Wait for a response.) Thank you!

Do you have any questions before I get started? (Note each question asked and your response.)

Great. Now, I'd like to start by talking about the parent dialogue groups being held at your school.

- 1) How would you describe Kindred to someone who is unfamiliar with it. What it is? What they do?
- 2) When you are first approached about the parent dialogue groups in your school, what was your reaction?
 - a. Did they sound like a good idea?
 - b. Did you have any concerns?
 - c. What are your expectations of the parent dialogue group (Probe for explanations of answers provided- why concerned, excited, etc.?)

For the next set of questions, I 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 into 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?
 - a. Do you think the impact has been the same from year 1 to year 2? How can you tell?
- 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?
 - a. Do you think the impact has been the same from year 1 to year 2? How can you tell?

- 5) Please describe any changes you have noticed in either the parent community or the school environment over the past 2 years as it relates to diversity or how parents work across differences? (probe: give me an example of what you saw when you noticed a change)
 - a. What has changed about how the parent community operates? Communicates? Directs their resources? Demands your energy/the staff's energy? (probe: give me an example of what you saw when you noticed a change)
 - b. Have you noticed different voices coming to the forefront? Are there different messages being elevated? (probe: give me an example of what you saw when you noticed a change)
- 6) How do you think the parent dialogues, and Kindred's work with the parent facilitators and PTA have contributed to these changes? What evidence do you have that the changes are related to Kindred's work?

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?
 - a. Have you observed any differences in how parents address their own and/or other child(ren)'s needs or how they talk about educational goals, etc.? Could you share specific examples?
 - i. differences between parents involved with Kindred and those not involved
 - ii. differences over time amongst parents involved with Kindred
- 8) What changes have you made in the school as a result of the impacts you've noticed through Kindred?
 - a. Have you prioritized different things or shifted resources?
 - i. What went into your decision to hire someone to work on family engagement?
 - b. Why did you make these changes?
 - c. Have parents themselves changed the school environment? How?
- 9) What do you envision for the program and your school community moving forward?
 - a. Why does this work matter to you?
- 10) Do you have any suggestions on how to improve Kindred's work? What about the general parent community here at (insert school)?