



Best Practices for School and Community Collaborations: The MPS/MUID Memorandum of Agreement

Minnesota Indian Education Summit
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MOA History

- The original MOA signed in November 2006 was the first of its kind in the United States.
- The MOA outlined the mutual commitment and responsibility of MPS and the American Indian Community- represented by Metropolitan Urban Indian Directors- to work together to dramatically improve outcomes for American Indian students.
- The agreement contained no action plans or accountability. It was the beginning of working together instead of against each other. The first MOA was for five years.

New MOA Planning Process

- In December 2010, the Board of Education endorsed a new planning process to create an ongoing and renewed MOA
- A MOA Steering Committee and three Subcommittees were formed
 - Research & Best Practices
 - Data & Evaluation
 - Engagement



Planning Process Structure



Coming together

- In October 2011, all committees reconvened to hear final recommendations and come to consensus on the main content of the new MOA
- Initial draft was presented to MUID and to MPS Equity & Achievement Committee for discussion in November 2011
- After edits, the final version was presented to MUID and MPS BOE in December 2011, and final approval from both groups came in January 2012.

Main ideas of the new MOA

- The academic success of our children is a *shared* responsibility
- Authentic collaboration and partnership with Native families and community is essential to student success
- The MOA is in alignment with MPS Strategic Plan, MPS Academic Plan, and Indian Education Department Strategic Plan
- This is a perpetual agreement to be renewed every five years and reviewed annually: This is permanent.

Best Practice Sites

- Establish Three Indigenous Best Practice Sites characterized by the integration of Indigenous language and culture into academic rigor.
 - Anishinabe Academy (PreK-8)
 - South High All Nations (9-12)
 - Na-way-ee Center School
(Contract Alternative, 7-12)



Best Practice Site Activities

- Use of the Universal Instructional Practice tool and the observation and coaching cycle
- American Indian community representation in Interview and Select process
- Teachers agree to participate in Best Practice site activities including language tables or other indigenous language learning and receive orientation and ongoing professional development



Professional Development

- Continuation and expansion of Professional Development specific to the needs of American Indian students and families for teachers across the district.
- Best Practices for Teaching Native American Students and subject specific trainings.
- Over 200 teachers have been trained in best practices since 2009.



Community Collaboration

- Continuation and expansion of partnerships between MPS and American Indian community based organizations
- American Indian community based organizations contribute approximately \$3 million of program services and support to MPS American Indian students annually
- Partnerships with community based organizations have attracted over \$1 Million in grant funding to MPS since 2008.



Ongoing Communication

- Monthly meetings with Superintendent & MUID/PIE
- Designated school board member as liaison to MUID/PIE for MOA work
- Annual meetings with Board of Education and MUID
- Twice monthly meetings of Phillips Indian Educators (acting as MUID education workgroup)
- Annual reporting to American Indian community on progress of improvement efforts

Ongoing Engagement

- Creation of new citywide Ogitchida Oyate Native youth leadership group
- Continuation of Native specific CPEO (parent education) sessions
- Native American Family Involvement Day held the third Thursday in November.
- Title VII Indian Parent Committee provides leadership on ongoing parent/family engagement efforts



Mutual Accountability

- Two sets of metrics have been identified: district-wide performance targets for American Indian students, and accelerated “close the gap” targets for Indigenous Best Practice sites
- There is annual priority setting by Best Practice Sites and the MOA workgroup to identify accelerated “Close the Gap” performance targets
- Best Practice site leadership and the MOA workgroup review school specific data three times annually
- Annual reporting and review with American Indian Community and Board of Education

Documenting what works

- PIE Website (www.pieducators.com) offers best practice research and resource information
- MPS will document change process for replication at additional future sites/communities



Lessons of the MOA

- True collaboration must be mutual. Each partner must be able to influence the other.
- Collaboration takes time and energy. If it was easy, everyone would do it.
- Relationships are vital, but for a collaboration to last it must be institutionalized into the system.
- Good collaborations are about both vision and accountability. One doesn't work without the other.
- Who do you need to engage? Inform? Conduct a simple stakeholder analysis to make sure to include key players.

Stakeholder Analysis Activity

1. With a partner, brainstorm a list of stakeholders you need to engage to establish a proposed collaboration.
2. Place each potential partner on the chart based on their perceived interest in the content of the partnership and their power to make it happen.
3. Review your chart. All stakeholders should be included, but you should prioritize those with high interest/high power, or high interest/low power.

High Interest Low Power	High Interest High Power
Low Interest Low Power	Low Interest High Power

Questions?



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