



Family Engagement Survey Data

27 March 2020

Thank Yous & Acknowledgements

Thank you to our **project partners:**

Aki Kurose Middle School
Beacon Hill International School
Bilingual Educator CApacity (BECA)
CISC
City Year
Cleveland High School
foundry10
King County Kinship Collaborative
Launch
Maple Elementary
Seattle Public Schools

Supporters:

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A Special Thanks to

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The bulk of the visuals in this presentation are
because of their hard work.

COLOR BRAVE SPACE

- **Put Relationships First**

Work to build community and trust (with an awareness of power dynamics).

- **Keep Focused on Our Common Goal**

Improving education, especially for children of color.

- **Notice Power Dynamics in the Room**

Be aware of how you use your privilege: From taking up too much emotional and airtime space, or disengaging.

- **Create a Space for Multiple Truths & Norms**

Speak your truth, and seek understanding of truths that differ from yours with awareness of power dynamics.

- **Be Kind and Brave (Lean Into Discomfort)**

Remember relationships first, and work to be explicit with your language about race, class, gender, immigration, etc.

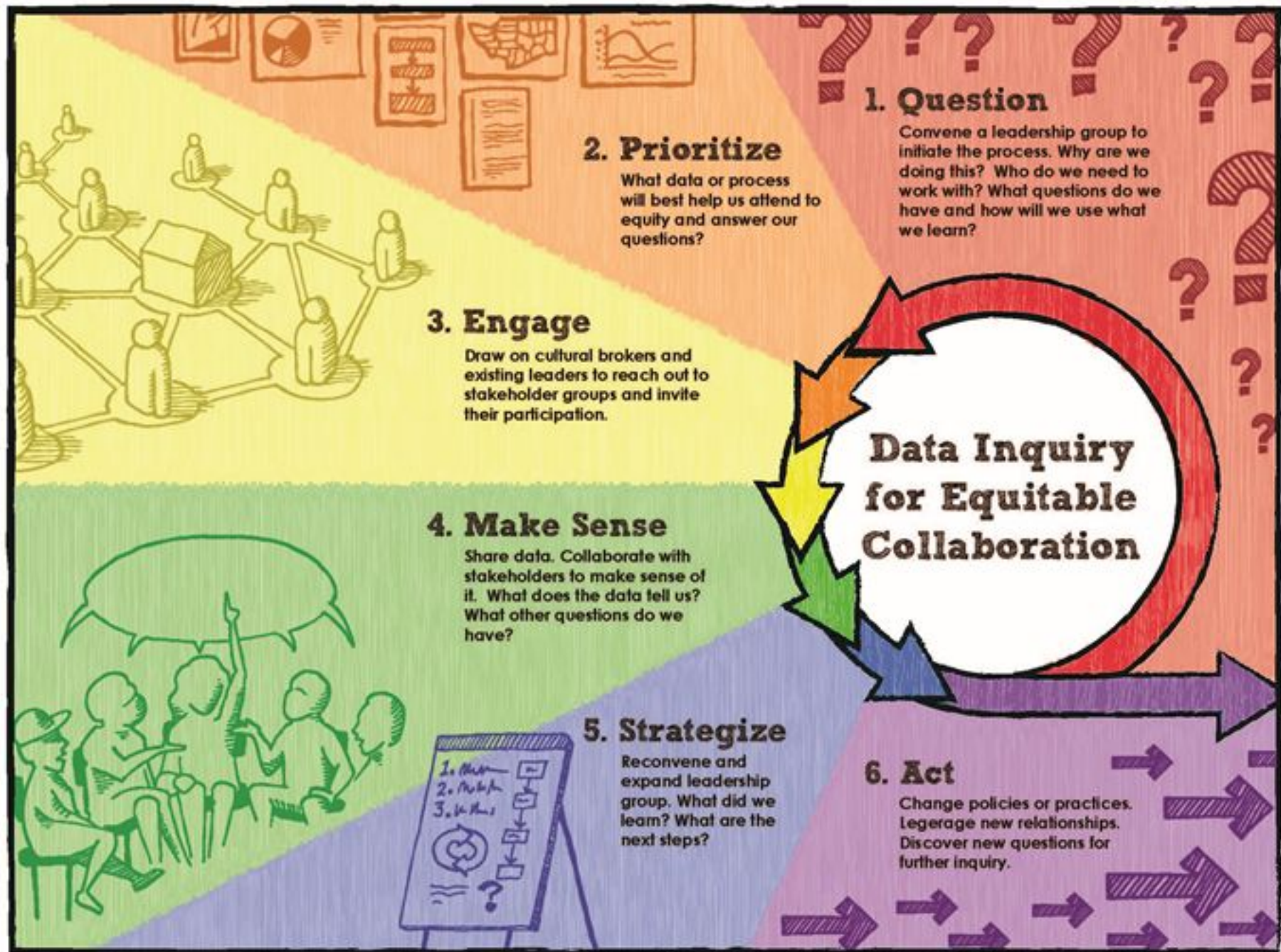
- **Practice Examining Racially Biased Systems & Processes**

Individual actions are important, and systems are what are left after all the people in this room leave.

- **Look for Learning**

Show what you're learning (not what you already know). Avoid playing devil's advocate (the devil has enough advocates).

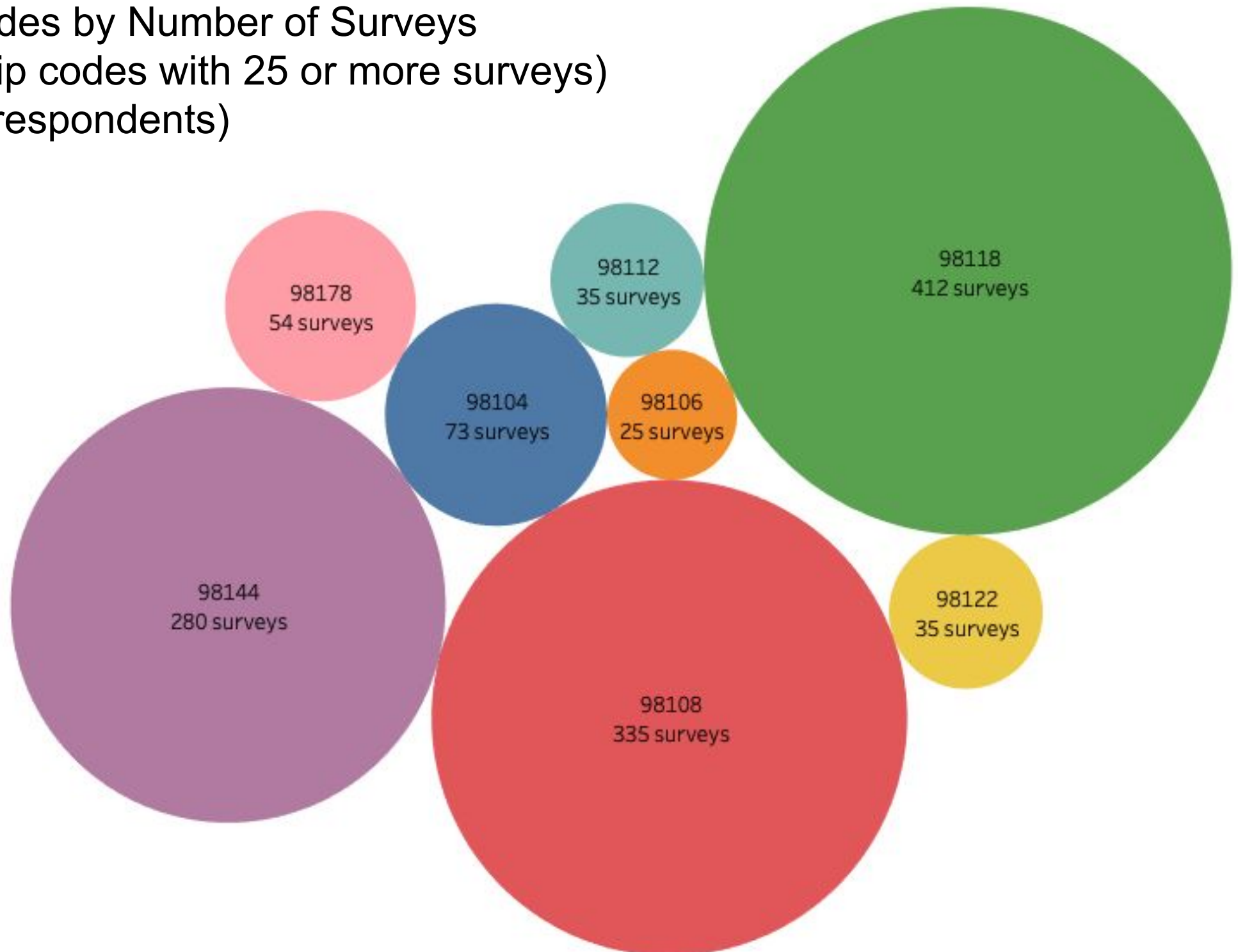
How We Got Here (Ishimaru & Lott, 2014)



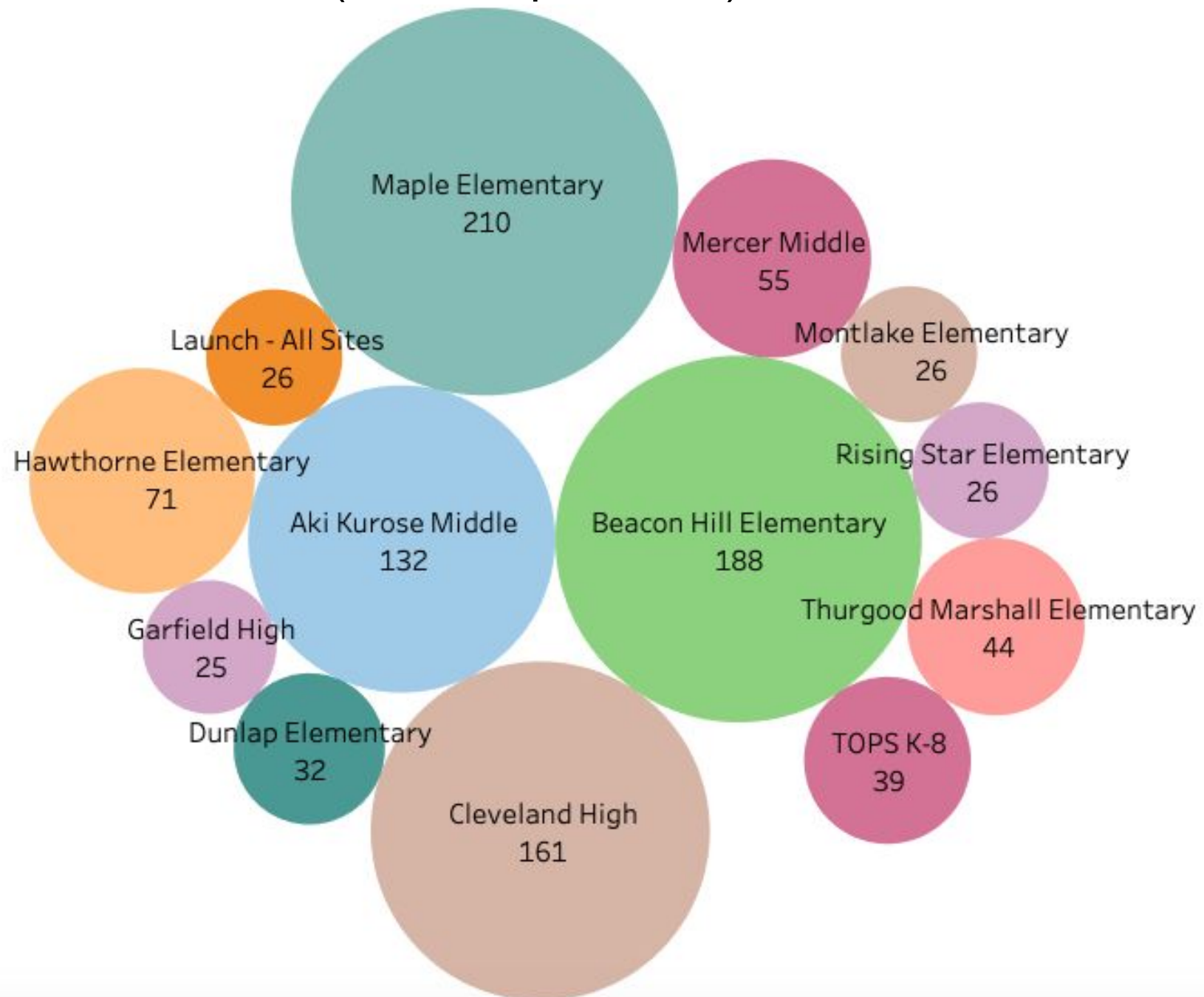
Design Work in the Time of Coronavirus

- **Plans and schedules are helpful ... to a certain point.**
The goal of design work isn't to form a perfect circle but actually to appreciate the need for iterative adjustments, change, and processes.
- **You think you know ... and then you learn.** Design work relies on our pre-existing knowledge, experience, and perhaps most importantly relationships. And the goal is never to know everything, but rather to always be open to new possibilities.
- **This is hard.** Design work can feel like a luxury, and this is even more true (and necessary) in times of crisis.

Zip Codes by Number of Surveys (only zip codes with 25 or more surveys) (1419 respondents)



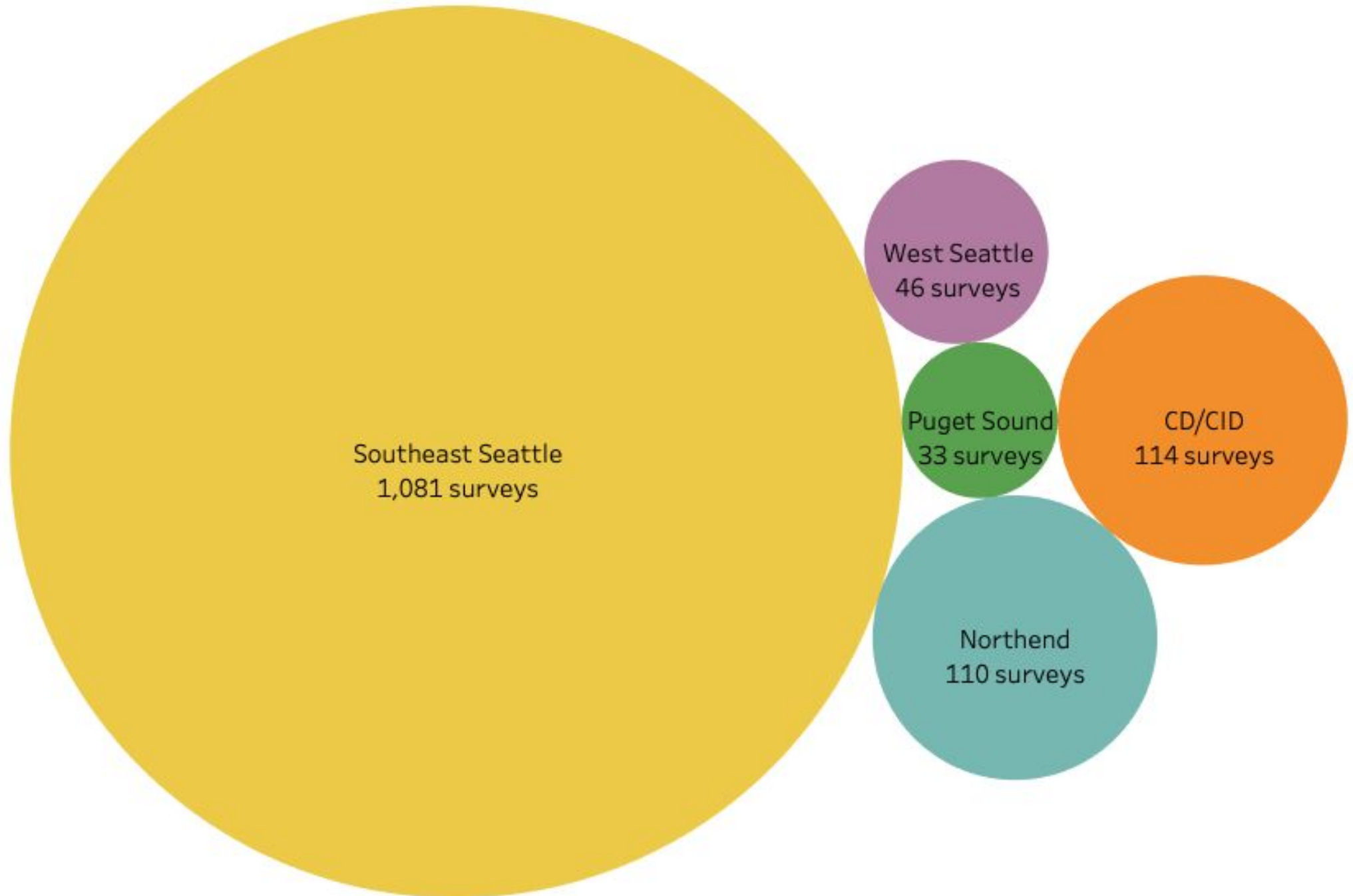
Number of Surveys per School (schools with 25 or more surveys) (1419 respondents)



List of all schools (117 different schools in total)

Adams Elementary	El Centro de la Raza	Launch - All Sites	Rising Star Elementary
Aki Kurose Middle	Emerson Elementary	Leschi Elementary	Roosevelt High
Amistad	Fairmount Park Elementary	Lincoln High	Sacajawea Elementary
Bailey Gatzert Elementary	Family childcare	Louisa Boren STEM K-8	Salmon Bay K-8
Ballard High	Franklin High	Lowell Elementary	Sanislo Elementary
Beacon Hill Elementary	Garfield High	Madison Middle	Seattle World
Bryant Elementary	Gatewood Elementary	Madrona Elementary	South Shore PK-8
Bryn Mawr	Giddens	Maple Elementary	St. Bernadette
Carriage Crest	Graham Hill Elementary	Maplewood Heights	Stevens Elementary
Cascade	Greenwood Elementary	McDonald Elementary	Summit Atlas
Cascade View	Hamilton Middle	McKnight Middle School	Summit Sierra
Cascadia Elementary	Hawthorne Elementary	Meany Middle	The Evergreen School
Causeys Learning Center	Highland Park Elementary	Mercer Middle	Thornton Creek Elementary
Cedar Park Elementary	Highline	Middle College High	Thurgood Marshall Elementary
Cherish and Wildflowers	Homeschool	MLK Jr Elementary	Tiffany Park
Chief Sealth High	Impact	Montessori	Tiny Tots Development Center
Chinook Middle School	Ingraham High	Montlake Elementary	TOPS K-8
Cleveland High	Interagency	Morningside	Totem
Coe Elementary	Jane Addams Middle	Neely OBrien Elementary	View Ridge Elementary
Columbia City Preschool	John Muir Elementary	Nova High	Viewlands Elementary
of Arts and Culture	John Stanford Elementary	Olympic View Elementary	Villa Academy
Community Day Center for Children	Kent Valley Early Learning Center	Orca K-8	Washington Middle
Concord Elementary	Kent-Meridian HS	Pathfinder K-8	Wedgwood Elementary
Daniel Bagley Elementary	Kentridge	Queen Anne Elementary	Wellington
Dearborn Park Elementary	Kids Co. @ Graham Hill	Rainier Beach High	Whitman Middle
Decatur Elementary	Kimball Elementary	Rainier Leadership Academy	Wing Luke Elementary
Denny Middle	La Escuelita - Columbia City	Rainier Valley Coop Preschool	Worldkids
Dunlap Elementary	La Maternelle Seattle	Rainier View Elementary	
Eckstein Middle	Lafayette Elementary	Redmond High School	
EEU	Lake Hills	Renton High School	

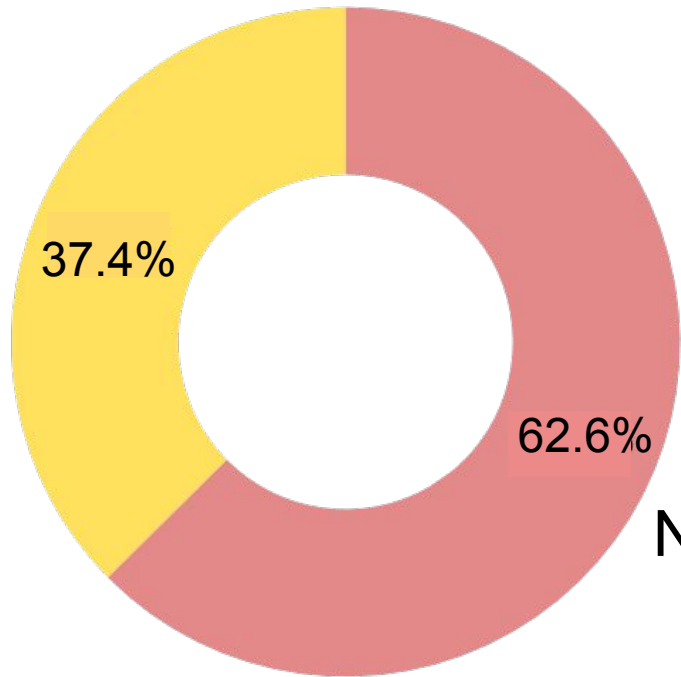
Number of Surveys by Region (1419 respondents)



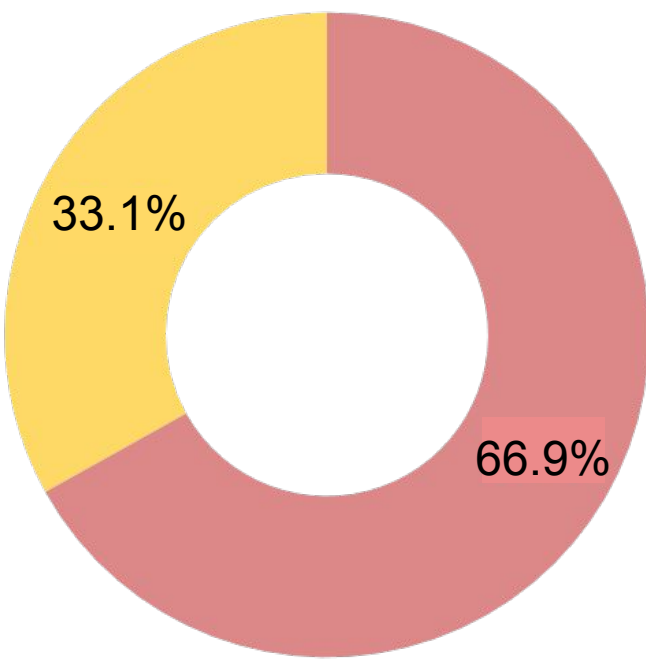
Survey Format

- Paper Survey
- Online Survey

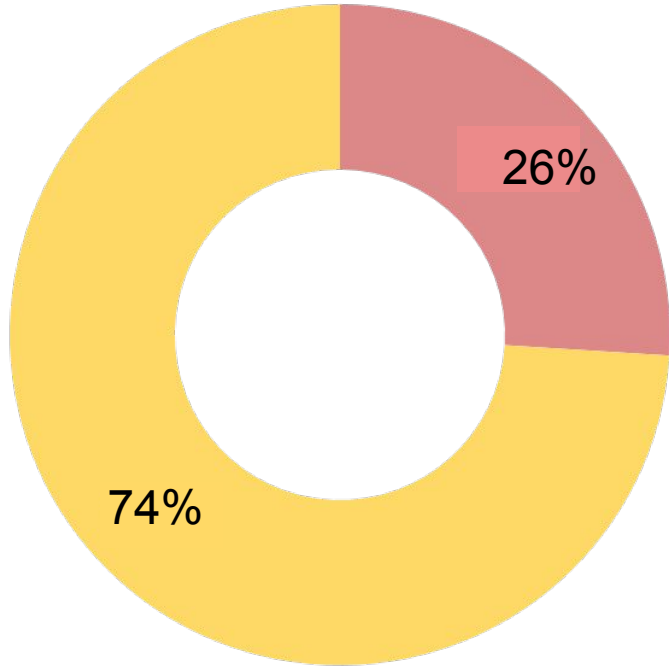
Overall Survey Format
(1419 respondents)



Southend Survey Format
(1269 respondents)

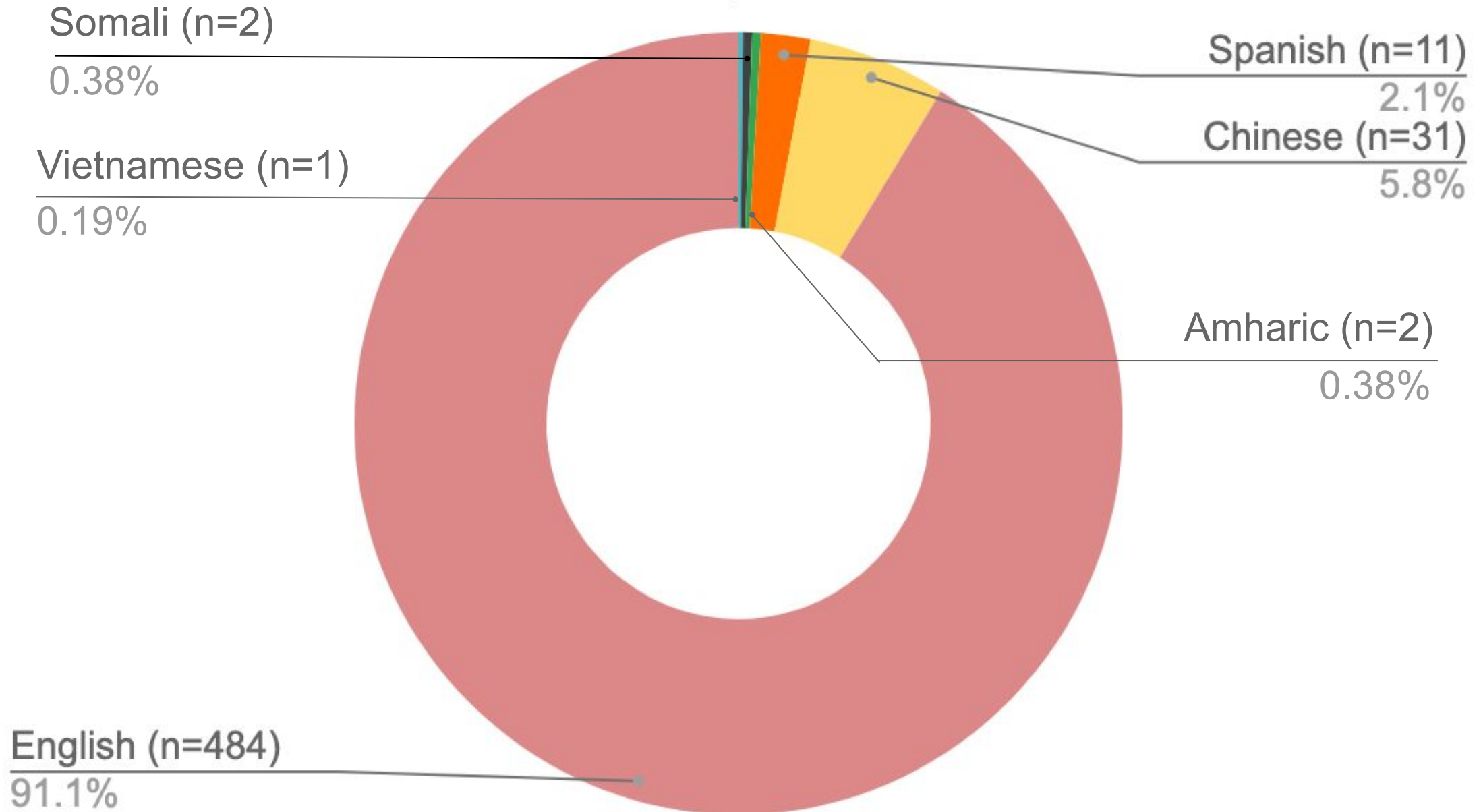


Not Southend Survey Format
(150 respondents)



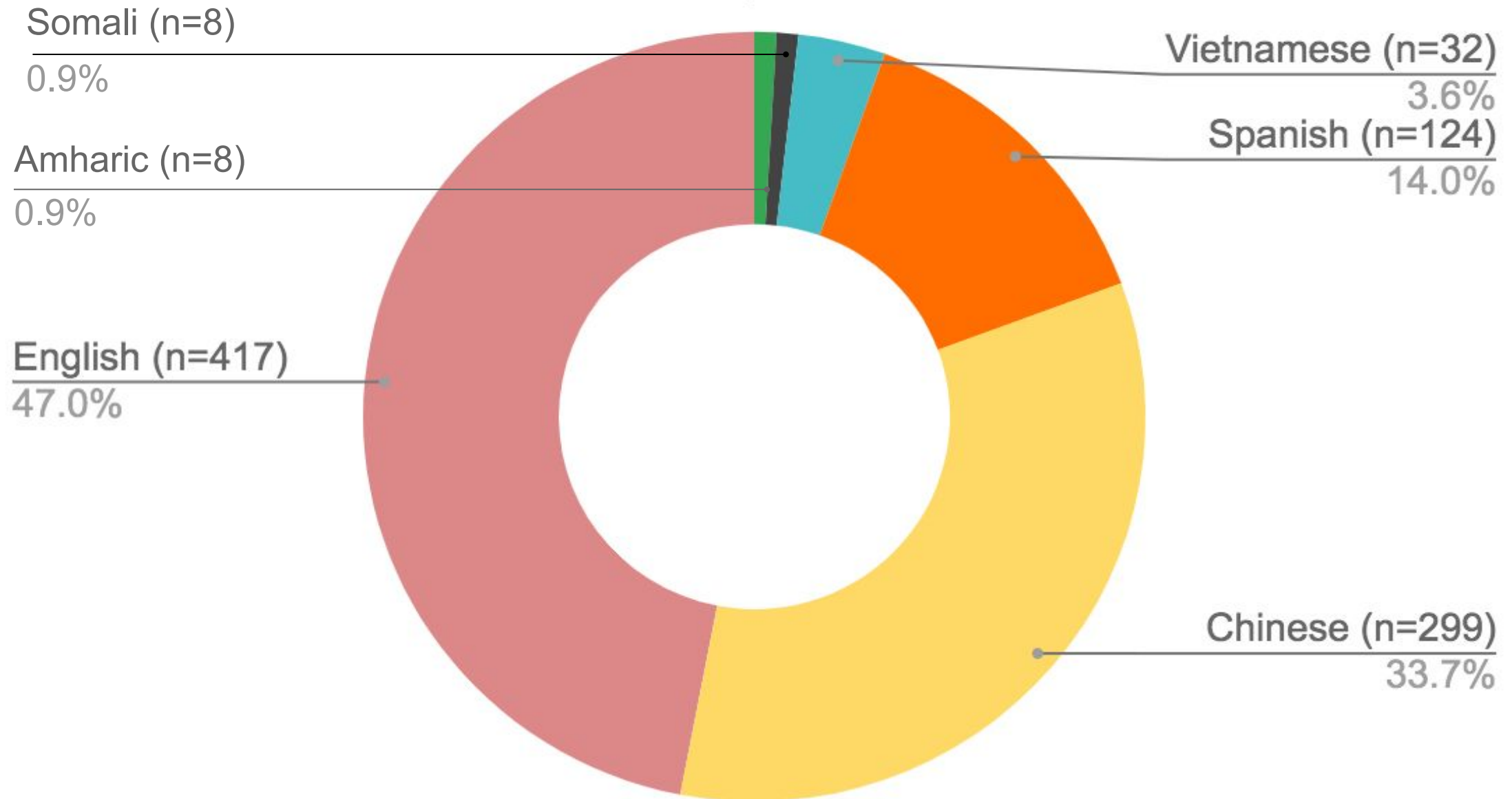
Online Survey Language (Top 6)

531 Respondents

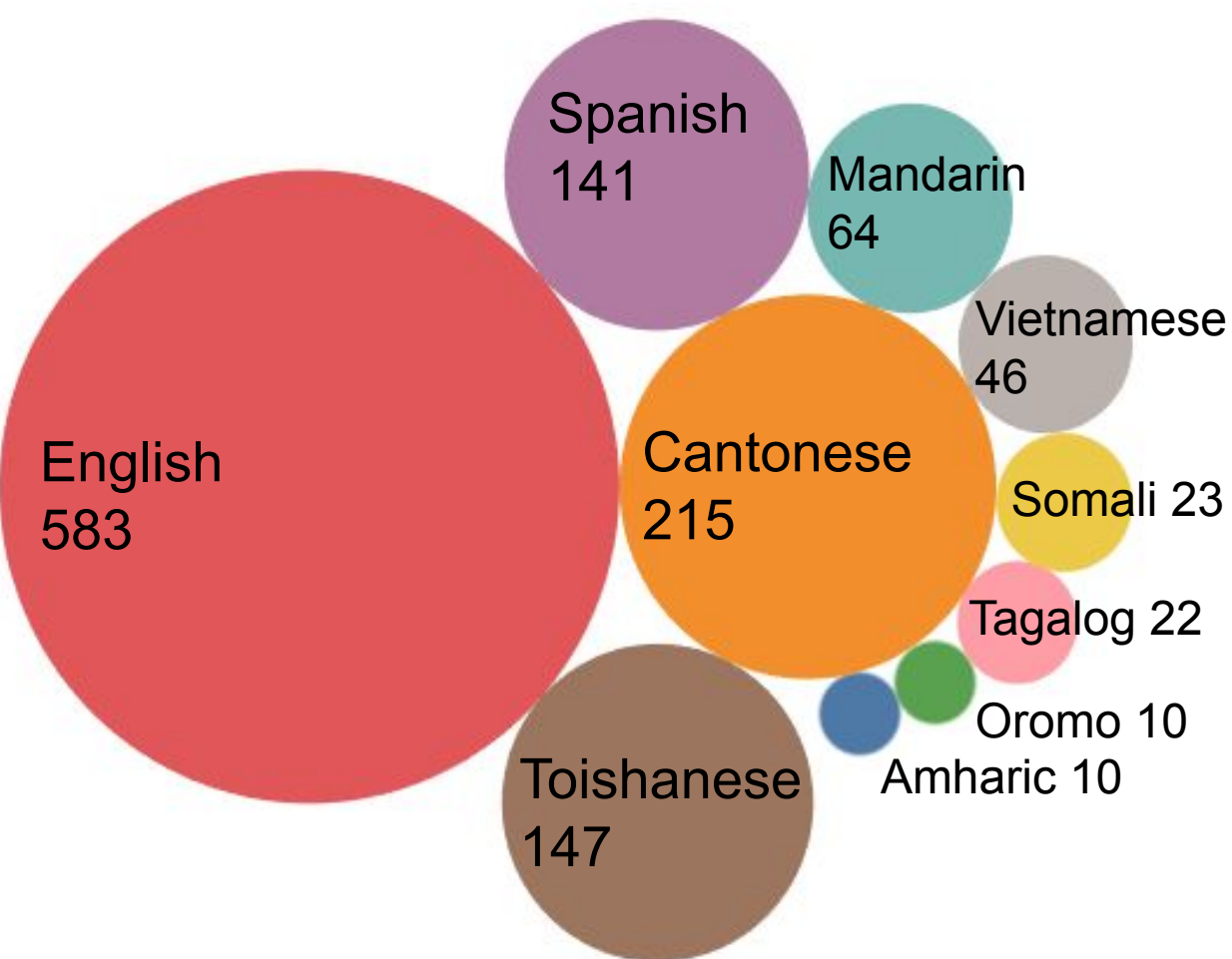


Paper Survey Language (Top 6)

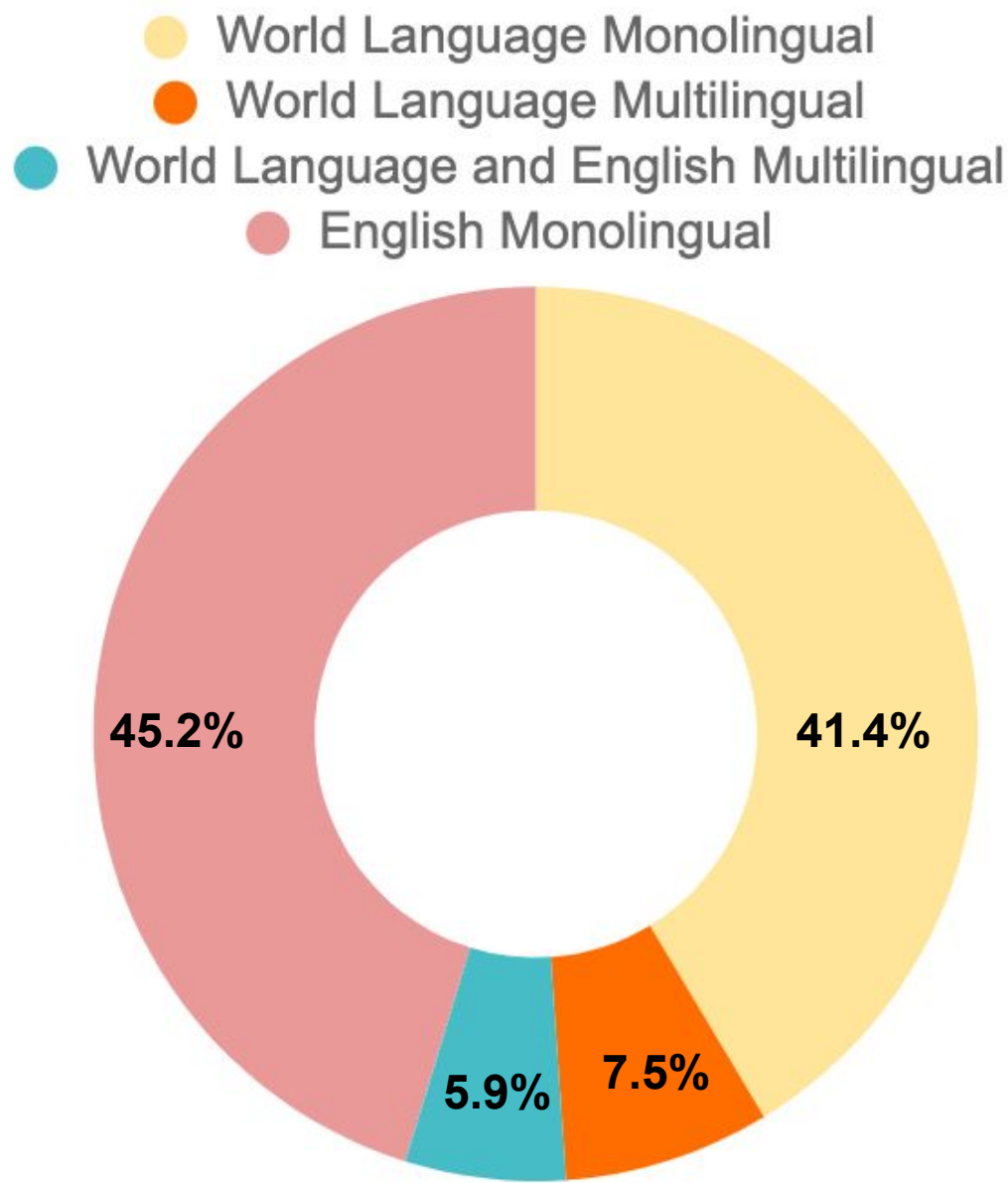
888 Respondents



Southend Home Language Frequency
(1141 respondents)



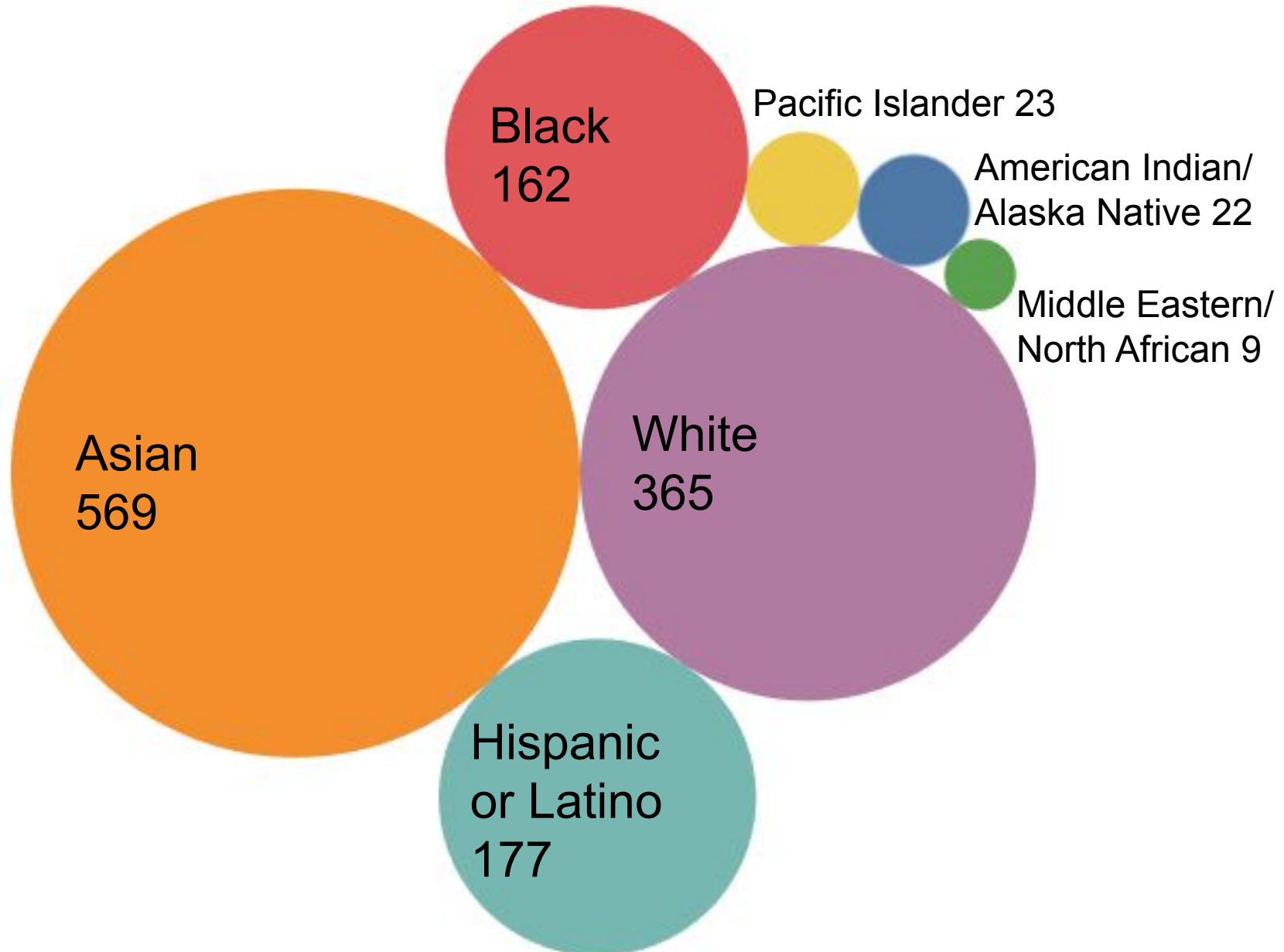
Southend Home Language Distribution
(1141 respondents)



Home language: list of all languages

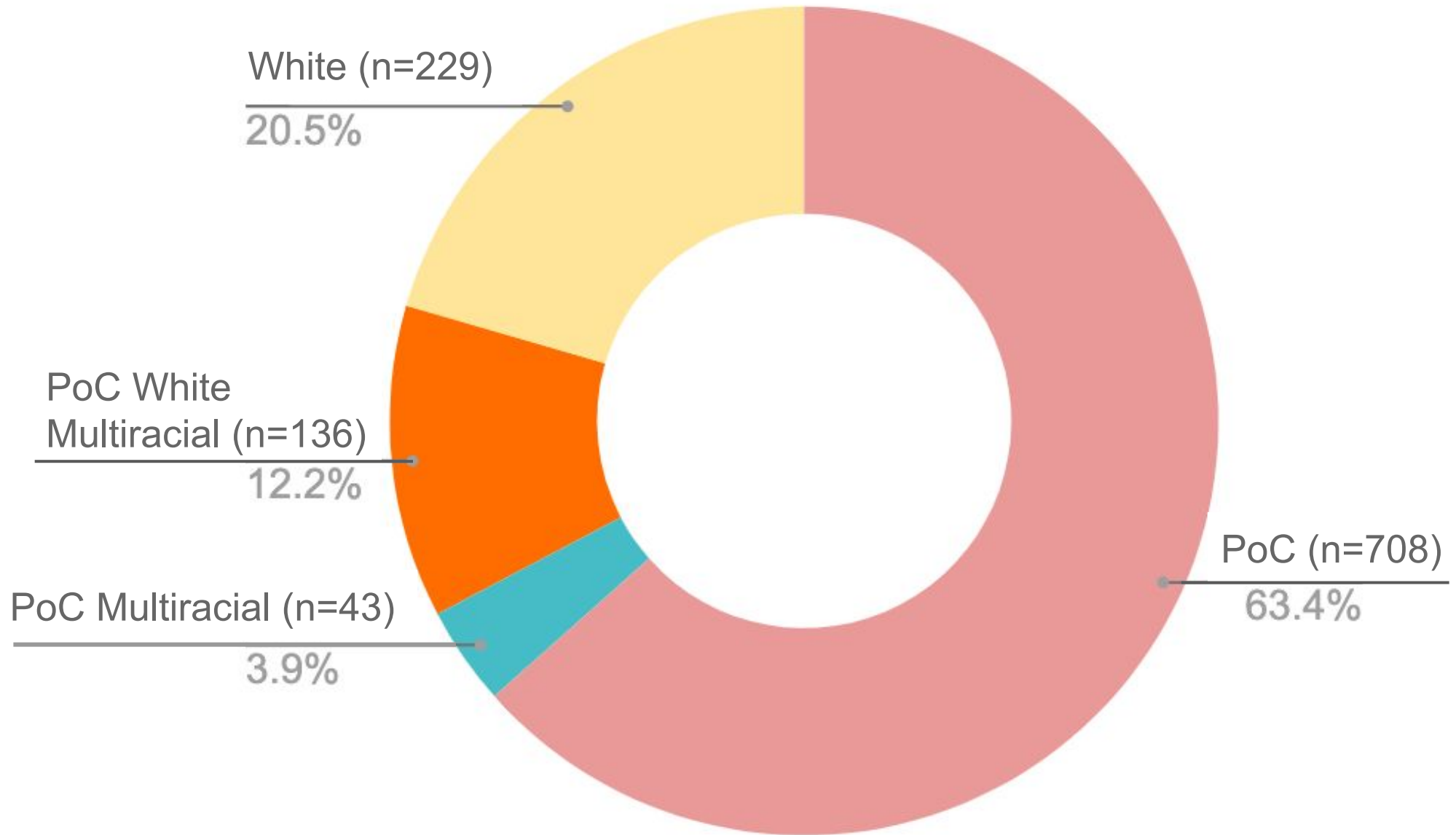
English	675	Tigrinya	4	Russian	1
Cantonese	220	Cham	3	Soninke	1
Toishanese	147	Laotian	3	Swahili	1
Spanish	162	Samoan	3	Taiwanese	1
Mandarin	66	Dari	2	Thai	1
Vietnamese	47	Italian	2	Turkish	1
Somali	30	Urdu	2	Burmese	0
Tagalog	22	Visayan	2	Gujarati	1
Amharic	11	Afar	1	Korean	0
Oromo	10	Cambodian	1	Lutshootseed	0
Ilocano	8	German	1	Mien	0
French	6	Konkani	1	Punjabi	0
Arabic	5	Kurdish	1	Ukranian	0
Japanese	6	Mayan Mam	1	Yiddish	1
Hindi	4	Mayaquiche	1		

Southend Student Survey Respondents' Race by Frequency (1116 respondents)



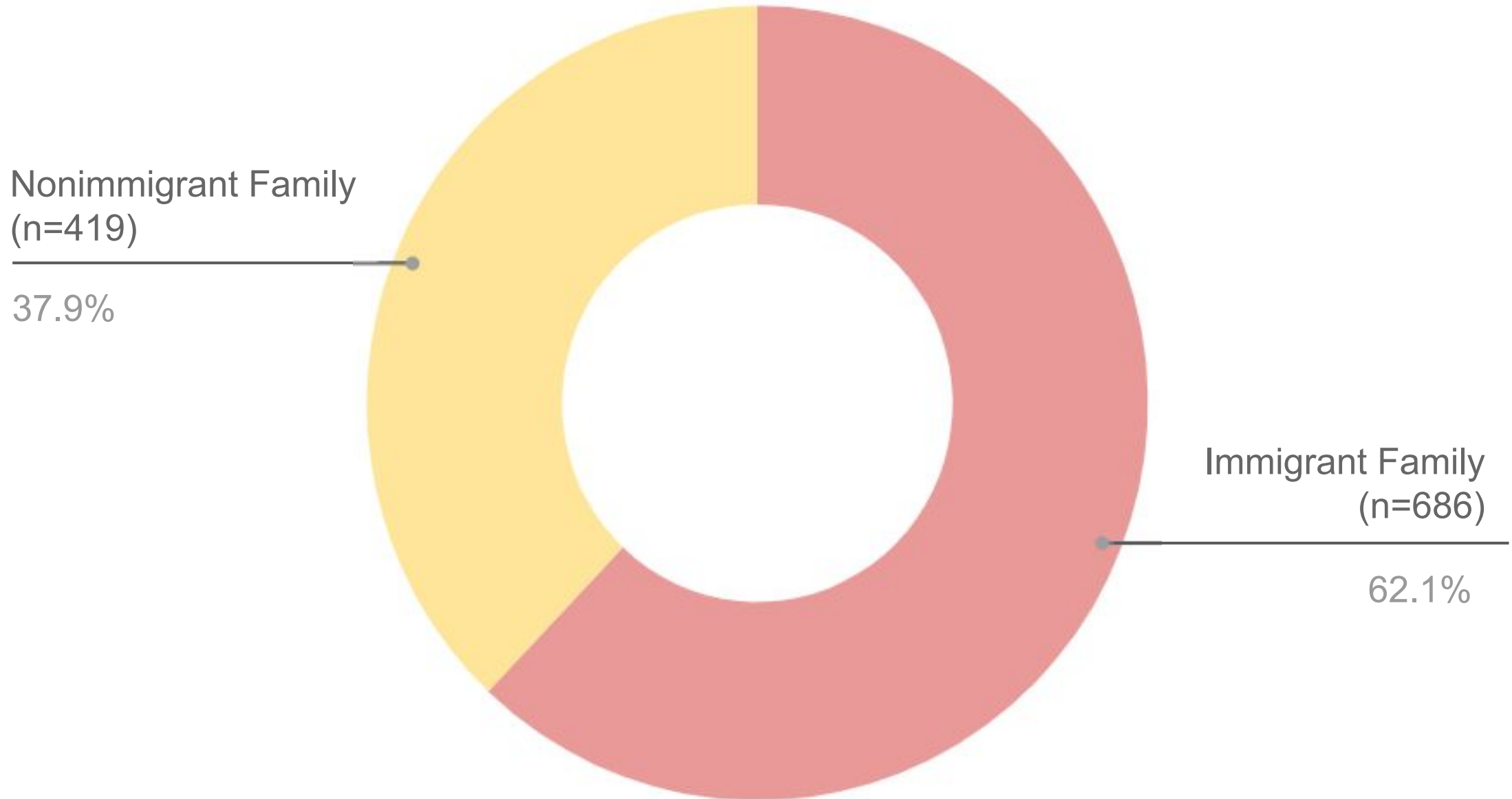
Southend Student Race

1116 Respondents



Southend Immigrant Families

1105 Respondents

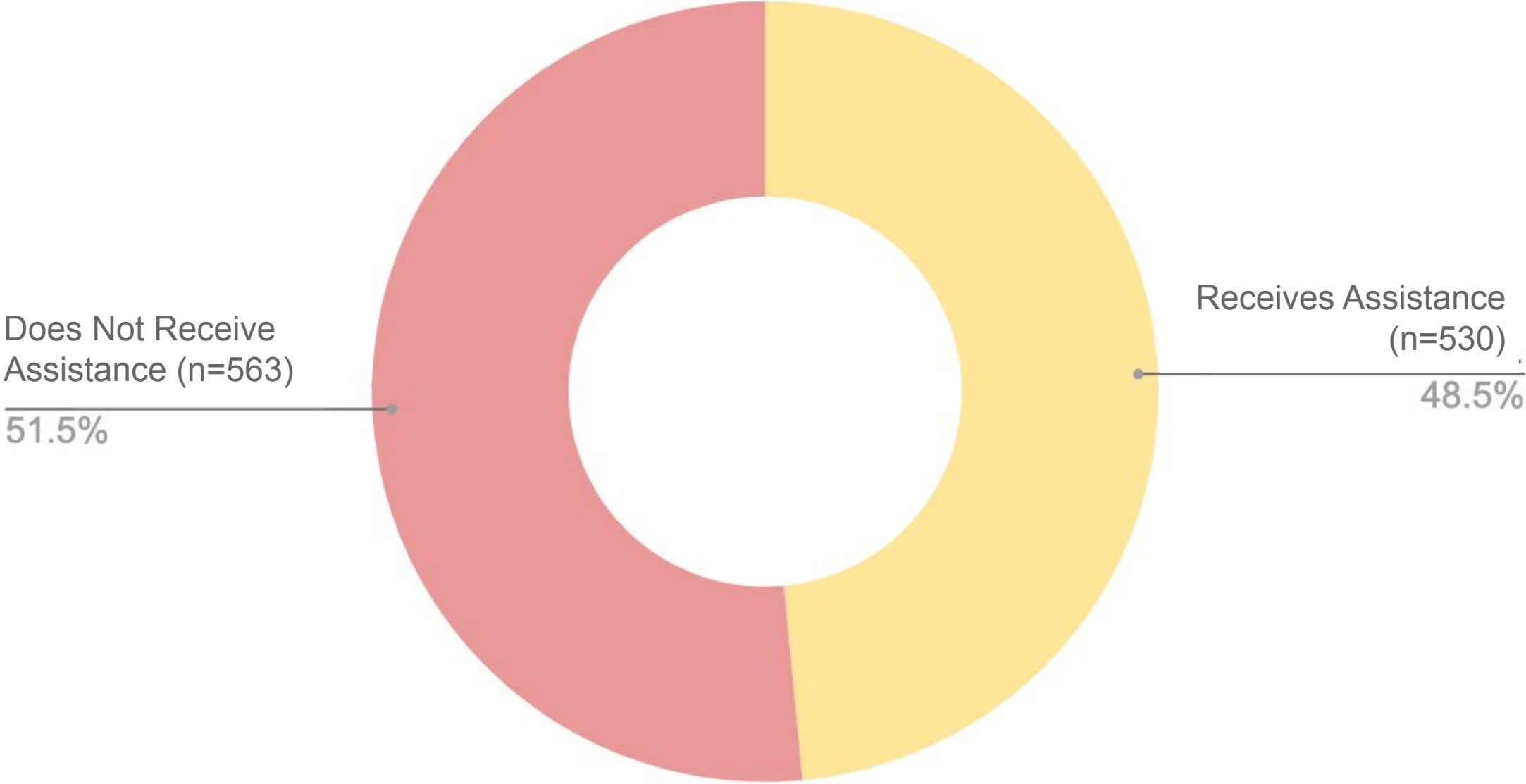


How many families receive different forms of support from school?

	Soufend		Not Soufend	
	N =	1093	N =	113
	#	%	#	%
School Provides Material Support	67	6.1%	3	2.7%
School Provides Social Support	67	6.1%	2	1.8%
School Provides Outside Resources	45	4.1%	2	1.8%

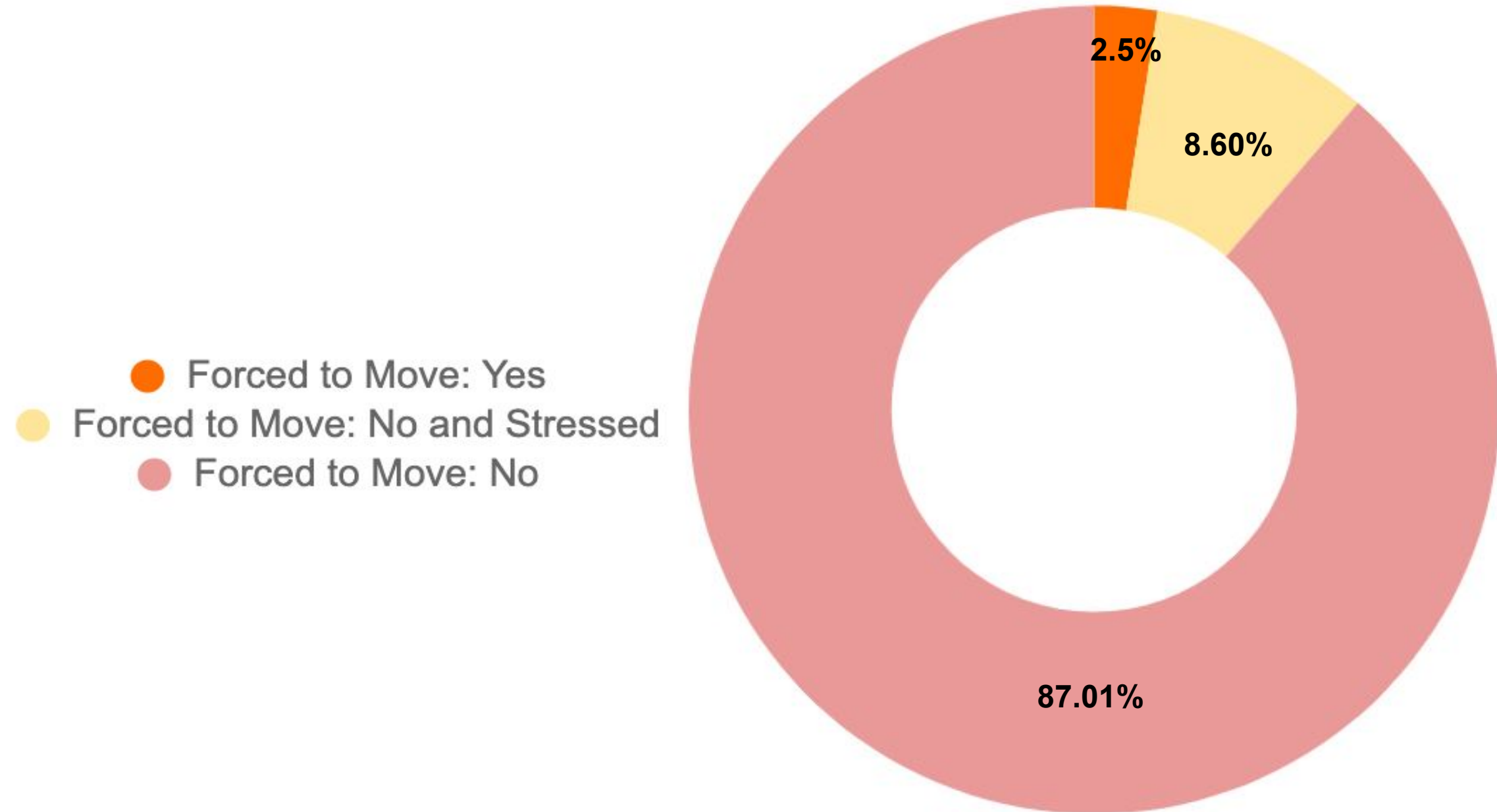
Southend Families & School Assistance

1093 Respondents

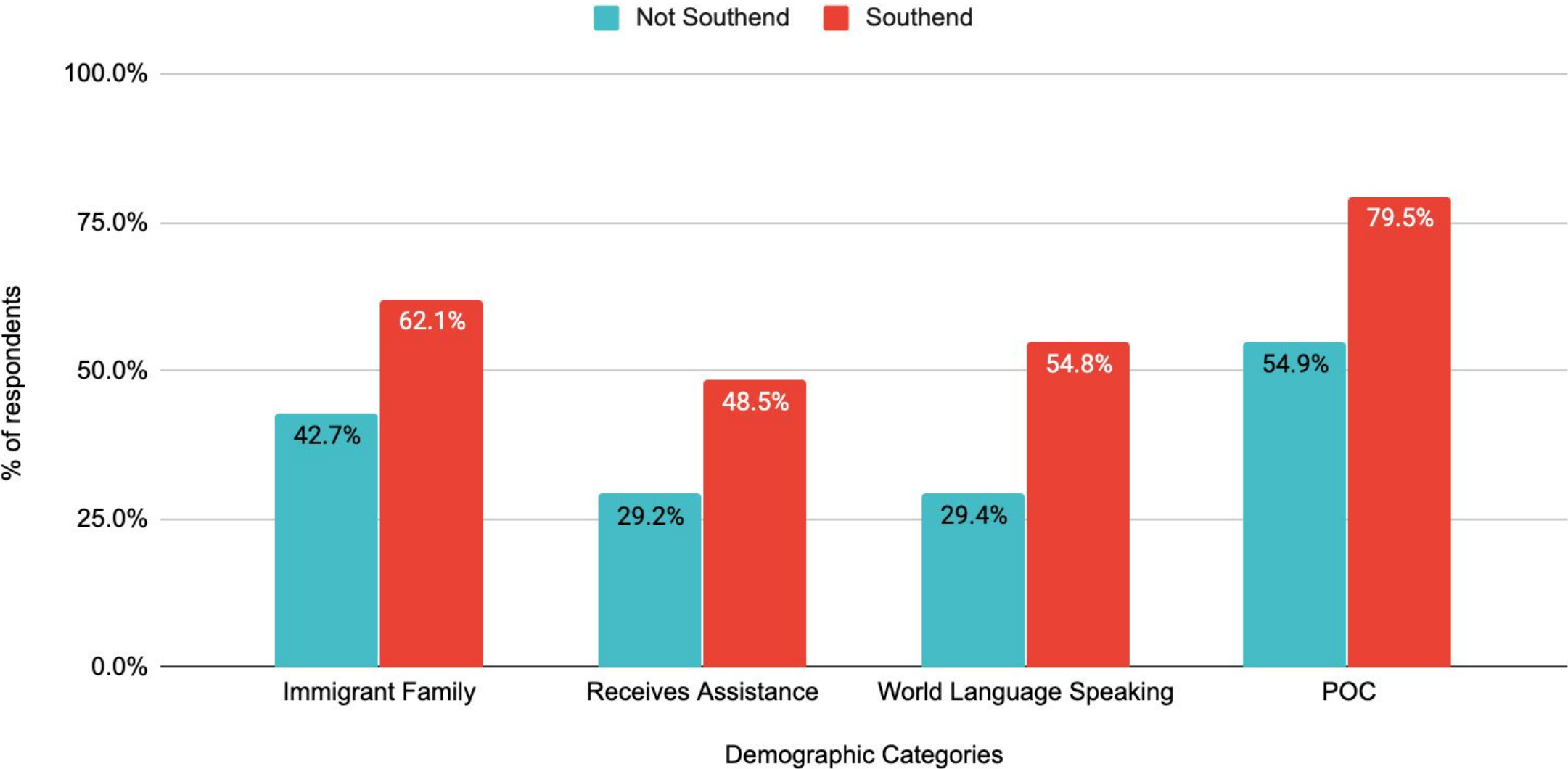


Southend Families & Housing

1093 Respondents



Not Southend v. Southend Respondent Demographics



Definition of Terms

Dominant

Being in a position of systemic power and privilege. More specifically, exerting control over educational practices, policies, and research to reinforce hierarchies between social groups.

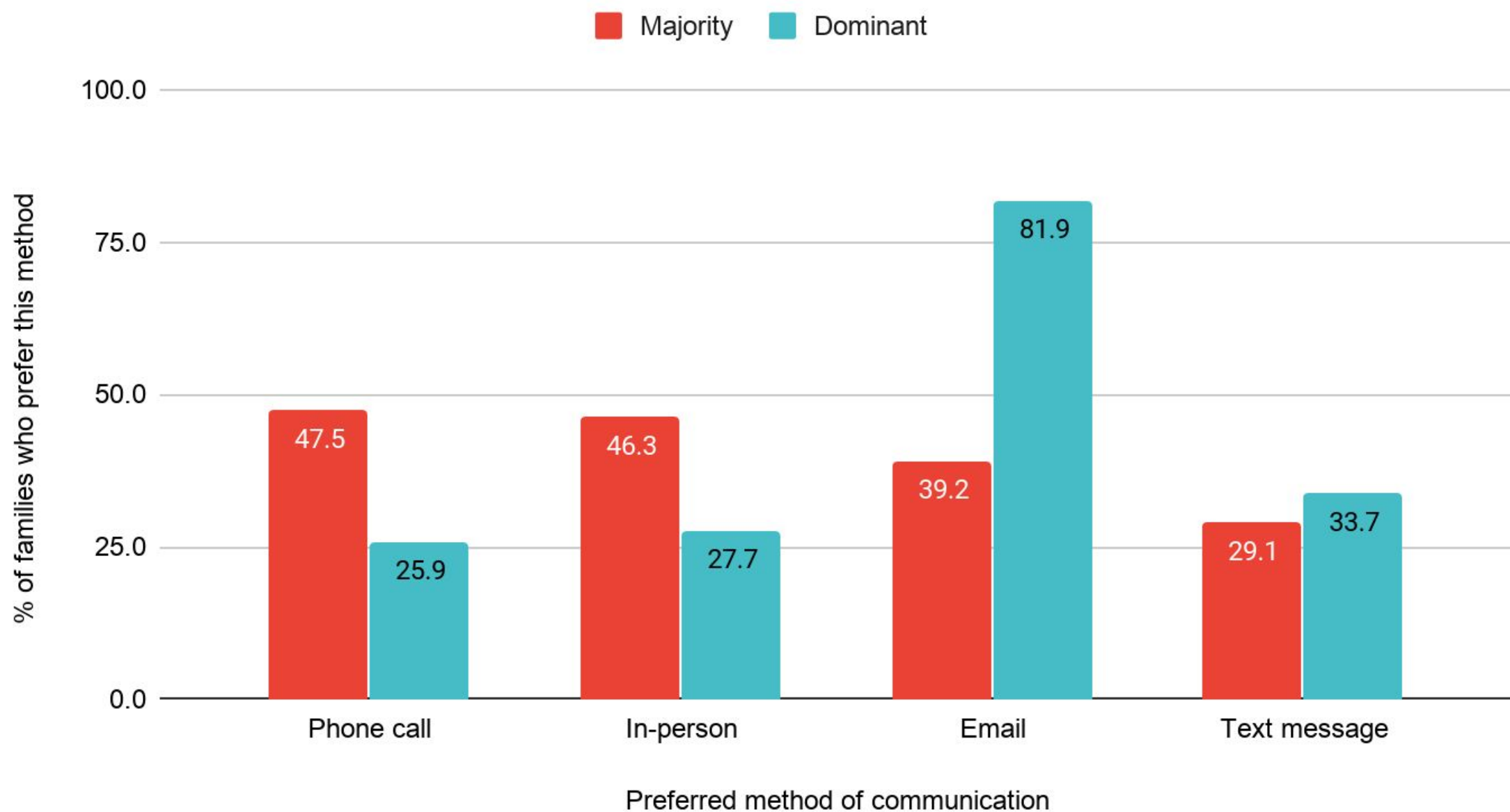
*White | Full-price Lunch |
Non-Immigrant | Primary English
Speaker.*

Majority

Being in a position of democratic potential and possibility. More specifically, transforming educational practices, policies, and research to support historically oppressed and overlooked social groups.

*Person of Color | Free or
Reduced Lunch | Immigrant |
Primary Non-English Speaker.*

How do you prefer to communicate with your child's school?



Just Community Data in the Time of Coronavirus

- Even as we can't meet in person, how can we build and maintain connections.
- Connecting people with and supporting community support organizations and networks.
- From SPS: Linguistica service for interpreted phone calls and School Messenger for translated emails.
- From CISC: utilizing multilingual folks to help bridge the gap; double-checking auto-translations.

Community Data in the Time of Coronavirus

- **Relationships matter.** Relationships have always mattered and they matter now even more as we are adjusting to COVID-19.
- **Amplify access.** This is about providing a variety of access points (languages, format, who is speaking, etc.) and culturally relevant scaffolding (talking people through surveys).
- **Time is everything.** Be prepared to repeat information graciously, and recognize that data are always changing, and how we interpret and use data are changing.

School/family engagement

	Dominant %	Majority %	Difference
1a. I am greeted warmly when I call or visit the school.	90.4	76.1	-14.3
1b. The school cares about my home culture and home language.	61.2	83.3	22.1
1c. I feel welcome and comfortable asking to visit my child's classroom.	82.0	78.7	-3.3
1d. I know how well my child is doing academically in school.	89.8	86.5	-3.3
1e. The school seeks out and responds to feedback from families and the community.	69.7	85.3	15.6
1f. The school helps my family think about my child's future, including college or career.	56.0	75.7	19.7

Confidence

	Dominant %	Majority %	Difference
2a. I feel confident in my family's ability to support my child's learning.	94.0	63.9	-30.1
2b. I feel confident in my family's ability to make sure my child's school meets my child's needs.	83.8	74.9	-8.9

Teachers/Staff

	Dominant %	Majority %	Difference
3a. Teachers and staff treat families as equal partners in educating children.	86.7	79.6	-7.2
3b. Teachers and staff work hard to build trusting relationships with families.	86.2	81.9	-4.4
3c. Teachers and staff work closely with me to meet my child's needs.	81.4	85.1	3.7
3d. Teachers and staff understand my questions and concerns and resolve them in a fair way.	82.0	79.9	-2.2
3e. This school year, teachers and staff are available when I need to talk to them.	85.6	81.0	-4.6

Principals/Administration

	Dominant %	Majority %	Difference
5a. The principal/administration make a conscious effort to make parents and community members feel welcome at this school.	86.2	83.6	-2.6
5b. I see the principal/administration at school events and in our community engaging with families.	85.6	73.3	-12.3
5c. The principal/administration at this school seeks and uses ideas and suggestions from families to improve the school.	65.6	67.5	1.8
5d. I feel comfortable talking with the principal/administration about my concerns.	76.6	67.2	-9.5

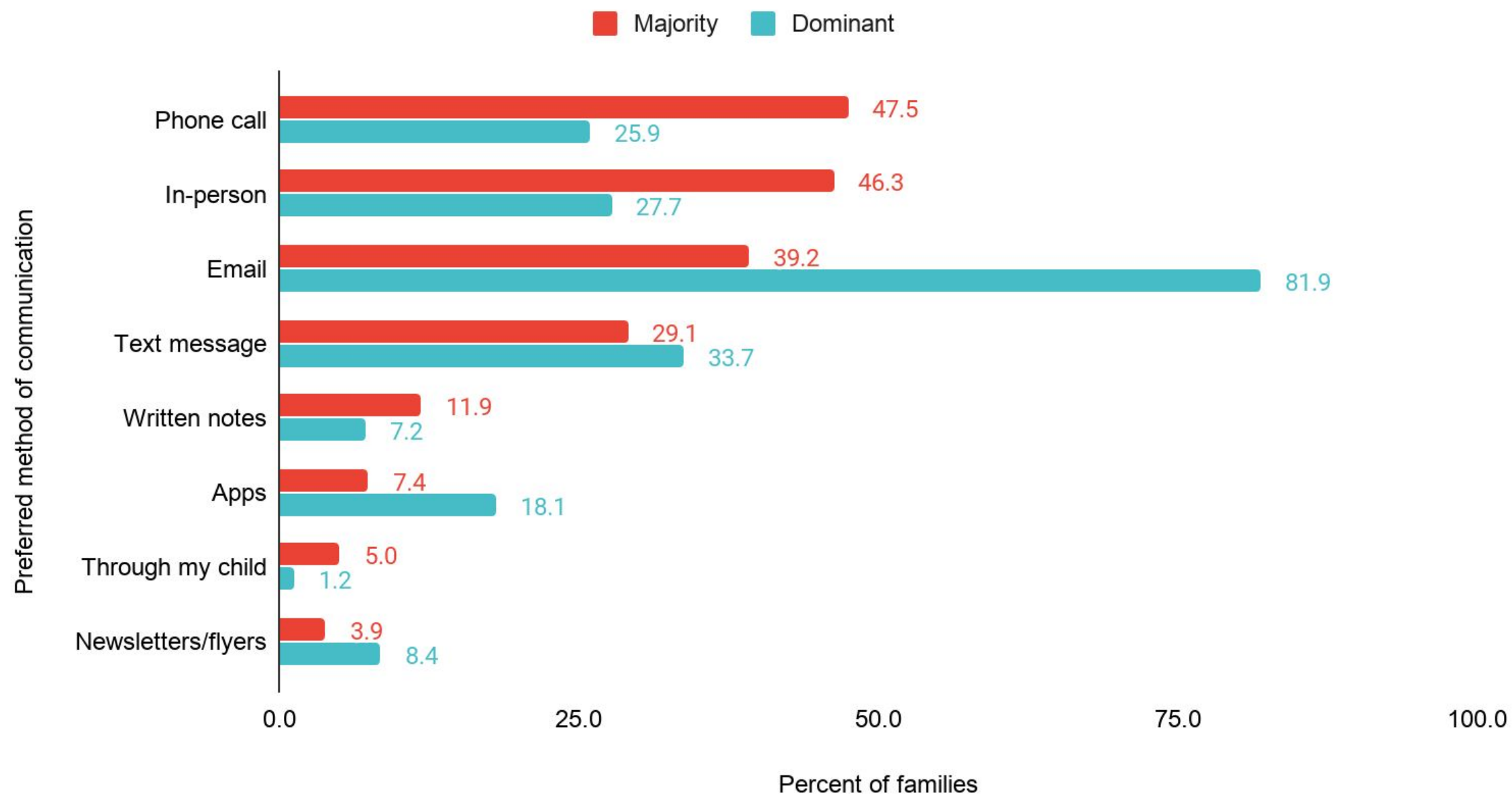
School and community resources

	Dominant %	Majority %	Difference
6a. There are programs at school to help my child.	76.4	63.5	-12.9
6b. The school provides information about community organizations that can help my child.	56.3	80.5	24.2
6c. I know who to talk to at school and how to get in touch with them regarding my concerns or questions about my child's education.	85.6	74.1	-11.6
6d. I know who to talk to in the community and how to get in touch with them regarding my concerns or questions about my child's education.	39.8	78.3	38.5

Interpretation services

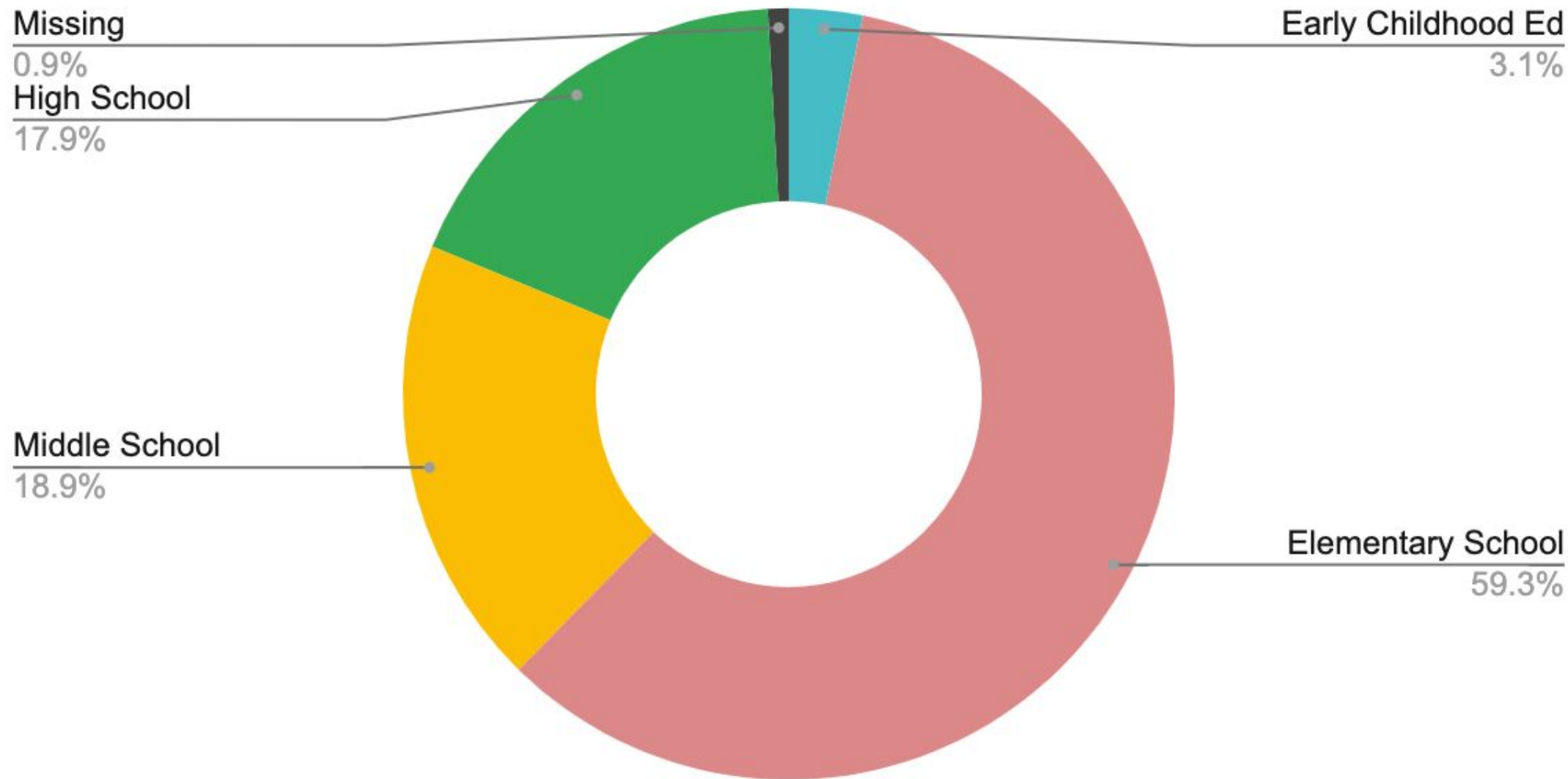
	Dominant %	Majority %	Difference
8a. I know how to access interpretation services for my family.	7.7	75.3	67.6
8b. I am satisfied with the quality of interpretation services at this school.	8.0	71.0	63.0
8c. I know someone at the school who will assist my family in our home language in resolving questions and concerns regarding my child.	12.5	73.7	61.2

How do you prefer to communicate with your child's school?



Southend student grade level

(1269 respondents)



Southend survey respondents

(1269 respondents)

