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

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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
Aki Kurose Middle
Amistad
Bailey Gatzert Elementary
Ballard High
Beacon Hill Elementary
Bryant Elementary
Bryn Mawr
Carriage Crest
Cascade
Cascade View
Cascadia Elementary
Causeys Learning Center
Cedar Park Elementary
Cherish and Wildflowers
Chief Sealth High
Chinook Middle School
Cleveland High
Coe Elementary
Columbia City Preschool
of Arts and Culture
Community Day Center for Children
Concord Elementary
Daniel Bagley Elementary
Dearborn Park Elementary
Decatur Elementary
Denny Middle
Dunlap Elementary
Eckstein Middle
EEU
El Centro de la Raza
Emerson Elementary
Fairmount Park Elementary
Family childcare
Franklin High
Garfield High
Gatewood Elementary
Giddens
Graham Hill Elementary
Greenwood Elementary
Hamilton Middle
Hawthorne Elementary
Highland Park Elementary
Highline
Homeschool
Impact
Ingraham High
Interagency
Jane Addams Middle
John Muir Elementary
John Stanford Elementary
Kent Valley Early Learning Center
Kent-Meridian HS
Kentridge
Kids Co. @ Graham Hill
Kimball Elementary
La Escuelita - Columbia City
La Maternelle Seattle
Lafayette Elementary
Lake Hills
Launch - All Sites
Leschi Elementary
Lincoln High
Louisa Boren STEM K-8
Lowell Elementary
Madison Middle
Madrona Elementary
Maple Elementary
Maplewood Heights
McDonald Elementary
McKnight Middle School
Meany Middle
Mercer Middle
Middle College High
Middle School
MLK Jr Elementary
Montessori
Montlake Elementary
Morningside
Neely OBrien Elementary
Nova High
Olympic View Elementary
Orca K-8
Pathfinder K-8
Queen Anne Elementary
Rainier Beach High
Rainier Leadership Academy
Rainier Valley Coop Preschool
Rainier View Elementary
Redmond High School
Renton High School
Rising Star Elementary
Roosevelt High
Sacajawea Elementary
Salmon Bay K-8
Sanislo Elementary
Seattle World
South Shore PK-8
St. Bernadette
Stevens Elementary
Summit Atlas
Summit Sierra
The Evergreen School
Thornton Creek Elementary
Thurgood Marshall Elementary
Tiffany Park
Tiny Tots Development Center
TOPS K-8
Totem
View Ridge Elementary
Viewlands Elementary
Villa Academy
Washington Middle
Wedgwood Elementary
Wellington
Whitman Middle
Wing Luke Elementary
Worldkids
Number of Surveys by Region
(1419 respondents)

- Southeast Seattle: 1,081 surveys
- West Seattle: 46 surveys
- Puget Sound: 33 surveys
- CD/CID: 114 surveys
- Northend: 110 surveys
Survey Format

- Paper Survey
- Online Survey

Overall Survey Format (1419 respondents)
- 37.4% Paper Survey
- 62.6% Online Survey

Southend Survey Format (1269 respondents)
- 33.1% Paper Survey
- 66.9% Online Survey

Not Southend Survey Format (150 respondents)
- 26% Paper Survey
- 74% Online Survey
Online Survey Language (Top 6)

531 Respondents

- English (n=484) 91.1%
- Chinese (n=31) 5.8%
- Spanish (n=11) 2.1%
- Somali (n=2) 0.38%
- Vietnamese (n=1) 0.19%
- Amharic (n=2) 0.38%
Paper Survey Language (Top 6)

888 Respondents

- English (n=417) 47.0%
- Chinese (n=299) 33.7%
- Spanish (n=124) 14.0%
- Vietnamese (n=32) 3.6%
- Somali (n=8) 0.9%
- Amharic (n=8) 0.9%
Southend Home Language Frequency
(1141 respondents)

Southend Home Language Distribution
(1141 respondents)

- **English**: 583
- **Cantonese**: 215
- **Spanish**: 141
- **Mandarin**: 64
- **Vietnamese**: 46
- **Somali**: 23
- **Tagalog**: 22
- **Oromo**: 10
- **Amharic**: 10
- **Toishanese**: 147

**World Language Monolingual**
- 54.2%

**World Language Multilingual**
- 9.6%

**World Language and English Multilingual**
- 5.9%

**English Monolingual**
- 41.4%

(1141 respondents)
<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Language</th>
<th>Count</th>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>675</td>
<td>Tigrinya</td>
<td>4</td>
<td>Russian</td>
<td>1</td>
</tr>
<tr>
<td>Cantonese</td>
<td>220</td>
<td>Cham</td>
<td>3</td>
<td>Soninke</td>
<td>1</td>
</tr>
<tr>
<td>Toishanese</td>
<td>147</td>
<td>Laotian</td>
<td>3</td>
<td>Swahili</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>162</td>
<td>Samoan</td>
<td>3</td>
<td>Taiwanese</td>
<td>1</td>
</tr>
<tr>
<td>Mandarin</td>
<td>66</td>
<td>Dari</td>
<td>2</td>
<td>Thai</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>47</td>
<td>Italian</td>
<td>2</td>
<td>Turkish</td>
<td>1</td>
</tr>
<tr>
<td>Somali</td>
<td>30</td>
<td>Urdu</td>
<td>2</td>
<td>Burmese</td>
<td>0</td>
</tr>
<tr>
<td>Tagalog</td>
<td>22</td>
<td>Visayan</td>
<td>2</td>
<td>Gujarati</td>
<td>1</td>
</tr>
<tr>
<td>Amharic</td>
<td>11</td>
<td>Afar</td>
<td>1</td>
<td>Korean</td>
<td>0</td>
</tr>
<tr>
<td>Oromo</td>
<td>10</td>
<td>Cambodian</td>
<td>1</td>
<td>Lutshhootseed</td>
<td>0</td>
</tr>
<tr>
<td>Ilocano</td>
<td>8</td>
<td>German</td>
<td>1</td>
<td>Mien</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td>Konkani</td>
<td>1</td>
<td>Punjabi</td>
<td>0</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>Kurdish</td>
<td>1</td>
<td>Ukranian</td>
<td>0</td>
</tr>
<tr>
<td>Japanese</td>
<td>6</td>
<td>Mayan Mam</td>
<td>1</td>
<td>Yiddish</td>
<td>1</td>
</tr>
<tr>
<td>Hindi</td>
<td>4</td>
<td>Mayaquiche</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Southend Student Survey Respondents’ Race by Frequency
(1116 respondents)

- White: 365
- Asian: 569
- Black: 162
- Hispanic or Latino: 177
- Pacific Islander: 23
- American Indian/Alaska Native: 22
- Middle Eastern/North African: 9
- American Indian/Alaska Native: 22
Southend Student Race
1116 Respondents

- White (n=229) 20.5%
- PoC White Multiracial (n=136) 12.2%
- PoC Multiracial (n=43) 3.9%
- PoC (n=708) 63.4%
Southend Immigrant Families
1105 Respondents

Nonimmigrant Family (n=419)
37.9%

Immigrant Family (n=686)
62.1%
How many families receive different forms of support from school?

<table>
<thead>
<tr>
<th>Support Provided</th>
<th>Soufend N = 1093</th>
<th></th>
<th>Not Soufend N = 113</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Provides Material Support</td>
<td>67</td>
<td>6.1%</td>
<td>3</td>
<td>2.7%</td>
</tr>
<tr>
<td>School Provides Social Support</td>
<td>67</td>
<td>6.1%</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>School Provides Outside Resources</td>
<td>45</td>
<td>4.1%</td>
<td>2</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
Southend Families & School Assistance
1093 Respondents

Does Not Receive Assistance (n=563) 51.5%
Receives Assistance (n=530) 48.5%
Southend Families & Housing
1093 Respondents

- Forced to Move: Yes
- Forced to Move: No
- Forced to Move: No and Stressed

- 87.01%
- 8.60%
- 2.5%
Not Southend v. Southend Respondent Demographics

<table>
<thead>
<tr>
<th>Demographic Categories</th>
<th>Not Southend</th>
<th>Southend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrant Family</td>
<td>42.7%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Receives Assistance</td>
<td>29.2%</td>
<td>48.5%</td>
</tr>
<tr>
<td>World Language Speaking</td>
<td>29.4%</td>
<td>54.8%</td>
</tr>
<tr>
<td>POC</td>
<td>54.9%</td>
<td>79.5%</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Preferred method of communication</th>
<th>Majority (%)</th>
<th>Dominant (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone call</td>
<td>47.5</td>
<td>25.9</td>
</tr>
<tr>
<td>In-person</td>
<td>46.3</td>
<td>27.7</td>
</tr>
<tr>
<td>Email</td>
<td>39.2</td>
<td>81.9</td>
</tr>
<tr>
<td>Text message</td>
<td>29.1</td>
<td>33.7</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Dominant %</th>
<th>Majority %</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. I am greeted warmly when I call or visit the school.</td>
<td>90.4</td>
<td>76.1</td>
<td>-14.3</td>
</tr>
<tr>
<td>1b. The school cares about my home culture and home language.</td>
<td>61.2</td>
<td>83.3</td>
<td>22.1</td>
</tr>
<tr>
<td>1c. I feel welcome and comfortable asking to visit my child’s classroom.</td>
<td>82.0</td>
<td>78.7</td>
<td>-3.3</td>
</tr>
<tr>
<td>1d. I know how well my child is doing academically in school.</td>
<td>89.8</td>
<td>86.5</td>
<td>-3.3</td>
</tr>
<tr>
<td>1e. The school seeks out and responds to feedback from families and the community.</td>
<td>69.7</td>
<td>85.3</td>
<td>15.6</td>
</tr>
<tr>
<td>1f. The school helps my family think about my child’s future, including college or career.</td>
<td>56.0</td>
<td>75.7</td>
<td>19.7</td>
</tr>
<tr>
<td></td>
<td>Dominant</td>
<td>Majority</td>
<td>Difference</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>2a. I feel confident in my family’s ability to support my child’s learning.</td>
<td>94.0</td>
<td>63.9</td>
<td>-30.1</td>
</tr>
<tr>
<td>2b. I feel confident in my family’s ability to make sure my child’s school meets my child’s needs.</td>
<td>83.8</td>
<td>74.9</td>
<td>-8.9</td>
</tr>
<tr>
<td></td>
<td>Dominant %</td>
<td>Majority %</td>
<td>Difference</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>3a. Teachers and staff treat families as equal partners in educating children.</td>
<td>86.7</td>
<td>79.6</td>
<td>-7.2</td>
</tr>
<tr>
<td>3b. Teachers and staff work hard to build trusting relationships with families.</td>
<td>86.2</td>
<td>81.9</td>
<td>-4.4</td>
</tr>
<tr>
<td>3c. Teachers and staff work closely with me to meet my child's needs.</td>
<td>81.4</td>
<td>85.1</td>
<td>3.7</td>
</tr>
<tr>
<td>3d. Teachers and staff understand my questions and concerns and resolve them in a fair way.</td>
<td>82.0</td>
<td>79.9</td>
<td>-2.2</td>
</tr>
<tr>
<td>3e. This school year, teachers and staff are available when I need to talk to them.</td>
<td>85.6</td>
<td>81.0</td>
<td>-4.6</td>
</tr>
<tr>
<td></td>
<td>Dominant %</td>
<td>Majority %</td>
<td>Difference</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>5a. The principal/administration make a conscious effort to make parents and community members feel welcome at this school.</td>
<td>86.2</td>
<td>83.6</td>
<td>-2.6</td>
</tr>
<tr>
<td>5b. I see the principal/administration at school events and in our community engaging with families.</td>
<td>85.6</td>
<td>73.3</td>
<td>-12.3</td>
</tr>
<tr>
<td>5c. The principal/administration at this school seeks and uses ideas and suggestions from families to improve the school.</td>
<td>65.6</td>
<td>67.5</td>
<td>1.8</td>
</tr>
<tr>
<td>5d. I feel comfortable talking with the principal/administration about my concerns.</td>
<td>76.6</td>
<td>67.2</td>
<td>-9.5</td>
</tr>
</tbody>
</table>
## School and community resources

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dominant %</th>
<th>Majority %</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. There are programs at school to help my child.</td>
<td>76.4</td>
<td>63.5</td>
<td>-12.9</td>
</tr>
<tr>
<td>6b. The school provides information about community organizations that can help my child.</td>
<td>56.3</td>
<td>80.5</td>
<td>24.2</td>
</tr>
<tr>
<td>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.</td>
<td>85.6</td>
<td>74.1</td>
<td>-11.6</td>
</tr>
<tr>
<td>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.</td>
<td>39.8</td>
<td>78.3</td>
<td>38.5</td>
</tr>
</tbody>
</table>
## Interpretation services

<table>
<thead>
<tr>
<th>Question</th>
<th>Dominant %</th>
<th>Majority %</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. I know how to access interpretation services for my family.</td>
<td>7.7</td>
<td>75.3</td>
<td>67.6</td>
</tr>
<tr>
<td>8b. I am satisfied with the quality of interpretation services at this school.</td>
<td>8.0</td>
<td>71.0</td>
<td>63.0</td>
</tr>
<tr>
<td>8c. I know someone at the school who will assist my family in our home language in resolving questions and concerns regarding my child.</td>
<td>12.5</td>
<td>73.7</td>
<td>61.2</td>
</tr>
</tbody>
</table>
How do you prefer to communicate with your child's school?

- **Phone call**: Majority 47.5%, Dominant 25.9%
- **In-person**: Majority 46.3%, Dominant 27.7%
- **Email**: Majority 39.2%, Dominant 81.9%
- **Text message**: Majority 29.1%, Dominant 33.7%
- **Written notes**: Majority 11.9%, Dominant 7.2%
- **Apps**: Majority 7.4%, Dominant 18.1%
- **Through my child**: Majority 5.0%, Dominant 1.2%
- **Newsletters/flyers**: Majority 3.9%, Dominant 8.4%
Southend student grade level
(1269 respondents)

- Elementary School: 59.3%
- Middle School: 18.9%
- High School: 17.9%
- Early Childhood Ed: 3.1%
- Missing: 0.9%
Southend survey respondents
(1269 respondents)

- Missing: 5.0%
- K-12 Student: 2.8%
- Another Family Member: 1.4%
- Parent or Guardian: 89.8%