

from Ishimaru & Lott, 2015, <https://www.education.uw.edu/eps/>

## Big Finding #1: Southeast Seattle families and community members can do and do care about research.

重大發現 #1: 西雅圖東南區家庭和社區成員可以做和關注是次的調查。

- 10 Languages online and in paper: Amharic, Chinese, English, Oromo, Russian, Somali, Spanish, Tagalog, Tigrinya, Vietnamese (提供十種不同語言的在綫和紙張問卷: 阿姆哈拉語, 中文, 英文, 奧羅莫, 俄語, 索馬里, 西班牙, 菲律賓語, 提格雷語, 越南。)  
51.6% preferred a language other than English (51.6% 首選英語以外的一種語言回答問卷)  
77.3% preferred paper (77.3% 首選填寫紙張問卷)
- 639 families who were: (639 家庭是: )  
primarily non-English speakers (61.6%) - 25 different primary home languages!  
主要是非說英語的人士 (61.6%) - 25 種不同的主要母語!  
primarily people of color (82.2%)  
主要是有色人種 (82.2%)  
primarily members of immigrant families (61.8%)  
主要是移民家庭成員 (61.8%)  
primarily families who were eligible for free and reduced price lunch (64.8%)  
主要是合資格獲得免費和減費午餐的家庭 (64.8%)

sending students to 38 different public schools

學生就讀 38 所不同的公立學校

**Dominant vs Majority Families:**

佔優勢和大多數的家庭

**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.

佔優勢：身處系統性權力和特權的位置。可以更實際控制教育實務，政策和研究，以加強社會群體之間的等級。

**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.

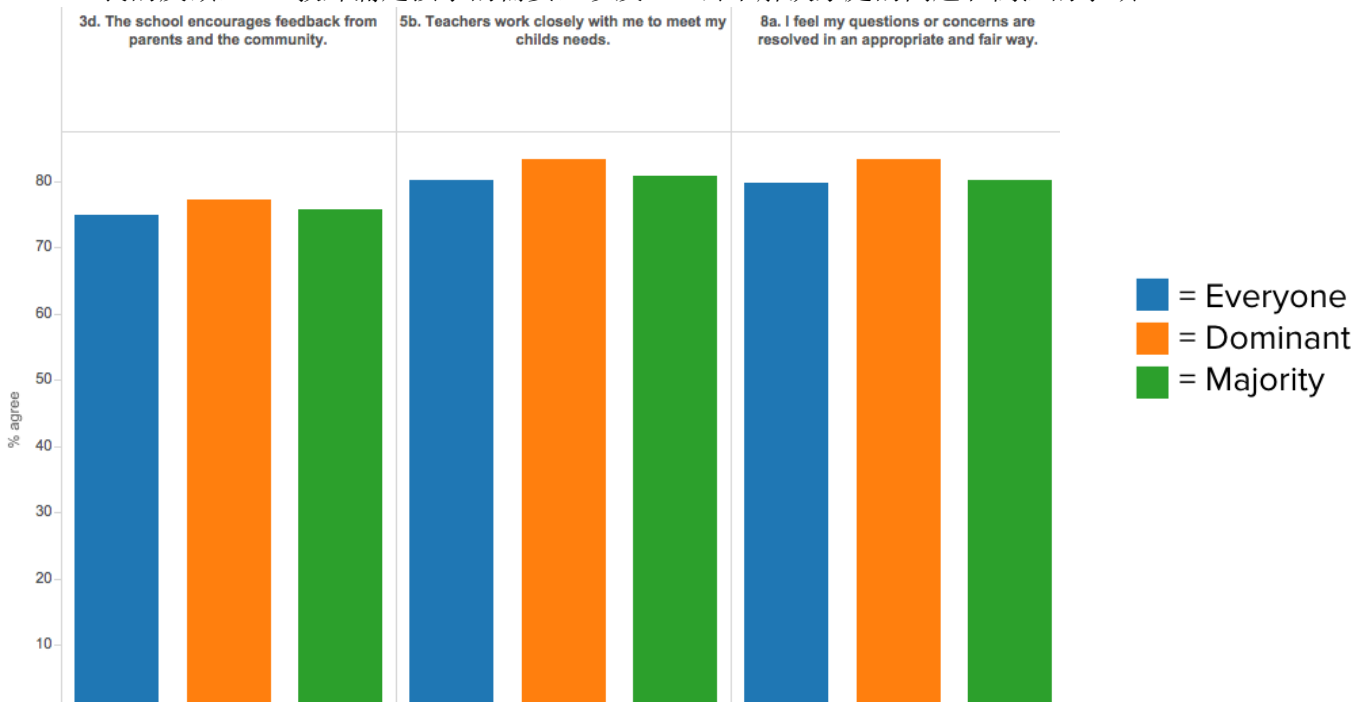
大多數：身處民主潛力和可能性的位置。可以更實際改變教育實務，政策和調查，以支援歷史上受壓迫和被忽略的社羣。

## Big Finding #2: There are already some strong family engagement practices in Southeast Seattle.

重大發現 #2: 在西雅圖東南地區，已有一些家庭致力參與有關教育和學校的事務。

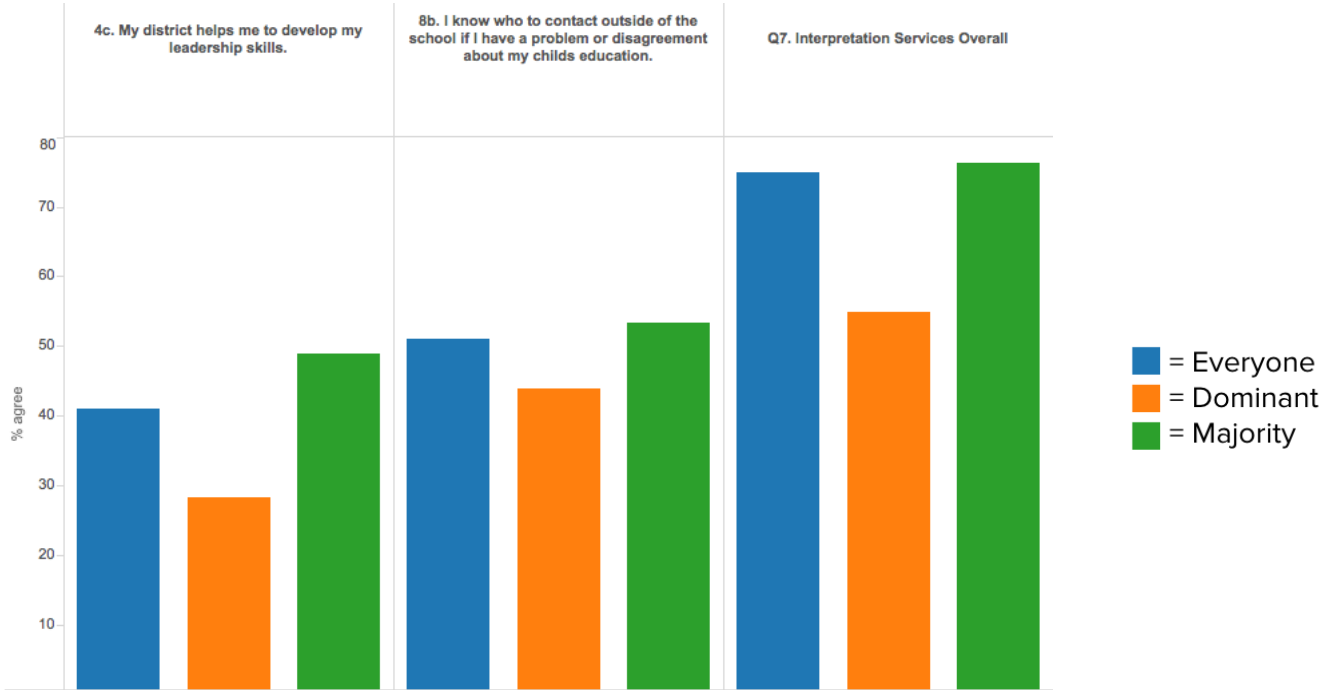
1. **In some areas, majority and dominant families appear *no different*.** These included (left to right below): 1) schools encouraging feedback, 2) teachers meeting child's needs, and 3) families' questions and concerns being fairly resolved.

有關一些家庭參與，大多數和具優勢的家庭沒有任何差別。這些包括（從下左至下右）：1）學校鼓勵家長的反饋，2）教師滿足孩子的需要，以及3）公平解決家庭的問題和關注的事項。



2. **Majority families were more positive than dominant families in certain areas.** These included (left to right below): 1) the district helping parents develop leadership skills, 2) families having an ally outside the school, and 3) families receiving interpretation services.

有關一些家庭參與，大多數的家庭相比佔優勢的家庭顯得更正面。這些包括（從左下至右下）：1）校區幫助家長發展領導技能，2）家庭在學校以外的盟友，和3）家庭獲得翻譯服務。

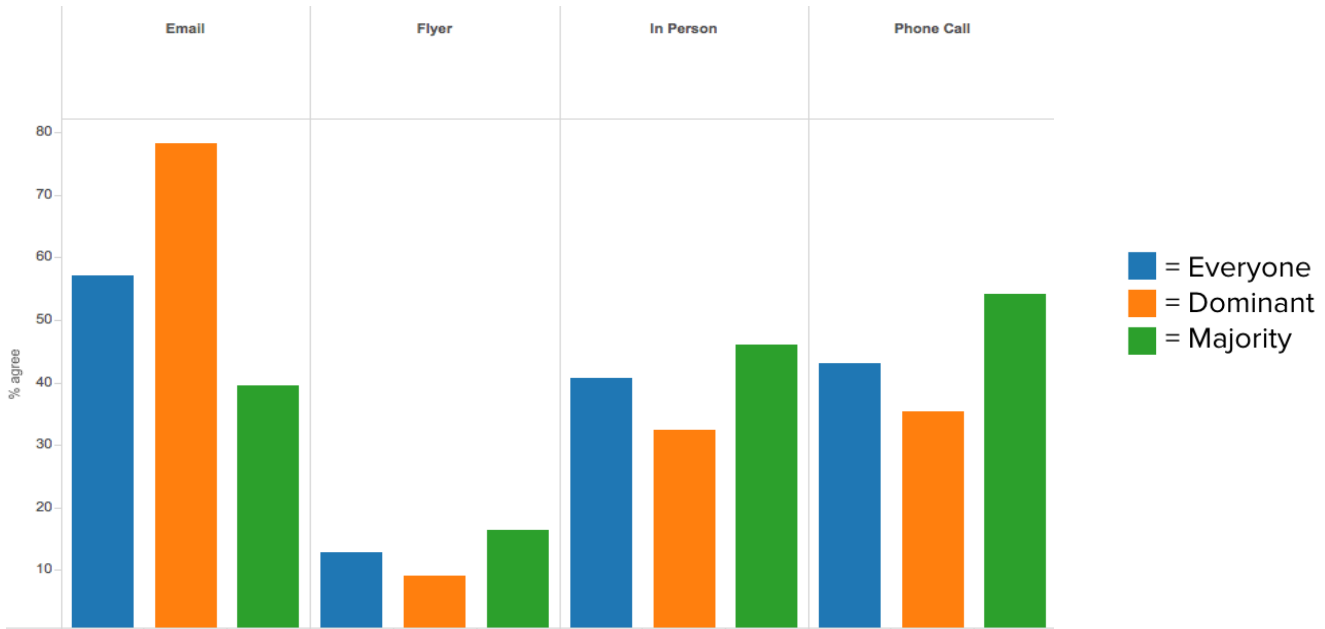


### Big Finding #3: There is a lot more we can do to improve family engagement in Southeast Seattle.

大發現 #3: 在西雅圖東南區，我們還有很多可以做的事情以改善家庭的參與。

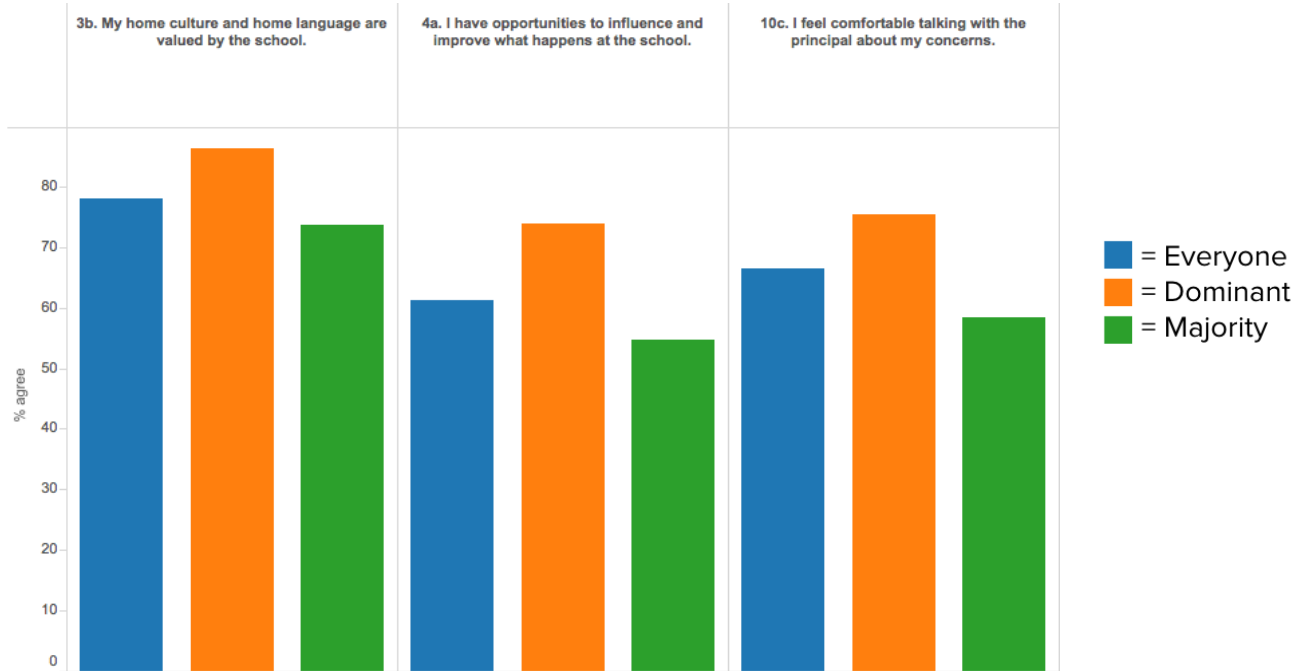
- Majority families have different communication preferences.** Majority families prefer in-person and clearer communication using Phone Calls, Meeting In-Person, and Flyers rather than Emails, which reveals a tech and translation gap.
 

大多數的家庭喜歡不同的溝通方法。相比電子郵件所顯示科技和翻譯的差距，大多數家庭願意親身和使用電話，出席會議和接收單張等比較清晰的溝通方法。



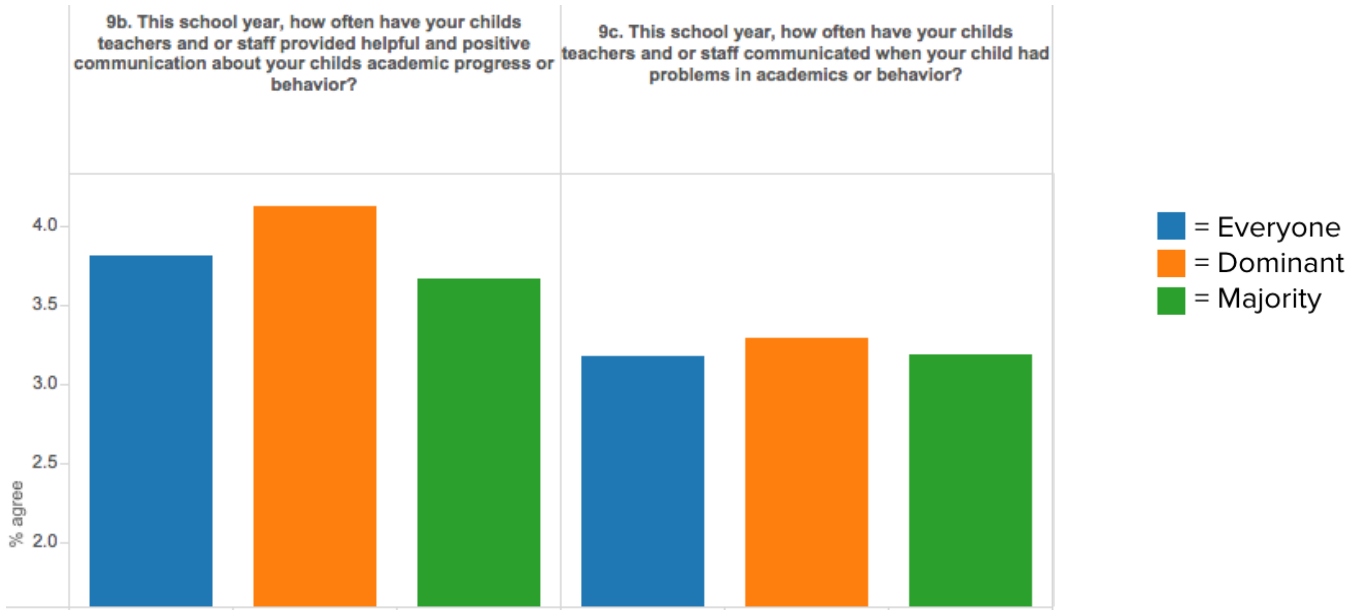
**2. Majority families feel negatively about some deeper aspects of parent engagement, including 1) that schools value their home culture, 2) that they have opportunities to influence decisions, and 3) that they can talking about concerns with school leadership.**

有關一些更深入的家長參與，大多數的家庭對有著負面的感覺，包括：1) 學校重視他們的家鄉文化，2) ，他們有機會影響決策，和 3) ，他們可以和學校的領袖談論他們所關注的事宜。



**3. Majority families receive the same number of negative calls about their children (right), but fewer positive calls about their children than dominant families (left).**

有關家庭接獲孩子負面消息的電話數量（右），大多數的家庭是相同的，但是相比佔優勢的家庭，他們較少接獲有關他們孩子的正面消息（左）。



**Notes & Reflections**  
筆記和反思