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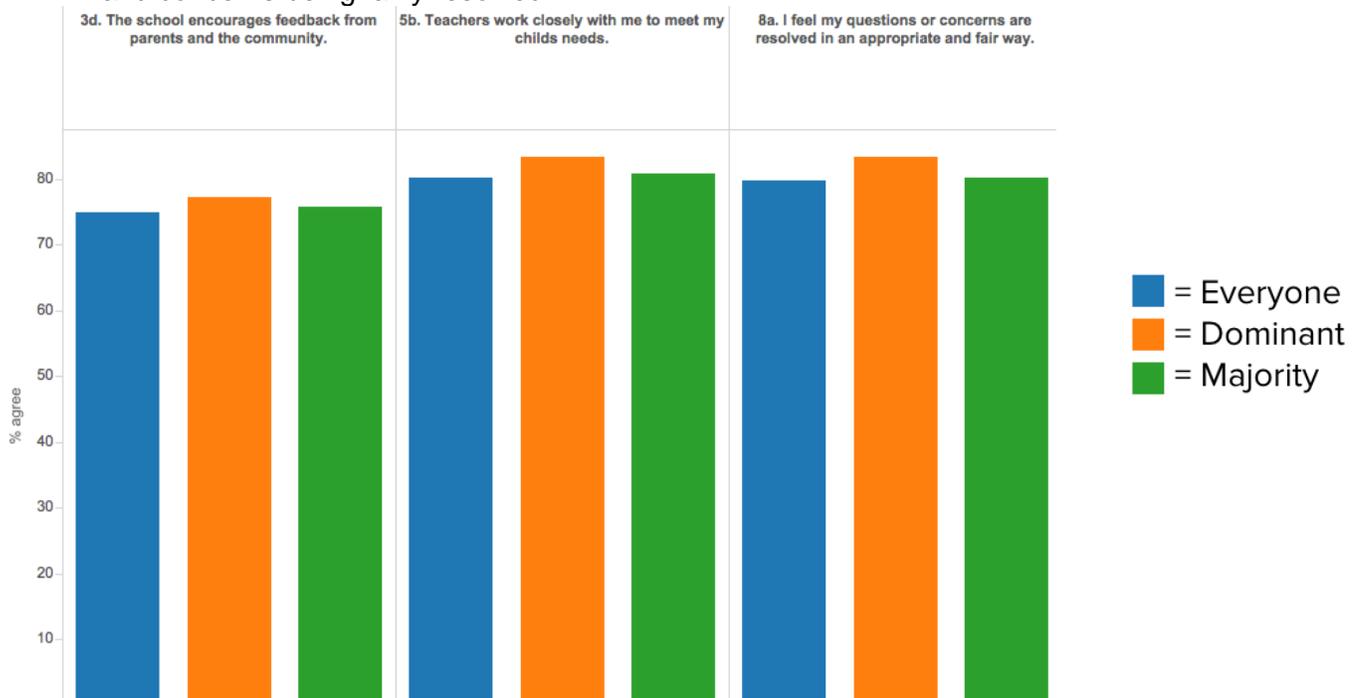
from Ishimaru & Lott, 2015, <https://www.education.uw.edu/epscl/>

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

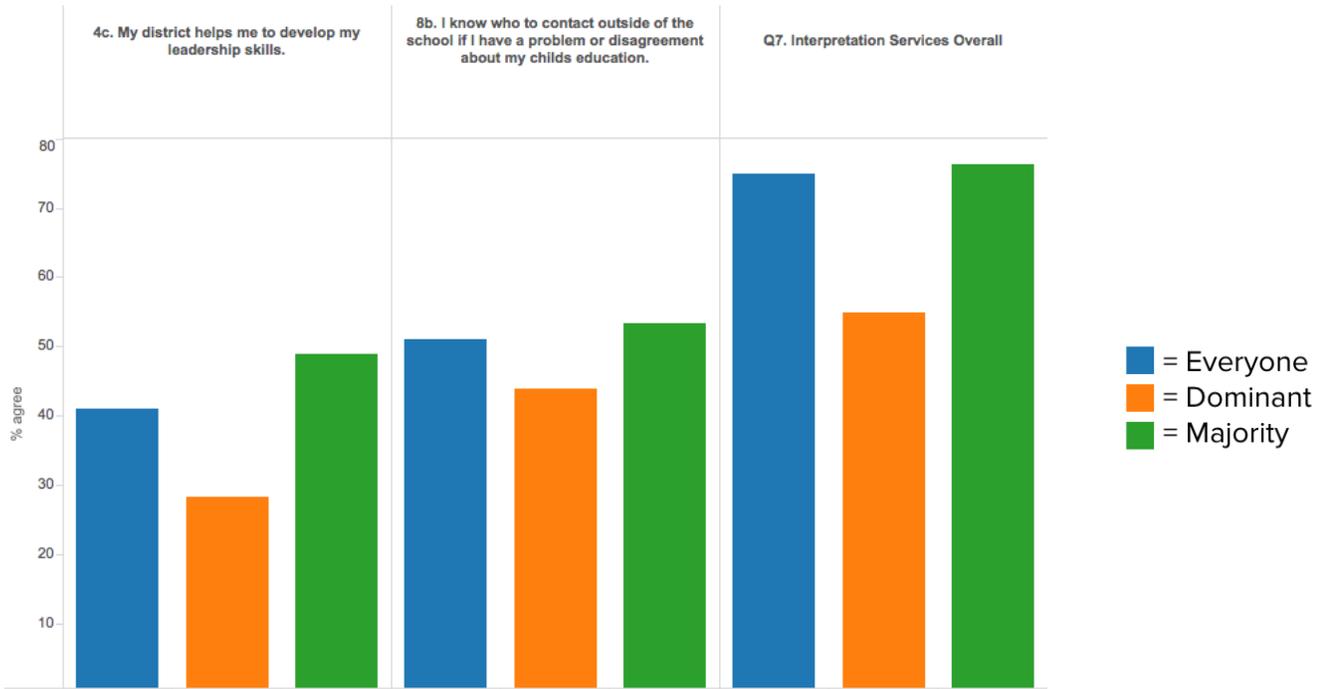
- 10 Languages online and in paper: Amharic, Chinese, English, Oromo, Russian, Somali, Spanish, Tagalog, Tigrinya, Vietnamese
 - 51.6% preferred a language other than English
 - 77.3% preferred paper
- 639 families who were:
 - primarily non-English speakers (61.6%) - 25 different primary home languages!
 - primarily people of color (82.2%)
 - primarily members of immigrant families (61.8%)
 - primarily families who were eligible for free and reduced price lunch (64.8%)
 - sending students to 38 different public schools
- Dominant vs Majority Families:
 - **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.*

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

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.

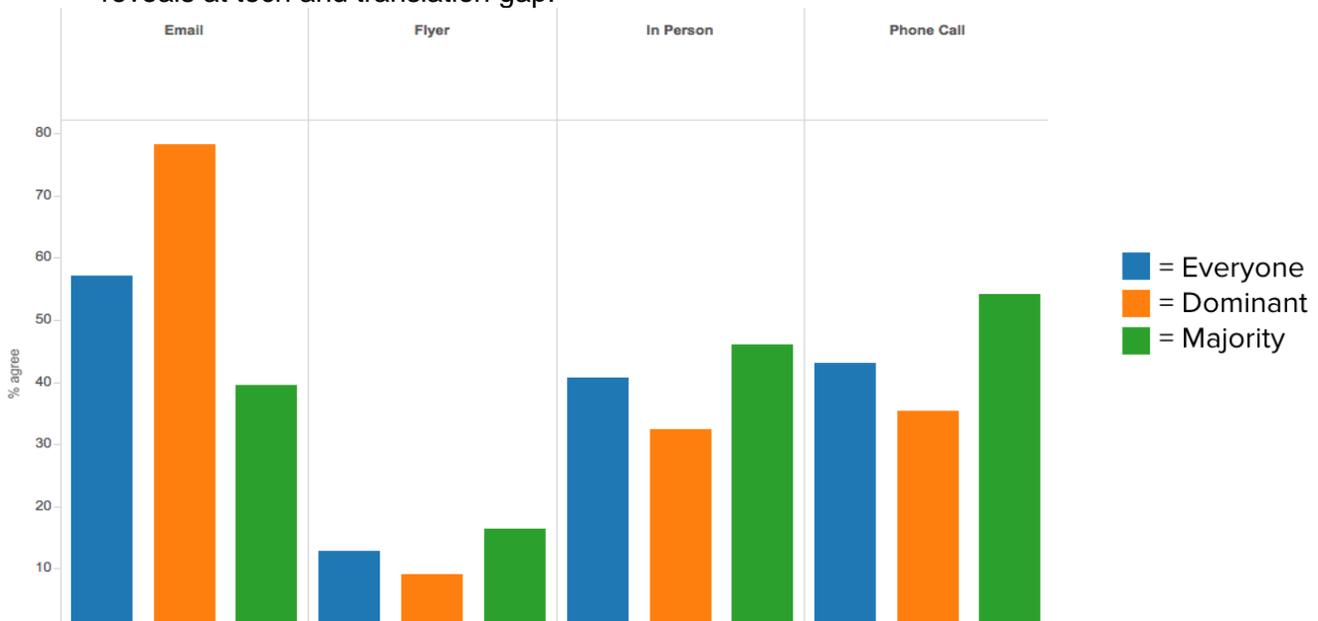


2. **Majority families were more positive than dominant families in certain areas.** These included (left to right below): 1) the district helping parents develop leadership skills, 2) families having an ally outside the school, and 3) families receiving interpretation services.

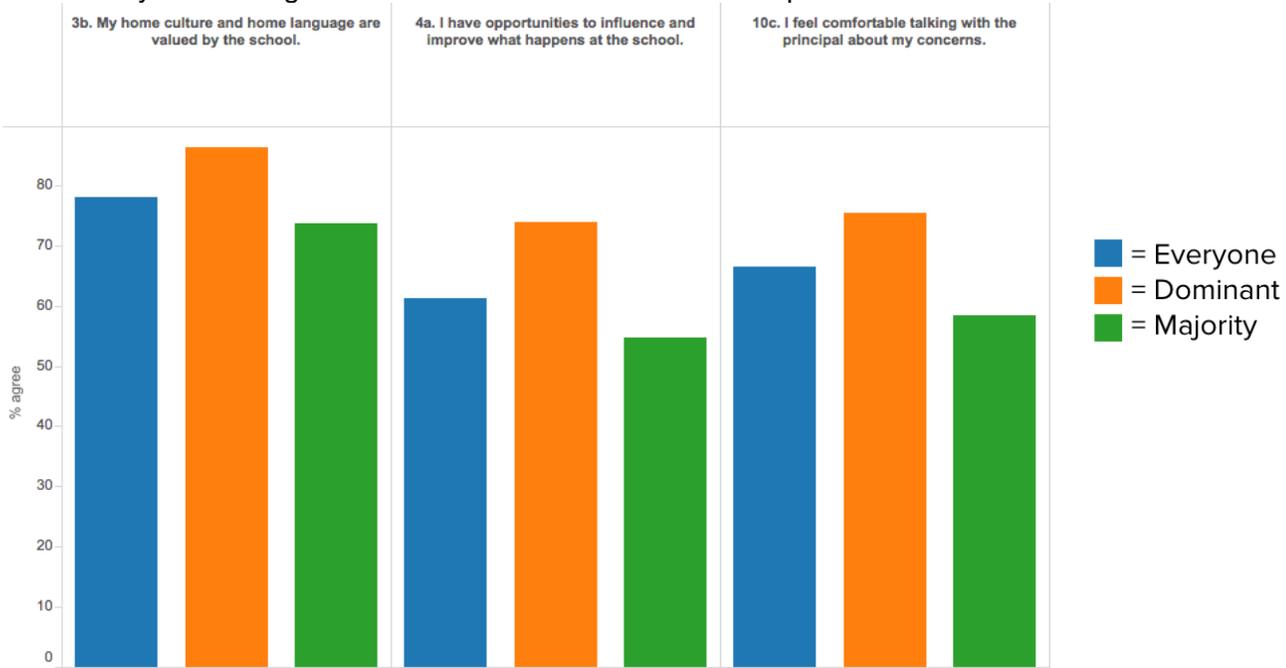


Big Finding #3: There is a lot more we can do to improve family engagement in Southeast Seattle.

- 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.



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.



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).**



Notes & Reflections