
A report from THE EQUITABLE PARENT-SCHOOL COLLABORATION RESEARCH PROJECT at the University of Washington
https://education.uw.edu/epsc
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Other publications in the EPSC series:

1. Data Inquiry for Equitable Collaboration: The Case of Neighborhood House’s Data Carousel
2. Building relationships, Bridging cultures: Cultural Brokering in Family Engagement Research Brief
3. Developing Common Parent Engagement Indicators (White Paper)
4. Charting a Course to Equitable Collaboration: Learning from Parent Engagement Initiatives in the Road Map Project (Case Studies)

Photos: Page 7, CCER/Road Map Project; Pages 11 & 17, courtesy of Mirya Muñoz-Roach, Centro Rendu

About the Road Map Project

The Road Map Project is a seven-district, cross-sector collaborative initiative in South Seattle/South King County focused on doubling the number of students on track to graduation or a career credential by 2020 (www.roadmapproject.org). Parent and family engagement is a key strategy for reaching the goal. The region includes 120,890 students, of which 59% are low income, 67% are students of color, and 16% are English Language Learners. The Road Map region includes Auburn School District, Federal Public Schools, Highline Public Schools, Kent School District, Renton School District, Seattle Public Schools (South Seattle schools only), and Tukwila School District.
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INTRODUCTION

Why Families in Education?

Decades of research suggest that strong relationships between parents, families, and schools are key to student success. But the typical approaches to involving parents through PTA meetings, parent-teacher conferences, and open houses are often less effective, especially for families from low-income communities of color. These “best practices” give parents information so they will change their behaviors and do what educators think is best for children. Although well-intentioned, this approach can send the message that parents do not have contributions with regard to what’s best for their children or how we might improve schools.

Our research in the Road Map Project — a seven-district cross-sector collaborative initiative — suggests that this old approach is limited in improving student success. Although there are no easy answers, we can reshape how parents, families, communities, and educators work together to create more equitable schools. Our research has begun to identify “next practices” that seek to develop knowledge, capacity, and relationships between schools and families to enable non-dominant families to become empowered agents in improving education alongside educators — both for their own children and that of their entire community. That’s equitable collaboration.

Purpose of this Guide

The Road Map Family Engagement Survey (see Appendix A for the full instrument) was developed for and by districts, community organizations, funders, and community leaders with the Equitable Parent-School Collaboration Project at the University of Washington. Three common indicators of family engagement form the basis of this survey. The aim of the survey is to provide actionable data to schools, districts, and community-based organizations to inform and improve their efforts to build equitable collaboration between families, communities, and schools. This User’s Guide is built on the common indicator development process, cognitive interviews in five languages, a Delphi prioritization study, and research piloting the survey in two Renton School District elementary schools, designated “Deep Dive 3” school-community partnerships by a federal grant (http://roadmapracetothetop.org). Based on this work, we recommend using this survey as part of a broader process of data inquiry aimed at creating more equitable educational systems and success for students.

The guide provides a description of each phase of data inquiry with examples and “lessons learned” from our pilot study, breakout “Data Crunchers” boxes for data analysts (such as an instructional coach or a district data analyst), and appendices with tools to support the work.
What’s Equitable Data Inquiry?

Within the current high-stakes accountability context, data is infrequently collected and used with other stakeholders to fuel organizational learning, particularly towards address inequities in educational systems, policies, and practices. Equitable data inquiry expands and prioritizes the kinds of data, data collection methods, collaborative analyses, and processes for using data as a tool to foster equitable learning environments. Guided by a set of design principles (see diagram below) that emerged from our research in the Road Map Project, this process moves beyond simply noting “gaps” in disaggregated test scores to:

• Highlight and prioritize addressing disparities in student and family experiences and learning opportunities;
• Build collaborative capacity, relationships, and leadership amongst both families and educators; and
• Transform how schools and school systems educate and serve children and their families.

Our research suggests that we understand problems more clearly and come up with better solutions when we ensure that those with less power traditionally have voice and influence in important decisions. Despite good intentions of educators, a history of poor follow-through by schools means some parents may be skeptical that schools will listen or act to improve. Equitable data inquiry seeks to repair that trust with a commitment to following through to enact real change towards more equitable learning environments for every student.

PRINCIPLES
of Equitable Collaboration
Weaving Together Families and Educators

COMMUNITY CAPACITY
Strengthen individual and collective capacity to improve schools

AUTHENTIC RELATIONSHIPS
Build relationships among families and between families and educators

FAMILIES AS EXPERTS
Center family experiences and stories as sources of knowledge, expertise, and solutions

EDUCATORS AS LEARNERS
Position educators as learners working to improve their practice

BALANCED POWER
Attend to power imbalances and plan for equal voice and influence

FAMILY-DRIVEN GOALS
Begin with and prioritize family goals and concerns
Data Inquiry for Equitable Collaboration

1. Question
Convene a leadership group to initiate the process. Why are we doing this? Who do we work with? What questions do we have and how will we use what we learn?

2. Prioritize
What data or process will best help us attend to equity and answer our questions?

3. Engage
Draw on cultural brokers and existing leaders to reach out to stakeholder groups and invite their participation.

4. Make Sense
Share data. Collaborate with stakeholders to make sense of it. What does the data tell us? What other questions do we have?

5. Strategize
Reconvene and expand leadership group. What did we learn? What are the next steps?

6. Act
Change policies or practices. Leverage new relationships. Discover new questions for further inquiry.

Figure by Research Designers, http://researchdesigners.com/ © Copyright 2015, University of Washington
Stage 1: Question

Convene a leadership group to initiate the process. Why are we doing this? Who do we need to work with? What questions do we have and how will we use what we learn?

**GOAL:** Create a shared understanding of organizational/school needs and the goal for using the survey with leaders in the process.

**WHO:** leadership team of principals, district leaders, community-based organization (CBO) leaders, data analysts, parents, and other key individuals who make decisions about the organization.

**WHY:** When organizational leaders develop a clear and explicit understanding of why and how they want to use the family engagement survey, they can more effectively achieve their goals for organizational improvement.

**HOW:** This first stage of questioning builds a foundation for the data inquiry and may take at least two meetings (see Appendix C for tools):

**Planning Meeting 1:** This first meeting is an opportunity to: 1) develop a shared understanding of why we are using this survey and how we will commit to acting on the data that results; and 2) understand what we are currently doing to foster equitable collaboration with families as a basis for improvement (see Appendix C, Tool 1).

Between meetings: Your current organizational data may tell you little about how students, families, and communities experience the school or district. Informal conversations with parents, families, and community partners can offer valuable insight into the needs and interest of their respective communities. This is also an opportunity to identify individuals whose leadership could be drawn on during survey implementation (Appendix C, Tool 2).

**Planning Meeting 2** – Discuss what everyone heard from the community and identify a few key common issues that can be addressed through this process. Who do you have sitting at the table and who else should be included (see Appendix C, Tool 3)? Decide which indicators you would like to use in your survey. The Road Map Project hopes that everyone in the region who implements the survey will use the first three indicators of parent engagement as common regional measures of parent engagement. We recommend that you consider what you heard from the community and add no more than one of three optional indicators (see “Data Crunchers” box).
What Happened: The Renton Pilot

The initial leadership team in Renton included the principals from the pilot schools, district leaders, a teacher leader, and community partners from YMCA, King County Libraries, and other support service providers. The district lead introduced the survey and tied it to the broader Deep Dive 3 school-community partnership efforts and asked if there were additional CBOs that needed to be part of the leadership team from our Latino community. The team discussed the different family contexts at the two pilot schools, the importance of hearing from as many families as possible to inform their efforts, and their commitment to following through on what they learned. They asked that CBOs from the Latino community be invited to partner. As a result, the district lead asked three additional CBO partners to join the team that would bring strong advocacy for Latino families, as well as students with disabilities. The leadership team was then redefined to include new members. They brainstormed strategies for survey implementation that could integrate with other activities at the school.

Lessons Learned:

1. Having community partners at the table in the beginning — especially from underserved communities — can shift the questioning and planning process in important ways.
2. Communicate clearly and early in the process the purpose of the survey to teachers and assure them that the data will not be used for evaluative purposes.
3. More data isn’t always best because families may be less likely to complete a long survey.

Data Crunchers

The Road Map Project has identified three “common” indicators of parent/family engagement (see Appendix A):

1. Parent/Family Knowledge and Confidence (Questions 1 & 2, 8 items),
2. Welcoming and Culturally Responsive School Climate (Question 3, 8 items), and
3. Parent/Family Decision-Making and Influence (Question 4, 4 items).

(See Toward Equitable Parent-School Collaboration: Developing Common Parent Engagement Indicators for more information on how these indicators were developed.)

Three additional indicators serve as a “menu”; we recommend you select one (see Appendix B):

- Family-Educator Trust (5 items)
- Family-School Communication (16 items)
- Principal Leadership for Engagement (5 items)

You are the data expert so be prepared to answer questions about the current state of parent engagement data for your school, community, or district. What questions and what type of questions are being asked? What formats (e.g. online versus survey) have been used? What are the response rates overall and by group? What are the strengths and limitations for the existing data? How will you share the data with families? Come as an engaged listener to see what next data practices can be developed to extend your current practices.
**Stage 2: Prioritize**

**What data or process will help us attend to equity and answer our questions?**

**GOAL:** Make collective decisions about the plan for when and how to collect survey data.

**WHO:** Leadership team (from the Question stage) with additional parent leaders and community partners.

**WHY:** A detailed plan can ensure aligned and strategic data collection. Parents/community leaders bring insider knowledge about their respective communities and can be crucial in identifying culturally appropriate strategies to reach out to historically marginalized populations.

**HOW:** Typical climate surveys only get 10-20% response rates from parents, which is not a representative view of parent/family experience because the most privileged or parents tend to be most comfortable responding. In order to better represent our community and increase the response rate, particularly from non-dominant families, your plan might address the following:

**Teachers:** Teachers can be pivotal in these efforts, as they are often the most direct contact between families and the school. As a result, they often have a better understanding of family needs. We suggest allocating time at a staff meeting to discuss the survey and enlist teacher ideas and support as partners in this process.

**Cultural Brokers:** Cultural brokers are individuals who act as bridges between schools and diverse families (See Cultural Brokers Brief). Parent leaders, school staff, and staff from community-based organizations can act as cultural brokers to provide knowledge, resources, and networks specific to marginalized communities, that can inform more culturally-relevant strategies (see text box below).

**Timing:** Implement the survey no sooner than late fall or early winter, after families have had time to interact with their teachers. Identify a window of at least 3 weeks that either does not conflict with other activities that require family attention or that can strategically take advantage of them.

**Method:** We recommend making both online and paper copies of the survey available. Online surveys are easier to manage, but the majority of families in the pilot schools preferred to complete a paper survey. Paper copies are easy to hand directly to families, and can be completed in more than one sitting.

**Language:** Work with teachers, instructional aides, and parent leaders to identify which languages the survey should be made available in. We currently have surveys translated in English, Spanish, Vietnamese, Russian, and Somali. Think about your organization/school populations and literacy levels. If you require a language other than those 5, determine how translation will occur.

**Confidentiality:** Families will be more comfortable responding honestly to the survey questions if they are confident their responses will not be identifiable. Teachers and principals should never be able to identify who answered any given survey. Also it is important to clearly communicate to parents that a family survey is NOT a test and that honest responses based on their own experience are most helpful.

**Communication:** Organizational leaders can share the work from the planning meetings (from the Question stage) so all stakeholders have a clear understanding of the goals, purpose, and rationale for engaging in this work. Discuss and agree
What Happened: The Renton Pilot

Culturally-specific community partners played a key role in recruiting Latino/a parents and integrating their leadership throughout the process. Centro Rendu and other community partners collaborated to host a Latino family heritage and education event at Kiwanis Park, across from Honey Dew Elementary, just before school started. At the event, Spanish-speaking community partners talked with parents about their questions, issues, and concerns, and identified potential parent leaders. They followed up with personal phone calls and organized another community meeting (at Kiwanis Park) to enlist parent help in outreach to other Latino families around the survey data collection. At this meeting, the mothers discussed how surveys in students’ backpacks often get lost and robocalls get disregarded. They recommended culturally-relevant data collection strategies, such as:

- Having parent leaders organize small gatherings with families in their neighborhoods or apartment buildings to fill out surveys.
- Organizing events in schools to complete surveys in groups.

Some of these parents later took leadership in the survey implementation. One parent leader met parents outside the school during drop off and pick up times to talk about the importance of having their voices heard by filling out the survey. Other parents collaborated with community partners at two after school events geared to provide a collective setting to complete the survey.

Lessons Learned:

- Involve parents from the beginning when decisions about the administration of the survey are made.
- Have opportunities for families to complete surveys collectively.
- Provide opportunities for parent leaders and community partners to learn about the survey and its purpose prior to data collection.

Data Crunchers

As your team finalizes which indicators to include in the survey, there are several data considerations to balance. In general, we strongly recommend that you adopt indicator items in their current form. If your team is adding a customized indicator, review the literature to adopt or adapt survey questions. If possible, consider using cognitive interviews with community members to ensure a clear understanding of individual items and the overall survey. This is especially important if translations beyond our five versions (English, Spanish, Vietnamese, Russian, and Somali) are required. Additionally, as you prepare to collect data, be sure that you are familiar with the sample population in order to calculate the response rate. How many households will be surveyed? How many households are there by home language, by free lunch status, etc.? Who might be strategic partners that can help you with data collection and management?
Stage 3: Engage

Draw on cultural brokers and existing leaders to reach out to stakeholder groups and invite their participation

**GOAL:** Collect data from as many parents/families as possible.

**WHO:** Leadership team (from the Question stage), cultural brokers, e.g., family & community members (from the Prioritize stage), plus interpreters, para-educators from schools, teachers, parent facilitators, community volunteers, etc. — people who will be directly involved in the data gathering process.

**WHY:** Cultural brokers and existing informal parent or community leaders play a key role in communicating with and supporting other families, especially those for whom surveys may be unfamiliar. They not only help families with technical questions around how to fill out the survey but most importantly why it is important for them to voice their views/opinions in this particular way. In addition, cultural brokers and existing leaders use their rich community networks to get the word out which can contribute to increasing survey completion rates.

**HOW:** The launch of the survey is a key moment to convey the goals/purpose of the survey to all participants in the school community — teachers, family, staff — so there is clear communication that this is not an evaluation and the data gathered will not identify individual students, families, or teachers. We suggest the following:

- **Meet with facilitators** (small group at each site comprised of school staff/parent/community partners responsible for collecting completed surveys, troubleshooting any issues) at each collection site to reiterate these goals and purposes prior to survey administration.

- **Identify parent leaders and community partners** who monitor and facilitate the data collection at their respective site. Furthermore, these individuals would be responsible for collecting paper surveys and ensuring that they remain anonymous.

- **Set a midpoint “check-in”** with all the cultural brokers, facilitators, organizational leaders, and key stakeholders in order to review response rate data, evaluate the engagement strategies underway, and make any changes to data collection plans.
What Happened: The Renton Pilot

The two pilot schools engaged in data collection for about six weeks. A data collection team integrated by the RTT coordinator, a Latino outreach expert/consultant, a community partner, and a Latina parent leader was responsible for: organizing data collection activities and providing the necessary materials, integrating parent leadership in the process, sending out reminders, maintaining the flow of information, and tracking the overall number of surveys being turned in to provide weekly updates about progress. The two pilot schools implemented an array of conventional and culturally responsive strategies (See Appendix D).

Lesson Learned:

- Safeguarding parents’ confidentiality is crucial.
- Designate a central point person who can be in and out of schools and can coordinate outreach efforts, survey distribution and pickup.
- Track and share response rates weekly or at least halfway through the process to provide feedback on strategies and participation.

Data Crunchers

As data collection begins, listen for evidence of variation in how survey administration occurs and survey questions are interpreted by participants. Work to ensure consistency in survey administration both from the data collectors’ and participants’ perspectives.

Are data collection rates by underrepresented groups proportional to their overall population in the school? If not, what strategies can be used to recruit participants from underrepresented groups?

- What factors might explain differential response rates?
- Recognize and communicate to the leadership team that inconsistencies in administration and interpretation represent confounding influences on the data and will limit interpretability.
Stage 4: Make Sense

Share data. Collaborate with stakeholders to make sense of it. What does the data tell us? What other questions do we have?

**GOAL:** Collectively engage with the survey results and identify two or three actionable pieces of data from the survey data for focused inquiry and action.

**WHO:** Leadership team including organizational leaders, parent leaders, community partners, and cultural brokers.

**WHY:** Data analysts can help with cleaning and organizing the data, but sharing the data with a wide range of stakeholders (including parents/families/community leaders) results in a richer understanding of the data from multiple perspectives. For instance, parents may notice something different and/or offer an alternative interpretation than what school personnel would.

**HOW:** We suggest a convening of the original leadership team to critically examine the data together. Consider using the following questions: Were we surprised by the data? What does the data tell us? What does the data not tell us? What other questions do we have? What else do we need to know? Engage in discussions around the themes that are coming up relative to your previously identified goals. How does this data align/compare/contrast with what we want to know? The end result of this phase is to collectively prioritize what is “most important” from the data. We suggest choosing 2-3 pieces of data that you have the capacity to follow-through on and take action. Be transparent with your cultural brokers on the leadership team’s next steps.

**What Happened: The Renton Pilot**

The UW team analyzed the data and shared an overview of the results (See Appendix E) with the initial leadership group (from the Question stage) and others stakeholders including: school and district leaders, community partners, and representatives from Community Center for Education Results (CCER), Puget Sound Educational Service District (PSESD), and the City of Renton. Charts were useful to illustrate key findings that highlighted both strengths and areas for improvement (see below for an example of a data display).

As the team engaged with the data, we noticed that various stakeholders were focusing on different aspects of the findings. For instance, one of the school leaders noticed that access to community resources was not as strong despite school’s efforts such having family liaisons, having community resource tables at the gym, and having flyers near the office. Another member suggested that in moving forward it might be helpful to convene a focus group with parents in the school to better understand some of these issues that has surfaced in the survey. One of the school principals talked about how the results overall were consistent with school data gathered in the past and seemed concerned about the minimal progress made over the years.

**Lesson Learned:**
- Attend to power dynamics as the group makes sense of the data and frame the process as an opportunity for school or organization-wide growth, rather than a way to assign blame.
- Having an expanded group of stakeholders can help preclude: 1) feeling overwhelmed and discouraged by the results or 2) feeling satisfied that nothing needs improvement.
Data Crunchers

Making sense of data requires as much real world relevance as statistical know-how. After receiving the completed surveys, consider scanning them into shareable PDF files. These can then be shared with data entry companies who will provide you with a complete data file (e.g. Excel, ASCII, SPSS). Data entry companies typically charge an initial file creation fee and then a per case charge, totaling around $0.25 - $0.50 per case depending on single entry or double-blind entry. If possible, ensure that the data entry company uses verification processes to double check data entry.

Statistical analyses often result in outputs that will be difficult to explain to practitioners, parents, and community members. Given the number of grouping variables and question items, it can be easy to overwhelm your audience with figures and tables. We recommend using percentages and bar charts when possible (for data table templates, visit https://education.uw.edu/epsc/publications). You might start by providing only an overview and asking the leadership team what they would like to dig into further to guide additional analyses. You can provide summary statistics across all constructs for your entire sample, then demonstrate how results differ by home language, race/ethnicity, or free and reduced price lunch.

Special Note: Racial and ethnic identities are increasingly complex but important dynamics for respondents and researchers to examine, given racial disparities in educational opportunities and outcomes. We suggest following the recommendations of Ann Curry-Stevens of Portland State University and the Coalition of Communities of Color (coalitioncommunitiescolor.org). This includes providing as many racial and ethnic categories as possible as well as allowing respondents to select multiple categories. During analyses, we recommend presenting descriptive tables for each racial and ethnic group including data from all respondents who listed that particular racial or ethnic group, even though this may over-count certain individuals. Descriptive reports should not lump groups together (e.g. Asian and Pacific Islander or African American and African Immigrant). Be aware, however, that significance testing cannot be used in these situations, as this analytic strategy violates fundamental assumptions of significance testing including homoscedasticity and independence. Also, avoid sharing findings for groups with fewer than 5 respondents in a group as those individuals can then be identified with the data.
Stage 5: Strategize

Reconvene and expand leadership group. What did we learn? What are the next steps?

**GOAL:** Integrate survey action items with existing efforts, including clearly defined strategies for achieving goals.

**WHO:** Organizational leaders (expanded group) and district leaders.

**WHY:** Schools have many other competing demands, but achieving equitable schools and systems requires meaningful parent and family engagement that goes beyond a checkbox on an improvement plan. To realize the promise of families as collaborators in student success, this work must be integral to the core work of schools or other organizations.

**HOW:** At these meetings, we connect the survey findings to our family engagement goals and decide what changes or improvements to make. Having traditionally marginalized parent leaders at the table helps prioritize areas in need of improvement and leverage their leadership in the work. But school or district leaders must be central in taking the work to the next level. Questions to consider include: what did we learn? How do we move forward? What human/material resources do we have or need? We suggest having a written plan for implementation as well as documentation for how we will hold each other accountable to make progress on our goals and keep this work a priority.

**What Happened: The Renton Pilot**

The two pilots schools have undertaken different efforts to make decisions collectively about what the next steps ought to be for their family engagement work. In one school, the principal is sharing the data with the school leadership team. In the second school, the principal is convening a community council to engage around the data. She noticed parents’ limited knowledge of community resources and wanted to convene a focus group to better understand how parents understood these resources and what barriers they were encountering. A community council can be a space to not only share survey results with families and community partners, but also to collectively prioritize areas for improvement and identify the resources and expertise that might be needed.

**Lessons Learned:**
- Revisit the self-assessment tool as you develop a plan for addressing data findings.
- Develop a plan for implementing policies and practices that address the findings of interest.
Data Crunchers

Remember how we said that different audiences will interpret the same findings in different ways? Appreciate now that those audiences also have different levels of power in effecting systemic change. As leadership group members discuss different ways of interpreting the data and then different ways to follow-up, seek to ensure that all group and community members have equal access to making sense of the data and input on solutions. This means transparency with the data, ability or access to assistance to understand the data and how it is being used to advocate for the status quo or specific strategies. Across all users, ensure that attempts to link the analyses to next step strategies and actions are valid based on both what data were collected and from whom the data were collected.
Stage 6: Act

Change policies or practices. Leverage new relationships. Discover new questions for further inquiry.

**GOAL:** Take action and share back the work with stakeholders

**WHO:** Leadership team and cultural brokers

**WHY:** This stage is critical to (re)building trust with families. If this step never happens, schools and leaders may inadvertently communicate that the concerns and experiences of families do not matter. This dynamic can make the school seem unwilling to listen to families and engage with them to improve the school.

**HOW:** Share the results of the survey with your broader community and identify the pieces you will be taking action on. Set goals around these actions and re-convene the leadership team periodically to ensure you are making progress.

What Happened: The Renton Pilot

The Renton pilot resulted in strong evidence that continued refinement between central office and school leadership are critical when implementing a survey or any initiative that requires several moving parts, along with culturally responsive leadership actions. The school leaders weighed in on the initial launch of the survey but throughout the survey window there were times that the central office and/or the school leaders made well-intended decisions without clearly communicating how these actions might impact the results either positively or negatively. Community-based partners offered several ideas about outreach and assisted when possible, but many of the ideas were not taken up, for resource and other reasons. Two to three cultural brokers identified through this process continued on to support additional parent outreach in the school.

**Lessons Learned:**
- Small actions can send important signals to families.
- Schools and districts juggle many competing initiatives, and this work can contribute to improving school-community relations and student learning only if it is a priority.
- Mutual ownership between central office and school leadership is critical.
In addition to ensuring that findings aren’t overgeneralized as previously discussed, your “act” as a data analyst is to facilitate ongoing data collection from both the existing sample and from a broader sampling frame. That is, who was missing from your sample or underrepresented? Future data collection should oversample from these groups. Having more data from more sources over extended periods of time can help us to appreciate cyclical changes in how parents perceive school-parent engagement over time as well as if there are general trends across schools or within specific community groups. Be aware, though, that additional considerations may be required as new groups of parents and parents from new schools are surveyed. These might include new translations, additional survey recruitment strategies, and different interpretations of survey questions and results.

Notes

1. We use the term “parents” broadly to include all types of biological and non-biological parents, families, and primary caregivers who support a child.


6. Large, community-based organizations (e.g., YMCA, Boys and Girls Club) may be easier to access and have greater organizational capacity, but culturally-based grassroots organizations can often leverage existing relationships and cultural practices that reflect your student population.

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Appendix A: Family Engagement Survey

This version of the survey was used in the pilots described here. You can find Spanish, Vietnamese, Russian, and Somali versions of this survey at https://education.uw.edu/epsc/publications as well as a revised English version of the survey that reflects minor improvements to the instrument based on the pilot. The improvements are not yet reflected in the other languages.

Dear Parent/Family,

This information is being collected as part of the continuing effort to understand your experiences with school staff and other parents at your child’s school. Your responses on this survey will help us create better relationships between you, the teachers, the principal, and other parents at your child’s school. Your responses are voluntary and will be confidential. You will not be individually identified. No one will know how you answered, and there will be no follow-up contact from the school. Please think about your child(ren) who attend this school as you respond. Thank you for your participation.

Parent/Family Knowledge and Confidence

<table>
<thead>
<tr>
<th>Question 1. Please mark the extent to which you disagree or agree with each of the following statements:</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I know special programs available at school or the district to help my child.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I know how well my child is doing academically in school.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I understand the steps my child needs to take in order to go to college.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I know the community resources to help my child.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. I know who to talk with at school regarding my concerns or questions about my child’s education.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 2. Please mark your level of confidence about each of the following statements:

<table>
<thead>
<tr>
<th>Question 2. Please mark your level of confidence about each of the following statements:</th>
<th>Not Confident At All</th>
<th>Neutral</th>
<th>Extremely Confident</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I feel confident in my ability to support my child’s learning at home.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I feel confident in my ability to make sure my child’s school meets my child’s learning needs.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Welcoming and Culturally-Responsive School Climate

<table>
<thead>
<tr>
<th>Question 3. Please mark the extent to which you disagree or agree with each of the following statements:</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am greeted warmly when I call or visit the school.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. My home culture and home language are valued by the school.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I trust staff/administrators at my child's school.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teachers work closely with me to meet my child's needs.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. I am invited to visit classrooms to observe teaching and learning.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The school encourages feedback from parents and the community.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. This school provides opportunities to strengthen my child's cultural identity.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. At this school, staff and parents are able to overcome cultural barriers.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
Parent/Family Influence and Decision-Making

**Question 4. Please mark the extent to which you disagree or agree with each of the following statements:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am involved in making the important decisions in my child's school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. I have opportunities to influence what happens at the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. My school or district helps me develop my leadership skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. My school involves me in meaningful ways improving the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Demographics

This section is optional. Your responses are voluntary and will be confidential. You will not be individually identified.

**Question 5. What is your primary language? (Mark only one)**

- English
- Mandarin
- Swahili
- Amharic
- Mien
- Tagalog
- Arabic
- Nepali
- Thai
- Burmese
- Oromo
- Tigrinya
- Cambodian
- Punjabi
- Toishanese
- Cantonese
- Russian
- Tongan
- Cham
- Samoan
- Urdu
- Ilocano
- Somali
- Vietnamese
- Laotian
- Spanish
- Other (please specify): _______________________

**Question 6. Gender. (Mark only one)**

- Male
- Female
- Other (please specify): ______________

**Question 7. What year were you born? _____________**

**Question 8. Please mark a number to as many boxes as appropriate.**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre-k and below</th>
<th>Kindergarten-5th grade</th>
<th>6th-8th grade</th>
<th>9th-12th grade</th>
<th>Over 18 years old (not in high school)</th>
<th>Under 18 years old (not enrolled in school)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many children do you have in the following grades?  

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre-k and below</th>
<th>Kindergarten-5th grade</th>
<th>6th-8th grade</th>
<th>9th-12th grade</th>
<th>Over 18 years old (not in high school)</th>
<th>Under 18 years old (not enrolled in school)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many adults live in your household?  

<table>
<thead>
<tr>
<th>Number of Adults</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Over 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| How many children do you have in the following grades?  
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre-k and below</th>
<th>Kindergarten-5th grade</th>
<th>6th-8th grade</th>
<th>9th-12th grade</th>
<th>Over 18 years old (not in high school)</th>
<th>Under 18 years old (not enrolled in school)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many adults live in your household?  

<table>
<thead>
<tr>
<th>Number of Adults</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Over 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 10. Please mark your response

<table>
<thead>
<tr>
<th></th>
<th>Some grade school</th>
<th>Some high school</th>
<th>Graduated high school</th>
<th>Some college/trade/technical school</th>
<th>Graduated college/trade/technical school</th>
<th>Graduate/Professional</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the last grade you completed in school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 11. What is your race/ethnicity? Mark as many boxes as appropriate.

- [ ] American Indian and Alaska Native (1)
- [ ] Black or African American
- [ ] Native Hawaiian
- [ ] Asian or Asian American (2)
- [ ] African
- [ ] Guamanian or Chamorro
- [ ] Chinese
- [ ] Latino/Hispanic
- [ ] Samoan
- [ ] Filipino
- [ ] Mexican
- [ ] Other Pacific Islander
- [ ] Please specify your origin or country:
- [ ] Japanese
- [ ] Central American
- [ ] White and European American
- [ ] Korean
- [ ] South American
- [ ] Ukrainian
- [ ] Vietnamese
- [ ] Caribbean
- [ ] Russian
- [ ] Southeast Asian (India, Pakistan, Bangladesh, Nepal, Sri Lanka)
- [ ] European
- [ ] Other Asian:
- [ ] Middle Eastern/North African (2)
- [ ] Other (Please specify):

(1) What is your tribal affiliation?

(2) Please specify your origin or country?

Question 12. What is your annual household income before taxes?

- [ ] Less than $10,000
- [ ] $10,000-$14,999
- [ ] $15,000-$24,999
- [ ] $25,000-$34,999
- [ ] $35,000-$49,999
- [ ] $50,000-$74,999
- [ ] $75,000-$99,999
- [ ] $100,000+

Question 13. Please mark all that apply to you.

- [ ] I arrived in the USA as a refugee or asylum seeker.
- [ ] I was born in the USA and/or USA Territory.
- [ ] My parents were immigrants to the USA
- [ ] I am an indigenous person (meaning your ancestors were original peoples of any nation conquered or colonized by others)
I am an immigrant to the USA.

If you are an immigrant, please answer Question 14.

**Question 14. How long have you lived in the USA? (Please mark only one).**

☐ Less than 8 months

☐ 8 months to less than 5 years

☐ 5 years to 15 years

☐ More than 15 years

☐ Not applicable

**Question 15. Please add any additional comments:**
Appendix B: Additional Indicators

These are the three additional indicators. We recommend you select one to add to the family survey instrument. Make sure you adjust the numbering of the questions.

- **Family-Educator Trust (2 questions, 5 items)**
- **Family-Educator Communication (9 questions, 16 items)**
- **Principal Leadership for Engagement (1 question, 5 items)**

### Family-Educator Trust

<table>
<thead>
<tr>
<th>Question 1. Please mark your response</th>
<th>Not at All</th>
<th>Neutral</th>
<th>To a Great Extent</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To what extent do you feel respected by most of your child's teachers?</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2. Please mark the extent to which you disagree or agree with each of the following statements:</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers and/or staff at this school treat parents as equal partners in educating children.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I feel my input is valued by most of my child's teachers.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teachers and/or staff at this school work hard to build trusting relationships with families.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teachers and/or staff at this school really try to understand families' problems and concerns.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Family-Educator Communication

<table>
<thead>
<tr>
<th>Question 1. Please select TWO answers for each question:</th>
<th>Personal phone call</th>
<th>Automated phone call</th>
<th>E-mail</th>
<th>Phone text message</th>
<th>Newsletters</th>
<th>Written notes</th>
<th>In person</th>
<th>Flyer / announcement</th>
<th>School website</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What are the top 2 MOST COMMON WAYS your child's teacher or school communicates with you about your child's education? (Select two)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. What are the top 2 BEST WAYS you prefer that your child's teacher or school communicate with you about your child's education? (Select two)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify):
Question 2. My home language is English.

- Yes
- No

If NO, please answer questions 3-5.

Question 3. Please mark your response

<table>
<thead>
<tr>
<th>I know how to access interpretation services for my family</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Question 4. Please mark your response

<table>
<thead>
<tr>
<th>How satisfied are you with the quality of interpretation services at this school?</th>
<th>Very Unsatisfied</th>
<th>Neutral</th>
<th>Very Satisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Question 5. Please mark your response

<table>
<thead>
<tr>
<th>I know someone at the school who will assist my family and me in our home language in resolving questions and concerns regarding my child.</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

If yes, please continue with question 6.

Questions 6. Please mark the extent to which you disagree or agree with each of the following statements:

<table>
<thead>
<tr>
<th>I feel my questions or concerns are resolved in an appropriate and fair way.</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This school year, I feel that my child’s teacher is available when I need to talk to him/her.</th>
<th>Strongly Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Question 7. Please mark your response

<table>
<thead>
<tr>
<th>How often have you talked with a teacher or other adult at your child’s school to share with them important information about your child’s academic progress?</th>
<th>Never</th>
<th>Once</th>
<th>Two or three times a year</th>
<th>Four to Six times a year</th>
<th>Once a month</th>
<th>About once a week</th>
<th>Almost daily</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 8. Please mark the extent to which you disagree or agree with each of the following statements:

<table>
<thead>
<tr>
<th>My child's teacher or school helps me understand what I can do to help my child learn.</th>
<th>Strongly Disagree</th>
<th>Neither Disagree Or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The school helps me to build relationships with families who SHARE my home language and/or culture.</th>
<th>Strongly Disagree</th>
<th>Neither Disagree Or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The school helps me to build relationships with families who DO NOT SHARE my home language and/or culture.</th>
<th>Strongly Disagree</th>
<th>Neither Disagree Or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
Question 9. Please mark how often your child’s school communicates with you in each of the following questions:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once</th>
<th>Two or Three times a year</th>
<th>Four to six times a year</th>
<th>Once a month</th>
<th>About once a week</th>
<th>Almost daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. This school year, how often have your child’s teachers and/or staff provided helpful and positive communication about your child’s academic progress?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>b. This school year, how often have your child’s teachers and/or staff communicated with you about your child’s positive behavior?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>c. This school year, how often have your child’s teachers and/or staff communicated with you when your child had problems in academics?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>d. This school year, how often have your child’s teachers and/or staff communicated with you when your child had problems in behavior?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Principal Leadership for Engagement

Questions 1. Please mark the extent to which you disagree or agree with each of the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Neither Disagree Or Agree</th>
<th>Strongly Agree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The principal at this school makes a conscious effort to make parents and community members feel welcome at this school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. The principal at this school seeks and uses parents and community members’ ideas and suggestions to improve the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. I feel comfortable talking with the principal about my concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. The principal at this school is responsive to my concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. The principal at this school creates opportunities for parents to be equal partners in achieving school goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix C: Question Stage
Goals & Self-Assessment Tool

Tool 1 for First Meeting:
In this initial meeting define the goals and purpose for doing this survey and data inquiry process. Next, take time to do some baseline reflection and assessment of your team.

GOALS and PURPOSE

How would you define the goals and purpose of this survey?

How can this survey data be used to improve family engagement in your school, district, or agency?
SELF-ASSESSMENT

What are you currently doing to support parent and family knowledge and confidence?

What are you currently doing to create a welcoming and culturally responsive climate?

What are you currently doing to ensure that parents and families are in positions of decision making and influence?

Who is at this meeting? To what extent do those at the meeting represent the cultural, racial, special needs, and other identities of students and families in the school?
Appendix C: Question Stage
Community and Family Open-ended Questions

Tool 2: Between meetings:
Open ended questions and the value of listening

Everyone has a story to tell and often times all it takes is some open ended questions and a listening ear to begin to get a sense of how students, families, and communities experience the school or district. Personal experiences of families can help create a better understanding of key issues that are of interest to multiple stakeholders and community members.

These are some questions that members of the leadership team might want to ask parents in the school:

• How would you describe your experience as a parent at this school?
• What are ways that you would like to be more engaged in your child’s education?
• What has gone really well?
• What do you think could go better?
• What are ways the teachers at the school have made an effort to welcome you or get to know you and your children?

Please brainstorm a list of parent leaders and community partners that could join the process:
Appendix C: Question Stage
Are the Right People Around the Table?

Tool 3: Second meeting:

| Protocol: Creating Equitable Representation when Forming Partnerships |
| Are the Right People Around the Table? |
| 90 Minute Lead Team Meeting |

Rationale
The purpose of this protocol is to identify if the leaders at the meeting and involved in the partnership represent the students and families we are serving.

Background Information
In this particular example, the “lead team” consisted of a project manager from Renton School District central office and two building administrators and executive directors from the following: YMCA, Renton Area Youth and Family Services, Communities and Schools of Renton, King County Library, City of Renton (parks and recreation) partnered to provide outreach to students and families during and after school hours. The two schools selected a large Latino community.

Preparation and Planning
Prior to the meeting: Each principal prepared a 3-5 slide presentation about their school. They also provided demographic information that highlighted the students’ language, race, and socio-economic situation. Additionally, the principals shared any support information they had available for students and families like the school counselor and the school’s family liaison. Each principal would have 15 minutes to share about their school and answer questions.

Meeting Work Time
The facilitator had each principal share out their mini overview. This protocol consists of 2 Rounds.

Round 1:
• The participants are divided into triads. A total of 3 groups was formed at this meeting. The district personnel divided so that one representative was with each triad. They each had chart paper and answered the question:
  o What does a successful student at X elementary school have that supports their success?
• Each group had about 15-20 minutes to discuss the question and scribe notes on the chart paper.
• Then, once the triads were done, the facilitator posted side-by-side the three chart papers. They discussed similarities and participants could ask for clarification.
• The facilitator then scripted a master list of all the support structures that go into ensuring the student’s success.

Round 2:
• For Round two the participants stayed as a whole group. The facilitator asked what might happen to our list if we wrote down that the student was from a limited English home and qualified for free and reduced lunch.
  o Would the list of supports change?
• As a large group, the discussed and brainstormed different support structures this student would need in order to achieve the same level of success as the student they had in mind during Round 1.
• The group noticed that Round 2 Sharings had more community based partner support and that the school would need to initiate outreach.
• The facilitator lists the additional supports on the chart the paper so that
participants could see the summary of Round 1 and 2 at the same time.

- The facilitator asked the following question.
  - What can we do, as partners in this initiative, to ensure that we utilize the strengths of our organization?
  - Is there anyone missing from our lead group and if yes, who?

<table>
<thead>
<tr>
<th><strong>Next Steps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>o The facilitator summarizes the suggestions for next steps and asks for any volunteers to assist with continued work on the next steps.</td>
</tr>
<tr>
<td>o The facilitator sends out the summary of the meeting and schedules a small work group to help answer:</td>
</tr>
<tr>
<td>o Ensuring that we utilize our strengths</td>
</tr>
<tr>
<td>o Outreach and inviting new Lead partners that represent students and families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TIPS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>o It is important for the facilitator to continuously leverage back to the information shared at the beginning of the meeting when the principals described the needs of students and families in their community.</td>
</tr>
<tr>
<td>o It works best to focus in Round 1 to talk about what we know in general either at school or home that leads to students’ success. It is not as important that they look at it from lens of a student who comes to school having most all of their needs met.</td>
</tr>
<tr>
<td>o The expected outcome is that the group is able to define why they need additional representation and that collectively they are more open to perhaps grass roots or unfamiliar partners joining in as a lead partner.</td>
</tr>
</tbody>
</table>
## Appendix D: Engage Stage

### Data Collection Strategies

This is a summary of the combination of data collection strategies employed by both pilot schools.

<table>
<thead>
<tr>
<th>Key moments</th>
<th>Conventional Strategies</th>
<th>Culturally Responsive-Strategies(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Survey distribution</strong></td>
<td>- Paper surveys sent home in students’ backpacks</td>
<td>- Information tables at community events facilitated by bilingual/bicultural community partners and parent leaders</td>
</tr>
<tr>
<td></td>
<td>- Online survey made available at computers in the school library during one school event</td>
<td>- Personal phone calls to follow up with parents</td>
</tr>
<tr>
<td></td>
<td>- Bilingual fliers with the URL link to the online survey</td>
<td>- Surveys in the three most spoken languages in the schools (English, Spanish, &amp; Vietnamese)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tracking the number of completed surveys by language to inform if any additional outreach efforts were needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Drawing upon the expertise and networks of formal and informal cultural brokers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Parents helping out with data collection events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Expanding options for completing surveys in a collective setting at the schools with bilingual-bicultural facilitators (parent/community partners)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reaching out to families at drop off and pick up time at community afterschool programs</td>
</tr>
<tr>
<td>2. <strong>Outreach</strong></td>
<td>- Information tables at various school events:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Meet the teacher event</td>
<td>- Information tables at community events facilitated by bilingual/bicultural community partners and parent leaders</td>
</tr>
<tr>
<td></td>
<td>- Movie night (organized by the PTA)</td>
<td>- Personal phone calls to follow up with parents</td>
</tr>
<tr>
<td></td>
<td>- Back to school night</td>
<td>- Surveys in the three most spoken languages in the schools (English, Spanish, &amp; Vietnamese)</td>
</tr>
<tr>
<td></td>
<td>- Curriculum night</td>
<td>- Tracking the number of completed surveys by language to inform if any additional outreach efforts were needed</td>
</tr>
<tr>
<td></td>
<td>- Robocalls in English and Spanish</td>
<td>- Drawing upon the expertise and networks of formal and informal cultural brokers</td>
</tr>
<tr>
<td>3. <strong>Survey Collection</strong></td>
<td>- Surveys returned to classroom teachers and/or office managers</td>
<td>- Parents helping out with data collection events</td>
</tr>
<tr>
<td></td>
<td>- One member of data collection team designed to collect and keep track of all completed surveys.</td>
<td>- Expanding options for completing surveys in a collective setting at the schools with bilingual-bicultural facilitators (parent/community partners)</td>
</tr>
</tbody>
</table>

\(^1\) Community partners (Centro Rendu, YMCA afterschool program coordinator) and other individual cultural brokers (Parent leaders, Latino outreach expert) played a key role organizing many of the outreach events, raising awareness in the Latino community about the family survey, and providing language support.
Appendix E: Make Sense Stage
Survey Results Overview

Purpose of Survey
This survey was developed for and by the districts, community organizations, funders, and community leaders across the 7 Road Map districts with the University of Washington. The aim of the survey is to provide actionable baseline data to inform efforts to build more equitable collaboration between families, communities, and schools.

Purpose of Overview
This high-level overview of the results is designed to help you determine what additional data from the survey would best support your inquiry into the school’s family engagement practices. Additional information is available by individual item as well as by language and free/reduced price lunch status (if relevant).

Overview of Indicators
Survey items reflected six general indicators:
1) Parent/Family Knowledge and Confidence (Q1 & 2, 8 items)
2) Welcoming and Culturally Responsive School Climate (Q3, 8 items)
3) Parent/Family Decision Making and Influence (Q4, 4 items)
4) Family-Educator Trust (Q5 & Q6, 5 items)
5) Family-Educator Communication (Q7 – Q15, 16 items)
6) Principal Leadership for Engagement (Q16, 5 items)

General Information
The following table shows the percentage of respondents by their home language (not the language they responded in):

<table>
<thead>
<tr>
<th>Elementary A</th>
<th>Number of Respondents</th>
<th>Total Number of Households*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>220</td>
<td>488</td>
<td>45.1</td>
</tr>
<tr>
<td>English</td>
<td>73</td>
<td>206</td>
<td>35.4</td>
</tr>
<tr>
<td>Spanish</td>
<td>86</td>
<td>243</td>
<td>35.4</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>22</td>
<td>39</td>
<td>56.4</td>
</tr>
<tr>
<td>Other Language</td>
<td>11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unknown**</td>
<td>28</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Number of Households by language provided by the district  **Did not indicate a home language on the survey

In addition, 82% of the total respondents were female. 43.2% of the families surveyed qualify for free/reduced price lunch.
Summary
Overall, there was consistent agreement from parents/families that they felt knowledgeable, welcome, and trusted teachers and staff. There was less agreement that the school actively engages parents/families in decision-making and influencing what happens in school.

Description of Indicators
Parent/Family Knowledge and Confidence
Overall, 72.5% of parents/families were in agreement that they felt knowledgeable and confident in their ability to support their child and ensure their child’s learning needs are met (Chart A). Two items within this domain were noteworthy (not displayed):

- 83.6% of parents/families somewhat agreed, agreed, or strongly agreed that they were knowledgeable about whom to talk with at school about concerns with their child’s education.
- About 20% of parents/families somewhat disagreed, disagreed, or strongly disagreed that they knew the community resources to help their child.

Welcoming and Culturally Responsive School Climate
Overall, 78.7% of parents/families expressed agreement with their sense of warmth, inclusion, and cultural responsiveness of the school (Chart B). Two noteworthy items within the domain indicated:

- 89.7% of parents/families were in agreement that they are greeted warmly when they call or visit the school.
- 14.2% of parents/families somewhat disagreed, disagreed, or strongly disagreed that they were invited to visit classrooms to observe teaching and learning.
Parent/Family Decision Making and Influence

Overall, 56.2% of parents/families were in agreement that they had opportunities to have meaningful involvement in school improvement, influence school decisions, and build leadership skills (Chart C). Specifically:

- 21.4% of parents/families somewhat disagreed, disagreed, or strongly disagreed with the school or district helped them develop leadership skills.
Family-Educator Trust
Overall, 85.3% parents/families indicated agreement that they felt respected, valued, and treated as equal partners by teachers (Chart D). For example:

- 86% of parents/families were in agreement that teachers worked hard to build trusting relationships with families.

Chart D.

Family - Educator Trust

85.3%

Family-Educator Communication
Parent/families indicated that they would prefer teachers to communicate with them by a personal phone call, email, or in-person as opposed to common ways of school communication such as flyers or newsletters (Chart E).

Other domains measured but not reported here:

- School’s efforts to foster parent networks
- Quality of interpretation services
- Quality of interactions with teachers
Overall, 69.3% of parents/families responded that they somewhat agreed, agreed, or strongly agreed that they were comfortable talking to the principal, the principal was responsive to concerns, the principal used parent feedback and provided opportunities for parents/families to be equal partners (Chart F). In particular:

- 75.2% of parents/families were in agreement that the principal makes a conscious effort to make parents and community members feel welcome at the school.

**Next Steps**

[Write down any questions you have, areas where you need additional information, and your next steps to take action]
Appendix F. Additional Resources

1. The Flamboyan Foundation can be a useful resource to learn more about best practices and tools (e.g., Classroom family engagement rubric) to support family/parent engagement efforts.  
   http://flamboyanfoundation.org/

2. Organizational self-assessment related to racial equity is a resource that can be used to help organizational leaders gather a holistic snapshot of the organization's practices and policies as they relate to racial equity.  

3. Conducting an equity audit can be a helpful approach to assessing the level of equity that exists in your school/organization.  
   http://uccalee.squarespace.com/what-is-an-equity-audit/