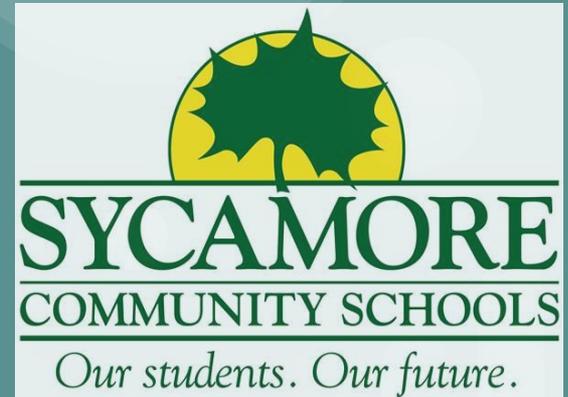


Outreach Initiative

Report to Sycamore Advisory Commission - March 11, 2019

Committee Members:

- Neil Howie
- Ashish Kothari
- CG Stocker
- Kennedy Archer
- Nick Frankowski
- Margo Rapp
- Barbara Stanford
- Setenay Kara



Administrative Contacts: Emily Williams, Karen Naber



The Assignment

1. How can we as a district build **stronger relationships** with our minority families?
2. What are some successful **strategies that have worked for other districts** (locally or nationally) to connect, partner, and/or advocate for diverse families?
3. Do minority families feel **disconnected** from us as a district? If so, **in what ways?**
4. Is there a better way to **engage our minority** families from our typical communication process in order to **get feedback from them?**
5. What do these **families need us to know** about their availability and/or the ability to provide us with feedback/information?



The Assignment

Important Note:

This Committee took the original scope of the project and enhanced the definition of “minority” to include more than just those with cultural differences, but also members of all under-represented groups in the district.



Methodology

- Interviews

- ESOL teachers at high school and elementary school levels
- Emily Williams, ESOL Coordinator
- Symmes Elementary Ambassador
- Administrators at Symmes Elementary
- Dwellworks registered relocation consultant
- Executive Director Bhutanese (Tibet) Community of Cincinnati
- Members of 4 distinct under-represented families

- Other Research

Themes

What did we find in our research?

- There is a **tendency for families to disengage**,
 - Might be as a result of **disinterest**
- **Transportation** is a potential issue.
- **Language barriers** exist for some families.
- Some families feel they **don't fit in to the district dynamic**.
- An **over-reliance on mass communication**, but too little direct communication.
- For some families, there is a **lack of awareness of social norms**.
- At some school levels, **students with special needs are less integrated** into the overall student experience.

Recommendations (Part I)



- **Ambassador Liaison Program** - Building-level teams to help targeted families adjust to social norms and involvement opportunities, including providing them with transportation if need be.
- **Welcome Packages** - Targeted families will receive packages to include items such as: complimentary tickets to carnivals and sporting events, coupons or vouchers for concession stands, Aviator gear, etc.
- **Diversity Council** - The Board may create a Community Committee (similar to SAC) to, on an ongoing basis, examine and update recommendations for outreach and engagement.

Recommendations (Part II)



- **Standout Families** - If a family agrees, the PTO would formally welcome and give information on new families (similar to outstanding student awards)
- **Registration Update** - Upon registration, discover what type of assistance (i.e. language, financial, etc.) a family may need so we can match them to the best resources possible.
- **Counselor Involvement** - Get counselors involved with families and students at a younger age, so that relationships are in place before the relationship becomes critical in high school.



Thank you!