

1                   **CONCURRENT RESOLUTION CELEBRATING THE**  
2                   **CONTRIBUTIONS OF MULTILINGUAL AND**  
3                   **MULTICULTURAL FAMILIES TO UTAH SCHOOLS**

4                                   2021 GENERAL SESSION

5                                   STATE OF UTAH

6                                   **Chief Sponsor: Dan N. Johnson**

7                                   Senate Sponsor: Daniel W. Thatcher

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9                   **LONG TITLE**

10                   **General Description:**

11                   This concurrent resolution of the Legislature and the Governor recognizes the  
12                   contributions of multilingual and multicultural families to Utah's schools and  
13                   recognizes the state's previous support for Utah's multilingual and multicultural  
14                   families.

15                   **Highlighted Provisions:**

16                   This resolution:

- 17                   ▶ celebrates the contributions of multilingual and multicultural families to Utah's
- 18                   schools, recognizes the state's previous support for Utah's multilingual and
- 19                   multicultural families;
- 20                   ▶ encourages schools to utilize the "Parent and Family Engagement" self-reported
- 21                   indicators in the statewide school accountability system to highlight efforts to
- 22                   engage multilingual and multicultural families in conjunction with the federal Title I
- 23                   Compliance Cycle;
- 24                   ▶ encourages the State Board of Education to expand the "Parent and Family
- 25                   Engagement" sample indicators to include metrics specific to multilingual and
- 26                   newcomer family engagement; and
- 27                   ▶ encourages the Education Interim Committee to review the information made



28 available through the Statewide School Accountability System regarding multilingual and  
29 newcomer family engagement and district's family engagement policies in 2022.

30 **Special Clauses:**

31 None



33 *Be it resolved by the Legislature of the state of Utah, the Governor concurring therein:*

34 WHEREAS, in 2018 HR 3, the Legislature has previously recognized the value and  
35 importance of international and linguistic education for:

36 1. Utah’s “increased global awareness,” including an “appreciation for differences  
37 among cultures and a deeper understanding of the values and perspectives of other people”;

38 2. Utah’s ability to contribute to a “foreign trade market that international businesses  
39 seek out because of the state’s workforce”;

40 3. Utah’s ability to contribute to “international collaboration that is required to  
41 important breakthroughs in research and technology”; and

42 4. Utah’s students' ability to successfully “seek careers in a global marketplace and  
43 enhance understanding of other nations’ cultures, values, and beliefs”;

44 WHEREAS, in 2008 SB 41, the Legislature has previously recognized the value of  
45 international and linguistic education for Utah's students' overall "academic, societal, and  
46 economic development";

47 WHEREAS, the Legislature has formerly invested in programming to celebrate and  
48 expand multilingualism across the state, including through the creation of dual immersion  
49 programs, the adoption of a biliteracy seal program, Adult Education English Language  
50 Acquisition resources, and software for English Learners;

51 WHEREAS, native Utahns similarly demonstrate support for multilingualism across  
52 the state, through their volunteer work to welcome refugees and newcomers, their acquisition  
53 of additional languages through volunteer religious service, and their work as translators and  
54 interpreters for both religious and secular organizations;

55 WHEREAS, as recognized in 2018 HR 3, newcomers and families learning English,  
56 similarly to international students, "contribute diversity to local communities, promote  
57 understanding of different cultures, and create important worldwide relationships";

58 WHEREAS, the language proficiency of English learners and newcomer families is

59 invaluable to our military, churches, and businesses, enabling them to communicate with the  
60 world, and extends to over 80 languages, including, Arabic, Amharic, Burmese, Chinese, Farsi,  
61 French, Hakha Chin, Karen, Kinyarwanda, Korean, Navajo, Nepali, Oromo, Pashto,  
62 Portuguese, Russian, Somali, Spanish, Swahili, Tigrinya, Ukrainian, and Vietnamese;

63 WHEREAS, 52,788 English Learner students were enrolled in Utah schools in 2021,  
64 which is approximately 8% of the total student population;

65 WHEREAS, newcomers and English Learners continually demonstrate a desire and  
66 ability to obtain English proficiency through participation in English as a Second Language  
67 classes and programs;

68 WHEREAS, the state demonstrates a commitment to prioritizing and accurately  
69 measuring English Learner progress in the Statewide School Accountability System, weighting  
70 English Learner progress as 9% of an elementary school's or middle school's overall score or  
71 6% of a high school's overall score if a school has ten or more English Learners who took the  
72 WIDA ACCESS assessment in the current and prior year;

73 WHEREAS, the Legislature formerly codified the recognition, in Section [53E-2-301](#),  
74 that "parents are a child's first teachers and are responsible for the education of their children,"  
75 and encourages "family engagement and adequate preparation so that students enter the public  
76 education system ready to learn";

77 WHEREAS, Section [53E-2-201](#) similarly describes the responsibility of the  
78 Legislature, the State Board of Education, local school boards, and charter school governing  
79 boards as respecting, protecting, and furthering "the interests of parents in their children's  
80 public education" and promoting and encouraging "full and active participation and  
81 involvement of parents at all public schools";

82 WHEREAS, the Utah Parent-Teacher's Association's resolution entitled, "Family  
83 Engagement in Education," affirms that "research has shown that the most significant predictor  
84 of a student's academic success is parental engagement in the student's education, regardless of  
85 socioeconomic status, ethnic/racial background, or parents' educational level";

86 WHEREAS, multilingual and newcomer families are also their children's first teachers,  
87 responsible for the education of their children, and have significant and unique contributions to  
88 make to Utah's public school system;

89 WHEREAS, the Legislature, the State Board of Education, local school boards, and

90 charter school governing boards are obligated to respect, protect, and further the interests of  
91 multilingual and newcomer parents in their children's public education, and promote and  
92 encourage their full and active participation and involvement in all public schools;

93 WHEREAS, the Utah public school system has successfully invested in supporting  
94 newcomer and multilingual families through the Tumaini Welcome and Transition Center,  
95 family engagement centers, family-to-family mentorship programs, school community  
96 councils, paraeducators, home visits, and academic parent-teacher teams;

97 WHEREAS, multilingual and newcomer families contribute rigorously to their  
98 children's education and their schools, often overcoming significant barriers to engagement,  
99 including:

- 100 1. language barriers;
- 101 2. lack of familiarity with the United States school systems;
- 102 3. lack of formal education;
- 103 4. lack of access to digital devices, Internet service, digital literacy, or tech support;
- 104 5. varying cultural expectations;
- 105 6. limited transportation options;
- 106 7. childcare responsibilities; and
- 107 8. irregular or extended work hours;

108 WHEREAS, the federal Title I compliance monitoring cycle will measure family  
109 engagement in December of 2022; and

110 WHEREAS, the state of Utah would benefit from a state-wide examination of  
111 newcomer and multilingual family engagement practices, particularly if this examination places  
112 no additional burden on teachers and administrators due to federal requirements, to identify  
113 existing best practices, to identify areas of improvement, and to ensure these families are  
114 supported in their efforts to contribute to the public school system:

115 NOW, THEREFORE, BE IT RESOLVED that the Legislature of the state of Utah, the  
116 Governor concurring therein, hereby celebrates and values the existing contributions of  
117 multilingual and newcomer families to Utah's public education system, despite the barriers they  
118 face in doing so.

119 BE IT FURTHER RESOLVED that the Legislature and the Governor recognize the  
120 critical importance of multilingual and newcomer family engagement to improving the

121 academic outcomes of multilingual and newcomer students and their ability to contribute to  
122 Utah's economy, Utah's society, and follow their own dreams and aspirations.

123 BE IT FURTHER RESOLVED that the Legislature and the Governor commit to  
124 supporting the contributions of multilingual and newcomer families, with similar vigor as the  
125 State commits to other multilingual programming and family engagement efforts.

126 BE IT FURTHER RESOLVED that the Legislature and the Governor encourage all  
127 schools to utilize the "Parent and Family Engagement" self-reported indicators of the Statewide  
128 School Accountability System during the 2022 cycle, highlighting their efforts to support  
129 multilingual and newcomer families.

130 BE IT FURTHER RESOLVED that the Legislature and the Governor encourage the  
131 State Board of Education to expand the "Parent and Family Engagement" sample indicators to  
132 include metrics specific to multilingual and newcomer family engagement.

133 BE IT FURTHER RESOLVED that the Legislature and the Governor encourage the  
134 Education Interim Committee to review the information made available through the Statewide  
135 School Accountability System regarding multilingual and newcomer family engagement and  
136 district's family engagement policies in 2022.