

Measuring Family and Community Engagement May 2015

INQUIRY

How do states, districts, schools, or other organizations within diverse communities measure and evaluate community and family engagement efforts?

In response to this inquiry, the REL Pacific Reference Desk at McREL, located in Honolulu, HI, accessed the National Library of Education, an information referral service supported by the Institute of Education Sciences, National Center for Education Evaluation and conducted a web-based search.

SEARCH TERMS USED

School, family, partnership; family engagement; indicator, evaluate, family partnership; family, school, instrument, tool, measure, data; school, transition, plan; school, individual, plan; indicator, evaluate, measure, transition; school, transition, data; school, services, data; measure, indicator, evaluate, school services; co-location of services; wraparound; system of care; school, health, resource, partnership; supporting partnerships, partnership, data, measure, indicator; community, engagement, measure, tool.

The web search sought resources that clearly articulated indicators of parent and family engagement, provided evaluation tools, or suggested data sources for evaluation. Resources that identified a research base were favored, as well as resources that were published in the last 10 years. REL Pacific searched for documents that are freely available online, but not all sources included are publically available. Resources included also had to be in English. Resources included in this document were last accessed in May 2015. URLs, descriptions, and content included in this document were current at that time.

DATABASES SEARCHED

EBSCOhost Research Databases; EBSCOhost Research Databases: Pacific; Google/Google Scholar, ERIC, ProQuest Education Journals, QuestionPoint

RESOURCE OVERVIEW

Resources identified in the search are listed below, organized by four topics: community partnerships, wraparound services, personal transition plans, and family-school partnerships. The hyperlink to each resource is provided. Descriptions of programs and articles have been reproduced verbatim from their respective websites or abstracts whenever possible. A series of charts following the articles organizes pertinent information from the resources identified in the body of the response for ease of comparison.

RESOURCES ON COMMUNITY PARTNERSHIPS

This section includes reports and resources that provide examples of indicators and measures for school and community partnerships. Please note that some studies listed within the last section, Parent and School Partnerships, also have some information related to community partnerships.

Harris, E. & Wilkes, S. (2013, January). *Partnerships for learning: Community support for youth success*. Cambridge, MA: Harvard Family Research Project.

<http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-community-support-for-youth-success>

Excerpt (Summary section): In this paper, we draw on the experiences of national organizations and a set of community schools that have built these learning partnerships, and examine seven key elements that we find to be essential in building them. Our paper serves as a guide to school districts and their partners as they consider whether and how to implement a partnerships for learning model. It also informs those who have already established these partnerships and wish to reflect on how to maximize partnership—and student—success.

The community school partners include the schools themselves, families, community-based organizations, health care providers, governmental agencies, and other service providers. Together these partners provide access to a broad range of supports in such areas as youth development, physical and mental health, family support, family and community engagement, and community development. Described in detail in the paper, the seven important elements that are key to developing successful and sustainable partnerships for learning are:

1. Shared vision of learning,

2. Shared leadership and governance,
3. Complementary partnerships,
4. Effective communications,
5. Regular and consistent sharing of information about youth progress,
6. Family engagement, and
7. Collaborative staffing models.

REL Pacific. (2014). *Toolkit of resources for engaging parents and community as partners in education, part I: Building an understanding of family and community engagement*. Honolulu, HI: McREL International.

<http://relpacific.mcrel.org/resources/tools>

Excerpt (p. 1): The Toolkit of Resources for Engaging Parents and Community as Partners in Education is designed to guide school staff in strengthening partnerships with families and community members to support student learning. The Regional Education Laboratory for the Pacific (REL Pacific) developed the toolkit in response to a request from the Guam Alliance for Family and Community Engagement in Education, whose members include K-12 school staff and college faculty who work with K-12 schools. This toolkit offers an integrated approach to family and community engagement, bringing together research, promising practices, and a wide range of useful tools and resources with explanations and directions for using them. . .

This toolkit, which is presented in four parts, includes information and tools that reflect these activities (see Appendix A for an explanation of tool selection). Each tool is introduced with a cover sheet that includes the purpose of the tool; the intended outcome of using the tool, the materials and time needed to use the tool; whether the tool is best used with individuals, small groups, or large groups; the tool type (see Appendix B for a description of the tool types), and the audience for the tool. Brief descriptions of the four parts of the Toolkit follow.

Part 1: Building an Understanding of Family and Community Engagement

Part 1 includes tools that help school staff build awareness of how their beliefs and assumptions about family and community engagement influence their interactions with families and how the demographic characteristics of the families served by Guam schools can provide information about what might support or hinder family engagement with schools.

Part 2: Building a Cultural Bridge

The tools in Part 2 focus on tapping into the strengths of families and community members and helping families to establish active roles within the school community in support of student learning.

Part 3: Building Trusting Relationships with Families and Community Through Effective Communication

Part 3 tools focus on cross-cultural and two-way communication as ways to enhance family and community engagement

Part 4: Engaging all in Data Conversations

The tools in Part 4 help school staff understand what data is important to share with families and community members and how to share such data.

Sanders, M. (2008). Using diverse data to develop and sustain school, family, and community partnerships: A district case study. *Education Management, Administration, and Leadership*, 36, 530-545.

Abstract: This article reports findings from a case study of district leadership for school, family and community partnerships in a suburban district in the mid-Atlantic region of the USA. Analyses suggest that the case district's family and community involvement specialist has been successful in using different kinds of data to achieve a variety of goals that are linked to program growth, improvement, and sustainability. Analyses further suggest that the district specialist has successfully facilitated the collection and use of data among school-based teams for school, family and community partnerships. Her efforts highlight an important district leadership function in an increasingly data-driven educational reform environment.

Excerpt (pp. 531–532): To develop strategies that achieve the twin goals of educational improvement and equity, educators in K-12 systems require different types of data, both quantitative and qualitative. These data have been categorized into four types: (1) achievement data; (2) demographic data; (3) program data; and (4) perception data (Learning Points Associates, 2004¹). Achievement data may come in a variety of forms including results from standardized tests and ongoing classroom assessments, as well as school grades. Demographic data may include information on enrollment, attendance, ethnicity, gender, socioeconomic status, mobility and other characteristics that influence student achievement. While these examples focus primarily on students, demographic data on teachers, administrators, families and communities also are important for educational improvement. Program data are collected to assess the viability and effectiveness of reform strategies, as well as

¹ Learning Points Associates (2004) *Guide to Using Data in School Improvement Efforts*. Naperville, IL: Learning Points Associates.

the quality of their implementation. Finally, perception data allow educators to better understand the opinions and ideas of key stakeholders, including students, teachers, parents, administrators and community members. By collecting diverse types of data and disaggregating data to uncover trends and patterns for specific groups, educators can better understand current practices and outcomes as they plan for future progress.

Excerpt (pp. 542–543): The district specialist for family and community involvement used various types of data. These included school- and district-level partnership program data collected annually by NNPS [National Network of Partnership Schools], family outreach data reported by school-based parent liaisons and student achievement data as measured by school and statewide assessments. The study also revealed that the data were used for different purposes. For example, program data helped to chart the growth of the district’s partnership program as well as identify areas for improvement at both the school and district levels. Family outreach data allowed the district specialist to document and guide the work of school-based parent liaisons, to hold liaisons accountable for this work, and to link their outreach to the academic achievement of targeted students.

REL Pacific at McREL was unable to locate a free link to the full-text version of this resource. Although REL Pacific at McREL tries to provide publicly available resources whenever possible, it was determined that this resource may be of interest. It may be found through university or public library systems.

Seattle Public Schools. (2012). *Seattle Public Schools strategic plan 2013–2018*. Seattle, WA: Author.
http://sps.ss8.sharpschool.com/district/strategic_plan

Excerpt (Introduction, p. 4): Seattle Public Schools is the largest district in the state of Washington, with almost 8,000 staff and 50,000 students in 95 schools. We serve an economically and ethnically diverse population, with more than 40 percent of our students qualifying for free or reduced price lunch. Students and families come to Seattle from 147 countries. Approximately 30 percent of our students speak a language other than English at home, with 120 languages/dialects spoken around the District.

In June 2008, the Seattle School Board adopted a five-year Strategic Plan, *Excellence for All*, which was aimed at ensuring all students graduate from high school ready for college, career and life. During the final year of the plan, the School Board directed Superintendent José Banda to develop an updated plan to guide the District for the next five years. The goal was not to write a new plan, but to build upon our successes and revise where needed.

Shah, Shital C., Brink, K., London, R., Masur, S., & Quihuis, G. (2009). *Community schools evaluation toolkit*. Washington, D.C.: Coalition for Community Schools at the Institute for Education Leadership.
http://www.communityschools.org/assets/1/AssetManager/Evaluation_Toolkit_March2010.pdf

Excerpt (Introduction, p. 4): This toolkit is designed to help community schools evaluate their efforts so that they learn from their successes, identify current challenges, and plan future efforts. It provides a step-by-step process for planning and conducting an evaluation at your community school site(s). The toolkit is a practical, hands-on guide that makes it possible for you to improve your community school’s effectiveness and to tell your story. Equally important, it offers a menu of data collection tools (i.e. surveys, public databases) for evaluating whether and how your school is achieving results.

Summary:

The Coalition for Community Schools advocates using logic models to determine the desired short term and long term results of family and community engagement efforts. In the document linked above they lay out a detailed set of results, along with more specific indicators and possible data sources. Please review pages 26–29 at the above hyperlink: *Table E. Recommended Results, Indicators, and Data Collection Strategies for Students, Families, Schools, and Communities*. This table provides a large set of indicators and possible data sources for schools to consider when developing a community engagement plan.

RESOURCES ON WRAPAROUND SERVICES

This section includes reports and resources with indicators and measures for working with agencies and families to coordinate wraparound services that address non-school factors that impede student success.

Pullmann, M. D., Bruns, E.J., & Sather, A.K. (2013). Evaluating fidelity to the wraparound service model for youth: Application of item response theory to wraparound fidelity index. *Psychol Assess*, 25(2), 583-598.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3755947/>

Excerpt (p. 3): Wraparound implementation fidelity has been assessed using various methods, including team observation measures (Bruns & Sather, 2007²; Epstein, et al., 2003³), document review (Bruns, Rast, Peterson, Walker, & Bosworth, 2006⁴), and community stakeholder interviews (Walker & Sanders, in press⁵). The most commonly employed measure is the Wraparound Fidelity Index (WFI; Bruns, et al., 2004⁶). The WFI was first developed in 1999 by John Burchard of the University of Vermont. The WFI has undergone three revisions, most recently in 2006, in order to assess adherence to the principles and core procedures of wraparound as specified by the National Wraparound Initiative (NWI). The NWI (www.nwi.pdx.edu) is a federally-sponsored project that used national data and a *Decision Delphi*-facilitated expert consensus process to specify the procedures of the wraparound model (Walker & Bruns, 2006⁷). The NWI established two primary mechanisms through which mechanisms of wraparound implementation can be communicated: (1) Ten principles of wraparound service delivery; and (2) Four phases of wraparound implementation, including 32 core activities that are undertaken over the course of intervention with a youth and family.

See Appendix A for the wraparound fidelity index form.

Rose, B. L., Mansour, M., & Kohake, K. (2005). Building a partnership to evaluate school-linked health services: The Cincinnati school health demonstration project. *The Journal of School Health*, 75(10), 363-369.

<http://eric.ed.gov/?id=EJ743463>

Abstract: The Cincinnati School Health Demonstration Project was a 3-year collaboration that evaluated school-linked health services in 6 urban elementary (kindergarten to eighth grade) schools. Partners from the Cincinnati Health Department, Cincinnati Public Schools, Cincinnati Children's Hospital Medical Center, and The Health Foundation of Greater Cincinnati wanted to determine if levels of school-linked care made a difference in student quality of life, school connectedness, attendance, emergency department use, and volume of referrals to health care specialists. School nurses, principals and school staff, parents and students, upper-level managers, and health service researchers worked together over a 2.5-year period to learn about and use new technology to collect information on student health, well-being, and outcome measures. Varying levels of school health care intervention models were instituted and evaluated. A standard model of care was compared with 2 models of enhanced care and service. The information collected from students, parents, nurses, and the school system provided a rich database on the health of urban children. School facilities, staffing, and computer technology, relationship building among stakeholders, extensive communication, and high student mobility were factors that influenced success and findings of the project. Funding for district-wide computerization and addition of school health staff was not secured by the end of the demonstration project: however, relationships among the partners endured and paved the way for future collaborations designed to better serve urban school children in Cincinnati.

Excerpt (p. 364), Table 1: Key Outcome Variables

Outcome Variable	Tool/Data Source
HRQOL [Health Related Quality of Life]	Peds QL© (23-item validated, age specific questionnaire) ⁸
School connectedness	ADD Health (7 validated questions asking degree of involvement in and connection to school activities) ⁹
School absences	CPS [Cincinnati Public School] district data
Cincinnati Children's Hospital ED visits	Utilization data based on ambulatory sensitive International Classification of Diseases (ICD)-9 codes

² Bruns EJ, Sather A. *User's manual to the wraparound team observation measure*. Seattle, WA: University of Washington, Wraparound Evaluation and Research Team, Division of Public Behavioral Health and Justice Policy; 2007

³ Epstein MH, Nordness PD, Kutash K, Duchnowski A, Schrepf S, Benner GJ, et al. (2003) Assessing the wraparound process during family planning meetings. *The Journal of Behavioral Health Services & Research*. 30(3):352-362.

⁴ Bruns EJ, Rast J, Peterson C, Walker J, Bosworth J. (2006). Spreadsheets, service providers, and the statehouse: Using data and the wraparound process to reform systems for children and families. *American Journal of Community Psychology*. 38:201-212.

⁵ Walker JS, Sanders B. The Community Supports for Wraparound Inventory: An assessment of the implementation context for wraparound. *Journal of Child and Family Studies* (in press)

⁶ Bruns EJ, Burchard JD, Suter JC, Leverentz-Brady K, Force MM. (2004). Assessing fidelity to a community-based treatment for youth: The wraparound fidelity index. *Journal of Emotional & Behavioral Disorders*. 12(2):79.

⁷ Walker JS, Bruns EJ. (2006). Building on practice-based evidence: Using expert perspectives to define the wraparound process. *Psychiatric Services*. 57:1579-1585

⁸ Pediatric Quality of Life Inventory. Available at: <http://www.pedsql.org>. Accessed November 11, 2004

⁹ ADD Health: The National Longitudinal Study of Adolescent Health. Available at: <http://www.cpc.unc.edu/projects/addhealth>. Accessed August 20, 2005

Excerpt (p. 366, *Data Sharing, Collection, and Consent*):

The CPRC [Child Policy Research Center] staff used five data sources: (1) Welligent [computer software] data, (2) CPS [Cincinnati Public Schools] data, (3) CCHMC [Cincinnati Children’s Hospital Medical Center] ED visits for ambulatory conditions, (4) parent telephone survey, and (5) Peds QL©6 child survey data [23-item validated, age-specific questionnaire]. A sophisticated data agreement was written and signed by all parties to address confidentiality and sharing student data. The agreement outlined terms and conditions for data sharing exclusively for outcome evaluation. The key to our successful data agreement was that it defined the project as an evaluation being performed at the request of the district to measure the impact of health services on educational outcomes. School data were merged with other study data sets, and identifying information was deleted resulting in an anonymous evaluation database. . .

Practical challenges in data collection resulted from identifying five outcome measures and the large amount of data collected. Ideally, data measures should be simple, straightforward, meaningful, and easy to collect and verify. Managing the accuracy of the sheer volume of data entered into Welligent was overwhelming. Cincinnati Public Schools data accuracy related to enrollment, withdrawal, absences, and duplicate students was also an ongoing concern.

REL Pacific was unable to locate a free link to the full-text version of this resource. Although REL Pacific tries to provide publicly available resources whenever possible, this resource may be of sufficient interest to the reader to warrant finding it through university or public library systems.

RESOURCES ON PERSONAL TRANSITION PLANS

This section includes reports and resources with indicators and measures for individual learning and transition plans, as well as supports for students’ achievement of the plan.

Kentucky Department of Education. (2014). Individual Learning Plan website
http://education.ky.gov/educational/CCadv/ilp/Pages/def_ault.aspx

Summary: Individual Learning Plans [ILP] are mandated for every student in Kentucky. These plans are developed electronically, and students, parents, advisors, and other stakeholders have access to the plans. The online site guides students through career exploration and planning activities. A variety of data may be pulled from the system, but the data most prominently reported are usage statistics.

Excerpt (ILP Usage Statistics): ILP usage statistics provide information on % of completions as well as frequency of use of the tool. To be most effective it is recommended that students have multiple opportunities to explore their ILP as they develop and refine their plans for life after high school.

Equally important is the involvement of families in the college and career planning process. For that reason we also provide statistics on parent access. It is important to note, parents must be using the unique username and password assigned to them. If they use their student’s access information there will be no record of parent review. Parents can get their access information from their child’s school.

National Collaborative on Workforce and Disability for Youth. (2013, February). *Using individualized learning plans to produce college and career ready high school graduates*. (Policy Brief No 6). Washington, D.C.: Author.
http://www.ncwd-youth.info/sites/default/files/PolicyBrief_issue_6.pdf

Excerpt (p. 1): Based upon several years of research investigating the nature and use of ILPs [Individual Learning Plans] in states across the United States, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has merged the commonalities to provide a working definition of a quality ILP. The contents of this policy brief are intended to address a litany of issues relevant to moving forward a quality ILP initiative.

Excerpt (p. 5):*Setting Standards and Measuring Results*

States requiring that all students be provided the opportunity to learn how to make choices for themselves during the preparatory period starting in the middle school years and moving forward are finding positive results for a relatively low cost mandate. Many state officials, district and school educators, families, and students report that when implemented effectively, they believe ILPs result in positive school outcomes, more rigorous course

¹⁰ Welligent [computer software]. Version 3. Health Susie. Norfolk, VA. Available at: <http://welligent.com>.

taking patterns, and stronger intentions to pursue post-secondary education.¹¹ Yet to date states have had only modest success in identifying state accountability measures to document the value added of ILPs. In addition to meeting the needs of state and local policy makers, such measures would help school personnel in targeting the support they provide to students.

Five recommendations for state leaders are:

- Create a logic model for ILP implementation that identifies grade-specific ILP activities and suggested measurable outcomes to demonstrate whether students are becoming college and career ready.
- Establish an accountability system that measures whether and how engaging in ILP activities support college and career readiness goals as well as measures the educational, post-secondary matriculation, and employment outcomes identified in the ILP implementation model.
- Using web-based career information systems, transfer ILP ePortfolio data into states' longitudinal data systems in order to generate return on investment impact analyses data on post-secondary matriculation/success and employment/wage earnings.
- Establish a monitoring process to track the fidelity of ILP implementation as well as provide disaggregated data in order to assess the impact on the sub-groups of students using the categories used in the Elementary and Secondary Education Act (ESEA). Include in the monitoring process the methods to assess the potential influence of ILPs on federally mandated performance indicators of major programs such as ESEA including the Race to the Top system change demonstrations, IDEA, the Career and Technical Education Act (CTE), and the Workforce Investment Act (WIA).
- Consider creating a multi-state ILP task force that can share in the design specifications and data sources for an accountability system.

South Carolina Department of Education. (2006, June). *South Carolina Education and Economic Development Act Guidelines*. Columbia, SC: Author.

<https://ed.sc.gov/agency/ac/Career-and-Technology-Education/documents/EEDAGuidelines.pdf>

Excerpt (pp. 16–17): School districts must require that all eighth-grade students begin to develop individual graduation plans (IGPs) that build on the career development and career assessment accomplished in their sixth- and seventh-grade years and that include a postsecondary option. The parents or legal guardians (or authorized representatives of the parents or guardians) as well as the students themselves must be directly involved in developing the IGP.

- School districts must use the state-developed form for the IGP.
- School districts must require that every IGP
 - align career goals and the student's course of study;
 - be based on the student's selected cluster of study and academic focus within that cluster;
 - incorporate core academic subjects for high school graduation including but not limited to English, mathematics, science, and social studies;
 - incorporate experience-based career-oriented extended learning opportunities that include but are not limited to internships, apprenticeships, mentoring, cooperative education, and service learning;
 - be sufficiently structured to meet graduation requirements and admission to postsecondary education and sufficiently flexible to allow change in the course of study;
 - incorporate the provisions of a student's IEP when appropriate;
 - be approved by a certified school counselor and the student's parent or legal guardian (or an authorized representative of the parent or guardian); and
 - be reviewed by the student, the parent or legal guardian (or an authorized representative of the parent or guardian), and the certified school counselor at least once a year.
- School districts must require that each student's IGP be signed by a certified school counselor. Input into the planning of the IGP can be provided by a variety of educators.
- School districts must require that each student's IGP be on file and be available to the certified school counselor and the student's parent or legal guardian (or an authorized representative of the parent or guardian) each year as the student chooses courses for the upcoming year of study.

Related Resources: According to the South Carolina *2014–2015 IGP Guidelines*¹², “The EEDA legislative requirement is that 100% of students have an individual conference with at least one parent or official parental designee in attendance. At least 80% of the conferences must be held face-to-face and the remaining 20% may be held utilizing other forms of technology to include participation via telephone, an online meeting (examples: GoTo meeting, Webex, Elluminate), email, video conferencing (such as Skype or other acceptable means).”

¹¹ Budge, S. L., Solberg, V. S., Phelps, L. A., Haakenson, K., & Durham, J. (2010, April). *Promising practices for implementing individualized learning plans: Perspectives of teachers, parents, and students*. Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, CO.

¹² SC Department of Education's Office of Student Intervention Services. (2013, February). *Individual graduation plan conferences, 2013-2014*. Retrieved from <https://ed.sc.gov/agency/programs-services/174/Pathways/documents/IGP-Guidelines-2014-15.pdf>

Also see *2011–2012 Summary of Individual Graduation Plan (IGP) Conferences*¹³ for an example of how data from electronic IGPs are aggregated and reported, including percent of total students and the percent in each grade with a completed IGP, parental involvement, and which career “clusters” students’ have selected within their IGP.

State of Rhode Island and Providence Plantations. (2010). *Individual learning plan (ILP) framework*. Providence, RI: Author.

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/ILP-Framework-Final.pdf>

Excerpt (p. 3): LEAs monitor the effectiveness of the ILP [Individual Learning Plan] process by using student data: for example, discipline and attendance data, promotion and graduation rates, transition/post-school outcome data, the effectiveness of targeted supports connected to student needs and goals, student questionnaires that ask students to reflect on the value of the ILP process, and educator and parental questionnaires that garner ideas for improving the process.

West Virginia Board of Education. (n.d.). Learning, Individualized Needs, Knowledge and Skills [LINKS]

<http://wvde.state.wv.us/counselors/links/about.html>

Summary: LINKS is a grades 5–12 West Virginia student advisement model that includes an Individual Student Transition Plan [ISTP] for every student. The website includes a variety of resources such as evaluation tools in the form of stakeholder surveys and other feedback forms. The grade level academic and career planning documents for ISTP note that evaluation data may include completed ISTPs, schedules documenting parent visits, counselor notes on ISTPs, parent signatures, and student surveys (noting satisfaction levels with academic and career planning).

RESOURCES ON FAMILY AND SCHOOL PARTNERSHIPS

This section includes reports and resources with indicators and measures for family and school relationships and partnerships.

Boston Public Schools, School Quality Working Group. (2014, May). *Final approved school quality domains*. Boston, MA: Author.

<http://bostonschoolquality.org/resources/>

Excerpt (“Measuring Quality” webpage for the School Quality Working Group): The School Quality Working Group, composed of members of the Boston community, is focused on creating a measure of school quality that looks at all parts of a school, not just test scores. This definition of quality will be based on community input and informed by previous BPS work, including:

- Recommendations from the External Advisory Committee on Student Assignment
- BPS Policy on Eliminating the Achievement Gap
- Quality School Plans

The School Quality Working Group has created a system of categories to help dig deeper into the question of what makes a school high-quality. The broadest category is the Domain. . .

Under each domain are several Outcomes. These explain the results we would like to see from our students and schools. Under each outcome are multiple Indicators. These are areas that will be measured to show our progress toward the outcomes. Outcomes and indicators are designed to be broad statements about the ideal results we would like to see. There may be some outcomes or indicators that cannot be measured using existing data sources.

Kansas State Department of Education. *Family involvement surveys*.

[http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/TitleServices/FederalPrograms/TitleIPartA/TitleIParentInvolvement\(FamilyEngagement\).aspx](http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/TitleServices/FederalPrograms/TitleIPartA/TitleIParentInvolvement(FamilyEngagement).aspx)

Summary: This resource compiles a wide selection of family engagement surveys that can be used at the school, district, community, and family level. Instruments available on this website are drawn from literature sources, family and community partnership organizations, the National Parent-Teacher Association, and a Kansas middle school. Instruments include checklists, open- and closed-ended survey questions, and interview questions.

¹³ South Carolina Department of Education. (2012). *2011–2012 Summary of Individual Graduation Plan (IGP) Conferences*. Retrieved from <http://recs.sc.gov/Documents/2011%E2%80%932012Summary%20of%20Individual%20Graduation%20Plan%20Conferences.pdf>

The resource includes surveys with numerous items for each of the following indicators/topics regarding family engagement:

- How family-friendly is your school?
- How closely is your school's parent involvement program linked to student learning?
- How well is your school bridging racial, class, and cultural differences?
- How well does your school support parents as advocates?
- How well is your school sharing power and practicing democracy?
- How well does your district support family and community engagement?

A single survey for family engagement has a single item for each of the following topics:

- Communication about problems with child
- Private information given by teacher helps understanding of child's progress
- Communication about scheduled school events and activities
- Support and assistance provided by staff is helpful
- Classes, workshops, and special activities are helpful
- Staff is friendly and parents are made to feel welcome
- Staff listens to parent's ideas and feelings

The power of Partnerships Family Survey from the PTA addresses the following indicators/topics:

- Welcoming all families into the school community
- Communicating effectively
- Supporting student success
- Speaking up for every child
- Sharing power
- Collaborating with community

A single survey for community engagement has a single item for each of the following topics:

- Communication about scheduled school events and activities
- School has welcoming atmosphere
- Polite and friendly teachers and staff
- Ideas and questions are well accepted
- Comfort level when visiting with staff and students

Other resources provided include:

- Map your school's parent-teacher contacts
- Conference checklist
- Welcome family questionnaire
- Homework survey
- Needs assessment survey
- Parent interview questions
- Parent volunteer survey
- School climate survey
- Parent teacher post-conference survey
- Information, training, and support for families parent survey
- Post-IEP meeting survey

National Network of Partnership Schools (NNPS) at Johns Hopkins University. (2014).

<http://www.csos.jhu.edu/p2000/index.htm>

Excerpt (webpage): Established at Johns Hopkins University in 1996, NNPS invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school.

“Based on more than three decades of research on parental involvement, family engagement, and community partnerships, NNPS's tools, guidelines, and action team approach may be used by all elementary, middle, and high schools to increase involvement and improve student learning and development,” explains Dr. Joyce L. Epstein, Founder and Director of NNPS. NNPS also guides district leaders to help their schools develop goal-oriented programs of family involvement and community connections, and to meet NCLB requirements for parent involvement. In addition, NNPS assists state departments of education and organizations to develop policies and take actions that will support districts and schools in strengthening their partnership programs.

Researchers and facilitators at the Center on School, Family, and Community Partnerships at Johns Hopkins University work with the members of NNPS to study the nature and results of involvement. NNPS aims to increase knowledge of new concepts and strategies; use research results to develop tools and materials that will improve policy and practice; provide professional development conferences and workshops; share best practices of parental involvement and community connections; and recognize excellent partnership programs at the school, district, organization, and state levels.

This website provides NNPS members with updated information, research results, and ideas for action from the NNPS staff and members across the country. The site also informs prospective members about NNPS approaches, benefits, and services.

Summary: The National Network of Partnership Schools uses the same basic categories as the PTA standards (see below) to organize their parent-school partnership efforts. NNPS has tools and services to evaluate the quality and progress of school's programs of family involvement, but they are not freely available online. There are "built-in" evaluation tools in Chapter 9 of the NNPS manual, *School, Family, and Community Partnerships: Your Handbook for Action*. These evaluations help a school's Action Team for Partnerships document progress, discuss program strengths and weaknesses, and improve. Chapter 9 is new to the 3rd edition of the NNPS Handbook, which is available for purchase from Corwin Press or may be attained through your local library system. Chapter 3 in the Handbook directs schools in reviewing team processes to assess how well teams are working together. NNPS also offers general questionnaires for parents, students, and teachers for a fee.

NNPS partner schools annually complete update surveys to assess their degree of implementation and other factors. To see the kinds of data that NNPS reviews from their membership schools, review the categories and charts in their latest annual report of district data published in 2014 on their website.¹⁴ District facilitators for partnerships also collect all schools' One-Year Action Plans and End-of-Year Evaluations to keep track of schools' plans and programs, and to help each school improve its work from year to year.

National Parent Teacher Association. (2008). PTA *national standards for family-school partnerships assessment guide*. Alexandria, VA: Author.

http://www.pta.org/files/National_Standards_Assessment_Guide.pdf

Excerpt (pp. 1–2): PTA's National Standards for Family-School Partnerships offer a framework for how families, schools, and communities should work together to support student success. To facilitate the implementation in local schools of programs, practices, and policies that are guided by the Standards, PTA has developed an assessment guide, otherwise known as a rubric.

The National Standards Assessment Guide provides specific goals for each Standard, as well as indicators for measuring whether those goals are being met. There are also examples for each indicator to show what good practice looks like at different levels of development:

- Level 1: Emerging—Limited level of development and implementation
- Level 2: Progressing—Functioning level of development and implementation
- Level 3: Excelling—Highly functioning level of development and implementation

Each level of practice should build on the last; good practices at the emerging and progressing levels are expected to continue at the next level. . .

10 Ways to Use the Assessment Guide

The National Standards Assessment Guide can be used in a number of ways to help develop and improve programs, practices, and policies that affect family and community engagement in schools.

Here are 10 ideas on how to use the guide:

- To assess current family involvement practices at the school
- To develop ideas for involvement practices and activities
- To inform the development of a school improvement plan
- To monitor progress in reaching school improvement goals
- To design professional development for staff
- To discuss the Standards at PTA and faculty meetings
- To conduct a school walk-through looking for evidence of implementation for each Standard

¹⁴ National Network of Partnership Schools (NNPS) at Johns Hopkins University. (2014, February). *Annual NNPS Report: 2013 district data*. Retrieved from http://www.csos.jhu.edu/p2000/Research/District_UPDATE_Report-2013.pdf

- To create a survey for parents and staff
- To guide the development of school-based parent involvement policies and compacts
- To design research and evaluation studies and instruments

Summary: The PTA standards are listed below; these standards are based on the 6 types of parent involvement developed by Epstein¹⁵ and used by the NNPS [National Network of Partnership Schools]; these areas are also commonly cited by parent-school partnership frameworks and initiatives. The assessment guide cited above provides detailed indicators and rubrics for the standards.

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The PTA standards are currently used by numerous states, districts, schools, and other organizations to organize their efforts regarding parent engagement. For example, the Center for the Education and Study of Diverse Populations has developed a toolkit¹⁶ with many resources built around these standards for the state of New Mexico.

The Michigan Department of Education, also, has a toolkit¹⁷ with many resources built around the PTA standards, including quality indicators of successful programs for each of the standards, planning tools to help identify action steps for evaluation, and surveys.

This response is funded under Contract# ED-IES-12-C-0010 by the Regional Educational Laboratory Pacific Region, administered by McREL International. The information expressed herein does not necessarily represent the positions or policies of IES or the U.S. Department of Education. No official endorsement by the U.S. Department of Education is intended or should be inferred.

¹⁵ Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, (76): 701-712. Available from <http://www.jstor.org/stable/20405436>.

¹⁶ Center for the Education and Study of Diverse Populations. (2006). *Working together: School, family, and community partnerships*. A toolkit for New Mexico School Communities. Retrieved from <http://www.cesdp.nmhu.edu/toolkit/index.asp>.

¹⁷ Michigan Department of Education. (2004). *Parent engagement information and tools: Moving beyond parent involvement to parent engagement*. Retrieved from http://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf.

APPENDIX A: TABLES COMPARING INDICATORS AND MEASURES

The indicators, targets, and data sources within the sources identified in the Ask-a-REL response were compiled, and then within the tables that follow, organized under commonly found topics. Full bibliographic information for the sources cited is available in the body of this document.

Content regarding the measurement of family and community engagement efforts in the source documents was compared for commonalities, and the indicators, targets, and data sources that were found to address similar topics are shown across each row of the table. Indicators are delineated with an arrow; targets and data sources are labeled as such.

Content labeled as “data sources” in the table vary widely across documents, including everything from focus groups to rubrics. Some sources identify possible data for evaluating community and parent engagement topics without clearly articulating indicators, and some sources identify indicators without targets or any kind of metrics. Further, the level of detail in the sources varies, so that in some cases the document identifies the general type of data source (e.g., parent survey) that may be used with an indicator, while other documents provide actual instruments (e.g., survey questions).

Page numbers identify where the information was found within each source. All content in the tables is verbatim the source cited.

COMMUNITY-SCHOOL PARTNERSHIPS

Harris & Wilkes, 2013	Kansas Department of Education , collection of surveys	Sanders, 2008*	Shah, Brink, London, Masur, & Quihuis, 2009	National Network of Partnership Schools , collection of surveys	National Parent Teacher Association, 2008	Boston Public Schools, School Quality Domains	Seattle Public Schools Strategic Plan
High-quality, resourceful community partnerships							
<p>➤ Complementary partnerships: Partners share complementary skills and areas of expertise to create a seamless and comprehensive set of learning supports for children (p. 4)</p> <p>➤ Collaborative staffing models. Schools and community organizations create staffing structures that intentionally blend roles across partners, so that staff work in multiple settings to provide adult support spanning school and non-school hours (p. 4)</p>	<p><i>Data sources:</i> Survey questions provided that address drawing on community resources (p. 19)</p>	<p>This case study describes the use of these <i>data sources</i>:</p> <ul style="list-style-type: none"> • Focus group with school partnership teams • Document review of district website, department documents, meeting agendas, and workshop materials (p. 535) 	<p>➤ Faculty believe they are an effective and competent team (p. 27)</p> <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Teacher survey • Community/school partner records • MOUs with community partners 	<p><i>Topic not included in this source document.</i></p>	<p>➤ Connecting families to local officials (school board members, local police, and community leaders) (p. 26)</p> <p>➤ Linking to community resources (p. 28)</p> <p>➤ Partnering with community groups to strengthen families and support student success (p. 30)</p> <p><i>Data source:</i> a rubric is provided for each indicator in the source document</p>	<p>➤ Type of school partners and quality of partner programs (p.5)</p> <p>➤ School leadership builds community partnerships including with local stakeholders that expand learning opportunities, promote student well-being and enable the school to achieve its overarching mission (p. 10)</p>	<p>➤ Strengthen and build upon strategic partnerships with community, civic, business and faith-based organizations who have demonstrated positive impacts on student outcomes (p. 25)</p> <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Increase number of students receiving out-of-school interventions to support increased student academic achievement. • Increase the number of partnerships with community based organizations (CBOs) that track their direct impact on school and District goals and data sources • Increase the number of partnerships with organizations that adhere to the Statewide Youth Program Quality Standards in order to ensure high quality of programming for SPS students and schools (p. 25)

*REL Pacific was unable to locate a free link to the full-text version of this resource. Although REL Pacific tries to provide only publicly available resources whenever possible, it was determined that this resource may be of interest. It may be found through university or public library systems.

COMMUNITY-SCHOOL PARTNERSHIPS

Harris & Wilkes, 2013	Kansas Department of Education , collection of surveys	Sanders, 2008*	Shah, Brink, London, Masur, & Quihuis, 2009	National Network of Partnership Schools , collection of surveys	National Parent Teacher Association, 2008	Boston Public Schools, School Quality Domains	Seattle Public Schools Strategic Plan
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Degree of community engagement & communication							
<p>Effective communication: Partners communicate effectively and frequently to ensure they are aligning their activities and are working in harmony with one another (p. 4)</p>	<p><i>Data source:</i> Survey questions provided that address:</p> <ul style="list-style-type: none"> • Collaborating with community organizers • Community engagement (p. 29) 	<p>This case study describes the use of these <i>data sources</i>:</p> <ul style="list-style-type: none"> • Formal and informal interviews with family and community outreach specialists • Observations of community outreach conferences and 21st century community meetings (p. 535) 	<p>➤ Availability of and attendance at in-school and after-school programs (p. 26)</p> <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • MOUs with community partners (p. 26) • Community school partner records (p. 27) • In-and after-school program records (p. 26) <p>➤ Students are actively involved in learning and their community</p> <p><i>Data source:</i></p> <ul style="list-style-type: none"> • Partnerships for service learning in the school/community • Attendance at before and after-school programs (p. 10) <p>➤ Schools are open to the community</p> <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Focus groups • Student surveys • Teacher survey • School survey (p. 26) 	<p><i>Data sources:</i> Surveys cited that address students' reports of activities in the community (Epstein, Connors-Tadros & Salinas, 1993b)</p>	<p>➤ Promote after-school learning (p. 17)</p> <p>➤ Turning the school into a hub of community life (p. 29)</p> <p><i>Data source:</i> a rubric is provided for each indicator in the source document</p>	<p>➤ School incorporates partners into annual planning processes (including Quality School Plans and budgeting process) (p.5)</p> <p><i>Data source:</i></p> <ul style="list-style-type: none"> • Parent survey question: My child's school has community partners who provide programs that my child can participate in (p. 10) <p><i>Data source:</i></p> <ul style="list-style-type: none"> • Student survey question: There are opportunities for me to participate at my school before or after school (extracurricular activities, clubs, sports, etc.) (p. 10) 	<p>➤ Strengthen and build upon strategic partnerships with community, civic, business and faith-based organizations who have demonstrated positive impacts on student outcomes (p. 25)</p> <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Track and increase the number and type of organizations that are approved to use new SPS pathways to access data • Track and increase the number and type of organizations that participate in quarterly training around Family Educational Right and Privacy Act (FERPA and data usage • Increase percent of schools that provide integrated arts supported by community partnerships (p. 25)

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COMMUNITY-SCHOOL PARTNERSHIPS

Harris & Wilkes, 2013	Kansas Department of Education , collection of surveys	Sanders, 2008*	Shah, Brink, London, Masur, & Quihuis, 2009	National Network of Partnership Schools , collection of surveys	National Parent Teacher Association, 2008	Boston Public Schools, School Quality Domains	Seattle Public Schools Strategic Plan
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Partnership planning, leadership, and vision

<p>➤ Shared vision of learning: Partners share a common understanding of the goals and resources needed to support children’s learning (p. 4)</p> <p>➤ Shared leadership and governance: Partners have an equal say in leading efforts to support children and families (p. 4)</p>	<p><i>Topic not included in this source document.</i></p>	<p>This case study describes the use of these <i>data sources</i>:</p> <ul style="list-style-type: none"> • document review of school partnership plans • department documents • meeting agendas (p. 535) 	<p><i>Topic not included in this source document.</i></p>	<p><i>Topic not included in this source document.</i></p>	<p>➤ Organizing support from community partners (p. 29)</p> <p><i>Data source:</i> a rubric is provided for each indicator in the source document</p>	<p>➤ School leadership builds community partnerships including with local stakeholders that expand learning opportunities, promote student well-being and enable the school to achieve its overarching mission (p. 10)</p>	<p>➤ Review, modify, and implement the school, family and community partnerships plan</p> <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Increase percent of schools meeting their objectives as outlined in their FEAT [Family Engagement Action Team] plans • Increase percent of goals in each school’s Continuous School Improvement Plan (CSIP) that address engagement strategies with families and community members (p. 24)
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WRAPAROUND SERVICES

Harris & Wilkes, 2013	Kansas Department of Education , collection of surveys	Shah, Brink, London, Masur, & Quihuis, 2009	National Network of Partnership Schools , collection of surveys	National Parent Teacher Association, 2008	Boston Public Schools, School Quality Domains	Wraparound Fidelity Index	The Cincinnati school health demonstration project*
<p>➤ Regular and consistent sharing of information about youth progress. . . to assess whether the services provided are achieving what they intended and inform any improvements needed in these services (p. 7)</p>	<p><i>Data source:</i> Survey questions provided for</p> <ul style="list-style-type: none"> • drawing on community resources (p. 19) 	<p>➤ Students are healthy: physically, socially, and emotionally (including asthma control; physical fitness; nutritional habits)</p> <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • ER visits • Student surveys • Self-assessment or focus group • Service referral records (including vision, dental, mental health, and others) • Services receipt records (including vision, dental, mental health, and others) • Existing physical fitness data • Opportunities for physical activity during school <p>➤ Families are able to provide for basic needs</p> <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Observation by staff • I & R [Information & Referral] service requests • Results from anti-poverty services (housing stability, increase in income, etc.) • Existing disciplinary data on incidents of bullying, violence, weapons • Student surveys 	<p><i>Data sources:</i> Surveys cited that address linking to community resources (p. 28)</p>	<p>➤ Connecting families to local officials (such as school board members, local police, and other community leaders) so that families can learn about resources in the community (p. 26)</p>	<p>➤ School has a nurse on staff</p> <p>➤ School has approved health plan</p> <p>➤ School provides support for students with learning and behavior challenges (p. 4)</p> <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • # of health care FTEs per 100 students • # of guidance counselor FTEs per 100 students • School has a Wellness Council and has completed a wellness action plan • Parent Climate Survey question on support for learning and behavior problems (p. 4) 	<p>➤ The Wraparound Fidelity Index includes questions for the wraparound facilitators about adherence to a well-defined wraparound process. Questions are related to family engagement and support (p. 30–31)</p>	<p>➤ Health related quality of life</p> <p><i>Data source:</i></p> <ul style="list-style-type: none"> • Peds QL© (23-item validated, age specific questionnaire) (p. 364) <p>➤ School absences</p> <p><i>Data source:</i></p> <ul style="list-style-type: none"> • District data (p. 364) <p>➤ Hospital ED visits</p> <p><i>Data source:</i></p> <ul style="list-style-type: none"> • Utilization data based on ambulatory sensitive International Classification of Diseases (ICD)-9 codes (p. 364) <p>➤ Referrals for health services outside school (vision, hearing, dental, behavioral, medical)</p> <p><i>Data source:</i></p> <ul style="list-style-type: none"> • Welligent (computer software) data from referral module (p. 364)

PERSONAL TRANSITION PLANS

National Parent Teacher Association, 2008	Kentucky Department of Education	National Collaborative on Workforce and Disability for Youth	South Carolina 2014–2015 IGP Guidelines and 2011–2012 Summary of Individual Graduation Plan (IGP) Conferences
<p>➤ Planning for the future (p. 21) ➤ Smoothing transitions (p. 22)</p> <p><i>Data source:</i> a rubric is provided for each indicator in the source document</p>	<p>Kentucky DOE usage statistics published online for Individual Learning Plans reports on these <i>data sources</i>:</p> <ul style="list-style-type: none"> • percent of students that logged in to ILP • students' average number of logins • percent of parents logged in to ILP • parents' average number of logins 	<p><i>Recommendations for state leaders for measuring results:</i></p> <ul style="list-style-type: none"> • Using web-based career information systems, transfer ILP ePortfolio data into states' longitudinal data systems in order to generate return on investment impact analyses data on post-secondary matriculation/success and employment/wage earnings (p. 5) • Establish a monitoring process to track the fidelity of ILP implementation as well as provide disaggregated data in order to assess the impact on the sub-groups of students using the categories used in the Elementary and Secondary Education Act (ESEA). Include in the monitoring process the methods to assess the potential influence of ILPs on federally mandated performance indicators of major programs such as ESEA including the Race to the Top system change demonstrations, IDEA, the Career and Technical Education Act (CTE), and the Workforce Investment Act (WIA) (p. 5) 	<p><i>Targets:</i></p> <ul style="list-style-type: none"> • 100% of students have an individual conference with at least one parent or official parental designee in attendance (IGP Guidelines, p. 2) • At least 80% of the conferences must be held face-to-face and the remaining 20% may be held utilizing other forms of technology to include participation via telephone, an online meeting (examples: GoTo meeting, Webex, Elluminate), email, video conferencing (such as Skype or other acceptable means) (IGP Guidelines, p. 2) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Number of electronic Individual Graduation Plans (eIGPs) by grade • Percent of eIGPs by grade • Parental involvement in eIGPs • Postsecondary plans by grade • Occupational cluster selection by students • Occupational cluster selection by grade (Summary of Conferences, p. 1)

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FAMILY AND SCHOOL PARTNERSHIPS

Harris & Wilkes, 2013	Kansas Department of Education , collection of surveys	Sanders, 2008*	Shah, Brink, London, Masur, & Quihuis, 2009	National Network of Partnership Schools , collection of surveys	National Parent Teacher Association, 2008	Boston Public Schools, School Quality Domains	Seattle Public Schools Strategic Plan
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Safe, supportive, & culturally sensitive environments

<p>➤ Family engagement: Families serve as key partners to help address the complex conditions and varied environments where children learn and grow (p. 8)</p>	<p><i>Data sources:</i> Survey questions provided that address:</p> <ul style="list-style-type: none"> • Welcoming environment (p. 6) • Promoting understanding of different cultures (p. 12) • Recognizing and addressing class and language differences (p. 12) • Addressing issues of race and racism (p. 13) • Welcoming and respecting all families (p. 13) • Developing families' self-confidence and power (p. 7) • Promoting understanding of different cultures (p. 15) 	<p><i>Topic not included in this source document.</i></p>	<p>➤ Teacher attendance and turnover (p. 27) <i>Data source:</i></p> <ul style="list-style-type: none"> • Existing HR records <p>➤ Staff, families, and students feel safe (p. 28) <i>Data sources:</i></p> <ul style="list-style-type: none"> • Student surveys • Family survey <p>➤ Schools are clean (p. 28) <i>Data source:</i></p> <ul style="list-style-type: none"> • Self-assessment <p>➤ Families are able to provide for basic needs (p. 28–29) <i>Data sources:</i></p> <ul style="list-style-type: none"> • Observation by staff • Investigation and Remediation (I & R) service requests • Results from anti-poverty services (housing stability, increase in income, etc.) <p>➤ Incidents of bullying, violence, weapons (p. 28–29) <i>Data sources:</i></p> <ul style="list-style-type: none"> • Existing disciplinary data • Student surveys 	<p><i>Data sources:</i> Surveys cited that address:</p> <ul style="list-style-type: none"> • Parents' reports of social networks (with other parents and other adults) (Sheldon & Epstein, 2007a) 	<p>➤ Creating a family friendly atmosphere (p. 6)</p> <p>➤ Respecting all families (p. 7)</p> <p>➤ Ensuring accessible programming (p. 8)</p> <p>➤ Facilitating connections among families (p. 12)</p> <p><i>Data source:</i> a rubric is provided for each indicator in the source document</p>	<p>➤ The school is a healthy and well maintained environment</p> <p>➤ The school has low number of disruptive incidents</p> <p>➤ School prevents bullying</p> <p>➤ Students, staff, and families feel safe on school grounds and at school events (p. 3)</p> <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Student Climate Survey questions on discipline, consequences, and bullying prevention • Teacher Climate Survey questions on classroom management and organization • Parent Climate Survey questions on feelings of safety at school • Suspension/expulsion rate • Number of arrests of students at school • Environmental Conditions Index (air quality) • Number of trespassory notices issued to parents • Score on MSBA Facilities Condition Index (p. 3) <p>➤ Students and families of all backgrounds feel included, welcomed, and respected at the school</p>	<p>➤ Create a socially, emotionally, physically safe and equitable school environment that meets the needs of the whole child, family, staff and community (p. 23)</p> <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Decrease the percent of students and staff indicating they feel unsafe at school • Increase percent of families and community members who indicate they feel welcome at schools • Decrease the percent of students who feel isolated at their schools • Increase percent of students who perceive their peers as respectful of adults • Increase percent of students who perceive their peers as friendly to each other <p>➤ Recruit, develop and retain an effective, culturally competent and more diverse workforce of teachers, staff and leaders to better meet the needs of our diverse student population (p. 14)</p> <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Increase percent of teachers and leaders who complete cultural
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						<ul style="list-style-type: none"> ➤ The school engages students and families of all backgrounds ➤ School communicates effectively with families and students from diverse backgrounds ➤ School environment and culture reflect the diversity of students and families (p.4) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Parent Climate Survey questions on developing thriving, inclusive schools, classrooms, and communities • Staff diversity: % of teachers of color (p. 4) 	<p>competency professional development</p> <ul style="list-style-type: none"> • Increase number of applicants and interviewees who indicate they are a person of color <p>➤ Develop and implement a comprehensive plan to eliminate racial disproportionality and disparity in student attendance and disciplinary actions Districtwide within and across schools while implementing positive behavior interventions (p. 23)</p> <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Decrease the percent of students missing 10 or more days of school (disaggregating attendance data) • Decrease the percent of students receiving suspensions, referrals and exclusions (disaggregating student discipline data)

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Level of family engagement							
<i>Topic not included in this source document.</i>	<p><i>Data sources:</i> Survey questions provided that address:</p> <ul style="list-style-type: none"> • Family engagement policy (p. 21) • Strong relationships between teachers and families (p. 7) • Supporting advocacy (p. 15) 	<p>This case study describes the use of these <i>Data sources</i>:</p> <ul style="list-style-type: none"> • Formal and informal interviews with family outreach specialist • Focus group with parent liaisons • Observe monthly parent liaison meetings • Observe parent involvement forum • Review documents, such as meeting agendas, parent liaison forms and reports, parent involvement policy (p. 535) 	<ul style="list-style-type: none"> ➤ Trust between faculty and families (p. 27) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Teacher survey • Family surveys <ul style="list-style-type: none"> ➤ Opportunities for family involvement (p. 27) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Self-assessment or focus group • Minutes from meetings • School survey <ul style="list-style-type: none"> ➤ Family attendance and experiences at school-wide events and parent-teacher conferences (p. 27) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Teacher and school-wide attendance reports • Student survey • Family survey 	<p><i>Data sources:</i> Surveys cited that address:</p> <ul style="list-style-type: none"> • parents' reports of school outreach to involve families (Sheldon & Epstein, 2007a) • parents' requests for workshop topics information on school subjects and community services (1993a) 	<ul style="list-style-type: none"> ➤ Providing opportunities for volunteering (p. 6) ➤ Removing economic obstacles to participation (p. 7) ➤ Developing personal relationships (p. 5) ➤ Developing an effective parent involvement organization that represents all families (p. 27) <p><i>Data sources:</i> a rubric is provided for each indicator in the source document</p>	<ul style="list-style-type: none"> ➤ Families are encouraged to and do visit and participate at the school ➤ School staff develop productive relationships with families (p. 3) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Parent Climate Survey questions on communication, accessibility, and decision-making • Family Engagement Index (School Site Councils, School Parent Councils, engagement plans, etc.) (p. 3) 	<ul style="list-style-type: none"> ➤ Conduct professional development with central office and school leaders on how to engage the community (p. 24) <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Develop and implement culturally responsive professional development on how to effectively engage our diverse community • Increase percent of central office and school leaders participating in community engagement professional development • Increase percent of responses from families indicating they feel positive about family engagement in the District (family climate survey) (p. 24)

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FAMILY AND SCHOOL PARTNERSHIPS

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Parental involvement in learning and leadership							
<ul style="list-style-type: none"> ➤ Shared vision of learning: Partners share a common understanding of the goals and resources needed to support children’s learning (p. 4) ➤ Regular and consistent sharing of information about youth progress: Partners have access to crucial data that help them better understand the youth they serve (p. 7) 	<p><i>Data sources:</i> Survey questions provided that address:</p> <ul style="list-style-type: none"> • Programs and Activities to Engage Families in Improving Student Achievement (p. 7) • Learning what students are doing in class (p. 9) • [Families] Using student achievement data to design programs (p. 10) • Conferring with teachers (p. 15) • Supporting advocacy (p. 15, 18) 	<p><i>Topic not included in this source document.</i></p>	<ul style="list-style-type: none"> ➤ Families support students’ education at home (p. 27) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Student surveys • Family surveys • Teacher survey <ul style="list-style-type: none"> ➤ Family attendance and experiences at classes (e.g., ESL, parenting) (p. 27) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Family surveys • Provider attendance records 	<p><i>Data sources:</i> Surveys cited that address:</p> <ul style="list-style-type: none"> • Parents’ reports of present family involvement (Sheldon & Epstein, 2007a) 	<ul style="list-style-type: none"> ➤ Having access to the principal (p. 10) ➤ Ensuring parent-teacher communication about student progress (p. 13) ➤ Engaging families in classroom learning (p. 16) ➤ Developing family ability to strengthen learning at home (p. 16) ➤ Understanding how the school and district operate (p. 18) ➤ Learning about resources (p. 19) ➤ Developing families’ capacity to be effective advocates (p. 21) ➤ Having a voice in all decisions that affect children (p. 24) <p><i>Data sources:</i> a rubric is provided for each indicator in the source document</p>	<ul style="list-style-type: none"> ➤ Teachers work with families to help them support student learning ➤ Families are involved in school decision-making (p.3) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Parent Climate Survey questions on communication, accessibility, and decision-making • Family Engagement Index (School Site Councils, School Parent Councils, engagement plans, etc.) (p. 3) 	<ul style="list-style-type: none"> ➤ Review, modify, and implement the school, family and community partnerships plan <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Increase percent of teachers and school leaders trained to work with families as equal partners in the education of their children (p. 24)

*REL Pacific was unable to locate a free link to the full-text version of this resource. Although REL Pacific tries to provide only publicly available resources whenever possible, it was determined that this resource may be of interest. It may be found through university or public library systems.

FAMILY AND SCHOOL PARTNERSHIPS

Harris & Wilkes, 2013	Kansas Department of Education , collection of surveys	Sanders, 2008*	Shah, Brink, London, Masur, & Quihuis, 2009	National Network of Partnership Schools , collection of surveys	National Parent Teacher Association, 2008	Boston Public Schools, School Quality Domains	Seattle Public Schools Strategic Plan
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Communication procedures

<p><i>Topic not included in this source document.</i></p>	<p>Data sources: Survey questions provided that address:</p> <ul style="list-style-type: none"> • Parent-Teacher Contacts (p. 5) • Informative School Communications (p. 9) 	<p><i>Topic not included in this source document.</i></p>	<p><i>Topic not included in this source document.</i></p>	<p><i>Topic not included in this source document.</i></p>	<ul style="list-style-type: none"> ➤ Using multiple communication paths (p. 9) ➤ Surveying families to identify issues and concerns (p. 10) ➤ Providing information on current issues (p. 11) ➤ Ensuring parent-teacher communication about student progress (p. 13) ➤ Sharing school progress (p. 15) ➤ Resolving problems and conflicts (p. 20) <p><i>Data sources:</i> a rubric is provided for each indicator in the source document</p>	<ul style="list-style-type: none"> ➤ School communicates effectively with families and students from diverse backgrounds (p. 4) ➤ Leadership fosters two-way communication with families (p. 5) <p><i>Data sources:</i></p> <ul style="list-style-type: none"> • Parent climate survey questions on regular and effective communication (p. 5) 	<ul style="list-style-type: none"> ➤ Develop and implement a comprehensive procedure to ensure two-way communication with all stakeholders <p><i>Targets:</i></p> <ul style="list-style-type: none"> • Increase percent response rate on family, staff and student climate surveys • Increase number of schools with Family Engagement Action Team (FEAT) plans • Increase percent of schools with a family connector in order to build capacity of, and leadership opportunities for, families. • Increase the percent of positive responses from the community who perceive the District website as easy to use and helpful in finding needed information • Increase the percent of positive responses from the community who indicate the school or central office were responsive to their concerns (p. 24)
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