

Working Together: School-Family-Community Partnerships

A Survey for Assessing School Level Family and Community Partnerships

This survey may be used to assess a school's progress in strengthening partnerships between school personnel and the school's families and community members. It is suggested that the survey be used at different points in the school year to assess progress in the six areas of parent involvement identified by the work of Dr. Joyce Epstein and the PTA's National Standards for Parent/Family Involvement Programs.

Rating Scale	
Frequently	Occurs in most classes or grade levels. Receives substantive time and emphasis. A highly prevalent component of the school's parental involvement plan.
Sometimes	Occurs in some classes or grade levels. Receives minimal or modest time and emphasis. Not a prevalent component of the school's parental involvement plan.
Never	Strategy does not occur at the school or occurs in isolation.

1. IMPROVING COMMUNICATION

Communicate effectively with all families in the community.

Our School:	Frequently	Sometimes	Never
Conducts parent-teacher conferences with every parent at least once a year.			
Provides translators to assist families as needed.			
Provides clear information about report cards and how grades are earned.			
Has established two-way channels for communication from home to school and from school to home.			
Provides clear information about selecting courses, programs and activities in this school.			
Sends folders of student work home weekly or monthly for parent review and comments.			
Sends home positive messages or makes phone calls to parents about students on a regular basis.			
Notifies families of students having academic or behavior problems. Teachers have easy access to telephones to communicate with parents during or after school.			
Provides parents with the telephone numbers of the school, principal, teachers and counselors (at school or at home).			
Has a homework hot line for students and families to hear daily assignments and messages.			
Conducts an annual survey for families to share information and concerns about students' needs and reactions to school programs.			



Our school newsletter includes:			
A calendar of school events.			
Student activity information.			
Information about curriculum, assessments and standards-based instruction.			
Information regarding volunteer involvement (when and how to volunteer).			
School governance information (how the school is run, site council, etc.).			
A column to address parents' questions.			
Recognition of students, families and community members.			

2. PROMOTING POSITIVE PARENTING

Assist all families with parenting skills and in setting home environments to support children as students.

Our School:	Frequently	Sometimes	Never
Sponsors parent education workshops and other courses or training for parents.			
Provides families with information on child or adolescent development.			
Provides families with strategies that support learning at home.			
Lends families books or tapes on parenting or videotapes of parent workshops.			
Asks families for information about children's goals, strengths and talents.			
Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.			
Respects the different cultures represented in our student population.			

3. ENHANCING STUDENT LEARNING

Provide information to families about how to help students at home with their homework and other curriculum-related activities and decisions.

Our School:	Frequently	Sometimes	Never
Provides family-friendly information to families on New Mexico's Content Standards and Benchmarks.			
Provides information to families on how to monitor and discuss schoolwork with their child.			
Provides information on how to assist students with skills that they need to improve.			
Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.			
Asks parents to listen to their child read or to read aloud with their child.			
Provides calendars with daily or weekly activities for families to do at home and in the community.			
Assists families in helping students to set academic goals, select courses and programs and plan for college, their next level of schooling (i.e. middle school and high school) or work.			

4. INCREASING VOLUNTEERISM

Organize volunteers to support the school and its students.

Our School:	Frequently	Sometimes	Never
Conducts an annual survey to identify interests, talents, and availability of volunteers.			
Provides a parent room or family center for volunteers or family members to work, meet, and access relevant resources.			
Provides ways for families to be involved at home or in the community if they cannot volunteer at school.			
Recognizes our volunteers for their time and efforts.			
Schedules plays, concerts, games, and other events at different times of the day and evening so that all parents can attend.			
We encourage families and the community to be involved at school by			
Assisting in the classroom (e.g., tutoring, grading papers).			
Helping on trips or at parties.			
Giving talks (e.g., careers, hobbies, etc.).			
Checking attendance.			
Monitoring halls, working in the library, cafeteria or other areas.			
Leading clubs or activities.			

5. SUPPORTING DECISION MAKING AND ADVOCACY

Include families as participants in school decisions and develop parent and community leaders.

Our School:	Frequently	Sometimes	Never
Has an active PTA, PTO or other parent organization.			
Invites parents to be on the school's advisory council, improvement team, or other committees at our school.			
Asks involved parents to make contact with parents who are less involved to solicit their ideas and report back to them.			
Provides information on school or local elections for school representatives.			
Develops formal networks to link all families with their parent representatives.			
Involves parents in school level decisions.			
Involves parents in revising school/district curricula.			
Includes parent leaders from all racial, ethnic, socio-economic and other groups represented in school.			