

FAMILY ENGAGEMENT SURVEYS & CHECKLISTS

Surveys & Checklists	Administered to	Description	Source	Page # in this document or External Link
1. Family-School Partnerships Parent Survey	Parents	Includes 42 questions about family perceptions of the school’s information sharing, communication, support services, school climate, and more.	The Ohio State University: CETE Free/Public domain	p. 5-9 Contact boone.32@osu.edu for information about how schools can contract with OSU to develop reports based on this survey.
2. K-12 Parent Survey	Parents	48 questions on parent’s thoughts, feelings, and attitudes toward child’s school. Help understand different aspects of the parent/school relationship. Includes questions about opportunities for involvement.	Harvard Family Research Project Free/Public Domain	https://www.surveymonkey.com/r/9TRTF9Z
3. Parent and School Survey (PASS)	Parents	30 items total. 24 items about parent involvement behaviors and beliefs and 6 about level of difficulty presented by barriers.	Ringenberger, Funk, Mullen, Wilford, & Kramer (2005) Free/Public Domain	p. 10
4. How Well Does Your District Support Family Engagement and Community Engagement Checklist	District leaders	18-item checklist of district’s family and engagement policy, high-level leadership, accountability, and support and resources.	Henderson, Mapp, Johnson, & Davies (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships Check with publisher for permission to use survey.	p. 11-13

Surveys, Continued	Administered to	Description	Source	Page # in this document or External Link
5. School, Family, and Community Partnerships Survey	Action Team for Partnerships	Assess whether school is involving parents, community members, and students in meaningful ways. 6 sections of 6-14 items.	Salinas, Epstein, & Sanders Authorized with book purchase	p. 14-18
6. Survey of Chicago Public Schools Teachers, Spring 2003	Elementary school teachers	24 items on parent involvement and community relations on pages 4 and 5. Teachers report parent involvement in the school as well as teacher outreach to families and community.	Consortium of Chicago School Research at the University of Chicago Free for non-commercial research purposes, UChicago Consortium must be cited as source.	http://consortium.uchicago.edu/downloads/74022003-elem-teacher.pdf
7. Parent Attitudes toward Mental Health Services for Children Survey	Parents	10 questions on perceptions of mental health services , willingness to seek help from professionals, etc.	Fischer & Farina (1995) Check with authors for permission to use survey	p. 19
8. Welcoming environment items from An Inventory of Family Engagement	Parents	12 items from the survey examine the school's welcoming environment .	Adapted from Epstein (2002), Michigan Dept of Education Check with publisher for permission to use survey	p. 20
9. School Climate Survey	Parents	19 questions on school climate . Schools can use to develop a plan, plan activities for families, and set priorities.	Henderson et al., (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. Adapted from Thompson (2003). Check with Publisher for permission to use survey	p. 21-24

Surveys, Continued	Administered to	Description	Source	Page # in this document or External Link
10. Is Your School a Welcoming School?	School leaders	16-item checklist for schools to examine if there is a positive school climate .	The Partnership for Kentucky Schools for the Commonwealth Institute for Parent Leadership Check with authors for permission to use survey	http://www.prichardcommitee.org/wp-content/uploads/2014/09/3-Welcoming-Schools-Checklist.pdf
11. Parental Self-Efficacy Scale	Parents	58 questions on parent efficacy in influencing children's schools and outcomes.	Bandura, A. (1990). Multidimensional scales of perceived self-efficacy. Stanford University, Stanford, CA Check with authors for permission to use survey	https://www.academia.edu/44661248/PARENTAL_SELF_EFFICACY_SCALE

This work was prepared by Dr. Barbara Boone, Dr. Meredith Wellman, and Victoria Schenker of The Ohio State University's CETE Results Management Team. October 19, 2016. Please refer questions or comments to boone.32@osu.edu.



Sample Surveys

SAMPLE SURVEY 1

The Ohio State University Family-School Partnerships Family Survey

As a parent or caregiver, your support for your child's learning is important to your child's success in school and beyond. This survey asks for your opinions about what your child's school does to partner with you to support your child's education.

Your responses will help your child's school improve their connections with families. All individual responses will remain confidential. Results will only be reported as part of a group.

The survey usually takes no more than 10 minutes to complete. If you have more than one child in the school district/building, please complete a survey for each child.

For each statement below, please select one answer that most closely matches your opinion on your child's school this current year. If you do not know or think you do not have enough information to answer, please select "Don't know/Not Applicable."

Information Sharing

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
I receive information on what I can do at home to help my child improve or advance his/her learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive information on what my child should learn and be able to do in each grade in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
My child's school encourages me to support my child's learning at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school is very good about staying in touch with me (for example, letters, phone calls or e-mails).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my child's school communicates with me, it is easy for me to read or understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive regular updates from the teacher(s) on my child's progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Quality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
My child's teacher(s) adjust their teaching styles to meet my child's learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my child is challenged by the school's academic curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's teacher(s) hold high expectations for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child receives the academic support needed to meet his/her individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am asked about my child's talents and strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership and Participation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
I am invited to meetings so I can learn about what is going on in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many different ways I can be involved with the school, either at the school building, at home or in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I volunteer at the school, I am given training (if needed) and resources to do my task well (if needed).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can be involved in school improvement planning and decision making at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am invited to help plan family involvement activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support Services	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
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I am given information about community resources in which my family might be interested (for example, adult education, mental health, and recreation).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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I am given information about services to support my child's learning and behavior and enhance his or her talents (for example, tutoring, mentoring, sports, camps, career exploration).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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School Climate	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
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The school helps my child feel comfortable as he/she moves from one grade to the next.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My child's school respects my family's culture.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Your Child's Grade Level.

Pre-Kindergarten	<input type="radio"/>	6 th	<input type="radio"/>
Kindergarten	<input type="radio"/>	7 th	<input type="radio"/>
1 st	<input type="radio"/>	8 th	<input type="radio"/>
2 nd	<input type="radio"/>	9 th	<input type="radio"/>
3 rd	<input type="radio"/>	10 th	<input type="radio"/>
4 th	<input type="radio"/>	11 th	<input type="radio"/>
5 th	<input type="radio"/>	12 th	<input type="radio"/>

Your race/ethnicity.

African American	<input type="radio"/>
Asian/Pacific Islander	<input type="radio"/>
Hispanic	<input type="radio"/>
Multiracial	<input type="radio"/>
Native American	<input type="radio"/>
White	<input type="radio"/>
Other	<input type="radio"/>

Your gender.

Male
 Female

How You See Your Child's School. Please read over the following statements and select the response that corresponds to your opinion about each (use any circle along the line – the middle circle means you are not sure):

My child's school is fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is unfair
My child's school helps all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school helps only a small group of students
My child's school is safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is dangerous
My child's school encourages him/her to be involved in activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school discourages him/her to be involved in activities.
My child's school cares about students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school doesn't care about students
My child's school has high expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school has low expectations for students.
My child's school is friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is unfriendly
All student groups are welcome and respected in my child's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Only certain student groups are welcome and respected in my child's school
My child's school is supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is not supportive
My child's school is improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is getting worse
My child's school is a positive in his/her life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is a negative in my life
My child's school is an exciting place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is a boring place.
My child's school is well regarded in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school is poorly regarded in the community
My child's school cares about families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school doesn't care about families
My child's school welcomes parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school keeps parents out
My child's school values parents' ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My child's school ignores parent's ideas

Thank you for taking the time to complete this survey!

SAMPLE SURVEY 3

Appendix: Parents And School Survey (Elementary)

Parent Name: _____ Date: _____

Below are several statements followed by answers. Please read them and circle the answer that best describes how much you agree with the statement. It is most helpful if you try to answer honestly and accurately. This information helps us plan how to make the program as helpful to parents as possible.

		Strongly Agree	Agree	Partially Agree Partially Disagree	Disagree	Strongly Disagree
1.	I feel very comfortable visiting my child's school.	1	2	3	4	5
2.	My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	1	2	3	4	5
3.	If my child misbehaved at school, I would know about it soon afterward.	1	2	3	4	5
4.	I frequently explain difficult ideas to my child when she/he doesn't understand.	1	2	3	4	5
5.	Every time my child does something well at school I compliment him / her.	1	2	3	4	5
6.	Talking with my child's principal makes me <u>un</u> comfortable.	1	2	3	4	5
7.	I always know how well my child is doing in school.	1	2	3	4	5
8.	I am <u>confused</u> about my legal rights as a parent of a student.	1	2	3	4	5
9.	I read to my child every day.	1	2	3	4	5
10.	I talk with other parents frequently about educational issues.	1	2	3	4	5
11.	My child attends community programs (e.g. YMCA, park/rec, community theatre) regularly.	1	2	3	4	5
12.	I have visited my child's classroom several times in the past year.	1	2	3	4	5
13.	I have made suggestions to my child's teachers about how to help my child learn.	1	2	3	4	5
14.	There are many children's books in our house.	1	2	3	4	5
15.	In the past 12 months I have attended activities at my child's school several times (e.g. fun nights, performances, awards nights).	1	2	3	4	5
16.	My child misses school several days each semester.	1	2	3	4	5
17.	Talking with my child's current teacher makes me somewhat <u>un</u> comfortable.	1	2	3	4	5
18.	I don't understand the assignments my child brings home.	1	2	3	4	5
19.	Reading books is a regular activity in our home.	1	2	3	4	5
20.	If my child was having trouble in school I would not know how to get extra help for him / her.	1	2	3	4	5
21.	I know the laws governing schools well.	1	2	3	4	5
22.	In the past 12 months I attended several school board meetings.	1	2	3	4	5
23.	In the past 12 months I volunteered at my child's school at least 3 times.	1	2	3	4	5
24.	I know about many programs for youth in my community.	1	2	3	4	5

How difficult do the following issues make involvement with your child's school?

		A lot	Some	Not an Issue
25.	Lack of Time	1	2	3
26.	Time of Programs	1	2	3
27.	Small Children	1	2	3
28.	Transportation	1	2	3
29.	Work Schedule	1	2	3
30.	Other (Specify _____)	1	2	3

SAMPLE SURVEY 4

Checklist

How Well Does Your District Support Family and Community Engagement?

FAMILY ENGAGEMENT POLICY

1. The district has a strong policy that sets standards for what partnerships in schools should include and lays out a process for making sure that schools meet the standards.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

2. Parent involvement is clearly defined and means more than parents' being their children's "first teachers."
 Already doing this *Could do this easily* *This will take time* *This will be hard*

3. The policy commits the district to offer certain programs and opportunities for families, staff, and community members.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

4. Parents have the right to observe in classrooms, attend faculty meetings, and take part in professional development.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Scaling

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HIGH-LEVEL LEADERSHIP

5. The director of family and community engagement is an assistant or deputy superintendent and reports directly to the superintendent.

Already doing this *Could do this easily* *This will take time* *This will be hard*

6. The director's staff are full-time and can cover all schools in the district. They have the skills to offer professional development to schools on engaging families effectively.

Already doing this *Could do this easily* *This will take time* *This will be hard*

7. Principals are required to have credentials and experience in engaging diverse families.

Already doing this *Could do this easily* *This will take time* *This will be hard*

8. Schools with high levels of parent, family, and community involvement are recognized and rewarded.

Already doing this *Could do this easily* *This will take time* *This will be hard*

ACCOUNTABILITY

9. All schools are required to appoint an action team of staff and parents who represent the school's diversity to build and sustain parent involvement.

Already doing this *Could do this easily* *This will take time* *This will be hard*

10. Principals are evaluated, in part, on how well the school engages families and community members and organizations.

Already doing this *Could do this easily* *This will take time* *This will be hard*

11. An annual survey assesses families' opinions about the school and what supports they need to become more involved.

Already doing this *Could do this easily* *This will take time* *This will be hard*

12. The annual survey data are correlated with student outcome data (including test scores) to develop programs for families that are linked to student learning.

Already doing this *Could do this easily* *This will take time* *This will be hard*

13. The district uses a walk-through process to help schools assess how family-friendly they are.

Already doing this *Could do this easily* *This will take time* *This will be hard*

SUPPORT AND RESOURCES

14. Professional development and technical assistance on all aspects of family and community engagement are available for administrators, teachers, and parents.

Already doing this *Could do this easily* *This will take time* *This will be hard*

15. Funding to plan and carry out family involvement activities is built into the district budget. Family involvement is not dependent on discretionary grants or other “soft money.”

Already doing this *Could do this easily* *This will take time* *This will be hard*

16. The district has a well-developed and easy-to-use Web site so that schools and families can contact staff, obtain important information, and download useful materials.

Already doing this *Could do this easily* *This will take time* *This will be hard*

17. The district offers incentives, such as small action grants, to develop new programs and activities.

Already doing this *Could do this easily* *This will take time* *This will be hard*

18. The district showcases best practice, such as at conferences where schools exhibit their programs and describe the results, and in publications and on the Web site. There are awards for schools and staff that have made the most progress.

Already doing this *Could do this easily* *This will take time* *This will be hard*

Scaling

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SAMPLE SURVEY 5

Measure of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, & Mavis G. Sanders, Johns Hopkins University,
Deborah Davis & Inge Aldersbaes, Northwest Regional Educational Laboratory

This instrument helps assess whether your school is involving parents, community members, and students in meaningful ways. The measure is based on the framework of six types of involvement and focuses on how well activities are meeting challenges to involve more – or all – families in their children's education.

At this time, your school may conduct all, some, or none of the activities or approaches listed. Not every activity is appropriate at every grade level. Not every activity should be conducted often – some may be implemented once or twice each year. In a goal-oriented partnership program, activities will be selected and outlined in detail in your One-Year Action Plan for Partnerships to help reach specific school improvement goals.

Your school may implement other activities for each type of involvement. These should be added on the blank lines and rated to account for the major partnership practices that your school conducts.

Directions: Use the scoring rubric below to rate your school on the six types of involvement. As you review each item, circle the response that comes closest to describing how the activity is implemented at your school.

Scoring Rubric:

- 1 – Never:** Strategy does not happen at our school.
- 2 – Rarely:** Conducted in one or two classes or with a few families. Not emphasized in this school's partnership program.
- 3 – Sometimes:** Conducted in a few classes or with some families. Receives minimal emphasis in this school's partnership program across the grades. Quality of Implementation needs to improve.
- 4 – Often:** Conducted in many, but not all, classes, or with many, but not all, families. Given substantial emphasis in this school's partnership program across the grades. Quality of implementation is high; only minor changes are needed.
- 5 – Frequently:** Occurs in most or all classes and grade levels, with most or all families. An important part of this school's partnership program. Quality of implementation is excellent.

The *Measure* is designed to be discussed and completed annually or every other year by an Action Team for Partnerships (ATP) to assess program progress. The results not only indicate the scope and quality of involvement activities, but also suggest new directions and needed improvements for the next One-Year Action Plan for Partnerships.

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- I. PARENTING:** Help all families understand child and adolescent development and establish home environments to support children as students. Help schools understand families' backgrounds, cultures, and goals for students.

Our School:	Rating				
	Never	Rarely	Sometimes	Often	Frequently
1. Conducts workshops or provides information for parents on child or adolescent development.	1	2	3	4	5
2. Provides information to all families who want or who need it, not just to the few who can attend workshops or meetings at the school building.	1	2	3	4	5
3. Produces information for families that is clear, usable, and linked to children's success in school.	1	2	3	4	5
4. Asks families for information about children's goals, strengths, and talents.	1	2	3	4	5
5. Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.	1	2	3	4	5
6. Provides families with age-appropriate information on developing home conditions or environments that support learning.	1	2	3	4	5
7. Respects the different cultures represented in our student population.	1	2	3	4	5
Other Type 1-Parenting activities: _____	1	2	3	4	5
_____	1	2	3	4	5

II. COMMUNICATING: Conduct effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Our School:	Rating				
	Never	Rarely	Sometimes	Often	Frequently
1. Reviews the readability, clarity, form, and frequency of all memos, notices, and other print and non-print communications.	1	2	3	4	5
2. Develops communications with parents who do not speak or read English well, or need large type.	1	2	3	4	5
3. Provides written communication in the language of the parents and provides translators as needed.	1	2	3	4	5
4. Has clear two-way channels for communications from home to school and from school to home.	1	2	3	4	5
5. Conducts a formal conference with every parent at least once a year.	1	2	3	4	5
6. Conducts an annual survey for families to share information and concerns about student needs, reactions to school programs, and satisfaction with their involvement in school and at home.	1	2	3	4	5
7. Conducts an orientation for new parents.	1	2	3	4	5
8. Sends home folders of student work weekly or monthly for parent review and comment.	1	2	3	4	5
9. Provides clear information about the curriculum, state tests, school and student results, and report cards.	1	2	3	4	5
10. Contacts families of students having academic or behavior problems.	1	2	3	4	5
11. Teachers, counselors, and administrators use e-mail and the school website to communicate with parents, including information on Internet safety	1	2	3	4	5
12. Trains teachers, staff, and principals on the value and utility of family involvement and ways to build positive ties between school and home.	1	2	3	4	5
13. Builds policies that encourage all teachers to communicate frequently with parents about the curriculum, expectations for homework, and how parents can help.	1	2	3	4	5
14. Produces a regular school newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips.	1	2	3	4	5
Other Type 2-Communicating activities: _____	1	2	3	4	5
_____	1	2	3	4	5

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III. VOLUNTEERING: Recruit and organize parents to support the school and students.

Our School:	Rating				
	Never	Rarely	Sometimes	Often	Frequently
1. Conducts annual surveys to identify interests, talents, and availability of parent volunteers to match their skills and talents with school and classroom needs.	1	2	3	4	5
2. Provides a parent or family room for volunteers and family members to meet and work, and to access resources about parenting, tutoring, and related topics	1	2	3	4	5
3. Creates flexible volunteering opportunities and schedules, enabling employed parents to participate.	1	2	3	4	5
4. Schedules special events at different times of the day and evening so that all families can attend as audiences.	1	2	3	4	5
5. Reduces barriers to parent participation by providing transportation and child care, and by addressing the needs of English language learners.	1	2	3	4	5
6. Trains volunteers so they use their time productively.	1	2	3	4	5
7. Recognizes volunteers for their time and efforts.	1	2	3	4	5
8. Encourages families and the community to be involved with the school in various ways (e.g., assist in classrooms, monitor halls, lead talks or activities, serve as audiences)	1	2	3	4	5
Other Type 3-Volunteering activities: _____	1	2	3	4	5
_____	1	2	3	4	5

IV. LEARNING AT HOME: Provide information to families on how to help students with homework, other curriculum-related activities, course decisions, and future plans.

Our School:	Rating				
	Never	Rarely	Sometimes	Often	Frequently
1. Provides information to families on how to monitor and discuss schoolwork at home.	1	2	3	4	5
2. Provides information to families on required skills in major subjects.	1	2	3	4	5
3. Provides specific information to parents on how to assist students with skills that they need to improve.	1	2	3	4	5
4. Asks parents to focus on reading, listen to children read, or read aloud with their child.	1	2	3	4	5
5. Assists families in helping students set academic goals and select courses and programs.	1	2	3	4	5
6. Provides information and ideas for families to talk with students about college, careers, postsecondary plans.	1	2	3	4	5
7. Schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	1	2	3	4	5
Other Type 4-Learning at Home activities: _____	1	2	3	4	5
_____	1	2	3	4	5

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V. DECISION MAKING: Include parents in school decisions and develop parent leaders and representatives.

Our School:	Rating				
	Never	Rarely	Sometimes	Often	Frequently
1. Has an active PTA, PTO, or other parent organization.	1	2	3	4	5
2. Includes parent representatives on the school's council, improvement team, or other committees.	1	2	3	4	5
3. Has parents represented on district-level advisory council and committees.	1	2	3	4	5
4. Involves parents in organized, ongoing, and timely ways in planning and improving school programs.	1	2	3	4	5
5. Involves parents in reviewing school and district curricula.	1	2	3	4	5
6. Recruits parent leaders for committees from all racial, ethnic, socioeconomic, and other groups in the school.	1	2	3	4	5
7. Develops formal social networks to link all families with their parent representatives.	1	2	3	4	5
8. Includes students (with parents) in decision-making groups.	1	2	3	4	5
9. Deals with conflict openly and respectfully.	1	2	3	4	5
10. Guides parent representatives to contact parents who are less involved for their ideas.	1	2	3	4	5
11. Develops the school's plan and program of family and community involvement with input from educators, parents, and others.	1	2	3	4	5
Other Type 5-Decision Making activities: _____	1	2	3	4	5
_____	1	2	3	4	5

VI. COLLABORATING WITH THE COMMUNITY: Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

Our School:	Rating				
	Never	Rarely	Sometimes	Often	Frequently
1. Provides a resource directory for parents and students on community agencies, services, and programs.	1	2	3	4	5
2. Involves families in locating and using community resources.	1	2	3	4	5
3. Works with local businesses, industries, libraries, parks, museums, and other organizations on programs to enhance student skills and learning.	1	2	3	4	5
4. Provides "one-stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies.	1	2	3	4	5
5. Offers afterschool programs for students with support from community businesses, agencies, and volunteers.	1	2	3	4	5
6. Solves turf problems of responsibilities, funds, staff, and locations for collaborative activities to occur.	1	2	3	4	5
Other Type 6-Collaborating With the Community activities: _____	1	2	3	4	5
_____	1	2	3	4	5

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SAMPLE SURVEY 7

Parent Attitudes Toward Mental Health Services for Children Survey

INSTRUCTIONS: In this questionnaire, you will read statements about your attitudes towards seeking mental health services *for your children*. Please check a response for each statement according to how you currently feel.

Example:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would seek mental health services for my child.			x		

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. If I believed my child was having a mental breakdown, my first inclination would be to get him/her professional attention.					
2. The idea of my child talking about his/her problems with a psychologist strikes me as a poor way to get rid their emotional conflicts.					
3. If my child were experiencing a serious emotional crisis at this point in their life, I would be confident that they could find relief in psychotherapy.					
4. There is something admirable in the attitude of a person who is willing to let their child cope with his or her conflicts and fears without resorting to professional help.					
5. I would want to get psychological help for my child if they were worried or upset for a long period of time.					
6. I might want to have psychological counseling for my child in the future.					
7. A child with an emotional problem is not likely to solve it alone; he or she is likely to solve it with professional help.					
8. Considering the time and expense involved in psychotherapy, it would have doubtful value for my child.					
9. A child should work out his or her own problems; getting psychological counseling would be a last resort.					
10. Personal and emotional troubles, like many things, tend to work out by themselves for my child.					

SAMPLE SURVEY 8

An Inventory of Family Engagement: Welcoming School Environment items

PRECONDITIONS: A WELCOMING SCHOOL ENVIRONMENT	Well Implemented	A Good Start	Needs Improvement
Staff acknowledge the presence of parents and all visitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers personally invite parents to visit the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers know and use the parent's names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff initiate partnership with each child's family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special effort is made to reach uninvolved parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRECONDITIONS: A WELCOMING SCHOOL ENVIRONMENT	Well Implemented	A Good Start	Needs Improvement
Special efforts are made to transition families into the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences are scheduled at times convenient for parents. <ul style="list-style-type: none"> • Language translators are available as needed • Child care is provided 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents are invited to join their child for meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The building and classroom arrangements reflect the children's ethnicity, family culture/traditions, children's needs and their educational accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photos from home are on display in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child initiated work is on display in the classroom, in the hallway, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE SURVEY 9

1.1. School Climate Survey

This tool can be used to develop an action plan, to plan activities for staff and families, and to set priorities for the school improvement team, school council, or other committees.

Dear Families:

We want our school to be the best it can be. Please fill out this survey and tell us what you think are the school's strong points and what you think could be better. Your comments and ideas will be very welcome. If you would like to help tally and analyze the results, please let us know.

—The Family and Community Involvement Action Team
[list names and contact information]

Caring Environment

1. When I walk into this school, I feel welcome.

<input type="radio"/> Always	<input type="radio"/> Almost always	<input type="radio"/> Sometimes
<input type="radio"/> Rarely	<input type="radio"/> Never	

2. I am treated with respect at this school.

<input type="radio"/> Always	<input type="radio"/> Almost always	<input type="radio"/> Sometimes
<input type="radio"/> Rarely	<input type="radio"/> Never	

3. This school respects my cultural heritage.

<input type="radio"/> Always	<input type="radio"/> Almost always	<input type="radio"/> Sometimes
<input type="radio"/> Rarely	<input type="radio"/> Never	

4. Students at my child's school are treated fairly no matter what their race or cultural background.

<input type="radio"/> Always	<input type="radio"/> Almost always	<input type="radio"/> Sometimes
<input type="radio"/> Rarely	<input type="radio"/> Never	

**Tools to Support
Your Work**

. . .

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5. I feel welcome at PTA/parent group meetings.
- Always Almost always Sometimes
 Rarely Never

Problem Solving

6. I have a good working relationship with my child's teacher.
- Always Almost always Sometimes
 Rarely Never
7. I can talk to the school principal when I need to.
- Always Almost always Sometimes
 Rarely Never
8. This school has a clear process for addressing my concerns.
- Always Almost always Sometimes
 Rarely Never
9. If the school can't help me, I know they will refer me to someone who can.
- Always Almost always Sometimes
 Rarely Never

Communication

10. My child's teacher lets me know right away if my child is having a problem with (circle all that apply):

Behavior

Fitting in with other students

Homework

Special projects

Tests

11. It's easy to get a translator if I need one.
- Always Almost always Sometimes
 Rarely Never

**Beyond the
Bake Sale**

...

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12. Staff at my child's school consult me and other families before making important decisions.

- Always Almost always Sometimes
 Rarely Never

13. I understand the rules and requirements about student dress, language, and behavior.

- Always Almost always Sometimes
 Rarely Never

Student Progress

14. My child's teacher keeps me well informed about how my child is doing in school.

- Always Almost always Sometimes
 Rarely Never

15. I understand the standards my child is supposed to meet.

- Always Almost always Sometimes
 Rarely Never

16. My child's teacher and the school give me useful information about how to improve my child's progress.

- Always Almost always Sometimes
 Rarely Never

17. At this school, students feel challenged to do their best.

- Always Almost always Sometimes
 Rarely Never

Satisfaction

18. I am very satisfied with the quality of this school.

- Always Almost always Sometimes
 Rarely Never

19. I would recommend this school to family and friends with children.

- Always Almost always Sometimes
 Rarely Never

**Tools to Support
Your Work**

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What grade is your child in? List all if you have more than one child in the school. _____

My child is (check only one box):

- African American
- Asian American
- Caucasian/White
- Latin American/Hispanic
- Native American
- Other (please specify) _____

What is the school doing that is most helpful to you as a parent?

Share one thing that you wish the school would do to improve the learning experience for you and your child. _____

Thank you for your participation.

Please return this survey to:

This survey is adapted from one used in Alexandria, Virginia, public schools in 2003. It was developed by Karen Parker Thompson, coordinator of family involvement and community resources for the Alexandria City Public Schools, Anne T. Henderson, and Scott Broetzmann of Customer Care Management and Consulting.