

INTRODUCTION

This report summarizes your school's data from the surveys, School and Family Partnerships: Questionnaires for Teachers and Parents in Elementary and Middle Grades. The surveys produce a "profile" of where a school is starting from in its connections with families from the perspectives of teachers and parents. By putting the results from parents and teachers side by side and considering them simultaneously, you and your colleagues can begin to identify and discuss the common themes and common goals of teachers and parents for practices of partnership. The survey results should help your school develop a comprehensive program with practices that teachers and parents agree are important.

This summary includes most, but not all, of the questions in the teacher and parent surveys. Space is provided for other information that you and your colleagues may want to add to the summary of data from your school.

In this summary, "parent" means the adult in the family who has the most contact with the school about the student. This is the person who is asked to complete the parent survey. "Parent involvement" is a short form for the better, more inclusive term -- "school and family partnerships."

STEPS IN THE SURVEY PROCESS

If you are thinking about surveying teachers and parents in your school, please consider the following issues as you make your decision.

Review the questionnaires.

The Surveys of School and Family Partnerships: Questionnaires for Teachers and Parents in Elementary and Middle Grades are designed for research and for improving practice. Teacher questionnaires ask for professional judgments about parent involvement, the practices teachers are currently using, and the partnership programs teachers would like to see developed or improved in their school and in their own classrooms. Parent questionnaires ask for general attitudes about the school, how parents are currently involved, how the school asks for or guides their involvement, and the partnership programs parents would like to see developed or improved. All forms request basic demographic information to help interpret the survey responses, and all include open-ended questions that allow respondents to express personal opinions and suggestions.

Some items in the surveys clarify where teachers and parents think they are -- the starting point -- in their practices of six major types of involvement that create a comprehensive program of school and family partnerships. Other items indicate where teachers and parents want to be in three to five years in their practices of partnership. Their reports of present practices and goals for partnership help to create an agenda for action to improve how families and the school work together to guide their children's education.

Because the surveys ask about patterns and frequencies of involvement, they are best administered in the second half of a school year after teachers' and parents' practices have been established.

Consider the demands of surveys.

Surveys provide information from many respondents in an organized form, but they take time, produce piles of data, and must be processed. If these features of survey research are not suited to the schedules and personnel at your school, consider alternatives to surveys before going further in your plans. Some alternative forms have been used to reach the same goal as surveys -- to obtain information simultaneously from parents and teachers about their ideas for better connections between home and school to benefit students. Panels of parents and teachers (and students, if possible) at PTA meetings, focus groups, principal's breakfasts with teachers from various grade levels and with parents who represent all groups in the community, or structured interviews with samples of individuals or groups of teachers, parents, and students, can, if well organized, produce in chart form the same kinds of information about present

strengths and goals for the future that are obtained from the surveys. These methods will not reach as many families as surveys, nor produce the same type of data that can be analyzed systematically. For many schools, however, well-planned forums may be more timely and may better fit the resources and talents available.

Add local option questions.

If you select surveys as the method for gathering data, you may want to add a few questions of your own to cover issues that are particularly important locally. The Surveys of School and Family Partnerships: Questionnaires for Teachers and Parents in Elementary and Middle Grades are not very long. Parent surveys were designed to be completed in about 15 to 20 minutes. Teacher surveys are fuller but still relatively short, designed to be completed in about 20 to 25 minutes. Respondents decide how much time they spend on open-ended questions.

Within reason, other questions can be added to address particular interests, issues, and needs of your school. Similarly, local conditions may lead users to shorten the surveys. The format and content of this summary show the information that can be obtained from each question. This may help you decide whether to add or remove questions to tailor the surveys to local concerns.

Questionnaires for students in grade nine are available from the authors that could be adapted for students in the middle grades or upper elementary grades.

Tailor the cover letters.

The letter on the front of each survey is a *sample* that should be changed to meet the needs and conditions of your school. First, insert the date at the top of the letter and the appropriate name or names (or positions, such as Principal, or Teacher Representative, or School and Family Partnership Team) at the bottom of the letter. The content of the letter should be checked for wording and procedures that will work in your school. For example, users should check the wording about where, when, and how surveys should be returned, or whether summaries of results will be made available to participants. Also, you must tailor the message at the bottom of the last page of the survey to thank the respondent and to tell how to return the survey.

Note that the cover letters to teachers and parents state that the information provided is confidential. The surveys are not signed. Procedures to administer and collect the surveys must maintain that confidentiality.

Administer the surveys.

Procedures must be designed to assure that teacher surveys are distributed and collected. Teachers can check a list to show that they returned a survey without compromising their anonymity. Follow-up procedures should be planned to provide new forms to teachers who misplace the first questionnaire they receive.

Parent surveys may be sent home with students in the elementary and middle grades. If families have more than one child attending the same school, the parent should complete only one survey for the oldest student at the school. Incentives may help students return the completed surveys to school. Reminders, check lists, raffles, small prizes, phone calls, and other creative ideas can help assure high rates of return. All parents may be surveyed if funds permit, or a sizable random sample may be surveyed.

If you use surveys, it is important to work hard to obtain high rates of return from all participants. Surveys are expensive to print, distribute, mail, and process. Therefore, they must yield information that is worth the procedural costs. Of course, you will aim for 100% returns, but it is respectable to obtain returns from over 80% of teachers and over 50% of parents. Returns that are too low or that do not adequately represent the diversity of populations of teachers or families will not give very useful information for understanding present programs and for planning policies or practices.

Process the data.

Survey data must be processed or prepared for analysis. If your school or district has personnel, computers, and programs to code, edit, and enter data you will want to schedule their work immediately after data collection. Data processing should include entering, verifying, and cleaning the data. For example, you may decide to recode responses to make it easier to interpret and report the analyses. You may want to establish a partnership with researchers in a local college or university or in the school district office to help process and analyze the survey data so that it is useful for your school.

Analyze and report the data.

The "raw" data will be shown on computer print-outs that list percents in each response category for each question. Other statistics, such as the average (or mean) score and the standard deviation of scores also will be given. This summary asks you to report percents for most questions, but you may choose other descriptive statistics such as mean scores, if you prefer. Patterns in the data show where teachers and parents agree or disagree or where they share interests and goals for their children. The basic descriptive statistics produce "profiles" of teacher and parent perspectives in your school that can help guide discussions and plans for new and improved practices.

In addition to basic descriptive statistics, you can gain deeper understanding of your present programs and needs by analyzing patterns in responses from various subgroups of teachers or families. For example, responses may differ for parents with different levels of formal education, with children in different grade levels, or in different racial or ethnic groups. Responses may differ for teachers at different grade levels, or with different educational backgrounds or teaching experiences.

Other statistics extend an understanding of factors that influence practices of partnership, or that explain patterns of needs and interests. Although frequencies or average scores are important, so is the variation in scores within the school. Reports of correlations and tests of more complex equations to determine the independent contributions of different variables also can be informative. Schools can plan more sophisticated analyses if they have school personnel, district researchers, or research partners in local colleges and universities with skills in data analysis and interpretation. Teachers or administrators who are taking courses toward advanced degrees may be interested in analyzing their school's data for course projects or papers.

Interpret the data.

This form, *How to Summarize Your School's Survey Data*, should help you organize, report, interpret, and discuss the results of the surveys from your school. The first two sections focus on the Survey of Teachers and the Survey of Parents. The final section helps you compare and synthesize the results from both surveys. A School and Family Partnership Team might review, report, and interpret the data together, or subcommittees might work on the two surveys separately, and then come together to complete the full summary of the data from teachers and parents.

The form is a guide; it is alterable. You can adapt or change it to fit your data and interests. If the information and statistics selected for each question are not useful for your school, you may change the summary to make it useful. For example, we suggest in some places to report only items for which 30% or 40% of the respondents answer one way or another. If these guidelines do not identify important differences among respondents in your school, you may want to change the reporting criteria to 25% or 75% who answer in a particular way. The goal is to find and report helpful patterns in the responses of teachers and parents so that you can begin to understand what practices of school and family partnership are presently working well and what practices need to be added or improved in your school.

You may want to summarize selected questions from each survey to shorten the task. Or, you may want to add pages to more fully summarize the results for certain questions. This form is a "working paper" to help you review the survey data, think about it, and plan next steps to improve your practices of school and family partnership.

Discuss the results with the respondents.

When this summary is complete, the survey results should be discussed by the School and Family Partnership Team and with teachers and parents. It also is helpful to share the results in a short summary form with those who took the time to give their ideas. You may be able to base your short written report on the summary of the two surveys at the end of this form. Students, too, should be brought into the process to learn what they think of the results of the surveys and their ideas about school and family partnerships that will help them do better in school.

Begin the process of building a comprehensive program of school and family partnerships.

The real work begins by creating an active team of teachers, administrators, parents, and students to take leadership roles in improving school and family partnerships. Most likely, this team was working together to prepare, administer, and summarize the surveys. Based on the common agenda derived from the responses to the surveys, a three-year plan should be drawn including sequenced goals for each year of more and better connections between the school and its families. The school team may form subcommittees (including additional participants) to design, implement, test, and share the results of new or improved practices of partnership that are important for your school. We suggest that six subcommittees be formed to take responsibility to work on the six major types of involvement.

For more information.

The Surveys of School and Family Partnerships: Questionnaires for Teachers and Parents in Elementary and Middle Grades are designed to provide a school with information and ideas about where it is starting from and how it will develop a comprehensive program that includes six major types of partnership activities:

- Type 1: Basic obligations of families including parenting skills and home conditions for learning at each age and grade level;
- Type 2: Basic obligations of schools including school-to-home and home-to-school communications about school programs and children's progress;
- Type 3: Volunteers and audiences at the school or in other locations to support the school and students;
- Type 4: Involvement of families with students in learning activities at home;
- Type 5: Participation of families in school decision making, governance, and advocacy; and
- Type 6: Collaborations with community groups and agencies to strengthen school programs, family practices, and student learning and development.

There are hundreds of practices that would help a school conduct each type of involvement. The surveys include some examples of the practices for each type. You may think of other practices that will work in your school, or specific and innovative ways to design and implement practices so that they work well for you.

This form helps you group and summarize the responses to the questions to draw a picture or "profile" of your school's starting points on practices of the six types. The survey results provide rough estimates of how many teachers are conducting various practices, or how many parents feel informed and involved in their children's education.

The sections that follow in this summary should enable your school to understand and talk about how to maintain, strengthen, change, or add practices of partnership. The subcommittees in charge of each type of involvement should view their work as a three-to-five year process of program development.

For a general overview of the field you may want to read:

Joyce L. Epstein. School and family partnerships. In Encyclopedia of Educational Research, 6th Edition. New York: Macmillan, 1992, 1139-1151.

For more examples of the framework of six major types of involvement, examples of practices for each type, and more information about the next steps to improve school and family partnerships in your school, you may want to read:

Ron Brandt. On improving school and family connections: A conversation with Joyce Epstein. Educational Leadership, 1989, 47(2): 24-27.

Joyce L. Epstein and Susan L. Dauber. School programs and teacher practices of parent involvement in inner-city elementary and middle schools. The Elementary School Journal, 1991, 91(3): 289-305.

Joyce L. Epstein and Lori J. Connors. School and family partnerships. NASSP Practitioner, 18 (4) June 1992. (Includes examples for middle and high school grades.)

A full list of publications and materials on school and family partnerships is available on request from the Center's Publications Office.

SCHOOL AND FAMILY PARTNERSHIPS SUMMARY: SURVEY OF TEACHERS

SCHOOL: _____

This section summarizes the results of the survey of teachers at this school about their ideas and practices of parent involvement or school and family partnerships. For each question on the survey, selected results are highlighted. Based on the data for each question, you are asked to write a summary statement about the data, discuss some related issues, and draft some ideas about next steps and possible practices to improve school and family partnerships. Later, you will compare the data from teachers and parents in a final summary and plan for action. (NOTE. Be cautious about interpreting scores or percentages that are based on responses from fewer than 20 teachers.)

In this school, _____ teachers were given questionnaires, and _____ teachers returned the surveys for a response rate of _____ %.

QUESTION 1. Teachers' Attitudes About Parent Involvement

Fill in the % of respondents who **STRONGLY AGREE**.

% STRONGLY AGREE

Teachers were asked whether parent involvement is important for . . .

- (1a) a good school _____ %
- (1f) increasing teacher effectiveness _____ %
- (1k) student success _____ %

Teachers also were asked whether . . .

- (1h) parents at this school want to be more involved than they are now _____ %
- (1e) all parents could learn ways to assist their children if shown how to help _____ %

Teachers noted whether . . .

- (1i) teachers do not have time to involve parents in useful ways _____ %

Teachers gave their ideas on whether . . .

- (1c) the school has an active PTA/PTO _____ %
- (1m) the community values education for all students _____ %
- (1p) teachers play a large part in most decisions _____ %

Teachers judged whether . . .

- (1r) this school is "one of the best" for teachers, students, and parents _____ %

Other items from Teacher Survey Question 1 that are of interest to this school and their %s are:

ITEM	TOPIC	% Strongly Agree
_____	_____	_____ %
_____	_____	_____ %
_____	_____	_____ %
_____	_____	_____ %

SUMMARY STATEMENT.

The percent agreeing with items from Question 1 suggests that teachers at this school:

DISCUSSION TOPICS.

Question 1 reports teachers' present attitudes about the school and about parent involvement. Use the data you reported to discuss: Do most teachers think that it is worth working to improve their connections with families and with the community? How do teachers' attitudes contribute to a climate of "partnership?" What other topics or questions would you raise from these data?

POSSIBLE NEXT STEPS.

The results from Teacher Survey Question 1 suggest that this school might develop these specific practices or projects for improving teachers' understanding and attitudes about school and family partnerships:

QUESTION 2. Teachers' Practices of Contacting Families

The three practices teachers used to contact the MOST families were:

Communication Practice	Average % of families reached
_____	_____ %
_____	_____ %
_____	_____ %

The three practices teachers used to contact the FEWEST families were:

Communication Practice	Average % of families reached
_____	_____ %
_____	_____ %
_____	_____ %

Other items from Teacher Survey Question 2 that are of interest at this school are:

Item	Practice	% contacted
_____	_____	_____ %
_____	_____	_____ %

SUMMARY STATEMENT.

The responses to Question 2 suggest that teachers at this school:

DISCUSSION TOPICS.

Which communication strategies need to be improved to reach more families? How many families would the school like to reach? How does the school know whether families understand the notices they receive well enough to act on them? For example: What do parents need to know about report cards at each grade level? How should that information be provided? How can the schedule and content of parent-teacher conferences be improved to involve all or most families?

POSSIBLE NEXT STEPS.

The results from Teacher Survey Question 2 suggest that this school might develop these specific practices or projects to improve contacts and communications with families:

Question 3. Use of Volunteers at the School Building

Teachers reported their use of classroom volunteers. Of the _____ teachers responding, _____ teachers involved at least one volunteer in their classrooms (Question 3A.a). In a typical week, an average of _____ volunteers assist teachers in their classrooms (Question 3C).

The three ways that teachers use volunteers MOST are (Question 3A):

- | | % use |
|----------|---------|
| 1. _____ | _____ % |
| 2. _____ | _____ % |
| 3. _____ | _____ % |

In addition to volunteers in classrooms, parents or others assist the school in other ways. In a typical week, an average of _____ volunteers assist in the SCHOOL (Question 3E).

SCHOOL volunteers were involved MOST in these three ways (Question 3B):

- | | % use |
|----------|---------|
| 1. _____ | _____ % |
| 2. _____ | _____ % |
| 3. _____ | _____ % |

SUMMARY STATEMENT.

The responses to Question 3 suggest that teachers in this school:

DISCUSSION TOPICS.

How are parents recruited and trained as volunteers? How do volunteers contribute to the quality of the school program? Who could organize a volunteer program to match volunteers with teachers who need their help? What activities could be accomplished by volunteers in classrooms? in a parent room? at home? Does the school collect clear information each year about which parents would like to be involved at school or at home, how they would like to help, and how much time they have to offer?

POSSIBLE NEXT STEPS.

The results from Teacher Survey Question 3 suggest that this school might develop these specific practices or projects to improve the use of volunteers:

QUESTION 4. How Much are Parents Presently Involved?

Teachers were asked how families are presently involved in different ways. From the computer print-out of data on Question 4, report the average (mean) percent of families that teachers think are involved in these activities:

Average %
of families

- _____ % Attend workshops at school
- _____ % Check their child's homework
- _____ % Practice schoolwork in the summer
- _____ % Attend PTA meetings
- _____ % Attend parent-teacher conferences
- _____ % Understand reading skills
- _____ % Understand writing skills
- _____ % Understand math skills

SUMMARY STATEMENT.

The percentages reported for items in Question 4 suggest that at this school:

DISCUSSION TOPICS.

Could your school help more families be involved in the ways that are described above? Which percentages are the most troubling and why? What practices might be particularly effective for increasing the participation rates on these activities? For example, if you would like to have more families talking regularly with their children about classwork, what clear, useful, "friendly" information could you send home to help parents do this? If too few families attend performances or assemblies, conferences, or PTA meetings, what changes in the schedule or content of these events might help increase parents' attendance?

POSSIBLE NEXT STEPS.

The results from Teacher Survey Question 4 suggest that this school might develop these specific practices or projects to improve the percent of families who become involved in different ways:

QUESTION 5. Types of Parent Involvement that the School Should Develop or Strengthen

This table provides a "profile" of where teachers think this school is starting from in its practices of partnership in major types of involvement. The items cover only a few of the possible practices that are used for each type, but the data should give some ideas of where teachers think the school programs are already strong or need improvement. Fill in the percents and then examine the patterns of responses.

TYPE OF INVOLVEMENT	TEACHERS WHO SAY:		
	NEED TO DEVELOP	NEED TO IMPROVE	ALREADY STRONG
a. WORKSHOPS for parents to build skills in PARENTING and understanding their children at each grade level. (Type 1)	_____%	_____%	_____%
b. WORKSHOPS for parents on creating HOME CONDITIONS for Learning. (Type 1)	_____%	_____%	_____%
c. COMMUNICATIONS from the school to the home that all families can understand and use. (Type 2)	_____%	_____%	_____%
d. COMMUNICATIONS about report cards so that parents understand students' progress and needs. (Type 2)	_____%	_____%	_____%
e. Parent-teacher CONFERENCES with all families. (Type 2)	_____%	_____%	_____%
f. SURVEYING parents each year for their ideas about the school. (Type 2)	_____%	_____%	_____%
g. VOLUNTEERS at the school. (Type 3)	_____%	_____%	_____%
h. VOLUNTEERS in classrooms to assist teachers and students. (Type 3)	_____%	_____%	_____%
i. INFORMATION TO PARENTS on how to monitor homework. (Type 4)	_____%	_____%	_____%
j. INFORMATION TO PARENTS on how to help their children with specific skills and subjects. (Type 4)	_____%	_____%	_____%
k. Involvement by families in PTA/PTO leadership, other COMMITTEES, or other decision-making roles. (Type 5)	_____%	_____%	_____%
l. Programs for after-school activities, recreation, homework help. (Type 6)	_____%	_____%	_____%

List the practices that 25% or more of teachers reported were "Not Important" for this school.

SUMMARY AND DISCUSSION.

In the table for Question 5, **CIRCLE** all of the practices that **OVER 40% of the teachers** say that the school **NEEDS TO DEVELOP** or **NEEDS TO IMPROVE** or are **ALREADY STRONG**. This gives you a quick "profile" of teachers' perspectives of strong, weak, and needed practices for a comprehensive program of partnership.

Discuss: Of the items you **CIRCLED** in the table, which practices do teachers agree are strong now? need to be developed or improved? List one or two practices for each type of involvement that most teachers think may be very important for your school to add to your program or to improve. Also list practices that most teachers think are already strong. (The types are noted in the table with each practice.)

PRESENT PROFILE OF PRACTICES TO INVOLVE FAMILIES
Over 40% of the Teachers Say:

	NEED TO DEVELOP or IMPROVE	ALREADY STRONG
Type 1:	_____	_____
Type 2:	_____	_____
Type 3:	_____	_____
Type 4:	_____	_____
Type 5:	_____	_____
Type 6:	_____	_____

POSSIBLE NEXT STEPS.

There are many practices that may be selected to build partnerships on the six major types of involvement. Brainstorm and then list some specific ideas for practices that might work at your school to follow up on teachers' suggestions.

	THIS SCHOOL MIGHT TRY:	at which grade levels?
Type 1:	_____	_____
Type 2:	_____	_____
Type 3:	_____	_____
Type 4:	_____	_____
Type 5:	_____	_____
Type 6:	_____	_____

Later, you will compare the "profiles" of the six major types of involvement from the reports of teachers and parents to identify practices that both groups believe are important to add, strengthen, or keep strong in your program of partnership.

QUESTION 6. What Practices of Involvement Do Teachers Think Are Important for Their Grade Level?

Teachers reported whether they think practices of the major types of involvement are not important, a little, pretty, or very important for them to conduct at their own grade level with their students' families. Responses to this question also provide a "portrait" of teachers' views of practices that they believe they should implement.

List the practices that **30%** or more of teachers think are not important and that **40%** or more think are very important for their own practice with the students they teach.

Teachers' Ratings of Practices to Involve Parents of the Students They Teach

PRACTICE	30% or More Say <u>Not</u> Important	PRACTICE	40% or More Say <u>Very</u> Important
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SUMMARY STATEMENT.

Overall, the information in Teacher Survey Question 6 suggests that in this school:

DISCUSSION TOPICS.

Are practices that teachers believe are "Very Important" occurring regularly at the school? Which should be used at all grade levels and which are only appropriate for some grades? Which should be used with all families to create a sense of community and shared responsibilities, and which should be used only with some families to meet special needs? You also may want to examine the practices that 40% or more say are "Pretty Important" to conduct at their grade level.

POSSIBLE NEXT STEPS.

The results from Teacher Survey Question 6 suggest that this school might develop these specific practices or projects to help teachers involve families in the ways that they think are important:

QUESTION 7. What are Parents' Responsibilities?

Teachers reported whether practices in major types of involvement are not important, a little, pretty, or very important for parents to conduct with their children.

List the practices that **30%** or more of teachers think are not important and that **40%** or more think are very important for parents of their students to conduct.

Teachers' Ratings of Practices They Want Parents to Conduct

PRACTICE	30% or More Say <u>Not</u> Important	PRACTICE	40% or More Say <u>Very</u> Important
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SUMMARY STATEMENT.

Overall, the information in Question 7 suggests that teachers in this school:

DISCUSSION TOPICS.

How could the school help more families conduct the activities that the teachers believe are very important for parents to do? Check the Survey of Parents to see what information parents want and need. How could the school provide information to all families in forms that are easy to understand? What information do schools need from parents to help educators become more responsive to the students and families?

POSSIBLE NEXT STEPS.

The results from Teacher Survey Question 7 suggest that this school might develop these specific practices or projects to help parents fulfill important responsibilities that should benefit their students:

QUESTION 9. How Much Has Parent Involvement Changed at Your School?

Report the **average** % of teachers who responded in these ways:

About _____% of the teachers say the school involved families **less** this year than last.

About _____% of the teachers say the school involved families **more** this year than last.

SUMMARY STATEMENT.

Teachers' reports of how the school has changed its involvement of families over the past year suggest:

DISCUSSION TOPICS.

Involvement usually goes down from year to year unless a school is working to develop appropriate activities for each grade level. What school or grade level practices over the past year would contribute to the percentages of teachers thinking that involvement has increased or decreased?

POSSIBLE NEXT STEPS.

The results from Teacher Survey Question 9 suggest that this school might develop these specific practices or projects to help monitor how much involvement changes from year to year on specific types of involvement:

QUESTION 10. Your Students and Teaching

QUESTION 11. Your Experience and Background

The responses to Questions 10 and 11 help determine if the survey respondents are representative of all teachers in the school or if important subgroups did not respond.

If you have the resources to analyze the data further, Questions 10 and 11 provide information to help you identify patterns of responses. You may want to know, for example, whether responses vary for teachers with different education and teaching experience, of if they teach different grade levels, or students with different backgrounds and abilities. The information in Questions 10 and 11 also can be used in more advanced analyses of potential influences on teacher attitudes and behavior.

You may add data from other items in Questions 10 and 11 that are of interest to your school.

From QUESTION 10. Your Students and Teaching

10A. Record the % of responding teachers who teach each grade level in your school:

_____ % PreK and Kng (sum %s)	_____ % Grade 3	_____ % Grade 6
_____ % Grade 1	_____ % Grade 4	_____ % Grade 7
_____ % Grade 2	_____ % Grade 5	_____ % Grade 8
		_____ % Other

Teachers reported the percent of their students who are in special programs or are at different academic levels in their classes. This information can help identify special needs or approaches that may be helpful with students and their families. Report the **average %** of students in these categories:

AVERAGE (Mean) %

- 10I. _____ % Chapter 1
 _____ % Special Education
 _____ % Gifted and Talented
 _____ % Free or reduced lunch
- 10J. _____ % Above average ability
 _____ % Average ability
 _____ % Below average ability
- 10K. _____ % Promptly deliver memos or notices home
 _____ % Complete all of their homework on time

From QUESTION 11. Your Experience and Background

- 11A. What % of teachers responding to the survey have more than 5 years of teaching experience?
 _____ % Have been teaching for more than 5 years (sum %s)
- 11C. What % of teachers responding to the survey have a master's degree or more?
 _____ % Have an advanced degree (sum %s)

Record the % of respondents who are:

- 11B. _____ % Male _____ % Female
- 11D. _____ % African American _____ % Asian American
 _____ % Hispanic American _____ % White _____ % Other

DISCUSSION TOPICS.

Does the information reported in Questions 10 and 11 reflect the school as a whole? How does the variety of backgrounds and experiences of students, families, and teachers at this school affect the design or selection of practices to increase partnerships between school and home?

POSSIBLE NEXT STEPS.

The results from Teacher Survey Questions 10 and 11 suggest that this school might develop these specific practices or projects to meet the diverse situations and characteristics of the teachers and their students:

OPEN-ENDED QUESTIONS

The surveys ask teachers to give their personal views and explanations in their own words to five optional open-ended questions. The teachers' comments may provide examples and perspectives to help explain the survey data in the questions above. Open-ended questions **a, b, and c** extend Survey Questions 5 and 6 with ideas about needed school practices of partnership; open-ended question **d** extends Survey Question 9 with information on changing practices of involvement over the past year or two; open-ended question **e** may extend any question, depending on the content of the response.

On separate pages, summarize the main themes discussed by teachers on each question, and list a few direct quotations to illustrate the main ideas or the unique ideas that teachers expressed.

SCHOOL AND FAMILY PARTNERSHIPS SUMMARY: SURVEY OF PARENTS

SCHOOL: _____

This section summarizes the results of the survey of parents at this school about their ideas and practices of parent involvement or school and family partnerships. For each question of the survey, selected results are highlighted. Based on data for each question, you are asked to write a summary statement about the data, discuss some related issues, and draft some ideas about next steps and possible practices to improve school and family partnerships. Later, you will compare the data from parents with those from teachers in a final summary and plan for action. (NOTE. Be cautious about interpreting scores or percentages that are based on responses from fewer than 20 respondents.)

In this school, _____ families were given questionnaires, and _____ families returned the surveys for a response rate of _____ %.

COVER PAGE

Information on Respondents and Their Children at the School

Who responded? Fill in the percents specified:

- A. % of surveys answered by mother and stepmother (sum %s) _____ %
 % of surveys answered by father and stepfather (sum %s) _____ %
 % of surveys answered by other relatives and guardians (sum %s) _____ %

B. Average number of children per family in this school: _____

C. Percent of families responding with children in:

- | | | |
|-------------------------------|-----------------|-----------------|
| _____ % PreK and Kng (sum %s) | _____ % Grade 3 | _____ % Grade 6 |
| _____ % Grade 1 | _____ % Grade 4 | _____ % Grade 7 |
| _____ % Grade 2 | _____ % Grade 5 | _____ % Grade 8 |
| | | _____ % Other |

D. Sex of oldest child at this school: _____ % Male _____ % Female

QUESTION 1. Parents' Attitudes About Parent Involvement

Fill in the % of respondents who AGREE STRONGLY -- YES.

- | | % who say YES |
|---|---------------|
| Parents were asked whether . . . | |
| (1a) this is a good school | _____ % |
| (1b) the teachers care about my child | _____ % |
| (1c) they feel welcome at the school | _____ % |
| Parents also were asked whether they . . . | |
| (1i) can presently help their child in reading | _____ % |
| (1j) can presently help their child in math | _____ % |
| (1k) could help more if given more ideas by the teacher | _____ % |

Parents judged their children's learning and interactions about school at home.

(1e) child talks about school at home _____ %

(1l) child is learning as much as he/she can at this school _____ %

They reported whether . . .

(1h) the school and family have different goals for their child _____ %

(1q) this school is a good place for students and parents _____ %

Other items from Parent Survey Question 1 that are of interest to this school are:

ITEM	TOPIC	% Agree Strongly
_____	_____	_____ %
_____	_____	_____ %
_____	_____	_____ %

SUMMARY STATEMENT.

The percent agreeing with items from Question 1 suggest that parents at this school:

DISCUSSION TOPICS.

Overall, do most parents support this school, its programs, and teachers? Do most parents seem to be trying to monitor their children's work and behavior? What items suggest parents want or need more information? How do parents' attitudes contribute to a climate of "partnership?" What other topics or questions would you raise from these data? _____

POSSIBLE NEXT STEPS.

The results from Parent Survey Question 1 suggest that this school might develop these specific practices or projects to increase positive attitudes and understanding about the school, about their children as students, and about school and family partnerships:

QUESTION 2. What Subjects Do Families Want To Know More About?

Parents reported the subjects they want more information about in order to understand what their children are learning. List the subjects that 40% or more of families requested more information about.

Subject	40% or More Request More Information
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

SUMMARY STATEMENT.

Parents' requests in Question 2 for more information about the subjects their children are learning suggest that at this school:

DISCUSSION TOPICS.

What information should all parents receive about the subjects their children are studying? about the skills students must learn in order to pass each subject? What form(s) should this information take to make it clear and useful to parents and to students?

If parents say they want more information about a subject, is it because they are getting no information? Is it because they want or need even more than what they are presently receiving? Is it because their children are weaker or stronger students in the subject? For example, in some schools requests for information go UP after parents start to receive some information and they see that the school is responsive in this way. In other schools, some parents want information about the basic subjects if their students need a lot of help, whereas other parents want information about extra or enrichment subjects if their students are doing pretty well in the basics.

POSSIBLE NEXT STEPS.

The results from Parent Survey Question 2 suggest that this school might develop these specific practices or projects to provide parents with information about subjects their children are learning:

QUESTION 3. How are Parents Most Involved with Their Children?

Parents reported how often they conducted 16 different practices of involvement and interaction with the oldest child they have at this school. Report the items that at least **25%** of the parents say they never do and those that at least **50%** of the parents say they presently do many times.

PRACTICE	25% or More "NEVER"	PRACTICE	50% or More "MANY TIMES"
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Check the other response categories in Question 3 (i.e., 1-2 times, a few times) to see which responses are of interest to you.

SUMMARY STATEMENT.

Parents' reports of their own involvement in Question 3 suggest that at this school:

DISCUSSION TOPICS.

Most parents recognize that they are more involved in some ways than in others with their children and the schools. Which percents in Question 3 should be low? (That is, once or twice a year, or a few times is sufficient?) Which percents should be higher than they are -- i.e., more parents should be involved in these ways many times? How do the responses of never help identify needed practices to increase the involvement of families? Even if parents say they do things many times, they still may want and need help in how to be involved in positive and helpful ways. Compare Question 3 with parents' requests for help from the school in Question 4. Which of the percents that you reported surprised you?

POSSIBLE NEXT STEPS.

The results from Parent Survey Question 3 suggest that this school might develop these specific practices or projects to increase the involvement of parents at home and at school:

QUESTION 4. How Well Does The School Involve Parents Now?

This table provides a "profile" of how well parents think this school involves them in practices of partnership in major types of involvement. The items cover only a few of the practices that may be used for each type. The patterns should give some idea of where parents think school programs are already strong or need improvement. Fill in the percents and then look at the patterns of responses.

TYPE OF INVOLVEMENT	PARENTS WHO SAY:		
	DOES NOT DO	COULD DO BETTER	DOES WELL
a. Help me understand my child's stage of development. (Type 1)	_____ %	_____ %	_____ %
b. Tell me how my child is doing in school. (Type 2)	_____ %	_____ %	_____ %
c. Tell me what skills my child needs to learn each year. (Type 2)	_____ %	_____ %	_____ %
d. Give me information about how report card grades are earned. (Type 2)	_____ %	_____ %	_____ %
e. Contact me if my child is having problems. (Type 2)	_____ %	_____ %	_____ %
f. Contact me if my child does something well or improves. (Type 2)	_____ %	_____ %	_____ %
g. Send home clear notices that I can read easily. (Type 2)	_____ %	_____ %	_____ %
h. Have a parent-teacher conference with me. (Type 2)	_____ %	_____ %	_____ %
i. Send home news about things happening at school. (Type 2)	_____ %	_____ %	_____ %
j. Ask me to volunteer at the school. (Type 3)	_____ %	_____ %	_____ %
k. Invite me to programs at the school. (Type 3)	_____ %	_____ %	_____ %
l. Explain how to check my child's homework. (Type 4)	_____ %	_____ %	_____ %
m. Assign homework that requires my child to talk with me about things learned in class. (Type 4)	_____ %	_____ %	_____ %
n. Invite me to PTA/PTO meetings. (Type 5)	_____ %	_____ %	_____ %
o. Ask me to help with fund raising. (Type 5)	_____ %	_____ %	_____ %
p. Include parents on school committees such as curriculum, budgets, and school improvement. (Type 5)	_____ %	_____ %	_____ %
q. Provide information on community services that I may want to use. (Type 6)	_____ %	_____ %	_____ %

SUMMARY AND DISCUSSION.

In the table for Question 4, **CIRCLE** all of the practices that **OVER 40% of the parents** say the school **DOES NOT DO** or **COULD DO BETTER** or **DOES WELL NOW**. This gives you a quick "profile" of parents' perspectives of strong, weak, and needed practices for a comprehensive program of partnership.

Discuss: Of the items you **CIRCLED** in the table, which practices do parents agree are strong now? need to be developed or improved? List one or two practices for each type of involvement that most parents think are important for your school to add to your program or to improve. Also list practices that most parents think the school does well now. (The types are noted in the table with each practice.)

**PRESENT PROFILE OF PRACTICES TO INVOLVE FAMILIES
Over 40% of the Parents Say:**

	COULD DO BETTER	DOES WELL NOW
Type 1:	_____	_____
Type 2:	_____	_____
Type 3:	_____	_____
Type 4:	_____	_____
Type 5:	_____	_____
Type 6:	_____	_____

POSSIBLE NEXT STEPS.

There are many practices that may be selected to build partnerships on the six major types of involvement. Brainstorm and then list some specific ideas for practices that might work at your school to follow up on parents' suggestions.

	THIS SCHOOL MIGHT TRY:	at which grade levels?
Type 1:	_____	_____
Type 2:	_____	_____
Type 3:	_____	_____
Type 4:	_____	_____
Type 5:	_____	_____
Type 6:	_____	_____

Later, you will compare the "profiles" of the six major types of involvement from the reports of teachers and parents to identify practices that both groups believe are important to add, strengthen, or keep strong in your program of partnership.

QUESTION 5. Workshop Topics

Parents recorded their interests in particular workshops from a list of 10 topics. Report those topics on which over 50% of the parents at this school wanted more information.

Major topics of interest	Over 50%
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

SUMMARY STATEMENT.

Parents' interests in topics for workshops or for more information in Question 5 suggest:

DISCUSSION TOPICS.

How can grade level differences in parents' interests be taken into account in planning workshops? Is it worth holding a workshop if only 20 parents attend? What could you do to summarize or share the information with parents who are not able to attend? (E.g., can you use newsletters, summary sheets, tape recordings of the workshops, videos, computerized phone messages or answering machines, or other techniques to distribute information to all families?)

POSSIBLE NEXT STEPS.

The results from Parent Survey Question 5 suggest that this school might develop these specific practices or projects to increase the information to parents on topics they want to know more about:

Other items from Question 7 that are of interest at this school are:

Other Requests for Information	% Yes
_____	_____ %
_____	_____ %
_____	_____ %
_____	_____ %

SUMMARY STATEMENT.

Parents' requests in Question 7 for more information about community services suggest that at this school:

DISCUSSION TOPICS.

How can the school and community work together to get information to families about community services that are available to them and to their children? How could connections with the community strengthen school programs as well as assist families? Do parents want most services for themselves or for their children. What school-community partnerships might be most helpful?

POSSIBLE NEXT STEPS.

The results from Parent Survey Question 7 suggest that this school might develop these specific practices or projects to help parents get the information they want about community services:

QUESTION 8. Homework Time

Parents reported the amount of time that their children spend on homework on an average night and the time that parents spend or could spend helping or interacting with their children on homework. Sum the %s greater than 30 minutes to tell:

- a) Amount of time child does homework on most school days: _____ % over 30 minutes
- b) Time parent spends helping child: _____ % over 30 minutes
- c) Time parent **COULD** spend helping child if given guidance by teacher _____ % over 30 minutes
- d) Does parent have time on weekends to help child with schoolwork? _____ % YES

SUMMARY STATEMENT.

CIRCLE the answers in the next two statements that are true for your school, as indicated in Question 8:

(Most) (Some) (Few) parents at this school reported that they could spend more time than they do presently helping their children if the teacher provided more guidance about useful activities.

(Most) (Some) (Few) parents said that the weekend was a good time for them to talk or work with their child on homework.

DISCUSSION TOPICS.

Homework is an important topic for most schools to examine in depth. The Survey of Parents provides information only on a few items concerning students' and parents' time on homework. What other questions do you have about teachers' design, assignment, and follow-up of homework; students' completion; and parents' support and interaction? What do parents' responses in Question 8 suggest for the kind of work that might be done on weekends?

POSSIBLE NEXT STEPS.

The results from Parent Survey Question 8 suggest that this school might develop these specific practices or projects to improve the homework process and parents' interactions with their children on homework:

QUESTION 9. Student and Family Characteristics

The last question asks parents about their children and their own background and experiences. The responses to Question 9 help you determine how representative your sample is of the families at the school.

If you have the resources to analyze the data further, Question 9 will help you identify and interpret patterns of responses for parents of children with different degrees of success in school or different attitudes toward school. Or, you may want to look for patterns among parents who have different educational or work experiences, or whose families are large or small.

You may add data from other items in Question 9 that are of interest to your school.

Fill in the percent of families who responded in these categories:

9a. Parent's report of child's success in school:

- _____ % Top Students
 _____ % Average or Good Students (sum %s)
 _____ % Poor or Fair Students (sum %s)

9b. Parent's report of child's liking school:

- _____ % Likes School A Lot
 _____ % Likes School A Little
 _____ % Does Not Like Much/Not At All (sum %s)

9c. Parent's report of how often child promptly delivers notices home:

- _____ % Always
 _____ % Usually
 _____ % Once in a while
 _____ % Never

9d. Parent's report of how often child completes all homework on time:

- _____ % Always
 _____ % Usually
 _____ % Once in a while
 _____ % Never

9e. Time preferred for conferences and meetings:

- _____ % Morning
- _____ % Afternoon
- _____ % Evening
- _____ % Morning and afternoon
- _____ % Morning and evening
- _____ % Afternoon and evening
- _____ % All three
- _____ % Cannot ever attend

9f. Number of adults living at home:

- _____ % One adult
- _____ % Two adults
- _____ % More than two adults (sum %s)

9g. Number of children living at home:

- _____ % One child
- _____ % Two children
- _____ % Three to five children (sum %s)
- _____ % More than five children (sum %s)

9h. Parent's education:

- _____ % Did not complete high school
- _____ % Completed high school
- _____ % Some college or training
- _____ % College degree

9i. Parent's work:

- _____ % Employed full-time
- _____ % Employed part-time
- _____ % Not employed now

SUMMARY STATEMENT.

The information about students and families from Question 9 suggests:

DISCUSSION TOPICS.

Are the families who returned the surveys representative of all parents in the school, or have large groups of parents been left out? How diverse are the families and their children in their school and family experiences? How do the reports from parents about their children and families inform plans for practices of partnership?

POSSIBLE NEXT STEPS.

The results from Parent Survey Question 9 suggest that as plans are made for new practices of partnership, this school might develop these specific practices or projects to meet the diverse situations and characteristics of the parents and their children:

OPEN-ENDED QUESTIONS

The surveys ask parents to give their personal views and explanations in their own words in five optional open-ended questions. The parents' comments may provide examples and perspectives to help explain the survey data in the questions above. Open-ended question **a** provides ideas of topics on parenting skills and child development that parents want more information about; open-ended questions **b** and **d** extend Survey Question 4 with specific practices that parents think the school should add to guide their involvement; open-ended question **c** informs Question 3 about what parents could do to assist the school; and open-ended question **e** may extend any question, depending on the content of the comment.

On separate pages, summarize the main themes discussed by parents on each question, and list a few direct quotations to illustrate the main ideas or the unique ideas that parents expressed.

NOTE: The next section of this summary asks you to compare and synthesize the results of the Survey of Teachers and the Survey of Parents.

Type 2: To improve communications from school to home and from home to school about school programs and student progress.

What are the top COMMON suggestions by teachers and parents for new or improved Type 2 practices?

Type 3: To improve the organization, schedules, and use of volunteers at the school and for the school, and the opportunities and schedules for audiences at school for students' events.

What are the top COMMON suggestions by teachers and parents for new or improved Type 3 practices?

Type 4: To improve family involvement in learning activities at home, including homework, classwork, curricular related interactions and decisions.

What are the top COMMON suggestions by teachers and parents for new or improved Type 4 practices?

Type 5: To improve family involvement in school decisions, committees, school-based management, advocacy, and other practices of participation.

What are the top COMMON suggestions by teachers and parents for new or improved Type 5 practices?

Type 6: To improve community collaborations and resources for students, for the school, and for families.

What are the top COMMON suggestions by teachers and parents for new or improved Type 6 practices?

C. **Question 3** and some items in **Question 8** of the Survey of Parents report practices that parents are presently conducting at home. Compare this information with the activities outlined above for the six types of involvement. Sometimes parents report that they need help on the same practices they are trying to accomplish on their own. Or, some parents are conducting some practices, but most parents need assistance from the school to understand what they should do to become more involved. Also, compare the information from parents with what teachers think parents are doing now, as reported in **Questions 4** and **7** of the Survey of Teachers. Sometimes teachers are not aware of what parents are trying to do, or how they can help more parents accomplish the practices of partnership that all agree are important.

From these questions, what do you conclude about school practices that will strengthen the efforts of families to influence their children's education?

D. As you look across the surveys, you will find many **other topics** or questions that you want to explore with the data from teachers and parents. Write one question that interests your school and then summarize the data from the Surveys of Teachers and Parents that addresses your question. (You may have other questions that you want to summarize on your own.)

One question we want to check across surveys: _____

Data from Surveys of Teachers and Parents that informs this question:

Teachers, administrators, parents, and students should discuss the data and the summaries to see how the information is interpreted by different groups. Then, your School and Family Partnership Team should set priorities in the form of a three-year plan. Based on the data and summaries, your team should select practices from all six of the major types of involvement to implement over a three-year period.

With an action team of teachers, administrators, parents, and students working together, a clear plan, and a long-term commitment to develop a comprehensive program, you will improve your school and family partnerships.

Survey: Parent Involvement in Our Schools

For the purposes of this survey, I am responding as a(n):

- parent
 teacher
 administrator
 other: _____

Some of these questions are deliberately intended to expose differences of opinions between parents and school professionals. The survey is not intended to be an end in itself, but rather to serve as a means for opening up a dialogue between the two groups.

Section 1: Respond to the following statements by checking "Yes" or "No."

1. There should be many school activities that involve students, parents, and teachers, such as reading enrichment programs, sports events, and recognition ceremonies to honor student achievement. Yes No
2. Parents should be encouraged to work in the school as volunteers. Yes No
3. Parents should supervise children with homework. Yes No
4. Parents should be able to schedule visits to the school during the day to understand the kinds of experiences their child is having in school. Yes No
5. There should be parent education classes run by the PTA, in cooperation with resource personnel provided by the school, to teach parents how to help their children benefit from school. Yes No
6. Parents' primary connection with the school should be to sponsor activities such as potluck suppers, fund-raising activities, open houses, and the like. Yes No
7. Parents should initiate personal conferences with teachers when they feel it is necessary (outside of regularly scheduled parent-teacher conferences). Yes No
8. Parents should attend school board meetings. Yes No

Section 2: Please respond to each statement by circling the number that comes closest to your thoughts about the appropriate level of parent involvement

- Ratings: 3= Parents should be actively involved throughout this process.
 2= Parents should be asked for input before education professionals plan programs or set policies.
 1= Parents should be asked to review revised programs and policies.
 0= Not an appropriate role for parents—should be left solely to education professionals.

1. Developing written school district policies (such as attendance, homework, and graduation requirements) 0 1 2 3
2. Developing written goals for increasing parent involvement 0 1 2 3
3. Planning written goals for increasing parent involvement 0 1 2 3
4. Deciding/evaluating how well teachers and principals do their job and how to reward and retain good teachers 0 1 2 3
5. Determining policy on when students should be held back rather than promoted to the next grade 0 1 2 3
6. Setting up a school advisory group to bring suggestions for changes to the principal and school board 0 1 2 3
7. Establishing the discipline code in the school 0 1 2 3
8. Selecting textbooks and other learning materials 0 1 2 3
9. Developing the school budget 0 1 2 3
10. Serving on the team that revises report cards 0 1 2 3
11. Participating in school events such as parties, field trips, sports events, plays, etc. 0 1 2 3
12. Establishing a policy for recognizing outstanding teacher performance 0 1 2 3

Continued on other side

Appendix A

Standard I: Communicating

Communication between home and school is regular, two-way, and meaningful.

Checklist for Quality Indicators

	Consistently Evident	Frequently Evident	Seldom Evident	Not Evident
1. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.				
2. Establish opportunities for parents and educators to share "partnering" information such as student strengths and learning preferences.				
3. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.				
4. Mail report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.				
5. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.				
6. Conduct conferences with parents at least twice a year, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers, and the need for child care.				
7. Encourage immediate contact between parents and teachers when concerns arise.				
8. Distribute student work for parental comment and review on a regular basis.				
9. Translate communications to assist non-English speaking parents.				
10. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.				
11. Provide opportunities for parents to communicate with principals and other administrative staff.				
12. Promote informal activities at which parents, staff, and community members can interact.				
13. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.				

Standard II: Parenting

Parenting skills are promoted and supported.

Checklist for Quality Indicators

1. Communicate the importance of positive relationships between parents and their children.
2. Link parents to programs and resources within the community that provide support services to families.
3. Reach out to all families, not just those who attend parent meetings.
4. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.
5. Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.
6. Encourage staff members to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident
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Standard III: Student Learning

Parents play an integral role in assisting student learning.

Checklist for Quality Indicators

1. Seek and encourage parent participation in decision-making that affects students.
2. Inform parents of the expectations for students in each subject at each grade level.
3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
4. Regularly assign interactive homework that will require students to discuss and interact with their parents about what they are learning in class.
5. Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
6. Involve parents in setting student goals each year and in planning for post-secondary education and careers. Encourage the development of a personalized education plan for each student, where parents are full partners.
7. Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident
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Standard IV: Volunteering

Parents are welcome in the school, and their support and assistance are sought.

Checklist for Quality Indicators

	Consistently Evident	Frequently Evident	Seldom Evident	Not Evident
1. Ensure that office staff greetings, signage near the entrances and any other interaction with parents create a climate in which parents feel valued and welcome.				
2. Survey parents regarding their interests, talents and availability, then coordinate the parent resources with those that exist within the school and among the faculty.				
3. Ensure that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.				
4. Organize an easily accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.				
5. Develop a system for contacting all parents to assist as the year progresses.				
6. Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and so forth.				
7. Show appreciation for parents' participation and value their diverse contributions.				
8. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.				
9. Ensure that volunteer activities are meaningful and built on volunteer interests and abilities.				

Standard V: School Decision Making and Advocacy

Parents are full partners in the decisions that affect children and families.

Checklist for Quality Indicators

	Consistently Evident	Frequently Evident	Seldom Evident	Not Evident
1. Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.				
2. Encourage the formation of PTAs or other parent groups to identify and respond to issues of interest to parents.				
3. Include parents on all decision-making and advisory committees and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel. Where a site governance body exists, give equal representation to parents.				

