Family and Community Engagement Survey

Intercultural Development Research Association
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Executive Director

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
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EXECUTIVE DIRECTOR

Mission: Creating schools that work for *all* children.

Vision: IDRA is a vanguard leadership development and research team working with people to create self-renewing schools that value and empower all children, families and communities.

Functions:

POLICY AND LEADERSHIP DEVELOPMENT – IDRA policy and leadership development promotes accountability and responsibility. Using inclusive, cutting-edge and broad-based strategies, we develop leadership within communities, schools and policy-making bodies to create collaborative and enlightened educational policies that work for *all* children.

RESEARCH AND EVALUATION – IDRA research and evaluation advance educational policies, programs and practices. Using collaborative and innovative methods, we investigate important questions and provide insights into compelling educational issues. As a national resource, we set standards in the design, analysis, and synthesis of timely and useful research involving diverse populations.

PROFESSIONAL DEVELOPMENT – IDRA professional development causes people across the country to take action that empowers others. We assist people to create educational solutions through innovative, participatory, and hands-on presentations, workshops, and technical assistance that promotes sustained growth and development.

Our assistance values the needs and cultures of our participants and acknowledges their experiences. We carefully craft training designs that include reflection and application. IDRA professional development causes participants to take a new look at persistent problems and equips them to take action that produces positive outcomes for *all* children.

PROGRAMS AND MATERIALS DEVELOPMENT – IDRA programs and materials cause people across the country to improve education for *all* children. Our programs produce results. Our materials are useful and timely; attractive, cost-effective and intuitive; linguistically, culturally and developmentally appropriate.

IDRA pro-actively disseminates cutting-edge information to educators, administrators, decision- and policy-makers, parents and community leaders.

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Family Community Engagement Survey
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No ISBN

Distributed by the Intercultural Development Research Association.
Manufactured in the United States.

Funded in part by a grant by the W.K. Kellogg Foundation. The opinions expressed herein do not necessarily reflect the position or policy of the W.K. Kellogg Foundation and no official endorsement by the Foundation should be inferred.

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First Edition

IDRA is an independent, non-profit organization, directed by María Robledo Montecel, Ph.D., dedicated to creating schools that work for all children. As a vanguard leadership development and research team for three decades, IDRA has worked with people to create self-renewing schools that value and empower all children, families and communities. IDRA conducts research and development activities, creates, implements and administers innovative education programs and provides teacher, administrator, and parent training and technical assistance.

Foreword

The Intercultural Development Research Association (IDRA) is pleased to share these tools to help families and school personnel assess the degree of accessibility and readiness for parental and community engagement on the part of educational systems. They are indicators of pathways that exist or need to be created in order to begin a dialogue toward shared accountability and greater impact for student success.

Positive impact through engagement stems from partnerships between schools, parents and communities that are based on mutual benefit, respect and accountability. Engagement for impact goes beyond temporary or limited outreach on the part of educational institutions. While the process is challenging, an approach that embraces engagement can yield significant results in learning for all spheres.

To foster lasting and meaningful educational impact, mechanisms for engagement with parents and families need to be firmly embedded in the mission, vision and central activities of educational institutions from pre-school through higher education. A culture of engagement needs to be fostered that ultimately has a lasting impact on student access, success and graduation for all students. Although difficult to achieve, by forming lasting partnerships and engaging with parents, schools and universities can make an important investment in the future of their young people and have lasting positive impact on their communities.

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Intercultural Development Research Association

A Survey to Assess Schools' Effectiveness in Partnering with Families

Families can have an important, positive impact on the school's ability to deliver quality education when they are valued, their contributions are sought and integrated into the school decision making, and collaboratively plan and deliver services aimed at higher student achievement. Families represent a valuable resource that should be factored into the educational equation. A dialogue between families and educators should be established to arrive at a shared accountability approach with a focus on academic achievement of children. A challenge of the school is to design family involvement that fosters a partnership with one central goal in mind – that of high academic achievement. Students should be able to graduate and be prepared to exercise their options of a college education or the workplace.

This *Family and Community Engagement Survey* can be used with communities and families to assess a school's effectiveness in partnering with families and in planning for the future. The survey can be used by teachers, administrators and parents. Each group can then compare their findings and work together to create more effective partnerships that focus on student success.

The questions used in this survey were gleaned from the literature on effective partnering with communities and families. They are clustered around four domains.

1. **Student Achievement**

   The level of performance of all students and the degree that the family was involved in activities contributing to academic success.

2. **Access and Equity**

   Adjustments and modifications made to ensure that all parents are meaningfully participating in school decisions and activities.

3. **Organizational Support**

   The degree to which the school provides support, resources and facilities to make effective partnerships with families happen.

4. **Quality of Interaction**

   The degree to which school staff are successful in interacting and establishing effective partnership relationships with families.

Family and Community Engagement Survey

Directions: Use the *Family and Community Engagement Survey* to assess four areas of engagement around student success. These are:

- Student Achievement
- Access and Equity
- Organizational Support
- Quality of Interaction

This survey can be used by parents, teachers and administrators individually or in small groups. Remember, the goal of the survey is to improve family and school partnerships. Therefore, it is recommended that planning take place around these four areas, with schools and families working together in assessing and making adjustments. The survey should be part of continuous improvement plans that are shared for accountability.

I. Student Achievement

		3 – Yes	2 – Somewhat	1 – No	4 – Don't Know
1.	Are all state and local curriculum requirements fully shared with parents each year on a regular basis?	3	2	1	88
2.	Does the school engage with parents to create a plan for achievement and success for each student in all required courses for graduation?	3	2	1	88
3.	Is student progress regularly discussed and shared with parents?	3	2	1	88
4.	Are specific plans made and sufficient support systems in place to ensure successful academic outcomes?	3	2	1	88
5.	Are these plans clearly articulated in the parents' home language?	3	2	1	88
6.	Are the resources parents can provide recognized, valued, and incorporated into the learning process in the school?	3	2	1	88
7.	Is each student and parent involved in a graduation plan that will make college a viable choice?	3	2	1	88
8.	Is there sufficient information and are resources allocated to support parents and students in planning for college?	3	2	1	88
9.	Is assistance provided to students and parents in understanding and successfully completing the college application process?	3	2	1	88
10.	Is information on financial aid and the cost of college provided to parents and students in their native language?	3	2	1	88
11.	Are knowledgeable and supportive personnel designated to facilitate the transition from middle to high school and into college?	3	2	1	88

Student Achievement Subtotal (33 is the highest possible score) _____

II. Access and Equity

		3 – Yes	2 – Somewhat	1 – No	4 – Don't Know
1.	Does the school provide information in parents' home language(s)?	3	2	1	88
2.	Are special efforts made to include single parents or full-time working parents?	3	2	1	88
3.	Does the school provide transportation or childcare for meetings?	3	2	1	88
4.	Are interpreters present for meetings?	3	2	1	88
5.	Does communication occur through a variety of ways to include phone, notes or home visits?	3	2	1	88
6.	Does the school encourage an active network of parents and educators working together?	3	2	1	88
7.	Are free workshops or conferences for parents available?	3	2	1	88
8.	Is there a process for parents to file grievances or register formal concerns?	3	2	1	88
9.	Does staff express a positive attitude toward parents and community involvement?	3	2	1	88
10.	Are parents treated with respect and dignity by all staff?	3	2	1	88
11.	Has the school asked parents for their help in understanding and appreciating cultural diversity?	3	2	1	88

Access and Equity Subtotal (33 is the highest possible score) _____

III. Organizational Support

		3 – Yes	2 – Somewhat	1 – No	4 – Don't Know
1.	Does the school provide outreach to help parents feel welcome?	3	2	1	88
2.	Does the school offer opportunities for parents to share in setting program goals?	3	2	1	88
3.	Does the school encourage parents to talk about their concerns?	3	2	1	88
4.	Is parent participation invited in staff selection?	3	2	1	88
5.	Are there guidelines to encourage parents to be involved in all aspects of the school?	3	2	1	88
6.	Are teachers encouraged or receive recognition for actively engaging parents?	3	2	1	88
7.	Does the school offer in-service or professional development for faculty to understand effective parent involvement?	3	2	1	88

Organizational Support Subtotal (21 is the highest possible score) _____

IV. Quality of Interaction

Do teachers and/or administrators do the following things with parents:

		3 – Yes	2 – Somewhat	1 – No	4 – Don't Know
1.	Share test results and school records?	3	2	1	88
2.	Schedule placement and progress conferences?	3	2	1	88
3.	Ask for recommendations about curriculum content?	3	2	1	88
4.	Share instructional plans?	3	2	1	88
5.	Inform parents when things are going well?	3	2	1	88
6.	Invite parents to visit their child's classroom?	3	2	1	88
7.	Schedule school and parent meetings during flexible hours?	3	2	1	88
8.	Offer parent workshops or training sessions?	3	2	1	88
9.	Provide information and activities for parents to do at home?	3	2	1	88

Quality of Interaction Subtotal (27 is the highest possible score) _____

Record subtotals below.

I. Student Achievement _____

II. Access and Equity _____

III. Organizational Support _____

IV. Quality of Interaction _____

Total for All Areas (114 is the highest possible score) _____

Step II – Analysis and Planning

List the names of those who are involved in Step II Analysis and Planning.

Name	Role (Parent, Teacher, Administrator)

Date _____

I. Student Achievement

What is working?

What is holding us back?

What can be improved?

Action steps and time line:

II. Access and Equity

What is working?

What is holding us back?

What can be improved?

Action steps and time line:

III. Organizational Support

What is working?

What is holding us back?

What can be improved?

Action steps and time line:

IV. Quality of Interaction

What is working?

What is holding us back?

What can be improved?

Action steps and time line:

Other Resources

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Feedback Form

Please copy or tear out this form, respond to the questions below, and send to IDRA by fax (210-444-1714) or by mail (IDRA, 5835 Callaghan Road, Suite 350, San Antonio, Texas 78228-1190). Or, visit the IDRA web site and complete this form online (http://www.idra.org/enlace/fereview.htm).

1. With whom of the following did you use the *Family and Community Engagement Survey*?
   - ☐ Higher education faculty
   - ☐ K-12 educators
   - ☐ Parents
   - ☐ School administrators
   - ☐ Students, K-12
   - ☐ Students, higher education
   - ☐ Other _____
2. Number of participants _____
3. How much time did you spend using these materials? _____
4. Was the time allotted sufficient?
   ☐ Yes ☐ No
5. Does your school have family engagement objectives that were not addressed in the guide?
   ☐ Yes ☐ No
6. If yes, what are they?
7. Was the guide effective in identifying elements of family engagement?
   ☐ Yes ☐ No
8. Did the guide help facilitate discussion?
   ☐ Yes ☐ No
9. Did the guide help facilitate planning and decision making?
   ☐ Yes ☐ No
10. What feedback was received from participants?
11. What worked well?
12. What would you do differently?
13. Would you recommend this guide and process to others?
    ☐ Yes ☐ No
14. Other comments:

Name of School or Organization:
_____

Date: _____

City, State: _____

Contact person*:_____

Phone: _____

E-mail: _____

* For potential clarification purposes only, not for attribution.

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IDRA is a non-profit research and development organization dedicated to the improvement of educational opportunities for *all* children.

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