

# Measure of School, Family, and Community Partnerships

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

This instrument is designed to measure how your school is reaching out to involve parents, community members, and students in a meaningful manner. The measure is based on the framework of six types of involvement developed by Epstein (1995). 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. The selected items show that your school is meeting challenges to involve all families in many different ways that will improve the school climate, strengthen families, and increase student success in school. Your school may be conducting other activities for each type of involvement. These may be added and rated to account for all major partnership practices that your school presently conducts.

**Directions:** Carefully examine the scoring rubric below before rating your school on the six types of involvement. As you review each item, please circle the response that comes closest to describing your school. A score of 4 or 5 indicates that the activity or approach is strong and prominent. A score of 1, 2, or 3 indicates that the activity is not yet part of the school's program, or needs improvement. The results provide information on the strength of current practices of partnership, and insights about possible future directions or needed improvements in your school's partnership program.

## Scoring Rubric

- 1 – Not Occurring:** Strategy does not happen at our school.
- 2 – Rarely:** Occurs in only one or two classes. Receives isolated use or little time. Clearly not emphasized in this school's parental involvement plan.
- 3 – Occasionally:** Occurs in some classes. Receives minimal or modest time or emphasis across grades. Not a prevalent component of this school's parental involvement plan.
- 4 – Frequently:** Occurs in many but not all classes/grade levels. Receives substantive time and emphasis. A prevalent component of this school's parental involvement plan.
- 5 – Extensively:** Occurs in most or all classes/grade levels. Receives substantive time and emphasis. A highly prevalent component of this school's parental involvement plan.



**I. PARENTING:** Help all families establish home environments to support children as students.

<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
1. Conducts workshops or provides information for parents on child development	1	2	3	4	5
2. Provides information, training, and assistance to all families who want it 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 & talents.	1	2	3	4	5
5. Sponsors home visiting programs or neighborhood meetings to help families understand schools & to help schools to understand families.	1	2	3	4	5
6. Provides families with information/training 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 types of activities _____	1	2	3	4	5
_____	1	2	3	4	5



**II. COMMUNICATIONS:** Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.

<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
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 communication for parents who do not speak English well, do not read well, or need large type.	1	2	3	4	5
3. Establishes clear two-way channels for communications from home to school and from school to home.	1	2	3	4	5
4. Conducts a formal conference with every parent at least once a year	1	2	3	4	5
5. Conducts an annual survey for families to share information and concerns about student needs & reactions to school programs, and their satisfaction with their involvement in school.	1	2	3	4	5
6. Conducts an orientation for new parents.	1	2	3	4	5
7. Sends home folders of student work weekly or monthly for parent review and comment.	1	2	3	4	5
8. Provides clear information about the curriculum, assessments, and achievement levels and report cards.	1	2	3	4	5
9. Contacts families of students having academic or behavior problems.	1	2	3	4	5
10. Develops school’s plan and program of family and community involvement with input from educators, parents, and others.	1	2	3	4	5
11. Trains teachers, staff and principals on the value and utility of contributions of parents and ways to build ties between school and home.	1	2	3	4	5



<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
12. Builds policies that encourage all teachers to communicate frequently with parents about their curriculum plans, expectations for homework, and how parents can help.	1	2	3	4	5
13. 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
14. Provides written communication in the language of the parents.	1	2	3	4	5
Other types of activities _____	1	2	3	4	5

**III. VOLUNTEERING:** Recruit and organize parent help and support.

<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
1. Conducts an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom needs.	1	2	3	4	5
2. Provides a parent/family room for volunteers and family members to work, meet, and access resources about parenting, childcare, tutoring, and other things that effect their children.	1	2	3	4	5
3. Creates flexible volunteering and school events schedules, enabling parents who work to participate.	1	2	3	4	5
4. Trains volunteers so they use their time productively.	1	2	3	4	5
5. Recognizes volunteers for their time and efforts.	1	2	3	4	5
6. Schedules school events at different times during the day and evening so that all families can attend some throughout the year.	1	2	3	4	5



<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
7. Reduces barriers to parent participation by providing transportation, childcare, flexible schedules, and addresses the needs of English language learners.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. Encourages families and the community to be involved with the school in a variety of ways (assisting in classroom, giving talks, monitoring halls, leading activities, etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Other types of activities _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**IV. LEARNING AT HOME:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
1. Provides information to families on how to monitor and discuss schoolwork at home.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Provides ongoing and specific information to parents on how to assist students with skills that they need to improve.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Makes parents aware of the importance of reading at home, and asks parents to listen to their child read or read aloud with their child.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Assists families in helping students set academic goals, select courses, and programs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
Other types of activities _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**V. DECISIONMAKING:** Include parents in school decisions, developing parent leaders and representatives.

<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
1. Has active PTA, PTO, or other parent organization.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Includes parent representatives on the school's advisory council, improvement team, or other committees.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Has parents represented on district-level advisory council and committees.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Involves parents in revising the school/district curricula.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6. Includes parent leaders from all racial, ethnic, socioeconomic, and other group in the school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7. Develops formal networks to link all families with their parent representatives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. Includes students (along with parents) in decision-making groups.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. Deals with conflict openly and respectfully.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10. Asks involved parents to make contact with parents who are less involved to solicit their ideas, and report back to them.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
Other types of activities _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**VI. COLLABORATING WITH COMMUNITY:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

<b>Our School:</b>	<b>Rating</b>				
	<b>Not Occurring</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Extensively</b>
1. Provides a community resource directory for parents and students with information on community services, programs, and agencies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Involves families in locating and utilizing community resources.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Works with local businesses, industries, and community organizations on programs to enhance student skills and learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Provides “one-stop” shopping for family services through partnership of school, counseling, health, recreation, job training, and other agencies.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Opens its building for use by the community after school hours	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6. Offers after-school programs for students with support from community businesses, agencies, and volunteers	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7. Solves turf problems of responsibilities, funds, staff, and locations for collaborative activities to occur	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. Utilizes community resources, such as businesses, libraries, parks, and museums to enhance the learning environment.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Other types of activities _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



A. What major factors have contributed to the success of your school's family and community involvement efforts?

B. What major factors have limited the success of your school's family and community involvement efforts?

C. What is one of your school's major goals for improving it's program of school, family, and community partnerships over the next three years?

### References:

Salinas, K.C., Epstein, J.L. & Sanders, M.G. (1997). Starting points: An inventory of present practices of school-family community partnerships. In J.L. Epstein, L. Coates, K.C. Salinas, M.G. Sanders, & B.S. Simon. *School, Family, and Community Partnerships: Your Handbook for Action* (pp.122-125). Thousand Oaks, CA: Corwin Press.

Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, (76): 701-712.

Yap, K.O. & Enoki, D. (1995) In search of the elusive magic bullet: Parental involvement and student outcomes. *The School Community Journal*. 5(2), Fall/Winter 1995: 97-106.

*Note:* For information on the National Network of Partnership Schools at John Hopkins University, visit the Network's Website: [www.csos.jhu.edu/p2000](http://www.csos.jhu.edu/p2000).

For information about NWREL's services, call 1-800-547-6339 ext.568, or access the Website at [www.nwrel.org](http://www.nwrel.org).

