**Evaluating Effectiveness—Building Systemic Support for Parent and Family Engagement**

**Description**

This tool is a sample inventory for district and Local Educational Agencies (LEA) to use as they create effective parent and family engagement programs. While this sample covers only three possible types of involvement, it demonstrates the utility of these types of resources.

**Suggestions for Use**

District and LEA staff can use this type of tool to gauge the effectiveness and the scope of their parent and family engagement efforts. If the inventory reveals that efforts are concentrated at one level of the system or in one focus for involvement, they will know where to direct additional resources and efforts in their future work.

This document includes descriptions of common parent and family engagement activities. However, **not every activity is appropriate for every school or grade level. Users may also want to write in additional activities to reflect other types of involvement.**

Any planning committee or any group exploring parent and family engagement may complete this form. However, parents should be represented in whatever process is used.

**Building Systemic Support Inventory Tool**

**Directions**

Highlight the activities in use and check grade levels presently involved in efforts. Users may find they need more information before finalizing the inventory.

To assess how well each activity is implemented, use these letters in the box beside each description:

**W** Well implemented with all families

**G** Good start, need more

**N** Needs improvement

**Survey Topic 1: Parenting: Basic Responsibilities of Families**—Assist families with parenting skills and setting home conditions to support children as students and assist school staff to understand families.

| **Type of Involvement** | **Degree of Implementation** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Mark Each Grade Level = Well, Good, Needs Improvement** | | | | | | | | | | | | | |
| **pK** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| 1. We sponsor parent education workshops and other parent courses or training. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We provide families with information on child or adolescent development. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We conduct family support programs with parent–to–parent discussion groups. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We provide families with information on developing home conditions that support learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We lend families books or tapes on parenting or videotapes of parent workshops. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We ask families about children’s goals, strengths, and talents. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We sponsor home–visiting programs or neighborhood meetings to help families understand schools and to help schools understand families. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We ask families to help us understand their parenting and family needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Survey Topic 2: Communicating: Basic Responsibilities of Schools**—Conduct effective communications from school to home and from home to school about school programs and children’s progress.

| **Type of Involvement** | **Degree of Implementation** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Mark Each Grade Level = Well, Good, Needs Improvement** | | | | | | | | | | | | | |
| **pK** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| 1. We provide clear information about report cards and how grades are earned. Parents pick up report cards. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. School newsletter includes: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Calendar of school events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Student activity information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Curriculum and program information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Information on volunteering |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * School policy information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Samples of student writing and artwork |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Column to address parents’ questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Recognition of students, families, and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We provide clear information about selecting courses, programs, and activities in this school. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We send home folders of student work weekly or monthly for parent review and comments. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Staff members send home positive messages about students on a regular basis. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We notify families about student awards/recognition. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We contact families about students’ academic or behavior problems. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Teachers have easy access to telephones to communicate with parents during or after school. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Parents have the telephone numbers and/or e–mail addresses of the school, principal, teachers, and counselors. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We have a homework hotline for students and families to provide reactions to school programs and share information and concerns about students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Survey Topics 3: Learning at Home: Involvement in Academic Activities**—Involve families with their child in homework and other curriculum–related activities and decisions.

| **Type of Involvement** | **Degree of Implementation** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Mark Each Grade Level = Well, Good, Needs Improvement** | | | | | | | | | | | | | |
| **pK** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| 1. We provide information to parents to assist in supporting student learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We ask parents to listen to their child read or to read aloud with their child. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We provide calendars with daily or weekly activities for families to do at home and in the community. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We help families help students set academic goals, select courses and programs and plan for college work. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We provide workshops where students and parents learn together (active learning). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. We help families understand the content of what students are learning in school. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |