Strategies for Effective Collaboration with Parents, Schools and Community Members

February 26, 2009          March 17, 2009          April 7, 2009

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732-445-6173

Funds for the Title IV-A and Unsafe School Choice Option Training and Technical Assistance Project were provided in full by a grant to the New Jersey Department of Education from the United States Department of Education, Safe and Drug-Free Schools Program
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Research Findings Related To Community-Based Processes Strategy


- **Community partnerships can be effective in eliciting change both at the systems level and at the individual behavior level.**
  - Characteristics of successful partnerships include:
    - A vision of the partnership's objective
    - Committed partnership members
    - Participation of groups from all parts of the community
    - Extensive prevention activities that reach a large number of individuals
  - Multi-agency activities can increase coordination of efforts between public and private agencies, and between law enforcement and service providers.
    - Groups can work together to secure funding for substance use prevention programming efforts.
    - Inter-agency coordination can increase access to and quality of prevention and treatment services.
    - Active/mobilized communities have shown clear decreases in alcohol, tobacco, and other drug use and changes in perceived norms about substance use. In addition these communities have improved perceptions of neighborhood quality by environmental changes such as, closing crack houses, removing billboards for alcohol and tobacco, etc.
    - Provision of constructive activities for youth can reduce/prevent substance use and delinquency, and increase cultural pride and coping skills.

- **Community-based coalitions should begin with a clear understanding of their purpose.** Prevention-oriented coalitions can aim to improve the nature and delivery of services to a community (comprehensive service coordination), generate community activism to address substance-related problems (community mobilization), or both (community linkage). Clarity of purpose will facilitate coalition development and, ultimately, coalition success.

- **Coalition membership must be appropriate to the shared purpose and plan for action.** If comprehensive service coordination is the task, organization leaders need to be involved, especially if an organization is expected to be a key contributor to a particular intervention. If community mobilization is the task, grassroots activists and community citizens must be involved. Community linkage coalition models require a mix of both types of community members. This results in diverse expectations and operating assumptions for the coalition that must be resolved in order to avoid conflict and role confusion.

- **Active membership participation depends on meeting the needs of members.** Community leaders and professionals seek accomplishments related to their organizational interests and receive rewards through the organizational aspects of the coalition and through the distribution of resources. Citizen activists and members seek a useful application of their time and receive rewards from participation in program activities and not in activities related to organizational maintenance.
• **Appropriate organization can facilitate collective action.** Coalition-based community interventions tend to devote a lot of energy, at least initially, on developing organizational structure and procedures (committees, task forces, roles, responsibilities). Experience indicates that elaborate committee structures are not productive and sometimes are counterproductive. Committees or task forces with specific purposes or responsibility for specified programmatic activity sustain higher membership.

• **Leadership is essential and can take different forms.** Effective leadership may reside with a dynamic or visionary individual. But one problem associated with this type of leadership is that it is not transferable. Well-functioning coalitions often create opportunities for satisfying and effective participation of members resulting in a "leadership of ideas" demonstrated in a well-articulated plan of action.

• **Planning is critical and should be adapted to the coalition's purpose, organization, and membership.** A coalition must begin with a clear understanding of the substance-related problems it seeks to change. Information about these problems should be validated through available empirical evidence. Coalition-generated needs assessments are often difficult to conduct or, due to an absence of resources and/or skills, poorly implemented. Once outcome-based objectives are set, specific action plans can be developed.

• **Voluntary coalitions should implement proven effective strategies.** Community-based approaches are based, in part, on a deep appreciation for local involvement and authority, in choosing and carrying our collective action. This philosophy is embodied by the concept "empowerment," and while this "paradigm shift" in prevention is important, it should not result in barriers to effective coalition action. Research has identified the more effective prevention approaches, and this knowledge must be utilized.

• **Facilitating community-based collective action requires appropriate roles for paid staff.** Paid coalition staff operate more effectively as resource providers and facilitators rather than as direct community organizers. Paid staff can fill essential clerical, coordination, and communications functions that provide the glue to hold diverse coalitions together. Paid staff can also provide leadership through expertise in strategies and programmatic activities that will further the coalition goals.

• **Coalition-based community processes must approach their strategies and programmatic actions from an outcome-based perspective and must be ready to make adjustments to the plan of action in order to meet these outcome-based goals.** The effectiveness of community-based processes is not a reflection of coalition's organizational structure or design. It is a function of strategies and activity. If the intervention appears to be ineffective, changes and adjustments in the coalition's action plan, not its organizational structure, are required.

• **Clear purpose, appropriate planning and commitment to results will produce effective collective action.** Community-based processes will break the traditional bounds of organizational inertia and pathology only if the primacy of purpose is recognized and an action strategy is shaped by research-based findings on effective interventions.
Implications for Effective Collaboration

COLLABORATION TAKES TIME...

• To build trust
• To understand roles and responsibilities
• To invite and answer questions
• To present information necessary for decision making

COLLABORATION HAS TO BE BASED ON RESPECT THAT IS DEMONSTRATED...

• By holding meetings at mutually convenient times and places
• By insuring that everyone has the same information
• By incorporating differing viewpoints
• By giving validity to differing viewpoints

COLLABORATION MEANS THAT CONTROL MUST BE SHARED OR RELINQUISHED...

• No one has all the answers all the time
• Balance and give-and-take are key
• What do we need to know to set up an inclusive initiative?

Based on Center on Human Policy
Syracuse University
Selected Parent Involvement Provisions for Title IV-A of the No Child Left Behind Act of 2001

| States required to include in their plan a specific description of how input from parents will be "sought regarding the use of funds by the SEA and the chief executive officer of the State." | Title IV, Part A (Safe and Drug Free Schools) Sec.4113 (a)(14) and(15) |
| LEA required to use funds to (i) promote the involvement of parents in the activity or program; (ii) promote coordination with community groups and coalitions and government agencies and (iii) distribute information about the LEA's needs, goals, and programs". | Title IV, Part A Sec.4115 (b)(1)(D) (i) |
| LEA may use funds for activities that involve families... in setting clear expectations against violence and illegal use of drugs..."; and to provide "professional development and training for and involvement of school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring or rehabilitation referral as related to drug and violence prevention". | Title IV, Part A Sec.4115 (b)(2)(B) and (D) |

For a complete listing of parent involvement provisions in the No Child Left Behind Act of 2001, visit our web site at:

http://sdfsc.rutgers.edu/file/Workshop%20Handouts/SPIPNCCLB.doc
Program Strategy 4: School- and Community-based Process

This strategy aims to enhance the capabilities of schools and communities to more effectively provide prevention, health and social services for alcohol, tobacco or other drug abuse, violence or related negative behaviors. Activities under this strategy include organizing, planning, evaluating and enhancing the efficiency and effectiveness of services implementation; networking and accessing services and funding for services community team building; inter-agency coordination and collaboration; coalition building and comprehensive, integrated approaches to service delivery in schools and communities. Examples of school- and community-based process activities are described below:

<table>
<thead>
<tr>
<th>Program, Service or Activity</th>
<th>Title IV Funded</th>
<th>Non Title IV Funded*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and Community Planning Meetings</td>
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<tr>
<td>(e.g., to reduce violence, ATOD use or illegal gang activity)</td>
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<tr>
<td>Multi-agency Coordination and Collaboration</td>
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<tr>
<td>Parent Volunteers or Involvement</td>
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<tr>
<td>Program Evaluation</td>
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<tr>
<td>Other</td>
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Please explain. (Limit 1000 characters)

* Items supported with non-Title IV dollars
Parental Involvement and Community Collaboration

• The principles of effectiveness required under Title IV, Part A include the requirement for meaningful and ongoing consultation with and input from parents in both the development of the application and administration of funded programs, services, and activities \([NCLB \ \text{§4115(a) (1) (E)}]\).

• Under \(NCLB \ \text{§4114(c)}\), school districts are required to develop their applications through timely and meaningful consultation with parents, as well as community-based organizations, representatives of government, representatives of schools to be served (including nonpublic schools), teachers and other school staff, students and others with relevant and demonstrated expertise in drug and violence prevention activities, such as medical, mental health, and law enforcement professionals.

• \(NCLB \ \text{§4114(c)}\) requires ongoing consultation with these representatives and organizations in order to seek advice regarding how best to coordinate such school districts activities under Title IV, Part A with other related strategies, programs, and activities being conducted in the community.

• A local educational agency, at the initial stages of design and development of a program or activity must consult with appropriate entities and persons on issues regarding the design and development of the program or activity, including efforts to meet the principles of effectiveness described in \(NCLB \ \text{§4115(a)}\).

School districts may use an existing advisory council with appropriate representation to address ATOD issues (e.g., municipal alliances), as well as create a new advisory council for addressing both ATOD and violence issues.

Adapted from No Child Left Behind Act of 2001
New Jersey Consolidated Formula Subgrant Reference Manual
Where are Schools Required to Connect with Parents and the Community?

**Code of Conduct**
The code of student conduct shall be based on parent, student and community involvement which represents, where possible, the composition of the schools and community.

(NJAC 6A:16-7.1 (a) (1))

**Harassment, Intimidation and Bullying Policy**
Each district board of education shall develop the policy in consultation with parents and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees.

(NJAC 6A:16-7.9 (a) (1))

**Special Education**
There are many children in our schools who have special needs. All of these areas require parent involvement and advocacy to assure that school districts adequately serve their children with special needs.

NJDOE Website-NJ Parents (Children with Special Needs)

**I&RS-** intervention and referral services
The functions of the system of intervention and referral services in each school building shall be to actively involve parents or guardians in the development and implementation of intervention and referral services action plans. The I&RS system will also coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans.

(NJAC 6A:16-7.2 (a) (6) and (8))

**NJQSAC**
Emphasizes family and community involvement

NJ School Boards Association NJQSAC PowerPoint Presentation (Slide 6)

http://www.state.nj.us/education/genfo/qsac/

**Comprehensive Alcohol, Tobacco, and Other Drug Abuse Programs**
Actively involve staff, parents and other community members in the development and implementation of prevention program plans.

(NJAC 6A:16-3.1 (a) (vii))
Four Versions of Partnership

Partnership School

All families and communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.

- **BUILDING RELATIONSHIPS**
  - Family center is always open, full of interesting learning materials to borrow
  - Home visits are made to every new family
  - Activities honor families' contributions
  - Building is open to community use and social services are available to families

- **LINKING TO LEARNING**
  - All family activities connect to what students are learning
  - Parents and teachers look at student work and test results together
  - Community groups offer tutoring and homework programs at the school
  - Students' work goes home every week, with a scoring guide

- **ADDRESSING DIFFERENCES**
  - Translators are readily available
  - Teachers use books and materials about families' cultures
  - PTA includes all families
  - Local groups help staff reach parents

- **SUPPORTING ADVOCACY**
  - There is a clear, open process for resolving problems
  - Teachers contact families each month to discuss student progress
  - Student-led parent-teacher conferences are held three times a year for thirty minutes

- **SHARING POWER**
  - Parents and teachers research issues such as prejudice and tracking
  - Parent group is focused on improving student achievement
  - Families are involved in all major decisions
  - Parents can use the school's phone, copier, fax, and computers
  - Staff work with local organizers to improve the school and neighborhood
Open-Door School

Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.

- **BUILDING RELATIONSHIPS**
  - Teachers contact families once a year
  - Parent coordinator is available if families have questions or need help
  - Office staff are friendly
  - Staff contact community agencies and organizations when help is needed

- **LINKING TO LEARNING**
  - Teachers explain test scores if asked
  - Folders of student work go home occasionally
  - School holds curriculum nights three or four times a year
  - Staff let families know about out-of-school classes in the community

- **ADDRESSING DIFFERENCES**
  - Office staff will find a translator if parents ask in advance
  - Multicultural nights are held once a year
  - "Minority" parents have their own group

- **SUPPORTING ADVOCACY**
  - Principal will meet with parents to discuss a problem
  - Regular progress reports go to parents, but test data can be hard to understand
  - Parent-teacher conferences are held twice a year

- **SHARING POWER**
  - Parents can raise issues at PTA meetings or see the principal
  - Parent group sets its own agenda and raises money for the school
  - Resource center for low-income families is housed in a portable classroom next to the school
  - PTA officers can use the school office
  - A community representative sits on the school council
Come-if-We-Call School

Parents are welcome when we ask them, but there’s only so much they can offer. The most important thing they can do is help their kids at home. We know where to get help in the community if we need it.

- **BUILDING RELATIONSHIPS**
  - Better-educated parents are more involved
  - "Many immigrant parents don't have time to come or contribute"
  - Staff are very selective about who comes into the school

- **LINKING TO LEARNING**
  - Parents are told what students will be learning at the fall open house
  - Parents can call the office to get teacher-recorded messages about homework
  - Workshops are offered on parenting

- **ADDRESSING DIFFERENCES**
  - "We can't deal with twenty different languages"
  - "Parents can bring a translator with them"
  - "This school just isn't the same as it used to be"

- **SUPPORTING ADVOCACY**
  - School calls families when children have problems
  - Families visit school on report card pickup day and can see a teacher if they call first

- **SHARING POWER**
  - Principal sets agenda for parent meetings
  - PTA gets the school's message out
  - "Parents are not experts in education"
  - Community groups can address the school board if they have concerns
Fortress School

Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.

- **BUILDING RELATIONSHIPS**
  - Families do not "bother" school staff
  - "Minority families don't value education"
  - Parents need security clearance to come in
  - It is important to keep community influences out of the school

- **LINKING TO LEARNING**
  - Curriculum and standards are considered too complex for parents to understand
  - "If parents want more information, they can ask for it"
  - "We're teachers, not social workers"

- **ADDRESSING DIFFERENCES**
  - "Those parents need to learn English"
  - "We teach about our country—that's what those parents need to know"
  - "This neighborhood is going downhill"

- **SUPPORTING ADVOCACY**
  - Parents don't come to conferences
  - Problems are dealt with by the professional staff
  - Teachers don't feel safe with parents

- **SHARING POWER**
  - Principal picks a small group of "cooperative parents" to help out
  - Families are afraid to complain: "They might take it out on my kid"
  - "Community groups should mind their own business; they don't know about education"
## Parent Organizations Management Style

<table>
<thead>
<tr>
<th>Leadership-style parent organization</th>
<th>Traditional-style parent organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focuses on improving student achievement and helping families understand standards, tests, and performance data</td>
<td>• Focuses on fund-raising and recruiting volunteers to help in the lunchroom, office, and playground</td>
</tr>
<tr>
<td>• Varies times and places, such as meeting on weekends in an apartment complex community room</td>
<td>• Holds all meetings at school, on the same weeknight each month</td>
</tr>
<tr>
<td>• Plans the agenda based on issues important to parents, using parent surveys</td>
<td>• Meets with the principal to set the agenda</td>
</tr>
<tr>
<td>• Communicates parents’ ideas and concerns to the principal and school staff</td>
<td>• Communicates the principal's message to other parents</td>
</tr>
<tr>
<td>• Features student work and performances at meetings and activities, and offers translation</td>
<td>• Follows Robert's Rules of Order and holds meetings in English only</td>
</tr>
<tr>
<td>• Invites the whole family and offers food, child care, and help with transportation</td>
<td>• Expects parents to feed their families, hire babysitters, and drive to the monthly meeting</td>
</tr>
<tr>
<td>• Presents concrete proposals for improvement to principal and local school board</td>
<td>• Holds an annual awards dinner with district staff and local officials</td>
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</tbody>
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Beyond the Bake Sale
Henderson, Mapp, Johnson, Davies
© 2007 The New Press
<table>
<thead>
<tr>
<th><strong>Tellin' Stories Project assumptions about parent involvement</strong></th>
<th><strong>Traditional assumptions about parent involvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Families and school staff together decide meaningful ways for parents to be involved: as teachers, supporters, advocates, decision makers, ambassadors, and monitors.</td>
<td>Schools determine how parents should be involved. Parents' roles are limited to fund-raising, chaperoning, and attending PTA meetings.</td>
</tr>
<tr>
<td>All parents can be resources for their children's schools. Schools must recognize and cultivate the knowledge and strength of each family.</td>
<td>Parents need to have specific skills to be involved. Many lack the capacity or willingness to be involved.</td>
</tr>
<tr>
<td>Diversity is a strength. School culture Must reflect the diversity of the school community.</td>
<td>Diversity is a challenge. School culture needs to be imposed on the school community.</td>
</tr>
<tr>
<td>Decisions are made collaboratively. Everyone has knowledge and has children's best interests at heart.</td>
<td>Decisions are handed down. School knows best and passes knowledge on to families.</td>
</tr>
<tr>
<td>Families, schools, and communities hold each other accountable.</td>
<td>Accountability is determined by a system-chosen standardized test.</td>
</tr>
<tr>
<td>Involved parents include those who help their children at home to be ready for school each day.</td>
<td>If parents are not visible at the school, they are not involved.</td>
</tr>
<tr>
<td><strong>Starting point:</strong> Build trust through sharing our stories.</td>
<td><strong>Starting point:</strong> Hold a PTA meeting and ask parents to sign up for committees.</td>
</tr>
<tr>
<td><strong>Clear vision:</strong> Parent involvement /family-school collaboration is required for school change.</td>
<td><strong>Underlying message:</strong> Parent involvement is not important for school success.</td>
</tr>
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© Tellin'Stories Project of Teaching for Change
Epstein's Framework of Six Types of Involvement  
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<table>
<thead>
<tr>
<th>TYPE 1</th>
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<tbody>
<tr>
<td>PARENTING</td>
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<tr>
<td>Help all families establish home environments to support children as students.</td>
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</table>

**Sample Practices**
- Suggestions for home conditions that support learning at each grade level.
- Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level.
- Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.)
- Family support programs to assist families with health, nutrition, and other services.
- Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.

**Challenges**
- Provide information 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.
- Enable families to share information with schools about culture, background, children's talents and needs.
- Make sure that all information for and from families is clear, usable, and linked to children's success in school.

**Redefinitions**
- "Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, anytime, in varied forms.

**Results for Students**
- Awareness of family supervision; respect for parents.
- Positive personal qualities, habits, beliefs, and values, as taught by family.
- Balance between time spent on chores, on other activities, and on homework.
- Good or improved attendance.
- Awareness of importance of school.

**Results for Parents**
- Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.
- Awareness of own and others' challenges in parents.
- Feeling of support from school and other parents.

**Results for Teachers**
- Understanding families' background, cultures, concerns, goals, needs, and views of their children.
- Respect for families' strengths and efforts.
- Understanding of student diversity.
- Awareness of own skills to share information on child development.

Joyce L. Epstein, Ph.D.  
Center for the Social Organization of Schools
### Epstein's Framework of Six Types of Involvement  
**Including: Sample Practices, Challenges, Redefinitions, and Expected Results**

<table>
<thead>
<tr>
<th>TYPE 2</th>
<th>COMMUNICATING</th>
</tr>
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<tbody>
<tr>
<td>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</td>
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</table>

**Sample Practices**
- Conferences with every parent at least once a year, with follow-ups as needed.
- Language translators to assist families as needed.
- Weekly or monthly folders of student work sent home for review and comments.
- Parent/student pickup of report card, with conferences on improving grades.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- Clear information on choosing schools or courses, programs, and activities within schools.
- Clear information on all school policies, programs, reforms, and transitions.

**Challenges**
- Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications.
- Consider parents who do not speak English well, do not read well, or need large type.
- Review the quality of major communications (newsletters, report cards, conference schedules, and so on).
- Establish clear two-way channels for communications from home to school and from school to home.

**Redefinitions**
- "Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.

**Results for Students**
- Awareness of own progress and of actions needed to maintain or improve grades.
- Understanding of school policies on behavior, attendance, and other areas of student conduct.
- Informed decisions about courses and programs.
- Awareness of own role in partnerships, serving as courier and communicator.

**Results for Parents**
- Understanding school programs and policies.
- Monitoring and awareness of child's progress.
- Responding effectively to students' problems.
- Interactions with teachers and ease of communication with school and teachers.

**Results for Teachers**
- Increased diversity and use of communications with families and awareness of own ability to communicate clearly.
- Appreciation for and use of parent network for communications.
- Increased ability to elicit and understand family views on children's programs and progress.
### Epstein's Framework of Six Types of Involvement

(INCLUDING: SAMPLE PRACTICES, CHALLENGES, REDEFINITIONS, AND EXPECTED RESULTS)

<table>
<thead>
<tr>
<th>TYPE 3 VOLUNTEERING</th>
<th>Recruit and organize parent help and support.</th>
</tr>
</thead>
</table>
| **Sample Practices** | - School and classroom volunteer program to help teachers, administrators, students, and other parents.  
- Parent room or family center for volunteer work, meetings, resources for families.  
- Annual postcard survey to identify all available talents, times, and locations of volunteers.  
- Class parent, telephone tree, or other structures to provide all families with needed information.  
- Parent patrols or other activities to aid safety and operation of school programs. |
| **Challenges**       | - Recruit volunteers widely so that all families know that their time and talents are welcome.  
- Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.  
- Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive. |
| **Redefinitions**    | - "Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building. |
| **Results for Students** | - Skill in communicating with adults.  
- Increased learning of skills that receive tutoring or targeted attention from volunteers.  
- Awareness of many skills, talents, occupations, and contributions of parent and other volunteers. |
| **Results for Parents** | - Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.  
- Self-confidence about ability to work in school and with children or to take steps to improve own education.  
- Awareness that families are welcome and valued at school.  
- Gains in specific skills of volunteer work. |
| **Results for Teachers** | - Readiness to involve families in new ways, including those who do not volunteer at school.  
- Awareness of parents' talents and interests in school and children.  
- Greater individual attention to students, with help from volunteers. |
### Epstein's Framework of Six Types of Involvement

(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<table>
<thead>
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<th>TYPE 4</th>
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<tr>
<td><strong>LEARNING AT HOME</strong></td>
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<tr>
<td>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</td>
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#### Sample Practices
- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Information on how to assist students to improve skills on various class and school assessments.
- Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.
- Calendars with activities for parents and students at home.
- Family math, science, and reading activities at school.
- Summer learning packets or activities.
- Family participation in setting student goals each year and in planning for college or work.

#### Challenges
- Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives students responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork.
- Coordinate family linked homework activities, if students have several teachers.
- Involve families and their children in all-important curriculum-related decisions.

#### Redefinitions
- "Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.
- "Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.

#### Results for Students
- Gains in skills, abilities, and test scores linked to homework and classwork.
- Homework completion.
- Positive attitude toward schoolwork.
- View of parents as more similar to teacher and of home as more similar to school.
- Self-concept of ability as learner.

#### Results for Parents
- Know how to support, encourage, and help student at home each year.
- Discussions of school, classwork, and homework.
- Understanding of instructional program each year and of what child is learning in each subject.
- Appreciation of teaching skills.
- Awareness of child as a learner.

#### Results for Teachers
- Better design of homework assignments.
- Respect for family time.
- Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning.
- Satisfaction with family involvement and support.
Epstein's Framework of Six Types of Involvement  
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<table>
<thead>
<tr>
<th>TYPE 5</th>
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<tbody>
<tr>
<td>DECISION MAKING</td>
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<tr>
<td>Include parents in school decisions, developing parent leaders and representatives.</td>
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**Sample Practices**
- Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation.
- Independent advocacy groups to lobby and work for school reform and improvements.
- District-level councils and committees for family and community involvement.
- Information on school or local elections for school representatives.
- Networks to link all families with parent representatives.

**Challenges**
- Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.
- Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents.
- Include students (along with parents) in decision-making groups.

**Redefinitions**
- "Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.
- Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.

**Results for Students**
- Awareness of representation of families in school decisions.
- Understanding that student rights are protected.
- Specific benefits linked to policies enacted by parent organizations and experienced by students.

**Results for Parents**
- Input into policies that affect child's education.
- Feeling of ownership of school.
- Awareness of parents' voices in school decisions.
- Shared experiences and connections with other families.
- Awareness of school, district, and state policies.

**Results for Teachers**
- Awareness of parent perspectives as a factor in policy development and decisions.
- View of equal status of family representatives on committees and in leadership roles.
Epstein's Framework of Six Types of involvement  
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

### TYPE 6  
**COLLABORATING WITH COMMUNITY**
Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

#### Sample Practices
- Information for students and families on community health, cultural, recreational, social support, and other programs or services
- Information on community activities that link to learning skills and talents, including summer programs for students.
- Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses.
- Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others).
- Participation of alumni in school programs for students.

#### Challenges
- Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.
- Inform families of community programs for students, such as mentoring, tutoring, business partnerships.
- Assure equity of opportunities for students and families to participate in community programs or to obtain services.
- Match community contributions with school goals, integrate child and family services with education.

#### Redefinitions
- "Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.
- "Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.
- "Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.

#### Results for Students
- Increased skills and talents through enriched curricular and extracurricular experiences.
- Awareness of careers and of options for future education and work.
- Specific benefits linked to programs, services, resources, and opportunities that connect students with community.

#### Results for Parents
- Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services
- Interactions with other families in community activities.
- Awareness of school's role in the community and of community's contributions to the school.

#### Results for Teachers
- Awareness of community resources to enrich curriculum and instruction.
- Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices.
- Knowledgeable, helpful referrals of children and families to needed services.
# EDUCATION AND COMMUNITY BUILDING: Rules of Engagement

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<tr>
<th>Basic Rules</th>
<th>For Educators</th>
<th>For Community Builders</th>
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<tbody>
<tr>
<td><strong>FIND OUT</strong> about each others’ interests and needs.</td>
<td>Find out… where your students and families live, work, and play after school. What banks, hospitals, community organizations, civic groups or businesses provide services or jobs? What local issues are people talking about on call-in shows and in the news? What assets are available that might help your school? What school resources might be useful to other community groups?</td>
<td>Find out… about your neighborhood schools, their location, grade levels, recent history and standing in the school district. What local education issues are parents and newspapers talking about? What building and district opportunities involve families and community members in planning ad decision-making?</td>
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<tr>
<td><strong>REACH OUT</strong> to potential partners on their own turf with specific offers of assistance.</td>
<td>Reach out… to potential community partners. Identify interested groups and ask for invitations to speak. Know your audience and tailor your remarks to their concerns. Make sure they know what you are doing right already and your plans for making it better. Show that you see the value in partnerships and know how to be flexible. Be specific about what you need and knowledgeable about what they can offer.</td>
<td>Reach out… to principals, teachers and staff. Attend school functions and show familiarity with and support for school concerns. Offer to help in concrete ways: by providing a translator at the next parent open house or including a question of importance to the school on your annual community survey. Create an opportunity for school staff to talk with community members—off school grounds—about their shared aspirations for their children’s futures.</td>
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<tr>
<td><strong>SPELL OUT</strong> the purpose and terms of joint efforts, including who will do what, by when?</td>
<td>Spell out… the areas in which your school is not permitted or doesn’t feel comfortable with partnerships. In all others, encourage staff to be as innovative and open as possible in pursuing opportunities. Be more than a silent partner. Make every effort to anticipate and reduce red tape in hiring, procurement and access.</td>
<td>Spell out… your priorities and start small. Work through existing decision-making channels to communicate, find common ground and build consensus among school and community agendas. Be clear about what the partnership (not just your side) wants to do, why it’s important, and what results are expected. Spell out lines of responsibility and authority. Set reasonable expectations and a timeframe. Deliver what you promised.</td>
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<tr>
<td><strong>WORK OUT</strong> the kinks as they arise and change your approach when necessary.</td>
<td>Work out… the issues and don’t walk out. Stay involved, even when the relationship isn’t moving ahead exactly as planned.</td>
<td>Work out… the kinks and stay flexible. Is the communication satisfactory to both sides? Do all partners feel as though their contributions are heard and valued? What are the channels of communication that are in place? Community builders need to talk to school partners and find out what they think. Keep working while you smooth out rough edges.</td>
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<tr>
<td><strong>BUILD OUT</strong> from success by sharing positive results and encouraging expanded efforts.</td>
<td>Build out… share positive data and findings with staff, families, and the school district. Use a positive track record to leverage additional resources from other sectors while finding ways to make partnering with schools more attractive and substantive.</td>
<td>Build out… to demonstrate your success. Bring information about what’s been accomplished to your core constituents, funders, and decision-makers. Encourage expanded efforts with schools and increased commitment of institutional resources.</td>
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</table>

EDUCATION AND COMMUNITY BUILDING “Connecting Two Worlds”
Jeanne Jehl, Martin J. Blank, Barbara McCloud
With the support of the Rockefeller Foundation
The Institute for Educational Leadership
Research Findings Related To Community-Based Processes Strategy


- **Community partnerships can be effective in eliciting change both at the systems level and at the individual behavior level.**
  - Characteristics of successful partnerships include:
    - A vision of the partnership's objective
    - Committed partnership members
    - Participation of groups from all parts of the community
    - Extensive prevention activities that reach a large number of individuals

- **Multi-agency activities can increase coordination of efforts between public and private agencies, and between law enforcement and service providers.**
  - Groups can work together to secure funding for substance use prevention programming efforts.
  - Inter-agency coordination can increase access to and quality of prevention and treatment services.
  - Active/mobilized communities have shown clear decreases in alcohol, tobacco, and other drug use and changes in perceived norms about substance use. In addition these communities have improved perceptions of neighborhood quality by environmental changes such as, closing crack houses, removing billboards for alcohol and tobacco, etc.
  - Provision of constructive activities for youth can reduce/prevent substance use and delinquency, and increase cultural pride and coping skills.

- **Community-based coalitions should begin with a clear understanding of their purpose.**
  Prevention-oriented coalitions can aim to improve the nature and delivery of services to a community (comprehensive service coordination), generate community activism to address substance-related problems (community mobilization), or both (community linkage). Clarity of purpose will facilitate coalition development and, ultimately, coalition success.

- **Coalition membership must be appropriate to the shared purpose and plan for action.**
  If comprehensive service coordination is the task, organization leaders need to be involved, especially if an organization is expected to be a key contributor to a particular intervention. If community mobilization is the task, grassroots activists and community citizens must be involved. Community linkage coalition models require a mix of both types of community members. This results in diverse expectations and operating assumptions for the coalition that must be resolved in order to avoid conflict and role confusion.

- **Active membership participation depends on meeting the needs of members.**
  Community leaders and professionals seek accomplishments related to their organizational interests and receive rewards through the organizational aspects of the coalition and through the distribution of resources. Citizen activists and members seek a useful application of their time and receive rewards from participation in program activities and not in activities related to organizational maintenance.
• **Appropriate organization can facilitate collective action.** Coalition-based community interventions tend to devote a lot of energy, at least initially, on developing organizational structure and procedures (committees, task forces, roles, responsibilities). Experience indicates that elaborate committee structures are not productive and sometimes are counterproductive. Committees or task forces with specific purposes or responsibility for specified programmatic activity sustain higher membership.

• **Leadership is essential and can take different forms.** Effective leadership may reside with a dynamic or visionary individual. But one problem associated with this type of leadership is that it is not transferable. Well-functioning coalitions often create opportunities for satisfying and effective participation of members resulting in a "leadership of ideas" demonstrated in a well-articulated plan of action.

• **Planning is critical and should be adapted to the coalition's purpose, organization, and membership.** A coalition must begin with a clear understanding of the substance-related problems it seeks to change. Information about these problems should be validated through available empirical evidence. Coalition-generated needs assessments are often difficult to conduct or, due to an absence of resources and/or skills, poorly implemented. Once outcome-based objectives are set, specific action plans can be developed.

• **Voluntary coalitions should implement proven effective strategies.** Community-based approaches are based, in part, on a deep appreciation for local involvement and authority, in choosing and carrying our collective action. This philosophy is embodied by the concept "empowerment," and while this "paradigm shift" in prevention is important, it should not result in barriers to effective coalition action. Research has identified the more effective prevention approaches, and this knowledge must be utilized.

• **Facilitating community-based collective action requires appropriate roles for paid staff.** Paid coalition staff operate more effectively as resource providers and facilitators rather than as direct community organizers. Paid staff can fill essential clerical, coordination, and communications functions that provide the glue to hold diverse coalitions together. Paid staff can also provide leadership through expertise in strategies and programmatic activities that will further the coalition goals.

• **Coalition-based community processes must approach their strategies and programmatic actions from an outcome-based perspective and must be ready to make adjustments to the plan of action in order to meet these outcome-based goals.** The effectiveness of community-based processes is not a reflection of coalition's organizational structure or design. It is a function of strategies and activity. If the intervention appears to be ineffective, changes and adjustments in the coalition's action plan, not its organizational structure, are required.

• **Clear purpose, appropriate planning and commitment to results will produce effective collective action.** Community-based processes will break the traditional bounds of organizational inertia and pathology only if the primacy of purpose is recognized and an action strategy is shaped by research-based findings on effective interventions.
Eight Key Elements of Service Learning

Service-learning offers a unique opportunity for America’s young people -- from kindergarten to university students -- to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform.

Service-learning can be applied across all subjects and grade levels; it can involve a single student or group of students, a classroom or an entire school. Students build character and become active participants as they work with others in their school and community to create service projects in areas like education, public safety, and the environment.

Why is Service-Learning Important?

A national study of Learn and Serve America programs suggests that effective service-learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. A growing body of research recognizes service-learning as an effective strategy to help students by:

- Promoting learning through active participation in service experiences;
- Providing structured time for students to reflect by thinking, discussing and writing about their service experience;
- Providing an opportunity for students to use skills and knowledge in real-life situations;
- Extending learning beyond the classroom and into the community; and
- Fostering a sense of caring for others.

Service-learning also strengthens both education and local communities by:

- Building effective collaborative partnerships between schools or colleges and other institutions and organizations.
- Engaging parents and other adults in supporting student learning
- Meeting community needs through the service projects conducted
- Providing engaging and productive opportunities for young people to work with others in their community
Eight Key Elements of Service Learning

1. Youth/Student Voice
Listening to and engaging youth in the service learning process provides more ownership and greater learning opportunities. Students experience significant age appropriate challenges involving tasks that require thinking, initiative and problem solving as they demonstrate responsibility and decision-making in an environment safe enough to allow them to make mistakes and to succeed. Students actively participate in:

- Choosing and planning the age-appropriate service projects;
- Implementing the service project;
- Conducting needs assessment process;
- Developing and implementing reflection sessions, evaluation and celebration;
- Creating/ fostering community and/or faith based partnerships; and
- Other age appropriate activities.

2. Meaningful Service/Civic Engagement
A successful service experience should engage young people in responsible and challenging actions for the common good. When young people have a role in improving society, working for social justice and caring for the environment, then they truly understand the concept of democracy. Students recognize how participation and the ability to respond to authentic needs improve the quality of life in the community and advocate for social change, which may lead to a lifelong ethic of service and civic engagement. Meaningful service also requires thorough planning of goals, resources, training, supervision, transportation, logistics and risk management. Meaningful/high quality service should:

- Respond to an authentic community need;
- Include community partners, those being served and youth participants in the design of the program to create a rich, meaningful dialogue;
- Provide age-appropriate training to prepare students and other participants for success (i.e. individuals being served, facility information, procedures, etc.); and
- Guarantee the service experience is designed to achieve significant benefits for students, community partners and community.
3. Authentic Needs Assessment
Service learning projects should meet real community needs. In order to provide authentic learning opportunities for youth, programs must actively engage the community in identifying needs. By addressing an important community need, student actions take on greater value and importance. Students can then see their actions making an impact even as they learn and apply academic skills. Authentic needs assessment is often verified through:

- Various sources of media
- Conducting surveys;
- Observation, community mapping and research;
- Census information or
- Discussion with an informed community member.

4. Academic Connections
True service learning happens when service is integrated into the classroom curriculum and aligned with Indiana Academic Standards. Service learning programs enhance learning through real life, experiential activities. Academics come alive and knowledge is applied through: interaction, research, critical thinking, literature, problem solving, discussion and planning for action.

5. Collaboration
Students participate in the development of partnerships and share responsibility with parents, teachers, community and faith-based organizations and higher education. These relationships present opportunities to interact with people of diverse backgrounds and settings. Service learning experiences provide students and community partners the opportunity to learn about each other, resulting in mutual respect, understanding and appreciation.

6. Reflection
In order for students to learn from their service experience, program leaders must provide structured opportunities for students to reflect critically on the service experience. Student reflection takes place before, during and after service; uses multiple methods; encourages critical thinking; and is a central force in the design and fulfillment of curricular activities. Reflection encourages students to:

- Form and test opinions,
- Discuss actions and reactions, and
- Make improvements in future plans.
7. Evaluation
Throughout the service experience, youth and adults should analyze the process (what was done) and the impact (results) of the service. Effective evaluation is essential for assessing the outcomes of service learning programs, for making decisions about improving the program, and for strengthening support for the program in the school district and community. The best evaluation efforts are woven into the fabric of the program from its inception. Initial questions focus on information that is needed and desired, identification of those who will use the evaluation information, and determination of the appropriate methods for collection of the needed information. Creation of performance measures are required for Learn and Serve Indiana programs.

8. Recognition/ Celebration
Given service learning’s goal of youth empowerment and community collaboration, celebration and recognition of participants in the school and the community is an important means for rewarding meaningful service. When participants learn new skills, engage in risk taking, take on new responsibilities and offer their hearts and hands to others, it is appropriate to honor and recognize their efforts. Celebration and recognition does not have to happen just at the end of a program, but should be on-going to foster a sense of accomplishment. Celebration/ recognition events provide opportunities to publicize the program, gain new supporters and members, as well as, motive participants to continue a life of service.

Indiana Department of Education
What is Service Learning
## PARENT SURVEY

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Do you support active learning for your child at home?</td>
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<td>2. Do you have a set routine for study, television, conversation, and bedtime?</td>
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<td>3. Do you have positive communication between family members and your child?</td>
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<td>4. Do you encourage reading, by reading to/with your child or discussion of books?</td>
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<td>5. Do you have clear rules/expectations for your child at home and school?</td>
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<td>6. Do you encourage good eating habits?</td>
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<td>7. Do you make sure that your child attends/gets to school on time?</td>
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<tr>
<td>8. Do you have a mutual respect for school staff and expect that of your child?</td>
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<tr>
<td>9. Do you call/contact your child=s teacher regularly?</td>
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<tr>
<td>10. Do you respond promptly to communication from the school?</td>
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<tr>
<td>11. Are you a good role model for your child?</td>
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<tr>
<td>12. Are you actively involved in activities in your child=s classroom?</td>
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<td>13. Are you actively involved in over-all school activities, e. g., PTA?</td>
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<td>14. If you work, do you volunteer for other activities outside the school day?</td>
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<td>15. Have you communicated your willingness to serve on school planning groups?</td>
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<td>16. Do you know what the curriculum requirements are for your child=s grade?</td>
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<td>17. Do you keep up with the over-all lesson plan for your child=s subjects?</td>
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<td>18. Do you have high expectations for your child both academically and behaviorally, and do you communicate that to your child and the teacher?</td>
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<td>19. Do you utilize your work/business to promote good community educational goals?</td>
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<tr>
<td>20. Do you review your child=s class work and homework?</td>
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# TEACHER SURVEY

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<thead>
<tr>
<th>ISSUE</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Do you contact each child’s parent by phone or e-mail during each grading period?</td>
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<tr>
<td>2. Do you ensure that cultural/ethnic diversity is respected?</td>
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<td>3. Do you expect the best from each student?</td>
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<td>4. Do you provide a curriculum outline with projected dates for parents?</td>
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<tr>
<td>5. Do you talk to parents about the learning style of their child?</td>
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<td>6. When you talk to parents, do you discuss positive aspects of their child?</td>
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<tr>
<td>7. Do you survey parents to know what their talents are?</td>
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<tr>
<td>8. Do you discuss homework with parents and are assignments meaningful?</td>
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<tr>
<td>9. Do you offer resources to parents (verbal/written) on how to help their child?</td>
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<td>10. Do you find something for each parent to do to contribute to the classroom?</td>
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<td>11. Do you celebrate parent contributions with the class?</td>
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<td>12. Are parents surprised negatively when report cards arrive?</td>
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<td>13. Do parents know the class schedule?</td>
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<td>14. Do parents understand the academic standards and report card procedures?</td>
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<td>15. Do you do environmental scans of unusual behaviors that should be reported to parents (e.g., squinting, unhappiness)?</td>
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<td>16. Do you discuss social behavior and discipline policies with parents?</td>
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<td>17. Do you provide linkages to other services that parents may need?</td>
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<td>18. Do parents feel welcome in your class and know how to contact you?</td>
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<td>19. Do parents know the importance of being involved in their child’s learning?</td>
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<td>20. Do you welcome parent suggestions for your class?</td>
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Indiana Department of Education  
September 2001  
School-Parent-Community Partnership Resource Book
# PRINCIPAL SURVEY

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>1. Do you set a positive standard for parent involvement?</td>
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<tr>
<td>2. Do you balance the need for safety with an open-door policy?</td>
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<tr>
<td>3. Do you provide training for teachers on getting parental involvement?</td>
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<tr>
<td>4. Do you communicate the definition of parent involvement?</td>
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<tr>
<td>5. Do you have parents who meet regularly to address school-wide issues?</td>
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<td>6. Do you set the standard for respect of ethnic/cultural diversity?</td>
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<td>7. Do you communicate the customer service view to your staff and parents?</td>
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<td>8. Do you set high expectations of staff, students, and parents?</td>
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<td>9. Do you have a plan in place to monitor results of school/parent initiatives?</td>
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<tr>
<td>10. Do you have group meetings with parents to discuss over-all school issues?</td>
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<tr>
<td>11. Do you ensure that school newsletters or other written communication are family/culturally friendly?</td>
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<tr>
<td>12. Do staff members know how to assist with accessing resources for non-educational needs for families?</td>
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<tr>
<td>13. Do you maintain a group of staff and families to address involvement?</td>
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<tr>
<td>14. Do you know and use individual families’ expertise to enhance the school?</td>
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<tr>
<td>15. Do you involve a variety of parents in school planning committees?</td>
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<tr>
<td>16. Do you work closely with parent organizations on school-wide issues?</td>
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<tr>
<td>17. Do you provide training to teachers on to involving parents who are inactive?</td>
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<tr>
<td>18. Do you have parent education available?</td>
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<tr>
<td>19. Do you utilize involved parents to involve other parents?</td>
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<tr>
<td>20. Do you utilize parents as trainers in staff development activities?</td>
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<tr>
<td>ISSUE</td>
<td>YES</td>
<td>NO</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>1. Do you actively support public accountability for school function/use of tax dollars?</td>
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<tr>
<td>2. Do you have a standing agenda item for meetings that includes meaningful dialogue on parent involvement in schools?</td>
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<tr>
<td>3. Do you provide opportunities for parent organizations to discuss issues with the board?</td>
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<tr>
<td>4. Do you actively involve a variety of parents in policy-making decisions?</td>
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<tr>
<td>5. Do you gain input from a variety of parents prior to making policy decisions?</td>
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<td>6. Do you encourage local businesses to address the board about school/community outcomes?</td>
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<td>7. Do you communicate to principals/staff the priority of effective school/parent partnerships?</td>
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<td>8. Do you have parents/staff committees that are responsible for formulating, communicating, and evaluating school/parent partnership policies?</td>
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<td>9. Do you communicate to local employers the need for parent involvement?</td>
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<td>10. Do you communicate to local businesses the need for and mutual benefits of community partnerships?</td>
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<td>11. Are the expenditures/budgets of the school district clearly communicated to the public?</td>
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<td>12. Do you actively seek the expertise of community partners and parents?</td>
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<td>13. Do you seek the expertise and support of the teaching staff of the schools?</td>
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<td>14. Do you communicate the need for staff development opportunities and monitor effectiveness of training opportunities?</td>
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<td>15. Do you have a method for continuous community comment?</td>
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<td>16. Do you publicly celebrate successes of the school community?</td>
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<td>17. Do you maintain a cordial and open relationship with the media?</td>
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<td>18. Do you promote in all venues the goals of student achievement?</td>
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<td>19. Do you work with principals, teachers, and parents to address sensitive community issues and barriers to success?</td>
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<td>20. Do you recognize and promote the benefits of diversity?</td>
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Guidelines for Effective Collaboration

Many factors influence the success of interagency collaborations. No two collaborations progress in exactly the same way or in the same time frame. In the final analysis, each interagency effort must proceed in a way that is consistent with its unique circumstances and composition. Nevertheless, the literature on collaboration offers some guidelines that have wide applicability:

1. Involve all key players so that collaborative decisions and activities receive widespread support and recognition.

2. Ensure that the collaborative has leadership that is visionary, willing to take risks, and facilitates change.

3. Establish a shared vision of how the collaborative should progress and of the expected outcomes for children and families served by the collaborative partners.

4. Build ownership at all levels. Commitment to change must be mobilized at all organizational levels of member agencies and among community members involved in the collaborative.

5. Establish communication and decision-making processes that recognize disagreement among actors as a part of the process and establish ways to deal with conflict constructively.

6. Institutionalize change by encouraging member agencies to include collaborative goals in their institutional mandates and by earmarking funds for collaborative activities.

Finally, and perhaps most importantly, remember that change begins with individuals, not institutions. Agency representatives must be allowed to take time from routine responsibilities to meet and interact with each other so that trust and respect on an individual level can be generated. It is through personal interactions that the trusting relationships across agencies that sustain the growing pains associated with systemic change are nurtured.

Collaboration The Prerequisite for School Readiness and Success
Kunesh, Linda G. - Farley, Joanne 1993
Get Involved!

Public Schools Need You
Public schools in were created to help parents and the whole community prepare young people to become productive, responsible adults. They cannot exist - much less function effectively - without the support of the community they are expected to serve. Your participation can make a difference for public schools. Working with others you can help create a climate that fosters and supports significant school improvement. Whether you are a businessperson, a grandparent, a parent with school age children, or simply a concerned citizen, you have an important role to play.

Community

- Think about why public education might be important to YOU.
- Cast your ballot with improved schools in mind.
- Attend local school events to see what the students are accomplishing.
- Ask your company for time off to volunteer in schools.
- Make K-12 school improvement a priority for your charitable giving.

Parents

- Introduce yourself to your child's teachers.
- Seek their advice often.
- Supervise homework. Read to your child.
- Limit television viewing.
- Offer to help in the classroom, on field trips, or in the school office.
- Participate in your school's PTA or parent organization.
- Register to vote and go to the polls.
Voters

- Take an active interest in local school board, bond, and parcel tax elections.
- Get the facts and understand the implications of statewide school ballot measures.
- Communicate your hopes and concerns about education with elected officials.
- Pay attention to local school board members and the decisions they make, and let them know what you think.
- Hold all elected officials accountable.
- Call your local principal and find out about serving on the school site council.
- Take a leadership role in your local PTA or parent organization.
- Call your superintendent and ask to serve on the district's budget advisory committee or improvement task force.
- Run for school board.
- Join your local education foundation or start one.

Need Help Getting Started?

You can find many ways to support public schools and many groups within the schools will welcome your interest. A phone call or an hour of your time can be the first step. Attend a meeting of a local organization committed to supporting public schools, such as the PTA or your local education foundation, and see if their interests match yours. Encourage your community, church, or service organization to make improving K-12 education a top priority. Call your school principal or school district superintendent and ask about other opportunities to get involved.

Adapted from Edsource.org
Get Involved! was developed through a grant from the James Irvine Foundation
SERVICE LEARNING PLANNING SHEET

Project Name:

Describe your project:

Collaborations: What individuals, groups, organizations, or businesses in the community will you be working with.

Student Input: How will students be involved in selecting and/or organizing the project?

Academic Component: What content areas will be addressed? How?
**Experiential Component:** What hands-on learning will the students be involved in?

**Service Component:** How will the community benefit?

**Reflective Component:** In what ways will the students reflect on this experience? (journals, class discussions, etc.)

**Character Component:** In what ways will this project contribute to the personal development of your students? (responsibility, respectfulness, empathy, citizenship, collaborative skills, etc.)

*Adapted from goodcharacter.com*
Community Safety Across the Curriculum

**English/Language Arts**
- Write stories or skits that feature characters being bullied or teased and the ways they deal with it
- Make a library display of books that teach about friendship
- Compare coverage of a story on a local act of violence with one about community building

**Social Studies/History**
- Role-play scenarios that focus on various social skills including how to make friends and stop name-calling
- Research hate crimes and the organizations that intervene
- Follow current events that demonstrate efforts by governments and grassroots organizations to resolve international turmoil; compare strategies and the results

**Languages**
- Research the symbols used for public safety in different countries
- Learn how to say words related to peace in many languages
- Make multilingual posters that promote peace and peer conflict resolution

**Theater, Music, & Visual Arts**
- Create and perform skits that illustrate peer mediation skills and problem solving in settings where conflicts often occur, such as in the lunchroom, on the school bus, or on the playground
- Research the origin of and perform songs from different countries about peace
- Find political cartoons that use images to comment about issues related to crime, violence, bullying, or conflict on the world stage

**Math**
- Research and create a report on local crime statistics
- Monitor the rate of discipline referrals before and after peer mediation or conflict resolution programs are instituted
- Survey students to find out how often they’re teased, bullied, and pressured to conform with peers; tabulate and report statistics

**Computer**
- Using the Internet, read about global events as reported by newspapers in different countries or by different participants; compare findings
- Research student-created Web sites that discuss safety issues such as gun safety, peace forums, and anti-bullying campaigns
- Brainstorm ways that computers can be used for community building, i.e., setting up Listservs and sharing information about community events

**Science**
- Discuss with family and friends the risks associated with smoking or drinking
- Study about human physiological reactions when experiencing strong emotions such as anger, love, hurt, fear, and joy
- Research stories of how community building has occurred through environmental activities such as beach clean-ups, community gardens, and student-led recycling campaigns

**Physical Education**
- Play noncompetitive games and invent new ones
- Learn strategies for what to do in risky situations; be certain to make these age-appropriate
- Mentor younger children in sports as a means of community building
Elders Across the Curriculum

**English/Language Arts**
- Discuss: Why should younger people care about elders?
- Take dictation and compose letters and other correspondence for elders
- Read and discuss a classic text with an elder partner

**Social Studies/History**
- Learn about Medicare, social security, and Medicaid
- Establish a current events discussion group with elders at a senior center
- Conduct interviews with older people about community history or significant historical events

**Languages**
- Contact senior centers to find elders who are fluent in the language being studied to visit and speak with the class
- Compare how elders are regarded by different cultures and countries
- Learn about colloquial expressions or proverbs used by elders in the language

**Theater, Music, & Visual Arts**
- Create a dramatic reading of passages written by people of all ages
- Learn and perform music enjoyed by a previous generation
- Study and learn to do folk or traditional arts from your community or region

**Elders**

**Math**
- Find out and graph statistics on the population of your region by age
- Learn about tax forms and help prepare tax returns for elders
- Create a “true or false” survey about elders and find out peer group opinions; create a statistical report and use this to teach others

**Physical Education**
- Learn and teach armchair exercises
- Research athletic programs and competitions for elders; observe and cheer participants
- Arrange for an intergenerational athletic or exercise experience

**Computer**
- Document elders’ memories, pictures, and stories on a Web page
- Conduct Internet research on careers in gerontology and geriatrics
- Survey seniors about their attitudes toward and their uses of technology

**Science**
- Educate elder people about nutrition
- Study health care and dietary needs of elders; compare with those of youth
- Plan ahead and grow corsage flowers for a “senior senior” prom
Hunger and Homelessness Across the Curriculum

English/Language Arts
- Define "home" and its attributes; contrast with "homelessness"
- Research myths and facts about homelessness and use them in a persuasive writing piece to share information
- Find examples of how people who are homeless or living in poverty are depicted in literature

Social Studies/History
- Study historical events that led to hunger or homelessness such as the Irish famine
- Interview a city council member or deputy about the government's role in providing services for people in need
- Conduct a demographic and economic study of people who are hungry or homeless in your community

Languages
- Look at and compare the statistics for poverty and hunger in different countries
- Discuss issues of poverty and government programs in a country where this language is spoken
- Study the different kinds of structures used for homes in different countries and learn the associated vocabulary

Theater, Music, & Visual Arts
- Adapt literature that features a person who is homeless into a performance piece with opportunities for discussion with the audience
- Compose simple songs that teach basic concepts like numbers or colors; record and distribute them to a family shelter
- Research what art supplies are needed at a local shelter and prepare art kits

Math
- Read food labels to find out serving quantities and nutritional values
- Create a statistical chart to compare national and local statistics on hunger; discuss how statistics can be used in a food drive campaign
- Chart how many cans or pounds of food are needed and received by the local food bank in order to serve their target population

Science
- Learn about the food pyramid and nutritional needs of children and adults
- Study the effect of hunger on student achievement in school and on adults trying to enter the workforce
- Compare the nutritional value of different foods and the associated costs

Physical Education
- Discuss the effects of malnutrition on physical health and well-being
- Create a child-friendly exercise video for a family shelter
- Visit a food bank and "get physical" while sorting cans and stocking shelves

Computer
- Develop a brochure for a local food shelter
- Type résumés for people who are looking for work and have no computer access
- On the Internet, find slogans and quotes to use in a marketing campaign for a food drive
Immigrants Across the Curriculum

**English/Language Arts**
- Read stories about the personal experiences of immigrating to a new country
- Study interview techniques and practice listening and note taking
- Create English vocabulary books for English as a second language programs

**Social Studies/History**
- Conduct interviews with immigrants of different ages from the same population and compare their experiences
- Research reasons people leave specific countries and compare how this has changed over recent decades
- Learn about and document the contributions of immigrants in your community in a range of areas—social, political, cultural, and artistic

**Languages**
- Find words in English that have their roots in the language being studied
- Prepare lessons to tutor immigrants in English language skills
- Translate the school handbook for immigrant populations

**Theater, Music, & Visual Arts**
- Create collaborative theater events with people from many countries sharing talents
- Listen to world music and invite musicians from other countries into the classroom
- Explore the influence of many cultures on styles of art and architecture

**Math**
- Compare the decimal system with the metric system used in many parts of the world
- Study and chart statistics reflecting the number of immigrants in your region, where they are coming from, and their reasons for moving
- Make easy-to-use guides to money conversion for new immigrants

**Physical Education**
- Learn about games and approaches to exercise from different cultures
- Research athletes who are immigrants or children of immigrants who have made and continue to make contributions to sports
- Create a multilingual guide to places in your region for outdoor exercise

**Computer**
- Create computer-generated lessons on colloquial expressions for teen immigrants
- Research ways the Internet is used for genealogy and country of origin research
- Study language translation programs that can assist students who are learning English

**Science**
- Research how indigenous gardening techniques have been influenced by immigrants who bring their methods and plants
- Discuss whether or not the food pyramid is an accurate shape to depict the eating and nutrition practices of people from different countries
- Learn about folk traditions and remedies for health concerns used by immigrants from their country of origin
Literacy Across the Curriculum

**English/Language Arts**
- Discuss: What is your favorite book and why?
- Study stories and practice storytelling techniques, including those from other cultures
- Prepare annotated bibliographies of recommended books for peers

**Social Studies/History**
- Create and "attend" a classroom environment from the past, e.g., the early 1900s
- Study the Indian Schools established in 1879 by the federal government and its impact on tribal culture then and now
- Learn about pending current legislation that would impact your school and education

**Languages**
- Learn about education in the countries of the language being studied, and compare to your own
- Create lessons to familiarize younger children with this language and culture
- Identify idioms and slang expressions that would be hard to translate into the language being studied, and find similar kinds of expressions in the language being studied

**Theater, Music, & Visual Arts**
- Write skits that promote reading as an adventure
- Find and learn contemporary or popular songs that promote learning and education
- Find quotes in books, online, or elsewhere about the wonders of books and reading, then create posters

**Math**
- Research literacy rates for your state and compare with national statistics
- Prepare "math in a box" kits of basic math concepts with directions and games
- Discuss: What does it mean to be "math literate?" How has this changed with calculators and computers?

**Physical Education**
- Discuss: How does physical activity help children learn?
- Design an activity to teach the alphabet by having students forms the letters with their bodies either individually or in groups
- Create an annotated list of books about sports or athletes to share with younger children

**Computer**
- Access the Internet for illiteracy data and local resources and programs
- Make a list of computer terms and meanings in a picture book format
- Research places in the community that need computers for kids, like shelters or community centers, and seek donations from businesses

**Science**
- Study about learning differences, variations of learning styles, and learning disabilities
- Prepare science lessons for young children that incorporate various learning styles
- Help younger students record science experiments
Social Change Across the Curriculum

**English/Language Arts**
- Read a biography or autobiography about a person who has worked for social change
- Compare newspaper editorials to learn about methods and styles used to persuade public opinion
- Discuss and write an essay on how young people experience stereotyping and prejudice

**Social Studies/History**
- Study how each branch of state and federal government directly impacts the life of your community
- Read about Cesar Chavez and the migrant farm worker movement; research current migrant worker issues in your area
- Learn how voting rights were won by suffragettes during the Civil Rights movement, and in the aftermath of South Africa's apartheid era

**Languages**
- Create public service videos in different languages about the school, local government, or helpful organizations; distribute through local agencies and cable access
- Learn about opportunities to serve in other countries, including the Peace Corps
- Study the needs and challenges of refugees being resettled in the United States, including language and prejudice

**Theater, Music, & Visual Arts**
- Adapt a piece of literature about social change for a reader's theater performance
- Find out how folk music has been used as social and political messages, inspiring people to learn and to take action
- Examine murals as expressions of public opinion; include graffiti art in the research

**Math**
- Create a public opinion poll regarding an issue in the community; survey, tabulate, and report student responses
- Write biographies of famous mathematicians and the impact of their work for society
- Examine the cost and benefits of fund-raising events that aid the community; develop ideas to cut costs and keep records

**Physical Education**
- Study Title IX of the Educational Amendments of 1972, which bans sex discrimination in schools and especially impacts school athletics
- Research playground safety information and then visit a local public playground; document any needed changes and make recommendations for improvement to the appropriate local government agencies
- Research how physical challenges such as walk-a-thons are designed to engage the community and also benefit social causes

**Computer**
- Ask local community agencies, such as shelters, meals-on-wheels, or immigrant centers how students can help with computer technology needs
- Create a database of agencies that need student assistance through service learning projects or as volunteers and a database of project ideas and student skills that community agencies can access
- Through the Internet, research careers in public service; create a Web page with links to service agencies and organizations in your community

**Science**
- Find out how economics impact decisions on environmental issues such as waste disposal, incinerator placement, and toxic site cleanups
- Research community needs of people in low-income housing for safety equipment such as smoke alarms or earthquake emergency kits
- Learn about the connection between science and public relations by researching how social marketing campaigns are used to educate communities about health issues

Map Your Community Assets

Make a list of neighborhood resources to support the school and enrich children's learning:

- Informal citizens' groups, from clubs to block organizations and tenant groups
- Organizations such as private businesses, churches and religious groups, Boys and Girls Clubs, and Neighborhood Houses
- Public institutions such as schools, community centers, libraries, recreation facilities, parks, and police and fire stations
- Social services such as day care centers, hospitals, clinics, counseling programs, and family resource centers
- Physical features, such as parks, vacant lots (these could become community gardens or playgrounds), and other landmarks
- Local radio stations, newsletters, and newspapers

Beyond the Bake Sale
Henderson, Mapp, Johnson, Davies
© 2007 The New Press
In 2003, PTA members Dee Keywood and Kris Thompson co-founded *Three for Me*. Their goal was to create a simple program that would engage all parents to be involved in their child's educational experience. Three for Me began with 500 parents signing promise cards at one school in Indiana and has since spread to thousands of schools and communities nationwide and even internationally.

Today, Three for Me is a PTA national program that

- Increases parent and family involvement in schools
- Asks parents to make a commitment to dedicate at least three hours a school year on behalf of their children's education
- Is easy, free, and powerful
- Helps schools or organizations reach volunteer hours never before thought possible.

*Three for Me* welcomes all families into the school community, by letting them know that they are valued and whatever their contribution, they can make a difference. By signing the promise card, families are encouraged to look at how they can dedicate three hours of their time to the school. This can be done in the home, at school, or in the community. *Three for Me* helps parents make sure their time is well spent. The program provides information that helps PTAs and other groups raise awareness, organize volunteers, and meet the needs of school and community.

http://www.three4me.com
Seven Steps For
A Successful Intergenerational Program

Needs Assessment
The first step in program development is defining clearly what is to be accomplished and determining student needs. Writing simple goals helps develop a clearer picture of what the program will do and what steps are necessary to make it happen. Key administrators and other decision makers, whose influence and support can make the program successful, should be identified, informed of the project, and involved as much as possible in order to build institutional support.

Job Description
Expected results from the activity must be established and information utilized to make a list of specific tasks volunteers are to perform. A job description tells volunteers the purpose of the program, what skills are necessary, how much time they must commit, and what is expected of them.

Recruitment
Those experienced in recruiting volunteers indicate the best method is simply to ask for them. The best technique is personal contact either by telephone or a casual query in conversation. Potential volunteers will usually accept if they are approached by people they know. Examples of contact opportunities include adult education programs at community colleges, retiree organizations, social clubs, and library groups. In a 1988 study of volunteerism in the United States conducted by the Gallup organization, three-fourths of respondents indicated they did not refuse to volunteer when asked. (Gallup, 1988).

Screening
A screening interview will provide an opportunity to evaluate a potential volunteer's background and suitability for the position. After extending a warm welcome and commending candidates for their interest in education, questions should be asked about their special training, education, skills, hobbies, interests, other volunteer experiences, membership in organizations, and, the specific age of students with which they prefer to work. Health, physical limitations, and attitudes towards students should also be ascertained.
Orientation and Training
Orientation sessions should be scheduled throughout the year (Fredericks & Rasinski, 1990). Before a volunteer comes to a classroom for the first time, the teacher should discuss the program with the students. Older volunteers need time to learn how things are done in a new and unfamiliar environment, therefore, it is helpful to supplement the orientation with written materials, tours of the classroom and surrounding areas, and introductions to other teachers and the principal. Preparation of a welcoming event prepared by students will give the volunteers an opportunity to get acquainted.

Recognition
One of the most critical aspects of developing a strong volunteer program is to recognize the importance of volunteers both in private and in public. The volunteer experience carries many rewards, including social contact and feelings of involvement and importance. In many cases, these feelings alone are enough to keep volunteers motivated. Nevertheless, periodic recognition of volunteer efforts is a critical step in maintaining a program.

Evaluation
The success of any volunteer program is gauged with an evaluation of whether the goals and objectives of the program have been achieved. Ideally, these goals and objectives should be cooperatively established by teachers, volunteers, and administrators. As part of this process, teachers need to acknowledge what is going well, what is not going well and, what should be done differently. Positive points should be emphasized, but any problems must also be addressed. Opinions of volunteers, who may have ideas that could make the program more effective, should be sought.

Adapted from Senior Citizens as School Volunteers: New Resources for the Future
By Lois Lipson
Seven Steps adapted from
Vocational Education Journal, 65(1), 19, 21. EJ 401 909
Involve Families

Getting families and communities involved can greatly enhance the success of your prevention program implementation. To "make your case" to families and community members, try the following:

- Conduct a needs assessment and disseminate the results in a family-friendly format.
- Send home recommendations for adult and children's books that support your prevention program.
- Profile the program on your school Web site or newsletter.
- Invite parents in to observe classroom lessons.
- Talk about the program during parent/teacher conferences. This would be a great time to display program-related posters or bulletin boards made by the students.
- Provide examples of how the program skills or concepts can be applied in parenting or everyday situations.
- Create a family project homework assignment.
- Create an online parent forum on your school's Web server.
- Host a "Talent Night" with student skits, role-plays, songs, art, and writing that highlight the program.
- Conduct an overview session or family session.

Encourage Attendance at Family Sessions

Each Committee for Children program includes materials for leading a program overview session or sessions for families. To help increase parent interest in these sessions, consider the following:

- Have students help with parent recruitment (for example, have them write personal invitations or letters or host a party for the class with the most parent attendees).
- Have children perform skits or role-plays during the session to demonstrate the skills they are learning and to encourage parent attendance.
- Promote the event on TV (public access stations), radio (public service announcements), or newspaper (community calendar listings).
• Put informational fliers in grocery/department store bags or decorate grocery bags highlighting the parent sessions.
• Staff a table at a local grocery store with students who tell people in one minute or less about the program they are learning in school.
• Provide door prizes/incentives. Local businesses may be willing to donate merchandise or gift certificates for such programs.
• Do a phone tree to help with recruitment and reminder calls. Contacts made in the native language of caregivers can be helpful in encouraging them to attend.
• Keep the session short, fun, entertaining, and pleasant for caregivers to attend.

**Make It Easier to Attend**

Families are much more likely to attend family sessions if they are convenient. Try the following suggestions to make it easier for families to attend:

• Provide translations of the parent presentation in the languages needed in your school. Caregivers can also be grouped by language with a volunteer interpreter seated with them for ease in translation.
• Provide transportation or transportation vouchers.
• Provide meals/snacks. These can be donated by a local business.
• Offer the session at different times of the day to accommodate varied work schedules (before school, during lunch time, after school, or in the evening).
• Offer the session on different days of the week (weekdays and weekends).
• Offer the session at various locations around town (for example, community centers, churches, schools).
• Hold the session before or after another event at or near the training site (for example, a concert or sporting event).
• Provide child care or tutoring during the session.

Adapted from Committee for Children
CHANGING DIRECTION TOWARD A PROFAMILY SYSTEM

With the growing recognition that everyone plays a part in the success (or failure) of children and families, new efforts to change the delivery of educational and human services have emerged. According to the School-Linked Integrated Services Study Group, which is sponsored by the U.S. Departments of Education and Health and Human Services, collaboration is required to fashion a new pro-family system—one that expands the capacity of helping institutions and crisis-intervention and treatment services to work together. This system must create new working relationships, operating assumptions, and high quality services that support families and help them reach their potential. While specifics of such a system will vary according to the needs of each community, the availability of resources, and the stage of development, a pro-family system must always be:

1. COMPREHENSIVE. A variety of opportunities and services respond to the full range of child and family needs.

2. PREVENTIVE. The bulk of resources are provided at the front end to prevent problems, rather than at the back end for more costly crisis intervention and treatment services.

3. FAMILY-CENTERED AND FAMILY-DRIVEN. The system meets the needs of whole families, not just individuals, and assumes every family has strengths. Families have a major voice in setting goals and deciding what services they need to meet them. Service delivery features, such as hours and location, serve family needs, rather than institutional preferences.

4. INTEGRATED. Separate services are connected by common intake, eligibility determination, and individual family service planning, so that each family's range of needs is addressed.

5. DEVELOPMENTAL. Assessments and plans are responsive to families' changing needs.

6. FLEXIBLE. Frontline workers respond quickly to family needs, and waivers are available to address or prevent emergencies.

7. SENSITIVE TO CULTURAL, GENDER, AND RACIAL CONCERNS. Respect for differences is formalized in system wide policy statements, carried out in staff development activities, and reflected in the diversity of governing boards and staff.

8. OUTCOMES-ORIENTED. Performance is measured by improved outcomes for children and families, not by the number and kind of services delivered (Melaville, Blank, and Asayesh, 1993).

Collaboration The Prerequisite for School Readiness and Success
1993 Kunesh, Linda G. - Farley, Joanne
A Four-Step Process to Develop School–Business Relationships

Many schools already have effective procedures and extensive experience in developing relationships with businesses. These emphasize leadership and sound organization by the school and provide guidance for businesses who have not established school–business relationships before. The four-step process recommended below can be used by schools as they review existing relationships and seek to develop new ones. This process takes account of many issues that can arise when school–business relationships are developed and implemented.

1. Conduct an audit of school needs

A representative group that may include teachers, students, parents, business people and other community members could meet to discuss the potential for developing school–business relationships. For example, a strengths, weaknesses, opportunities and threats (SWOT) analysis could be completed, considering factors such as:

**Your school’s strengths**

- Does your school have a strong mission statement and a clear agenda for the future that provides a focus for closer relationships with business?
- Are there distinctive characteristics of your school and/or your teachers and students that may align with local businesses in terms of values, image and resources?
- Is there a core of staff, parents and/or other community members who are committed to providing increased choice and diversity in your school’s educational programs through school–business relationships?
- Are staff open to training and development opportunities, in curriculum and management areas, that could emerge from school–business relationships?
- Does your school have management and administration structures that can support school–business relationships?
- What strategies or programs are already in place in your school to enhance work-related learning and to encourage positive attitudes to lifelong learning?
- Does your school develop exit plans for students with special needs?
- What school–business relationships already exist? For example, these may relate to excursions, work experience and work placements, school fund-raising or more formal partnerships, sponsorships or other relationship.
**Potential weaknesses**

- How well does your school understand its local business community and its local operating environment?
- Does your school have sufficient local business and community recognition to attract supporters?
- Does your school have effective communication mechanisms, such as a prospectus, newsletter and webpage, which could be used to attract and distribute information about relationships with business?

**Opportunities**

- Do individual students have needs, aspirations and aptitudes that could be met through school-based interactions with business?
- What types of business involvement could make your school more innovative and help to raise standards in teaching and learning?
- Is funding available for the implementation of school–business activities?
- Have local businesses expressed interest in supporting public education? The business sector may be seeking links that help to develop an educated, skilled and motivated workforce and contribute to development of young people as active members of the community.
- Will local businesses and community organizations disseminate information about your school’s intention to develop school–business relationships and provide opportunities for networking between your school and businesses?
- Do networking and communication channels with local businesses already exist? Do any teachers or parents participate in local business or community organizations?

**Potential threats**

- What resources, in time and equipment, will be required to develop and maintain effective school–business relationships? What existing programs could be curtailed as a result?
- Is there an attitude of responsiveness, client service and openness to change within your school?
- Are potentially-supportive local businesses already aligned with other schools or non-school organizations, making new school–business relationships unlikely or limited?

Once the needs of your school are clearly identified, you are ready to look for businesses that will be able to provide support, encouragement and resources.
2 Collect and evaluate information about local businesses and establish contact

Suitable businesses have a ‘public image, products and services consistent with the values, goals and specific policies of public education’ (Sponsorship of School and Departmental Activities, 1991). To identify and make contact with suitable businesses, consider:

• Which local businesses are suitable? List as many as you can. Some sources of business names include:
  – school committees and parent groups
  – industry associations and local business organizations, such as Chambers of Commerce
  – regional government bodies and local government
  – community groups, such as Lions International and Rotary Clubs.

• What are the capabilities of these suitable businesses? For example, find out about their skills and systems, industry knowledge and available equipment or resources. Investigate their ability to meet the needs of your students, such as physical access for students with disabilities.

• What is the relationship between your audit of school needs and the attributes of suitable businesses? Identify businesses that may significantly contribute to teaching and learning. The school can make initial contact with these businesses, to ascertain their interest in a school–business relationship and to explore possible interactions. Businesses may be willing to host a brief meeting to discuss possibilities.

• How will your school develop relationships with suitable businesses? Follow-up after initial contact is very important. For example, the business may offer a facility tour for school staff to learn more about the business and to meet some employees. Your school could offer to show business representatives the facilities at your school and introduce participating staff.

Once suitable and supportive businesses are identified, you are ready to develop clear guidelines for each relationship that will underpin successful programs and activities.

3 Develop clear guidelines for collaboration with specific businesses

Guidelines for each school–business relationship are valuable as they clarify expectations and commitments. They should be jointly developed by school and business representatives (ideally, along with student, parent and community representatives) to promote commitment to the relationship and its goals. While guidelines can remain verbal, written agreements are often clearer and engage more commitment; they can also be useful as evidence when new school–business relationships are being negotiated.

When developing guidelines, questions to consider could include:
Public education requirements

• How will the relationship enhance teaching and learning in public education and, specifically, in your school?
• What are the requirements of the United States Department of Education, the New Jersey Department of Education, child protection, privacy and all other relevant legislation for the relationship?

Vision and scope

• What are the common goals and shared aspirations for the relationship? A longer term vision, say three to five years, is desirable.
• Is there commitment to the relationship and vision by the school principal? By the business CEO? Is there a core of other school and business staff who will undertake to pursue the shared vision?
• Can the vision be expressed in specific, measurable outcomes? Do most relate to realistic and achievable student performance outcomes? Is the bigger sense of the vision still evident through these outcomes?
• What roles will be required to achieve the outcomes and to support the relationship?
• Are any budgeting and/or resourcing commitments agreed as part of the relationship?
• How will achievement of outcomes be evaluated? What data will be measured or collected? How and to whom will results be reported?

Mechanisms

• Who will be responsible for the roles defined for the relationship? Can individuals be designated to particular roles?
• How can leadership and responsibilities be shared, to help distribute the workload and to ensure that the relationship continues effectively when individuals move on?
• How regularly should the organizing group of school, business, student, parent and community representatives meet to evaluate progress towards outcomes and to review the school–business relationship?
• What records of meetings will be kept? Who will receive copies?
• How will your school and the business communicate with each other? Will frequent face-to-face meetings or teleconferences be timetabled? Will emails be exchanged to a schedule or as need arises?
• Are special strategies needed to develop a common vocabulary and open communication between your school and the business?
• How will conflict and/or misunderstandings be discussed and resolved?
• Is it advantageous to formalize the relationship in a document? For example, this could be a joint declaration, contract or memorandum of understanding.

Once there is agreement about how the school–business relationship will operate, programs and activities can be planned.
4 **Develop a plan for implementing and evaluating school–business relationships**

Plans should be clear and relate to short-term and long-term goals. Concurrent one, two and five year plans provide sufficient detail to encourage action while supporting continual growth in school–business relationships. Questions to consider during planning could include:

- What programs and activities will enhance teaching and learning and the achievement of outcomes?
- What is the priority order for proposed programs and activities?
- What is a realistic timeline for undertaking programs and activities?
- Where will programs and activities be held? For example, they could occur at school, in a workplace, in another training location or across all these places.
- When will events or reporting about programs and activities occur? For example, can dates be set for the release of newsletters and media reports or for school assemblies and public displays?
- When and how will programs and activities be evaluated?
- What events are needed to build a sense of team for school, business, student, parent and community participants?
- What skill sets and capabilities are needed by various participants in the school–business relationship for it to succeed?
- What training and development, for the school and/or business, is needed to support the implementation of programs and activities? How can this training be provided?
- How will people be incorporated into the school–business relationship to keep it fresh and active? How will vacancies be filled when key people leave?
- When and how will the overall school–business relationship be evaluated? Factors to consider could include the teaching and learning benefits for the school, time and cost efficiencies, and potential improvements to this and other school–business relationships.

The recommended four-step process can be adapted by each school to better fit the school’s circumstances. There are also other procedures that have been established and endorsed by educational and training organizations. In addition, educational and training organizations propose a range of strategies that have been successful in supporting school–business relationships.

Adapted from *Schools and businesses working together*

NSW Department of Education and Training (DET)
Building Family-Friendly Schools

“Schools must become places where families feel wanted and recognized for their strengths and potential.”

Family-friendly schools create a climate in which every characteristic of the school is open and helpful. These family-friendly schools make every effort to build partnerships with all families, not just those that are most involved. Use this checklist to determine how family-friendly your school is and how you can increase its friendliness in a way that is reflective of the cultures and languages it serves.

Practices for creating a family-friendly school environment:

- Create and publicly post a family-school-community partnership policy or mission statement that provides the philosophical framework for all family-school-community activities.
- Establish policies and practices that acknowledge and support traditional and nontraditional families, as well as those with differing schedules and commitments.
- Create an open-door policy and climate that is responsive to parents and their concerns. (If for safety reasons it is necessary to lock some doors, be sure that families understand this and know the procedure for calling and being met at the front door.)
- Set school calendars, when possible, to accommodate major community events, activities and ceremonies.

Create a front office atmosphere that makes people feel welcome:

- Greet families with a smile and warm welcome.
- Have parent friendly information translated into other languages as necessary.
- Create a comfortable, clean place to sit, meet and access resources.
- Hire bilingual staff to serve as interpreters as necessary.
- Recognize that families have different learning styles and require that you vary the way information is shared.
- Arrange for flexibility in routine tasks such as registration and orientation (on-line and telephone options, day and evening hours, etc.)

School staff who are successful in engaging family members share the following qualities:

- Recognize that parents play a crucial role in their child’s learning.
- Always treat parents with respect.
- Demonstrate professionalism and confidence.
- Demonstrate concern for students in all interactions with parents.

Adapted from: Ballen, J. & Moles, O. (1994, September)
Working Together: School-Family-Community Partnerships
A Survey for Assessing School Level Family and Community Partnerships

This survey may be used to assess a school’s progress in strengthening partnerships between school personnel and the school’s families and community members. It is suggested that the survey be used at different points in the school year to assess progress in the six areas of parent involvement identified by the work of Dr. Joyce Epstein and the PTA’s National Standards for Parent/Family Involvement Programs.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>Frequently</td>
<td>Occurs in most classes or grade levels. Receives substantive time and emphasis. A highly prevalent component of the school’s parental involvement plan.</td>
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<tr>
<td>Sometimes</td>
<td>Occurs in some classes or grade levels. Receives minimal or modest time and emphasis. Not a prevalent component of the school’s parental involvement plan.</td>
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<tr>
<td>Never</td>
<td>Strategy does not occur at the school or occurs in isolation.</td>
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1. IMPROVING COMMUNICATION
Communicate effectively with all families in the community.

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<tr>
<th>Our School:</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>Conducts parent-teacher conferences with every parent at least once a year.</td>
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<td>Provides translators to assist families as needed.</td>
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<td>Provides clear information about report cards and how grades are earned.</td>
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<tr>
<td>Has established two-way channels for communication from home to school and from school to home.</td>
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<tr>
<td>Provides clear information about selecting courses, programs and activities in this school.</td>
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<tr>
<td>Sends folders of student work home weekly or monthly for parent review and comments.</td>
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<td>Sends home positive messages or makes phone calls to parents about students on a regular basis.</td>
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<td>Notifies families of students having academic or behavior problems. Teachers have easy access to telephones to communicate with parents during or after school.</td>
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<tr>
<td>Provides parents with the telephone numbers of the school, principal, teachers and counselors (at school or at home).</td>
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<tr>
<td>Has a homework hot line for students and families to hear daily assignments and messages.</td>
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<tr>
<td>Conducts an annual survey for families to share information and concerns about students’ needs and reactions to school programs.</td>
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</table>
2. PROMOTING POSITIVE PARENTING

Assist all families with parenting skills and in setting home environments to support children as students.

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<th>Our School:</th>
<th>Frequently</th>
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<tr>
<td>Sponsors parent education workshops and other courses or training for</td>
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<td>parents.</td>
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<td>Provides families with information on child or adolescent development.</td>
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<td>Provides families with strategies that support learning at home.</td>
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<tr>
<td>Lends families books or tapes on parenting or videotapes of parent</td>
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<tr>
<td>workshops.</td>
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<tr>
<td>Asks families for information about children’s goals, strengths and</td>
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<tr>
<td>talents.</td>
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<tr>
<td>Sponsors home visiting programs or neighborhood meetings to help</td>
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<tr>
<td>families understand schools and to help schools understand families.</td>
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<tr>
<td>Respects the different cultures represented in our student population.</td>
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</table>
3. **ENHANCING STUDENT LEARNING**

Provide information to families about how to help students at home with their homework and other curriculum-related activities and decisions.

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<tr>
<th>Our School:</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>Provides family-friendly information to families on New Mexico’s Content Standards and Benchmarks.</td>
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<tr>
<td>Provides information to families on how to monitor and discuss schoolwork with their child.</td>
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<tr>
<td>Provides information on how to assist students with skills that they need to improve.</td>
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<tr>
<td>Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.</td>
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<tr>
<td>Asks parents to listen to their child read or to read aloud with their child.</td>
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<tr>
<td>Provides calendars with daily or weekly activities for families to do at home and in the community.</td>
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<tr>
<td>Assists families in helping students to set academic goals, select courses and programs and plan for college, their next level of schooling (i.e. middle school and high school) or work.</td>
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</table>

4. **INCREASING VOLUNTEERISM**

Organize volunteers to support the school and its students.

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<tr>
<th>Our School:</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>Conducts an annual survey to identify interests, talents, and availability of volunteers.</td>
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<tr>
<td>Provides a parent room or family center for volunteers or family members to work, meet, and access relevant resources.</td>
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<tr>
<td>Provides ways for families to be involved at home or in the community if they cannot volunteer at school.</td>
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<tr>
<td>Recognizes our volunteers for their time and efforts.</td>
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<tr>
<td>Schedules plays, concerts, games, and other events at different times of the day and evening so that all parents can attend.</td>
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<tr>
<td>We encourage families and the community to be involved at school by</td>
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<tr>
<td>Assisting in the classroom (e.g., tutoring, grading papers).</td>
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<td>Helping on trips or at parties.</td>
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<tr>
<td>Giving talks (e.g., careers, hobbies, etc.).</td>
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<tr>
<td>Checking attendance.</td>
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<tr>
<td>Monitoring halls, working in the library, cafeteria or other areas.</td>
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<tr>
<td>Leading clubs or activities.</td>
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</table>
5. SUPPORTING DECISION MAKING AND ADVOCACY
Include families as participants in school decisions and develop parent and community leaders.

<table>
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<tr>
<th>Our School:</th>
<th>Frequently</th>
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<tbody>
<tr>
<td>Has an active PTA, PTO or other parent organization.</td>
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<tr>
<td>Invites parents to be on the school’s advisory council, improvement team, or other committees at our school.</td>
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<tr>
<td>Asks involved parents to make contact with parents who are less involved to solicit their Ideas and report back to them.</td>
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<tr>
<td>Provides information on school or local elections for school representatives.</td>
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<tr>
<td>Develops formal networks to link all families with their parent representatives.</td>
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<tr>
<td>Involves parents in school level decisions.</td>
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<tr>
<td>Involves parents in revising school/district curricula.</td>
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<tr>
<td>Includes parent leaders from all racial, ethnic, socio-economic and other groups represented in school.</td>
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</table>

6. COLLABORATING WITH THE COMMUNITY
Coordinate resources and services from the community for families, students and schools

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<tr>
<th>Our School:</th>
<th>Frequently</th>
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<th>Never</th>
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</thead>
<tbody>
<tr>
<td>Provides a community resource directory for parents and students with information on community agencies, programs and services.</td>
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<tr>
<td>Provides information on community activities that link to learning skills and talents, including summer programs for students.</td>
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<tr>
<td>Works with local businesses, industries and community organizations on programs to enhance student skills.</td>
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<tr>
<td>Offers after-school programs for students, with support from community businesses, agencies or volunteers.</td>
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<tr>
<td>Sponsors inter-generational programs with local senior citizen groups.</td>
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<tr>
<td>Provides “one-stop” shopping for family services through partnerships with school counseling, health, recreation, job training, and other agencies.</td>
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<tr>
<td>Organizes service learning projects for the community, students, families, and schools.</td>
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<tr>
<td>Building is open for use by the community after school hours.</td>
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Adapted from Dr. Joyce Epstein, et al, 2002
Summary of Strengths and Needs

Ratings of “frequently” indicate that the activity or approach is strong.
Ratings of “sometimes” or “never” indicate 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 and insights about future directions or needed improvements in your school’s parental and community involvement/partnership program. Use the chart below to begin identifying areas of strength, need and plans for improvement.

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas in Need of Improvement</th>
<th>Plans for Improvement</th>
</tr>
</thead>
</table>

Adapted from Dr. Joyce Epstein, et al, 2002
Planning Process for Effective Collaboration

**ORGANIZE**
- Appoint a Task Force Coordinator
- Describe the desired situation.
- Identify gaps between the current and desired situation.
- Describe the current situation.
- Re-evaluate and re-staff as necessary.

**ASSESS THE NEEDS**
- Based on the gaps, describe the challenges and establish priorities.

**PLAN THE WORK**
- Develop action plans with time frames.
- Implement action plans.
- Create goals and observable/measurable indicators of success for meeting them.

**DO THE WORK**
- Monitor and adjust the plans over time.
- Communicate progress.

**CELEBRATE AND REFLECT**
- Celebrate efforts, progress and successes.

- Identify gaps between the current and desired situation.
- Describe the desired situation.
- Describe the current situation.
- Celebrate efforts, progress and successes.

Adapted from “The Children We Share”
The College of New Jersey
What assets, e.g., programs, resources, skills, and capacities are available in your school and community for potential or current use in addressing needs and solutions identified?

The following are just some examples of some of the sources of school and community assets:

<table>
<thead>
<tr>
<th>Assets</th>
<th>Physical Space</th>
<th>Personnel</th>
<th>Funds</th>
<th>Goods</th>
<th>Services</th>
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<tbody>
<tr>
<td>Local Business/Industry</td>
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<td>Local School Systems</td>
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<td>Human Service Organizations</td>
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<td>Assets</td>
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<td>Cultural Subgroups</td>
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<td>The Judicial System</td>
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<td>The Media</td>
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<td>Community Artistic Organizations</td>
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</table>
## Assets: Physical Space | Personnel | Funds | Goods | Services
--- | --- | --- | --- | ---
Civic Organizations | | | | |

**Other**

### Identified Need | Asset Source | List Assets | How can this asset be used to impact on needs? | Who must be contacted to access this asset?
--- | --- | --- | --- | ---

Based on the work of North Central Regional Educational Laboratory
Collaborating with Parents and the Community

<table>
<thead>
<tr>
<th>Website Name or Resource</th>
<th>Description</th>
<th>Where to Find</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Beyond the Bake Sale,”</td>
<td>&quot;Beyond The Bake Sale&quot; reveals how to build strong</td>
<td>Book</td>
</tr>
<tr>
<td>The Essential Guide to</td>
<td>collaborative relationships and offers practical advice</td>
<td>Authors-Anne T. Henderson,</td>
</tr>
<tr>
<td>Family School</td>
<td>for improving interactions between parents and teachers.</td>
<td>Karen L. Mapp, Vivian R.</td>
</tr>
<tr>
<td>Partnerships</td>
<td></td>
<td>Johnson, and Don Davies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The New Press 2007</td>
</tr>
<tr>
<td>Collaborative for</td>
<td>CASEL, at the University of Illinois in Chicago has resources</td>
<td><a href="http://www.casel.org">www.casel.org</a></td>
</tr>
<tr>
<td>Academic, Social and</td>
<td>for developing relationships, including the SEL Parent</td>
<td></td>
</tr>
<tr>
<td>Emotional Learning</td>
<td>Packet: Ideas and Tools for Working with Parents and</td>
<td></td>
</tr>
<tr>
<td>(CASEL)</td>
<td>Families. Available in English and Spanish.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>“Developing Community-</td>
<td>Burke and Picus make a case for improved learning</td>
<td>Book</td>
</tr>
<tr>
<td>empowered Schools”</td>
<td>through school-community partnerships. Drawing from their</td>
<td>Authors-Mary Ann Burke,</td>
</tr>
<tr>
<td></td>
<td>twenty years of experience working with parents,</td>
<td>Larry Picus, Lawrence O. Picus,</td>
</tr>
<tr>
<td></td>
<td>community volunteers, teachers, and school site</td>
<td>Fenton Avenue Charter School (Lakeview</td>
</tr>
<tr>
<td></td>
<td>administrators, the authors present a concise, easy-to-</td>
<td>Terrace, CA)</td>
</tr>
<tr>
<td></td>
<td>understand approach to building and working with these</td>
<td>Corwin Press 2001</td>
</tr>
<tr>
<td></td>
<td>powerful alliances. Developing Community-Empowered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schools is structured to give the reader a clear overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the necessary components and strategies to understand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and develop these critical partnerships.</td>
<td></td>
</tr>
<tr>
<td>National Coalition</td>
<td>The mission of NCPIE is simple: to advocate the</td>
<td><a href="http://www.ncpie.org">www.ncpie.org</a></td>
</tr>
<tr>
<td>for Parent Involvement</td>
<td>involvement of parents and families in their children's</td>
<td></td>
</tr>
<tr>
<td>in Education (NCPIE)</td>
<td>education, and to foster relationships between home,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>school, and community to enhance the education of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nation's young people.</td>
<td></td>
</tr>
<tr>
<td>National Education</td>
<td>Committed to advancing the cause of public education, the</td>
<td><a href="http://www.nea.org/index.html">http://www.nea.org/index.html</a></td>
</tr>
<tr>
<td>Association (NEA)</td>
<td>NEA’s site describes school-community partnerships that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are active at the local, state, and national level. It also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>has links to useful resources.</td>
<td></td>
</tr>
<tr>
<td>National Network of</td>
<td>Established at Johns Hopkins University in 1996, NNPS</td>
<td><a href="http://www.csos.jhu.edu/P2000/">http://www.csos.jhu.edu/P2000/</a></td>
</tr>
<tr>
<td>Partnership School</td>
<td>invites schools, districts, states, and organizations to</td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins</td>
<td>join together and use research-based approaches to organize</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>and sustain excellent programs of family and community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>involvement that will increase student success in school.</td>
<td></td>
</tr>
<tr>
<td>Northwest Regional</td>
<td>The NRWEL has published a guidebook, Building</td>
<td><a href="http://www.nwrel.org/partnerships/clo">www.nwrel.org/partnerships/clo</a></td>
</tr>
<tr>
<td>Educational Laboratory</td>
<td>Relationships for Student Success: School-Family-Community</td>
<td>ak/booklet2.pdf</td>
</tr>
<tr>
<td>(NRWEL)</td>
<td>Partnerships and Student Achievement in the Northwest, by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diane Dorfman and Amy Fisher (2002).</td>
<td></td>
</tr>
<tr>
<td>Parent Information and</td>
<td>The U.S. Department of Education created the first PIRCs in</td>
<td><a href="http://www.pirc-info.net">www.pirc-info.net</a></td>
</tr>
<tr>
<td>Resource Centers (PIRCs)</td>
<td>1995 to provide parents, schools and organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>working with families with training, information, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>technical assistance to understand how children develop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and what they need to succeed in school.</td>
<td></td>
</tr>
<tr>
<td>Public Education Network</td>
<td>PEN believes positive academic and social outcomes for</td>
<td><a href="http://www.publiceducation.org/">http://www.publiceducation.org/</a></td>
</tr>
<tr>
<td></td>
<td>children can only be achieved through collaboration and</td>
<td>schoolsandcommunity.asp</td>
</tr>
</tbody>
</table>
| **“School, Family and Community Partnerships, Your Handbook for Action”**  
**Third Edition** | This user-friendly handbook guides school, district, and state leaders to organize and implement positive and permanent programs of school, family, and community partnerships. The Third Edition includes research summaries and useful tools for developing and evaluating programs of family and community involvement. A CD comes with the Third Edition. | **Book**  
Authors-Joyce L. Epstein, Mavis G. Sanders, Beth S. Simon, Karen Clark Salinas, Natalie Rodriguez Jansorn, Francis L. Van Voorhis  
Corwin Press, 2008 |
| --- | --- | --- |
| **Strengthening Families, Strengthening Schools**  
(The Annie E. Casey Foundation) | This toolkit includes information and resources to help schools work in partnership with families and communities to strengthen families, strengthen schools, and help children do better. | [www.aecf.org/](http://www.aecf.org/) |
| **“The Complete Guide to Service Learning”** | Cathryn Berger Kaye, an educational workshop leader, speaker, and former classroom teacher, presents service learning—its importance, steps, essential elements, and challenges—within a curricular context. | **Book**  
Author-Cathryn Berger Kaye, M.A.  
Free Spirit Publishing |
"Moving" districts know what they're doing

In high-achieving districts, school board members and administrators are familiar with district improvement goals and know how these goals are being carried out in the schools. A study by the Iowa Association of School Boards compared survey data from three high-achieving ("moving") and three low-achieving ("stuck") school districts. The chart below displays some differences in the responses of school board members and superintendents.

“Moving” districts

**Understand what leads to productive change.** The school board and superintendent can list improvement goals and describe how they are being carried out by administrators and teachers.

**Link goals to action in buildings and classrooms.** They can describe how staff development supports goals and how data are used to monitor student progress.

**Hold an "elevating" view of students.** They say the job of the School is to reach each student's potential: "This is a place for all kids to excel. No one feels left out."

**Express pride in their community.** They can name specific ways the district involves parents and community, and want more involvement.

"Stuck" districts

**Focus on managing the environment rather than improving it.** The school board and superintendent can name goals sometimes, but seldom can describe actions taken to improve learning.

**Do not focus on school renewal.** They can name very few connections across the system to link the district's goals with practice.

**Hold a "limited" view of students and parents.** They say students' backgrounds limit them: "You can lead a horse to water but you can't make it drink."

**Express frustration with low parent involvement.** They tend to blame families for low student achievement and can identify few actions taken to improve involvement.
How Family-Friendly Is Your School?

WELCOMING ENVIRONMENT

1. Friendly signs inside and out welcome families and visitors and explain how to get around the building.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard

2. The school has standards of welcoming behavior that apply to all staff, including bus drivers, security guards, custodians, and cafeteria workers.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard

3. Front office staff are friendly—recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard

4. There is a comfortable family resource room stocked with books, games, and educational information that families can borrow and where parents can meet.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard

PROGRAMS AND ACTIVITIES TO ENGAGE FAMILIES IN IMPROVING STUDENT ACHIEVEMENT

5. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard

6. All programs and activities for families focus on student achievement—they help families understand what their children are learning and promote high standards.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard

7. Special workshops, learning kits, and other activities show families how to help their children at home—and respond to what families say they want to know about.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard

8. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.
   - Already doing this  □ Could do this easily  □ This will take time  □ This will be hard
STRONG RELATIONSHIPS BETWEEN TEACHERS AND FAMILIES

9. A "joining process" welcomes families to the school, offers tours, makes bilingual speakers available, and introduces them to staff and other families.

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

10. Teachers and families have frequent opportunities to meet face-to-face and get to know each other—class meetings, breakfasts, home visits, class observations.

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

11. Teachers or advisors make personal contact with each family at least once a month.

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

12. A family liaison helps teachers connect to families and bridge barriers of language and culture.

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

DEVELOPING FAMILIES' SELF-CONFIDENCE AND POWER

13. Families are involved in planning how they would like to be involved at the school.

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

14. School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

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

15. The school is open and accessible—it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.

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

16. Parents develop school improvement projects and do action research—survey other families, observe in classrooms, review materials, and visit other schools and programs.

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

PROFESSIONAL DEVELOPMENT FOR FAMILIES AND STAFF

17. Families learn how the school system works and how to be an effective advocate for their child.

☐ Already doing this  ☐ Could do this easily  ☐ This will take time  ☐ This will be hard
18. Teachers learn about effective approaches to working with families of diverse cultural backgrounds.

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

19. Families and staff have opportunities to learn together how to collaborate to improve student achievement.

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

20. The school reaches out to identify and draw in local community resources that can assist staff and families.

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

Which areas are you doing well in? Which ones will need more work?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How are parents involved in making the school open, welcoming, and collaborative?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are your concerns?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Reflection: What steps could you take to help your school become more family-friendly?

Right away:

____________________________________________________

____________________________________________________

____________________________________________________

Over the long term:

____________________________________________________

____________________________________________________

Beyond the Bake Sale
Henderson, Mapp, Johnson, Davies
© 2007 The New Press
Map Your School's Parent-Teacher Contacts

A. Teachers, counselors, or advisors are expected to communicate with families:

○ 1. When there is a problem
○ 2. At parent-teacher conferences
○ 3. At least once a month if the student is struggling
○ 4. At least once a month with every family
   Other _______________________________________________________

B. School-family communications tend to focus on:

○ 1. Student problems and misbehavior
○ 2. General news about the class
○ 3. Progress in specific problem areas
○ 4. Overall student progress
   Other _______________________________________________________

C. When do parents and teachers have face-to-face contact (besides parent-teacher conferences)?

○ 1. Some teachers attend PTA meetings and other events for families.
○ 2. All teachers attend at least one family-oriented activity each semester
○ 3. Teachers greet families before and after school
○ 4. Teachers routinely meet one-on-one or in small groups with families
   Other _______________________________________________________
D. How often do teachers send home materials that will help parents work with their children, such as learning kits or interactive homework assignments?

- 1. Rarely
- 2. Maybe once a month
- 3. It varies by teacher
- 4. Every week

Other

E. How is student work shared with parents?

- 1. Our school displays the work of top students only
- 2. Parents can come to school and see work on the bulletin boards
- 3. Teachers send home student work about once a month
- 4. Student work goes home every week; parents and teachers comment on progress

Other

Add up your score. Give yourself a point of extra credit for each "other" response that moves your school toward open communications with families. The higher the number, the more your communications with families are open and trusting. If your score is 10 or below, develop a plan to open up communications with families.
# Quality Indicator Worksheet

## COMMUNICATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A variety of communication methods are used, including personal,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>individual notes, class newspapers, school newsletters, student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diaries, Web sites/e-mail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Opportunities for parents and teachers to discuss learning preferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and student strengths and needs are held at least annually.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clear outlines of courses, including learning goals, approximate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time lines, expectations of students and projected dates of tests,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>projects, school activities, and optional programs for students and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>families are communicated clearly to parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Time lines for progress reports with conferences opportunities are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>established and applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. School handbooks include policies, discipline procedures, assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>procedures and opportunities for parent involvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Personal conferences with parents are used to discuss not only needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of students but positive aspects, achievement, and a commitment to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immediate contact should issues arise.</td>
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<tr>
<td>7. Student work is distributed for comment from parents.</td>
<td></td>
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<tr>
<td>8. Language barrier issues are identified and resolved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Both formal and informal opportunities for parent contact with school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>administration are provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Staff development on two-way contact with families is part of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ongoing in-service training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. School and teachers utilize parent liaisons to reach disengaged</td>
<td></td>
<td></td>
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<tr>
<td>parents on a personal basis.</td>
<td></td>
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</tbody>
</table>

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School-Parent-Community Partnership Resource Book
## Quality Indicator Worksheet

**PARENTING**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff members exhibit respect for parents as the primary support and most important influence in their child’s life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Staff members reach out to all families, not just the ones who are “always” there/volunteering.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. People of diverse cultures are respected and valued for their contribution to the community; if barriers to communication exist they are remedied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The school provides opportunities for parents to learn more about parenting skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Parents are involved as trainers, tapping into specialized information, cultural perspectives, and individual talents in sessions for staff, other parents, or students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. School staff members are knowledgeable about community resources for parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Parents are included in building skills with their child, training/suggestions for enhancing academic work at home, and the academic success of their child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The school provides notices of community opportunities that will enrich the life of the student and the family.</td>
<td></td>
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</tr>
</tbody>
</table>
# Quality Indicator Worksheet
## STUDENT LEARNING

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools or individual teachers offer mini-sessions for parents on ways that parents can mirror training techniques and assist their student in learning at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Schools ensure that all parents and students have clear guidelines on standards for the subject and grade level, lessons and project time lines, and expectations.</td>
<td></td>
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</tr>
<tr>
<td>3. In-service training is provided to teachers on techniques of engaging parents in learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student projects that require parental involvement are used.</td>
<td></td>
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<tr>
<td>5. School newsletters feature the importance of involvement and other learning opportunities for parents.</td>
<td></td>
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<tr>
<td>6. Parents are involved at the decision-making level on curriculum and school-related issues.</td>
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<tr>
<td>7. Parents with expertise on particular subjects are involved in classroom or other school activities.</td>
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<tr>
<td>8. The school maintains a list of community or nearby opportunities for parent/student involvement in learning, e.g., museums, local points of interest and other local community resources related to curricular objectives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Quality Indicator Worksheet

## VOLUNTEERING

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The use of interviews and survey forms indicating personal interests, areas of expertise, and significant life experiences are utilized in classes and throughout the school.</td>
<td></td>
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</tr>
<tr>
<td>2. There is an organized method of recruiting and rewarding volunteer efforts including avenues for involving the non-involved parent.</td>
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<tr>
<td>3. There are consistent processes for volunteers who come to the school.</td>
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<tr>
<td>4. Staff members are aware of volunteer efforts and are involved in ensuring that parents are thanked for their contribution and that the individual child is included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assignments that are completed by volunteers are legitimate contributions to the class or school and are acknowledged verbally and in writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Volunteers who come to the school are aware of school policies including safety policies.</td>
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</tr>
</tbody>
</table>

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School-Parent-Community Partnership Resource Book
# Quality Indicator Worksheet

## SCHOOL DECISION-MAKING

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is administrative provision and active support for parent associations.</td>
<td></td>
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<tr>
<td>2. Training is made available on a continuing basis, at least annually, for school staff and parents on how to create and maintain effective partnerships.</td>
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</tr>
<tr>
<td>3. Parents are involved on policy and procedure committees where the representation mirrors the demographics of the school and community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Parents are involved in the process of evaluating school functions and performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Parents are informed of opportunities for involvement in educational issues beyond the local school level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There are formal procedures in place to involve parents who have limited time or who have traditionally had limited opportunities to contribute to school issues.</td>
<td></td>
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</tr>
</tbody>
</table>

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September 2001  
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## Quality Indicator Worksheet COMMUNITY COLLABORATION

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encourage businesses to adopt policies that promote the involvement of parents and employees as integral partners with schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Formal and informal processes exist by which businesses are part of committees that adopt, revise, or evaluate curricula.</td>
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<td>3. There are procedures that encourage schools to be participants in community functions that promote well-being and are focused on awareness of community services, learning opportunities, and student enrichment.</td>
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<td>4. Formal agreements are in place that assist in the placement of age-eligible students in intern positions in local businesses.</td>
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<td>5. There are ample opportunities for the exchange of information between community service agencies and schools in order to promote volunteering among students.</td>
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<td>6. Schools regularly review the roster of current active community partners and seek the affiliation of those who are not participants.</td>
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<td>7. School staff members are fully informed of community service agencies and are able to communicate with parents about linkages.</td>
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<td>8. Business partners are utilized as resources both in the classroom and at the administrative level.</td>
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Indiana Department of Education
September 2001
School-Parent-Community Partnership Resource Book
Sample
School-Parent-Community Partnership Policy

Our school recognizes that educating students and helping them achieve success is a shared responsibility between the school and parents. Schools and parents must work together to ensure that students develop the necessary skills for success in life.

The stakeholders in the process of educating students (the schools, the parents and the community) can each contribute unique individual and cultural aspects to forge partnerships that are meaningful and productive.

The school supports the development, implementation, and continuing evaluation of activities that promote:

- Communication between parents and schools
- Recognition of the primary roles of parents and parenting
- Successful student learning and skill development
- Parents and their contributions as welcomed assets
- Parents as vital members of the decision-making body of schools
- Community partnerships that expand horizons for students

Indiana Department of Education
September 2001
School-Parent-Community Partnership Resource Book
Sample Compact PARENT
School-Parent-Community Partnerships

1. I will encourage my child to do well in school and be a good citizen in the classroom, respecting teachers, school staff, and other students.

2. I will maintain an environment and schedule at home that fosters learning and ensures that my child will attend school regularly, with the ability to learn and actively participate in school activities.

3. I will monitor out of school activities to ensure my child’s well-being and safety and provide enough time for parent-child learning time together.

4. I will read all correspondence from the school and promptly respond to a request from a teacher or staff member concerning the well-being and educational activities of my child.

5. I will seek ways to assist my child in learning by reinforcing lessons from school and other community learning opportunities.

6. I will communicate to my child’s teacher any circumstances that would directly affect my child’s ability to learn.

7. I will make myself knowledgeable concerning the education standards set forth for the grade and subject matter for my child and be continually aware of the current status of my child’s work.

8. I will volunteer personal time to my child’s class and/or to the school to ensure that the school is meeting the educational needs of the community.

Parent Signature: _______________________________

Date: _______________________________

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September 2001
School-Parent-Community Partnership Resource Book
Sample Compact STUDENT
School-Parent-Community Partnerships

1. I will try to work hard in school and do my very best on all assigned learning activities.

2. I will show respect for my teacher, other school staff, and other students. I will understand school regulations and follow school rules.

3. I will make sure that any messages between my teachers and parents are given to them as soon as possible.

4. I will go to parent-teacher conferences and be a part of the meeting in order to make sure that I am learning the skills that are necessary for my success.

5. I will complete and discuss my homework with my parents so that they can see the new things that I am learning and be part of my education.

6. I will encourage my parents to become actively involved in my education by spending some time in my classroom and being involved in general school activities.

7. I will welcome visitors to my school and class and thank them for their work with students.

8. I will contribute my individual talents to making my school community better.

Student Signature: _________________________________

Date: _________________________________

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September 2001
School-Parent-Community Partnership Resource Book
Sample Compact TEACHER
School-Parent-Community Partnerships

1. I will encourage all of my students to do their best in school and help both my students and their parents in order for my students to achieve needed skills.

2. I will acknowledge the important role that parents maintain in the life of their child and reinforce that role with my students.

3. I will work to communicate with all parents consistently so that all parents are aware of classroom activities, their child’s involvement, and how they can participate.

4. I will ensure that all parents are aware of the educational standards for the subject and/or grade that I am teaching, that parents have a copy of the curriculum outline, and that they are aware of subject matter and project time lines.

5. I will ensure that all parents know how to contact me or the school, emphasize that communication is important in helping their child succeed, and conduct face-to-face conferences with parents.

6. I will know the parents of my students in order that they may contribute to the class or school functions. I will know the parents of my students in order to provide information or assistance for community needs that they may have.

7. I will ensure that if problems arise, I will communicate immediately with parents and include the positive activities in which the student is engaged.

8. I will ensure that parents are fully informed of school policies and opportunities for parent involvement beyond my classroom.

Teacher Signature: _______________________________

Date: _______________________________

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