Strategies for Effective Collaboration with Parents, Schools and Community Members

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New Brunswick

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Strategies for Effective Collaboration with Parents, Schools and Community Members

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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
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 §4115(a) (1) (E)].

- Under NCLB §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 §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 §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.
<table>
<thead>
<tr>
<th><strong>Selected Parent Involvement Provisions in the No Child Left Behind Act of 2001</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose section</strong> now says that ESEA is to afford parents substantial and meaningful opportunities to participate in the education of their children.</td>
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<tr>
<td>States shall produce reports that allow parents to understand and assess them in a language they can understand.</td>
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<tr>
<td>State Education Agency (SEA) to provide technical assistance to Local Education Agencies (LEA) and schools relating to parental involvement (PI) under section 1118.</td>
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<tr>
<td>State plan shall describe how the State will collect research and disseminate effective PI practices to LEAs and schools. Such practices shall be based on current research and be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement.</td>
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<tr>
<td>State report card shall be presented “in an understandable and uniform format and to the extent practicable provided in a language that the parents can understand”.</td>
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<tr>
<td>State report card may include information on the extent and type of parental involvement in schools.</td>
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<tr>
<td>LEA shall disseminate to parents the report card information on how a district and school is performing.</td>
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<tr>
<td>Parents-Right-to-Know regarding the professional qualifications of teachers shall be “in an understandable and uniform format and to the extent practicable provided in a language that the parents can understand”.</td>
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<tr>
<td>LEA plan must include strategy for coordination of Title I, Sec. 1118 with Title II.</td>
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<td>LEA plan must include a description of the LEAs strategy to implement effective parental involvement under 1118.</td>
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<td>LEA plan must include an assurance that the LEA will work with schools as the schools develop and implement their plans or activities under Sec. 1118.</td>
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<td>LEA assurance that assessment results will be provided to parents in an understandable and uniform format.” ”</td>
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<tr>
<td>LEA shall implement an effective outreach to parents of Limited English Proficient (LEP) students regarding how the parents can be involved in the education of their children and be participants in assisting their children to attain English proficiency.</td>
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<tr>
<td>School wide program shall include strategies to increase parental involvement in accordance with Sec. 1118.</td>
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<tr>
<td>School wide plan shall include a description of how the school will provide parents with assessment results in an understandable and uniform format.” ”</td>
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<tr>
<td>School wide plan shall be developed with the involvement of, and available to, parents in an understandable and uniform format”. “</td>
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<tr>
<td>Targeted assistance program shall include strategies to increase parental involvement in accordance with Sec. 1118.</td>
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<tr>
<td>LEA shall review the effectiveness of the actions and activities the schools are carrying out with respect to parental involvement</td>
</tr>
<tr>
<td>School improvement plan shall describe how the school will provide written notification about being in school improvement status to parents of each enrolled student in a format and, to the extent practicable, in a language the parents can understand.</td>
</tr>
<tr>
<td>School improvement plan shall include strategies to promote effective parental involvement in the school.</td>
</tr>
<tr>
<td>LEA shall provide technical assistance for schools in school improvement that includes assistance to identify and address problems, if any, in implementing the parental involvement requirements described in Sec. 1118.</td>
</tr>
<tr>
<td>Notification to parents with a child in a school identified for improvement shall include an explanation of how parents can become involved in addressing the academic issues that caused the school to be identified.</td>
</tr>
<tr>
<td>SEA shall annually review the effectiveness of the activities carried out by LEAs with respect to parental involvement, professional development, and other activities assisted under this part.</td>
</tr>
<tr>
<td>Supplemental services: (1) LEAs shall provide notice to parents, in a format and to the extent practicable, in a language the parents can understand, of the availability of services; (2) if requested, assistance in selecting a provider; and (3) LEAs shall enter into an agreement with a provider that includes a statement of how parents will be regularly informed of the child’s progress. Note: Providers of services must meet state established criteria and comply with civil rights laws. The district provide a list of state approved providers to parent.</td>
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<tr>
<td>School support teams shall be composed of persons knowledgeable about successful school wide projects, school reform, and improving educational opportunities, including parents.</td>
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<tr>
<td>School support teams must collaborate with parents.</td>
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<tr>
<td>This section clarifies that parental involvement activities are those that improve student academic achievement and school performance. ”</td>
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<tr>
<td>Parents shall be notified of the school parental involvement policy in an understandable and uniform format.” ”</td>
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<tr>
<td>School parental involvement policy shall be made available to the local community.</td>
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<tr>
<td><strong>Selected Parent Involvement Provisions in the No Child Left Behind Act of 2001</strong></td>
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<tr>
<td><strong>Materials and training to help parents work with their children to include &quot;using technology as appropriate to foster parental involvement&quot;.</strong></td>
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<tr>
<td><strong>SEA shall review the LEAs parental involvement policies and practices to determine if they meet the requirements of Sec.1118.</strong></td>
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<tr>
<td><strong>An application requirement is that states describe how the activities &quot;will be developed collaboratively and based on the input of teachers, principals parents...&quot;</strong></td>
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<tr>
<td><strong>Local applications require a description of how the &quot;LEA, teachers and parents have collaborated in the planning of activities to be carried out under this subpart and in the preparation of the application&quot;.</strong></td>
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<tr>
<td><strong>Local applications must describe how the LEA will provide training to enable teachers to involve parents in their child's education.</strong></td>
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<tr>
<td><strong>A local use of funds must be to provide professional development activities that improve the knowledge of teachers and principals concerning effective instructional practices and that provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children.</strong></td>
</tr>
<tr>
<td><strong>SEA required to include in the state application a description of the State's strategies for using technology to increase parental involvement&quot;. &quot;</strong></td>
</tr>
<tr>
<td><strong>Local application shall include a &quot;description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school&quot;.</strong></td>
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<tr>
<td><strong>State use of funds may include training to enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators.</strong></td>
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<tr>
<td><strong>Local use of funds may include &quot;utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement to foster increased communication about curricula assignments and assessments between students parents and teachers and to assist parents to understand the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school&quot;.</strong></td>
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<tr>
<td><strong>Purpose of the revised bilingual education title: (6) to promote parental and community participation in language instruction educational programs for the parents and communities of LEP students&quot;. &quot;</strong></td>
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<tr>
<td><strong>State activities may include (iv) promoting parental and community participation in programs that serve LEP children&quot;. &quot;</strong></td>
</tr>
<tr>
<td><strong>Subgrantee activities may include &quot;(6) providing community participation programs, family literacy services, and parent outreach and training activities to LEP children&quot;</strong></td>
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### Selected Parent Involvement Provisions in the No Child Left Behind Act of 2001

<table>
<thead>
<tr>
<th>Provision</th>
<th>Title/Part Section</th>
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<tbody>
<tr>
<td>and their families – (A) to improve the English language skills of LEP children; and (B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</td>
<td></td>
</tr>
<tr>
<td>Local plan shall include a description of how the eligible entity will promote parental and community participation in programs for LEP children.</td>
<td>Title III, Part A Sec.3116 (b)(4)</td>
</tr>
<tr>
<td>LEA shall implement an effective outreach to parents of LEP students regarding how the parents can be involved in the education of their children and be participants in assisting their children to attain English proficiency.</td>
<td>Title III, Part C Sec.3302 (e) 15-39 See above:Title I Sec. 1112(g)(4)</td>
</tr>
<tr>
<td>States required to include in their plan a specific description of how input from parents will be &quot;sought regarding the use of funds by the SEA and the chief executive officer of the State.&quot;</td>
<td>Title IV, Part A (Safeand Drug Free Schools)Sec.4113 (a)(14) and(15)</td>
</tr>
<tr>
<td>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.</td>
<td>Title IV, Part A Sec.4115 (b)(1)(D) (i)</td>
</tr>
<tr>
<td>LEA may use funds for activities that involve families... in setting clear expectations against violence and illegal use of drugs...”; and to provide &quot;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”.</td>
<td>Title IV, Part A Sec.4115 (b)(2)(B) and (D)</td>
</tr>
<tr>
<td>Local use of funds under the Innovative Assistance program may include &quot;(21) initiatives to generate, maintain, and strengthen parental involvement and community involvement”.</td>
<td>Title V, Part A, Subpart 3 Sec.5131 (a)(21)</td>
</tr>
<tr>
<td>Purpose of Parental Assistance and Local Family Information Centers: to coordinate activities funded under this subpart with parental involvement initiatives funded under section 1118 and other provisions of this Act”.</td>
<td>Title V, Part D, Subpart 16 Sec.5561 (5)</td>
</tr>
<tr>
<td>Use of grant funds under the Parental Assistance and Local Family Information Centers (aka PIRCs) to assist parents “to become active participants in the development, implementation, and review of school-parent compacts, parental involvement policies, and school planning and improvement”.</td>
<td>Title V, Part D, Subpart 16 Sec.5564 (a)(1)(D)</td>
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# Selected Parent Involvement Provisions in the No Child Left Behind Act of 2001

<table>
<thead>
<tr>
<th>Permissive Use of funds under resource centers (PIRCs):</th>
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<tbody>
<tr>
<td>– developing and implementing the schools’ plans or activities under Sec.1118;</td>
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<tr>
<td>– &quot;developing and implementing school improvement plans including addressing problems that develop in the implementation of the schools’ plans or activities under Sec.1118&quot;;</td>
</tr>
<tr>
<td>– &quot;providing information about assessment and individual results to parents in a manner and a language the family can understand&quot;;</td>
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<tr>
<td>– &quot;coordinating the efforts of Federal, State, and local parent education and family involvement initiatives&quot;.</td>
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<table>
<thead>
<tr>
<th>Definitions:</th>
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<tr>
<td>PI means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities including ensuring that – &quot;</td>
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</table>

(A) parents play an integral role in assisting their child’s learning; 
(B) parents are encouraged to be actively involved in their child’s education at school; 
(C) parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; 
(D) the carrying out of other activities, such as those described in Sec.1118. "

Title V, Part D, Subpart 16 Sec.5564 (b)(1),(2), (3), and (4)

Title IX Sec. 9101(32) (Report Language, p.1036): 

The conferees believe that parents must be integrally involved in their child’s education in order for that child to increase their academic achievement. The conferees expect that principals, teachers, and school administrators involve parents in school activities, particularly those involving academic achievement and take advantage of their knowledge.

Adapted from “The Children We Share”
The College of New Jersey
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>
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<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
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

Beyond the Bake Sale
Henderson, Mapp, Johnson, Davies
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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>
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<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>
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<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>
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<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>
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<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>
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<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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<tr>
<th>Tellin' Stories Project assumptions about parent involvement</th>
<th>Traditional assumptions about parent involvement</th>
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<tbody>
<tr>
<td>Families and school staff together decide meaningful ways</td>
<td>Schools determine how parents should be involved.</td>
</tr>
<tr>
<td>for parents to be involved: as teachers, supporters,</td>
<td>Parents' roles are limited to fund-raising,</td>
</tr>
<tr>
<td>advocates, decision makers, ambassadors, and monitors.</td>
<td>chaperoning, and attending PTA meetings.</td>
</tr>
<tr>
<td>All parents can be resources for their children's schools.</td>
<td>Parents need to have specific skills to be involved. Many lack the capacity or willingness to be involved.</td>
</tr>
<tr>
<td>Schools must recognize and cultivate the knowledge and</td>
<td>Diversity is a challenge. School culture needs</td>
</tr>
<tr>
<td>strength of each family.</td>
<td>to be imposed on the school community.</td>
</tr>
<tr>
<td>Diversity is a strength. School culture Must reflect the</td>
<td>Decisions are handed down. School knows best and</td>
</tr>
<tr>
<td>diversity of the school community.</td>
<td>passes knowledge on to families.</td>
</tr>
<tr>
<td>Decisions are made collaboratively. Everyone has knowledge</td>
<td>Accountability is determined by a system-chosen</td>
</tr>
<tr>
<td>and has children's best interests at heart.</td>
<td>standardized test.</td>
</tr>
<tr>
<td>Families, schools, and communities hold each other</td>
<td>If parents are not visible at the school, they</td>
</tr>
<tr>
<td>accountable.</td>
<td>are not involved.</td>
</tr>
<tr>
<td>Involved parents include those who help their children</td>
<td><strong>Starting point:</strong> Hold a PTA meeting and ask</td>
</tr>
<tr>
<td>at home to be ready for school each day.</td>
<td>parents to sign up for committees.</td>
</tr>
<tr>
<td><strong>Starting point:</strong> Build trust through sharing our stories.</td>
<td><strong>Underlying message:</strong> Parent involvement is</td>
</tr>
<tr>
<td><strong>Clear vision:</strong> Parent involvement /family-school</td>
<td>not important for school success.</td>
</tr>
<tr>
<td>collaboration is required for school change.</td>
<td></td>
</tr>
</tbody>
</table>

© 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>
<th>PARENTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help all families establish home environments to support children as students.</td>
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</tr>
</tbody>
</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, any time, 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.
Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

**TYPE 2**
**COMMUNICATING**
Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

**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.
- Clear information on choosing schools or courses, programs, and activities within schools.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- 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</th>
<th>VOLUNTEERING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recruit and organize parent help and support.</td>
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</tbody>
</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>
<tr>
<th>TYPE 4</th>
<th>LEARNING AT HOME</th>
</tr>
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<tbody>
<tr>
<td></td>
<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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</tbody>
</table>

#### 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>
<th>DECISION MAKING</th>
</tr>
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<tbody>
<tr>
<td>Include parents in school decisions, developing parent leaders and representatives.</td>
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</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>TYPE 6</th>
<th>COLLABORATING WITH COMMUNITY</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Basic Rules</th>
<th>For Educators</th>
<th>For Community Builders</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
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. Does you support active learning for your child at home?</td>
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<tr>
<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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<tr>
<td>4. Do you encourage reading, by reading to/with your child or discussion of books?</td>
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<tr>
<td>5. Do you have clear rules/expectations for your child at home and school?</td>
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<tr>
<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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<tr>
<td>13. Are you actively involved in over-all school activities, e. g., PTA?</td>
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<tr>
<td>14. If you work, do you volunteer for other activities outside the school day?</td>
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<tr>
<td>15. Have you communicated your willingness to serve on school planning groups?</td>
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<tr>
<td>16. Do you know what the curriculum requirements are for your child=s grade?</td>
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<tr>
<td>17. Do you keep up with the over-all lesson plan for your child=s subjects?</td>
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<tr>
<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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<tr>
<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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<tr>
<td>3. Do you expect the best from each student?</td>
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<tr>
<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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<tr>
<td>10. Do you find something for each parent to do to contribute to the classroom?</td>
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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<td>18. Do parents feel welcome in your class and know how to contact you?</td>
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<tr>
<td>19. Do parents know the importance of being involved in their child=s learning?</td>
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<tr>
<td>20. Do you welcome parent suggestions for your class?</td>
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</table>
## PRINCIPAL SURVEY

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<thead>
<tr>
<th>ISSUE</th>
<th>YES</th>
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<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 &quot;open-door&quot; policy?</td>
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<tr>
<td>3. Do you provide training for teachers on getting parental involvement?</td>
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<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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<tr>
<td>6. Do you set the standard for respect of ethnic/cultural diversity?</td>
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<tr>
<td>7. Do you communicate the &quot;customer service&quot; view to your staff and parents?</td>
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<tr>
<td>8. Do you set high expectations of staff, students, and parents?</td>
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<tr>
<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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<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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<td>17. Do you provide training to teachers on 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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# SUPERINTENDENT/SCHOOL BOARD SURVEY

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>YES</th>
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<tbody>
<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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<td>3. Do you provide opportunities for parent organizations to discuss issues with the board?</td>
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<td>4. Do you actively involve a variety of parents in policy-making decisions?</td>
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<td>5. Do you gain input from a variety of parents prior to making policy decisions?</td>
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<tr>
<td>6. Do you encourage local businesses to address the board about school/community outcomes?</td>
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<tr>
<td>7. Do you communicate to principals/staff the priority of effective school/parent partnerships?</td>
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<tr>
<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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<tr>
<td>9. Do you communicate to local employers the need for parent involvement?</td>
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<tr>
<td>10. Do you communicate to local businesses the need for and mutual benefits of community partnerships?</td>
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<tr>
<td>11. Are the expenditures/budgets of the school district clearly communicated to the public?</td>
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<tr>
<td>12. Do you actively seek the expertise of community partners and parents?</td>
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<tr>
<td>13. Do you seek the expertise and support of the teaching staff of the schools?</td>
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<tr>
<td>14. Do you communicate the need for staff development opportunities and monitor effectiveness of training opportunities?</td>
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<tr>
<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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<tr>
<td>17. Do you maintain a cordial and open relationship with the media?</td>
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<tr>
<td>18. Do you promote in all venues the goals of student achievement?</td>
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<tr>
<td>19. Do you work with principals, teachers, and parents to address sensitive community issues and barriers to success?</td>
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<tr>
<td>20. Do you recognize and promote the benefits of diversity?</td>
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**Indiana Department of Education**  
September 2001  
School-Parent-Community Partnership Resource Book
Guidelines For Effective Collaboration

Many factors influence the success of interagency collaborations. No two collaboratives 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 decisionmaking 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
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
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 profamily 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 profamily 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 systemwide 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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</table>

1. IMPROVING COMMUNICATION
Communicate effectively with all families in the community.

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<tr>
<th>Our School:</th>
<th>Frequently</th>
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<th>Never</th>
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<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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<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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<tr>
<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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<td>Our school newsletter includes:</td>
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### Effective Collaboration

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<th>Our School:</th>
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<td>A calendar of school events.</td>
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<td>Student activity information.</td>
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<td>Information about curriculum, assessments and standards-based instruction.</td>
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<td>Information regarding volunteer involvement (when and how to volunteer).</td>
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<tr>
<td>School governance information (how the school is run, site council, etc.).</td>
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<tr>
<td>A column to address parents’ questions.</td>
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<tr>
<td>Recognition of students, families and community members.</td>
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2. **PROMOTING POSITIVE PARENTING**

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

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<tr>
<th>Our School:</th>
<th>Frequently</th>
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<tbody>
<tr>
<td>Sponsors parent education workshops and other courses or training for parents.</td>
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<tr>
<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 workshops.</td>
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<tr>
<td>Asks families for information about children’s goals, strengths and talents.</td>
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<tr>
<td>Sponsors home visiting programs or neighborhood meetings to help 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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<td>Provides information to families on how to monitor and discuss schoolwork with their child.</td>
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<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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<th>Our School:</th>
<th>Frequently</th>
<th>Sometimes</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.

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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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<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
Create a diverse Parent Involvement Task Force.

Appoint a Task Force Coordinator

Describe the desired situation.

Describe the current situation.

Based on the gaps, describe the challenges and establish priorities.

Develop action plans with time frames.

Create goals and observable/measurable indicators of success for meeting them.

Monitor and adjust the plans over time.

Implement action plans.

Communicate progress.

Celebrate efforts, progress and successes.

Re-evaluate and re-staff as necessary

Identify gaps between the current and desired situation.

Celebrate and reflect

Organize

Assess the needs

Plan the work

Do the work

Planning Process for Effective Collaboration

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>Human Service Organizations</td>
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<tr>
<th>Identified Need</th>
<th>Asset Source</th>
<th>List Assets</th>
<th>How can this asset be used to impact on needs?</th>
<th>Who must be contacted to access this asset?</th>
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Based on the work of North Central Regional Educational Laboratory
"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:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
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>
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<tbody>
<tr>
<td>1. A variety of communication methods are used, including personal,</td>
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<td>individual notes, class newspapers, school newsletters, student diaries,</td>
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<td>Web sites/e-mail.</td>
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<td>2. Opportunities for parents and teachers to discuss learning preferences</td>
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<td>and student strengths and needs are held at least annually.</td>
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<td>3. Clear outlines of courses, including learning goals, approximate</td>
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<td>time lines, expectations of students and projected dates of tests,</td>
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<td>projects, school activities, and optional programs for students and</td>
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<td>families are communicated clearly to parents.</td>
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<td>4. Time lines for progress reports with conferences opportunities are</td>
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<td>established and applied.</td>
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<td>5. School handbooks include policies, discipline procedures, assessment</td>
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<td>procedures and opportunities for parent involvement.</td>
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<td>6. Personal conferences with parents are used to discuss not only needs</td>
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<td>of students but positive aspects, achievement, and a commitment to</td>
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<td>immediate contact should issues arise.</td>
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<td>7. Student work is distributed for comment from parents.</td>
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<td>8. Language barrier issues are identified and resolved.</td>
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<td>9. Both formal and informal opportunities for parent contact with school</td>
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<td>administration are provided.</td>
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<td>10. Staff development on two-way contact with families is part of ongoing</td>
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<td>in-service training.</td>
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<td>11. School and teachers utilize parent liaisons to reach disengaged</td>
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<td>parents on a personal basis.</td>
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# Quality Indicator Worksheet
## PARENTING

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<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
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<tr>
<td>1. Staff members exhibit respect for parents as the primary support and most important influence in their child’s life.</td>
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<td>2. Staff members reach out to all families, not just the ones who are “always” there/volunteering.</td>
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<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>
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<td>4. The school provides opportunities for parents to learn more about parenting skills.</td>
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<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>
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<td>6. School staff members are knowledgeable about community resources for parents.</td>
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<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>
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<td>8. The school provides notices of community opportunities that will enrich the life of the student and the family.</td>
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School-Parent-Community Partnership Resource Book
# Quality Indicator Worksheet
## STUDENT LEARNING

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<tr>
<th>INDICATOR</th>
<th>YES</th>
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<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>
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<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>
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<td>3. In-service training is provided to teachers on techniques of engaging parents in learning.</td>
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<td>4. Student projects that require parental involvement are used.</td>
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<td>5. School newsletters feature the importance of involvement and other learning opportunities for parents.</td>
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<td>6. Parents are involved at the decision-making level on curriculum and school-related issues.</td>
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<td>7. Parents with expertise on particular subjects are involved in classroom or other school activities.</td>
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<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>
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## Quality Indicator Worksheet
### VOLUNTEERING

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<th>INDICATOR</th>
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<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>
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<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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<td>3. There are consistent processes for volunteers who come to the school.</td>
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<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>
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<td>5. Assignments that are completed by volunteers are legitimate contributions to the class or school and are acknowledged verbally and in writing.</td>
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<td>6. Volunteers who come to the school are aware of school policies including safety policies.</td>
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### Quality Indicator Worksheet
#### SCHOOL DECISION-MAKING

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<th>INDICATOR</th>
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<tr>
<td>1. There is administrative provision and active support for parent associations.</td>
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<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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<td>3. Parents are involved on policy and procedure committees where the representation mirrors the demographics of the school and community.</td>
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<td>4. Parents are involved in the process of evaluating school functions and performance.</td>
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<td>5. Parents are informed of opportunities for involvement in educational issues beyond the local school level.</td>
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<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>
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## Quality Indicator Worksheet COMMUNITY COLLABORATION

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<th>INDICATOR</th>
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<tr>
<td>1. Encourage businesses to adopt policies that promote the involvement of parents and employees as integral partners with schools.</td>
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<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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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

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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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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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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: ________________________________

Indiana Department of Education
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School-Parent-Community Partnership Resource Book