

# Inventory of Present School-Level Practices of School-Family-Community Partnerships

This survey may be used to assess school-wide progress in strengthening partnerships between a school's personnel and its families and community members. The inventory is more useful if done at several points during the school year to assess progress in the six areas of School-Family-Community Partnerships identified in the research of Dr. Joyce Epstein and in the PTA's National Standards for Parent/Family Involvement Programs. The inventory has been modified for use in planning and evaluation within local school communities.

<b>Frequently</b>	Occurs in most classes or grade levels. Receives substantive time and emphasis. A highly prevalent component of the school's parental involvement plan.
<b>Sometimes</b>	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.
<b>Never</b>	Strategy does not occur at the school or occurs in isolation.

**DIRECTIONS:** Please place a ✓ in the boxes beside each statement that best applies to your school. Check only one box in each row.

<b>1. PARENTING</b>			
Assist all families with parenting skills and in creating a home environment that support children as students.			
<b>Our School:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
A. Sponsors parent education workshops and other courses or training for parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Respects the different cultures represented among our students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Provides families with information on child or adolescent development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Provides families with strategies that support learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Has a lending library with books, videos, learning kits, and so on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Asks families for information about children's goals, strengths, and talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			

<b>2. COMMUNICATING</b>			
Communicate effectively with all families in the community.			
<b>Our School:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
A. Conducts parent-teacher conferences with every parent at least once a year. In high schools with large numbers of students, events are planned to meet with groups of parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides translators to assist families as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Provides clear information about report cards and how grades are earned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Provides clear information about state testing expectations as well as school and student results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Has established two-way channels for communication from home to school and from school to home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Has an automated phone system for delivering important messages or collecting attendance information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Provides clear information about selecting courses, programs, and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Sends folders of student work home weekly or monthly for parent review and comment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Sends home positive messages or makes phone calls to parents about students on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Notifies families of a student's academic or behavioral problems. Teachers have easy access to telephones, e-mail, and contact information, and are encouraged to communicate with parents during or after school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Provides parents with the contact information of the school, principal, teachers, and counselors (at school or at home).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Has a homework hotline for students and families to her daily assignments and messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Conducts an annual survey for families to share information and concerns about students' needs and perceptions of school programs and processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Our School Newsletter/Website Includes:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
N. Recognition of students, families, and community members as well as student work and accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. A calendar of school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Student activity information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q. Information about curriculum, assessments, and standards-based instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R. Information about volunteer involvement (when and how to volunteer).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S. School governance information (how the school is run; site councils; and so on).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T. A column to address parents' questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			

**3. VOLUNTEERING**

Organize volunteers to support the school and its students.

<b>Our School:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
A. Conducts an annual survey to identify interests, talents, and availability of volunteers and needs of school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides initial and ongoing training to our volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Provides a parent room or family center for volunteers or family members to work, meet, and access relevant resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Provides ways for families to be involved at home or in the community if they cannot volunteer at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Recognizes volunteers for their time and efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Schedules plays, concerts, games, and other events at different times of the day and evening so that all parents can attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. LEARNING AT HOME**

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

<b>Our School:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
A. Provides websites and learning resources for students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides family-friendly information to families on Texas's content standards and benchmarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Provides information to families on how to monitor and discuss schoolwork with their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Provides information on how to assist students with skills that they need to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Asks a child to listen to their child read and to read aloud with their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Provides calendars with daily or weekly activities for families to do at home and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Assists families in helping students to set academic goals, select courses and programs and plan for college, their next level of schooling (such as middle school or high school), or work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Provides summer learning packets to help students sustain school skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			

**5. DECISION-MAKING**

Include families as participants in school decisions and develop parent and community leaders.

<b>Our School:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
A. Involves parents in selecting school staff (leadership team).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Has a parent involvement policy and an action team to develop a goal-oriented program with practices for all six types of involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Has an active PTA or other parent organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Invites parents to be on the school's advisory council, improvement team, or other committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Asks involved parents to make contact with parents who are less involved and represent their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Provides information on school or local elections for school representatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Develops formal networks to link all families with their parent representatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Includes parent representatives in professional development opportunities around school-wide programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Involves parents in revising school/district curricula, developing policies, and participation in required parent advisory teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Uses e-mail and quick surveys to obtain parents' input and ideas on school policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. COLLABORATING WITH THE COMMUNITY**

Coordinate resources and services from the community for families, students, and schools and provide services to the community.

<b>Our School:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
A. Provides a community resource directory for parents and students with information on community agencies, programs, and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides information on community activities that link to learning skills and talents, including summer programs for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Works with local businesses, industries, and community organizations on programs to enhance student skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Offers after school programs for students, with support from community businesses, agencies, or volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Sponsors intergenerational programs with local senior citizen groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Organizes service learning projects for the community, students, families, and schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Building is open for use by the community after school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			

## Summary of Strengths and Needs

Count the number of ratings in each column – Frequently, Sometimes, Never – and enter the total for each type of involvement.

	Frequently	Sometimes	Never
<b>Parenting</b>			
<b>Communicating</b>			
<b>Volunteering</b>			
<b>Learning at Home</b>			
<b>Decision-Making</b>			
<b>Collaborating with the Community</b>			

- ❖ Ratings of “Frequently” indicate that the activity or approach is strong.
- ❖ Ratings of “Sometimes” or “Never” indicate that the activity or approach is not yet part of your school’s program or that its program needs improvement.

The results provide information on the relative strength of current practices. They also provide insights about future directions or needed improvements in your school’s School-Family-Community Partnership program.

Use the chart below to begin identifying areas of strength, need, and plans for improvement. Consider current your school’s initiatives as well as its short- and long-term goals.

Areas of Strength	Areas in Need of Improvement	Plans for Improvement