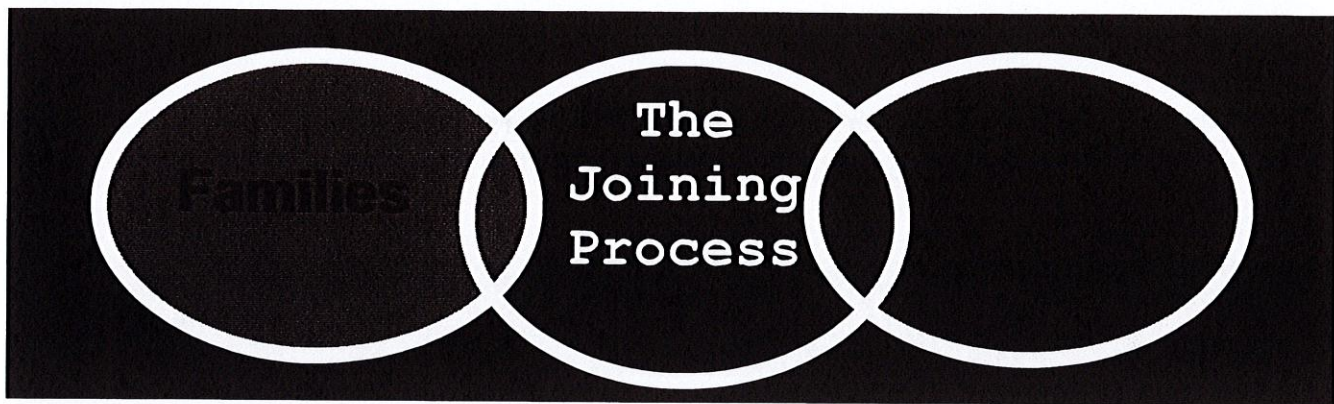


# *Family Engagement Resources*

## *For School Use*







In her research on how and why parents are involved in their children's education, Karen Mapp asked parents to identify what school staff actually did that created trusting and respectful relationships.

Mapp found that high-performing, low-income schools **welcome, honor, and connect** families with what's happening in class. She calls this "The Joining Process" and found that it creates a school where "everyone feels like members of a family."

Parents respond by becoming loyal members of the school community and taking part eagerly in their children's education. Here are some specific practices that parents said made them feel a real part of the school:

#### **Welcoming: Develops Relationships**

- Put out the welcome mat (reserved parking spots, welcome signs, directions)
- Enroll the whole family – tours of the school, home visits, and a buddy system
- Create a warm, friendly building with lots of student work on display
- Make sure people are accessible, such as open office hours for the principal
- Set customer service standards for office staff and others
- Put on the personal touch – small meetings, one-to-one talks, a family center

#### **Honoring: Deepens Relationships**

- Show respect at all times. Ask parents for their advice -- and take it
- Give parents a voice in major decisions about their children and the school
- Recognize families' contributions and thank them for their help
- Respect families' circumstances – offer translators, convenient times, childcare
- Set ground rules together – such as procedure for classroom observations
- Accentuate the positive – apply no negative labels to anyone

#### **Connecting: Links Families to Student Learning and Sustains Relationships**

- Link parent activities to what students are learning and doing in class
- Exhibit student work and send graded work home every week
- Make home visits to find out child's talents and interests, explain what's going on in class, and leave learning materials families can use with children
- Show parents how much staff care by keeping parents informed about what their kids are learning and doing in class
- Invite parents to observe in class and learn how teachers teach
- Open a Family Center – create a warm place to gather and lend learning materials and games



## Developing Relationships with Families

### WELCOMING, HONORING, CONNECTING

INSTEAD OF THIS	TRY THIS
<ul style="list-style-type: none"> <li>▪ “Who are you? What do you want?”</li> <li>▪ “No Trespassing” signs</li> <li>▪ Parent meetings dominated by the principal, school staff or a few PTA/PTO officers</li> <li>▪ Calling home only when a child acts out or is in danger of failing</li> <li>▪ Complaining about parents who don’t help their kids with homework</li> <li>▪ Leaving parent involvement to the Assistant Principal or Teacher’s Aide</li> <li>▪ Meeting only during school hours or only on one set time and day</li> <li>▪ Announcing a new reading program</li> <li>▪ Planning events then publicizing them to parents</li> <li>▪ Talking at and about parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Hello! Welcome to our school. How may I help you?”</li> <li>▪ “Welcome” signs</li> <li>▪ Parent meetings broken into small discussion groups where everyone participates, each group picking a leader.</li> <li>▪ Staying in personal touch with each family at least once a month</li> <li>▪ Sending home learning kits and interactive homework assignments and/or developing programs to show parents how to help with homework</li> <li>▪ Meeting and greeting parents before and after school, and going to community events</li> <li>▪ Rotating parent meetings before school, evenings, and weekends and at different times</li> <li>▪ Involving families in selecting a new reading program</li> <li>▪ Surveying parents to get their ideas and opinions for family activities</li> <li>▪ Listening to and with parents</li> </ul>

Adapted from Henderson, Mapp, Davies and Johnson, *Beyond the Bake Sale: The Essential Guide to Family-School Partnership* (New York: The New Press, 2007)



## **Moving from Family Involvement to Engagement**

### **Starting Points for Schools**

- Build positive relationships and create a welcoming school climate.
- Develop a school culture that encourages staff to build relationships.
- View parents/families as important and equal partners in their children's well-being.
- Recognize the importance of parents/families in identifying and addressing children's needs.
- Recognize that all parents, regardless of income, education level, or cultural background, are involved in their children's learning and want their children to do well in school.
- Focus on families' skills and strengths
- Acknowledge different parenting styles and family circumstances.
- Be consistent, reliable, respectful, and honest with families
- Support parents and make families feel valued and connected
- Invite families to share their unique knowledge and skills and encourage active participation in the life of the school.
- Honor cultural, racial, ethnic, and religious/spiritual backgrounds of children, youth, and families and respect differences in sexual orientation. Be flexibly and are responsive to each family's perspective (culture, preferences, etc.).
- Teachers seek information about children's lives, families, and communities and integrate this information into their curriculum and teaching practices.
- Make outreach inclusive, reaching out to all parents especially those who may not feel included in the life of the school and those whose children who may be experiencing challenges.
- Engage families in two-way communication - focus on a child's educational experience
- Validate and value the participatory role of families in planning and making decisions for their children
- Include parents in meetings and conferences related to the education of their children - keep the partnership going through ongoing communication and dialogue to reinforce the importance of the role parents play in their child's education.
- Directly include parents/families in all phases of decision-making about their children.
- Set mutually satisfactory goals for student learning.
- Provide timely resources, services, and interventions that are relevant and helpful

- Ensure constant two-way communication and collaboration.
- Support families to guide their children's learning, from preschool through high school.
- Link family and community engagement efforts to student learning.
- Develop the capacity of school staff to work with families and community members. - focus efforts to engage families and community members in developing trusting and respectful relationships.
- Build strong connections between schools and community organizations.
- Design parent engagement activities with busy family schedules in mind.
- Make parent engagement activities meaningful, relevant and authentic so that parents consider it worthy of their time.
- Support parent/family engagement in their children's day-to-day activities.
- Connect parent/family engagement to learning outcomes obtained by their children.
- Offer parents/families professional supports when/if those are needed.
- Regularly link parents/families to other parents/families for mutual support and learning (if you have a parent mentorship program).
- Promote and develop leadership competencies among parents/families with that interest;
- Provide information, resources, and responses that are timely and relevant to the family
- Encourage constant, two-way communication between parents and schools.
- Support parents to help them feel valued and connected to system activities.
- Create and promote multiple opportunities for parents to participate in school/agency activities.
- Address real-world barriers to parent engagement, such as transportation or childcare issues.
- Practices sharing power more equitably between parents and organizations.



## **Parent Review**

This review consists of questions to ask parents about their children's interests and talents, strengths and fears. It also asks parents to provide a personal message about their child, if they wish to. This can be done as an interview, which we recommend, or a survey form. An interview builds the personal relationship and will yield more information. For parents with limited English or formal education, an interview in their home language is a must.

### **Tell us about your child**

Who is your child's best friend?

What does your child like about school?

What are your child's successes in school? What are your child's challenges in school?

Does your child feel liked and accepted at school? If not, why not?

What are some of your child's interests and hobbies?

What does your child feel is his/her greatest talent or skill? Do you agree?

Does your child enjoy reading and being read to?

Does your child enjoy doing math?

What challenges does your child have in math/in reading?

Is there anything you want me to know about your child?

What does your child want to do and be when he/she grows up?

What are some of your child's favorite activities?

### **Follow-up**

How should we stay in touch about how your child is doing?

Please let me know how to contact you:

Here is my contact information:

### **Final Question**

Please tell me about your hopes and dreams for your child this year.  
(Please write here, or contact me.)

(Note to teacher: When you ask this final question, be quiet and really listen. Then paraphrase what the parent has said, to make sure you understand each other. Some of the other questions could be used during any silences. The point is to provide parents ways of offering information that would be of help to the teacher, as well to create a positive way to focus on the child.)

This review was developed with the advice from Melissa Whipple, the director of the Parent Academic Liaison program in San Diego.

\*Survey from *Beyond the Bake Sale*, (2007). Henderson, A., Mapp, K., Johnson, V., and Davies, D.





## Family - Friendly School Parent Survey

**For the following questions, please circle the answer that you agree with the most:**

I feel welcome and accepted at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
I enjoy visiting my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has parking spaces for parents.	YES	NO	NOT SURE	DOES NOT APPLY
I am able to find my way easily around the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has opportunities that allow me to meet and speak with the staff at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
My child's principal and assistant principal are available and easy to approach.	YES	NO	NOT SURE	DOES NOT APPLY
I am comfortable going to the front office when visiting my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
The school's front office staff is nice, polite, and helpful.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a translator for non-English speaking families when needed.	YES	NO	NOT SURE	DOES NOT APPLY
The school provides written materials in languages other than English for non-English speaking families.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a designated space for parents to get information on things such as events, test dates, workshops, resources, etc.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a parent resource center.	YES	NO	NOT SURE	DOES NOT APPLY
I have received information .	YES	NO	NOT SURE	DOES NOT APPLY
I am invited to the school to discuss my child's school work and progress.	YES	NO	NOT SURE	DOES NOT APPLY
I am invited to the school to discuss my child's test scores.	YES	NO	NOT SURE	DOES NOT APPLY
I receive timely and regular communication about upcoming events at the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a parent coordinator or parent liaison available if families have questions or need assistance.	YES	NO	NOT SURE	DOES NOT APPLY

## Family - Friendly School Parent Survey

I am asked and given a list of various ways to volunteer at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
I am informed regularly about my child's progress by his/her teachers.	YES	NO	NOT SURE	DOES NOT APPLY
I have been given the opportunity to review the school improvement plan.	YES	NO	NOT SURE	DOES NOT APPLY
I have been given information on how to participate in the development of the school improvement plan.	YES	NO	NOT SURE	DOES NOT APPLY
I know where to go and who to talk to if I wanted to volunteer at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
The school encourages me to use my skills and strengths to contribute to student events.	YES	NO	NOT SURE	DOES NOT APPLY
The school helps me in learning what I should ask about my child's progress and placement.	YES	NO	NOT SURE	DOES NOT APPLY
The school explains programs that are available to me to help in my child's development.	YES	NO	NOT SURE	DOES NOT APPLY
I am aware of the homework assigned to my child each night.	YES	NO	NOT SURE	DOES NOT APPLY
I have received information on how to join the Parent Teacher Association (PTA) or other parent organization at the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school's parent organization has a fair representation of the racial/ethnic population at the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has active community partners that help promote student achievement.	YES	NO	NOT SURE	DOES NOT APPLY
The school provides information on community resources and social services support.	YES	NO	NOT SURE	DOES NOT APPLY
The school building is open to community organizations to use for events during non school hours.	YES	NO	NOT SURE	DOES NOT APPLY
The school offers workshops to parents provided by community organizations.	YES	NO	NOT SURE	DOES NOT APPLY
The school offers after school activities in partnership with community organizations for students.	YES	NO	NOT SURE	DOES NOT APPLY
The school works with local businesses and community organizations to have student mentors, provide job shadowing, or teach new skills to students.	YES	NO	NOT SURE	DOES NOT APPLY
The school invites community organization representatives to serve on committees for school events.	YES	NO	NOT SURE	DOES NOT APPLY



64. Plan a regular time each week to talk with school staff and educators with whom you are working.
65. Help develop volunteer job descriptions and evaluations.
66. Participate in organizing and planning ways to recognize and appreciate volunteers.
67. Respond to school surveys/questionnaires on how effective volunteer programs are.
68. Help develop and distribute a volunteer directory to parents, school staff, and teachers.
69. Provide volunteer consulting services to school staff or educators in your areas of expertise.
70. Learn of school and district policies and practices that affect children.
71. Voice your support or concerns on any issue that will affect your family.
72. Be involved in decisions on student placement and course and textbook selections.
73. Participate in meetings to determine special educational needs and services.
74. Attend workshops on problem solving, conflict resolution, public speaking, and so forth.
75. Serve on school advisory councils or committees on curriculum, discipline, and so forth.
76. Serve on a site-based school management team with teachers and the principal.
77. Encourage and support older children in serving in student leadership positions.
78. Help your school create a student's rights and responsibilities guide for families.
79. Attend PTA, school board, and/or town meetings and speak to issues of concern.
80. Learn representatives' backgrounds and participate in school board elections.
81. Work with teachers and school administrators to develop a parent involvement policy.
82. Write, call, or travel to state capitals to support or oppose proposed legislation.
83. Participate in petition drives or letter-writing campaigns to Congress on legislation.
84. Give testimony at public hearings in support of or opposition to education legislation.
85. Vote in local, state, and federal elections for public officials who support education.
86. Help your school develop a directory of social and community services.
87. Find out information on community resources and organizations and use them.
88. Help develop and/or distribute a community newsletter to local agencies and businesses.
89. Help coordinate and participate in an event to raise money for a local charity.
90. Talk with employers about holding parent meetings or parenting workshops on-site.
91. Advocate for flexible work schedules and leave time to attend school functions.
92. Encourage employers and local businesses to make donations and support school programs.
93. Help organize and/or participate in community health fairs.
94. Help recruit community members (seniors, business people) to volunteer at school.
95. Become active in community groups such as YMCA and Boy and Girl Scouts.
96. Serve on local community advisory councils and committees.
97. Work with local authorities and public officials to sponsor community events.
98. Help organize and/or participate in a community "clean up" or "beautification" project.
99. Encourage and help facilitate your child's participation in community service.
100. Be a role model, be active in community service yourself or together with your child.

*for Parents to Be  
Involved in Their  
Child's Education*

**100**  
*Ways*



## 100 Ways for Parents to Be Involved in Their Child's Education

1. Give positive feedback and show appreciation for teachers and the principal.
2. Approach interactions with a positive attitude and an open mind.
3. Listen to others' viewpoints.
4. Share your child's strengths, talents, and interests with your child's teachers.
5. Share expectations and set goals together for your child.
6. Make appointments as needed to discuss your child's progress or concerns.
7. Attend parent-teacher conferences with specific questions you want to ask.
8. Indicate the best way to give you information (phone, e-mail, notes, etc.).
9. Understand and reinforce school rules and expectations at home.
10. Participate in informal opportunities to talk with and get to know school staff and educators.
11. Address concerns or questions honestly, openly, and early on.
12. Attend PTA or parent meetings regularly.
13. Read classroom and/or school newsletters.
14. Visit your school's web page.
15. Know school staff's extensions and office hours.
16. Read and know your school's handbook.
17. Request that information be available in all relevant languages.
18. Share your family's culture, values, and parenting practices with your child's school.
19. Share your perceptions with educators and school staff of how parents are treated.
20. Work with school staff and educators to revise and improve perceptions and school climate.
21. Meet your child's friends and get to know their parents.
22. Contact your school for information on family programs and resources.
23. Help establish a parent center at school and use its resources.
24. Help create a toy/book lending library and visit it regularly.
25. Assist in developing parent support programs/groups and attend them.
26. Attend workshops or seminars on various parenting topics.
27. Participate in parenting classes on child development, expectations, discipline, etc.
28. Attend parent fairs and other events especially for parents and families.
29. Start a parent book club to discuss current publications.
30. Help create and/or contribute to a school newsletter on parenting.
31. Assist in creating and/or offer your services to before- and after-school programs.
32. Build a child file with medical records, pictures, fingerprints, etc.
33. Make donations and/or offer to work at clothing drives or swaps, food co-ops, etc.
34. Ask teachers or counselors about how to talk with your children about tough topics.
35. Discuss your child's school day and homework daily.
36. Learn your child's strengths and weaknesses in different areas of school.
37. Provide a quiet, well-lit place with basic school supplies for studying/homework.
38. Help your children break down projects into smaller, more manageable steps.
39. Develop a consistent daily routine and time for studying and homework.
40. Provide encouragement and approval for effort and schoolwork.
41. Share your interests, hobbies, and talents with your children.
42. Provide children with books, magazines, and so forth, and develop a nighttime reading routine.
43. View selected TV programs together and then review and discuss them.
44. Make family trips to the library, zoo, museum, or park a fun learning experience.
45. Talk with your child's teacher on creating home learning games and activities.
46. Complete interactive homework assignments with your child.
47. Attend meetings on learning expectations, assessment, and grading procedures.
48. Help set goals and develop a personalized education plan for your child.
49. Participate in activities that help you understand school technology.
50. Help plan and attend family nights on improving study habits, doing homework, etc.
51. Help develop, visit, or offer services to your school's study/tutor center.
52. Participate in fairs and fests for math, science, history, and so forth.
53. Respond to school surveys on your interests, talents, and skills.
54. Let school staff know your availability to volunteer (days, times, and how often).
55. Supervise and coordinate evening and weekend volunteer activities at school.
56. Assist your child's teacher in the classroom or on field trips when you are able.
57. Work with school staff and teachers to develop volunteer activities you can do from home.
58. Assist school staff and educators in creating a warm and welcoming atmosphere for parents.
59. Help provide child care and/or transportation for volunteering parents.
60. Help develop creative ways to use volunteers at school.
61. Actively help school staff recruit parents and community members as volunteers.
62. Attend training and orientation on how to be an effective volunteer.
63. Learn and uphold school discipline, confidentiality, and other policies as a volunteer.





# Family-Friendly Partnership School Walk-Through

School Name: \_\_\_\_\_ City, State: \_\_\_\_\_

Type of School (Please Circle):      Elementary      Middle      High

At this school, I am a (Please Circle All that Apply):      Parent      Teacher      Administrator      Staff      Community Member      Other

For the following, please circle the box that you observe during your walk-through:

SA – Strongly Agree;      A – Agree;      N – Neutral;      D – Disagree;      SD – Strongly Disagree

**WELCOMING ALL FAMILIES**  
**Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.**  
*"Parents report that a welcoming process creates a sense of belonging. Not only do parents feel that they belong to the school, but they also feel that the school belongs to them."*

There are dedicated parking spots for parents at the front entrance of the school.	SA	A	N	D	SD
The school provides opportunities for parent training and education.	SA	A	N	D	SD
The front office staff is helpful and friendly to all visitors	SA	A	N	D	SD
The school has established support networks that are available to parents.	SA	A	N	D	SD
The school uses home visits to share information with families.	SA	A	N	D	SD
The principal is open and available to parents to discuss various issues and schedule meetings.	SA	A	N	D	SD
The school makes it easy for parents that do not speak English to participate in activities or receive information over the phone or in person.	SA	A	N	D	SD



## Family-Friendly Partnership School Walk-Through

The school has a designated space that provides parents with information about school events and services.	SA	A	N	D	SD
Activities are held at times that are convenient for parents to participate	SA	A	N	D	SD
The school provides a listing or directory of ALL staff to parents.	SA	A	N	D	SD
The school has signs welcoming families and directing visitors throughout various areas of the school.	SA	A	N	D	SD
The school welcomes parents into the school or classrooms at any time during the school day.	SA	A	N	D	SD
Parents and visitors are greeted or acknowledged by all school faculty and staff while in the school.	SA	A	N	D	SD

Comments:

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### COMMUNICATING EFFECTIVELY

*Families and school staff engage in regular, two-way, meaningful communication about student learning. "When families can work closely with teachers, their children adjust to school better, attend more regularly, and stay in school longer. They also earn higher grades and test scores. In addition, families are far more likely to be satisfied with their children's school (and school district) when they feel it is easy to be partners with their children's teachers." (3)*

The school uses various methods to communicate regularly with families.	SA	A	N	D	SD
Teachers communicate at least once every three months in person, on the phone, or through email with a parent of every student in their class.	SA	A	N	D	SD
The school contacts parents only when problems arise.	SA	A	N	D	SD
The school keeps parents informed about important events.	SA	A	N	D	SD



## Family-Friendly Partnership School Walk-Through

The school provides parents with information about extra curricular activities.	SA	A	N	D	SD
Parents receive an annual survey in order to share comments about the school.	SA	A	N	D	SD
The school provides written information to parents in their native language if they do not speak English or speak English well.	SA	A	N	D	SD
There is a way to submit concerns anonymously if parents are embarrassed or reluctant to share their concerns.	SA	A	N	D	SD
The school involves parents in the daily activities of children's education.	SA	A	N	D	SD
The school maintains an up to date website that is easy to navigate and provides needed information.	SA	A	N	D	SD

Comments:

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### SUPPORTING STUDENT SUCCESS

**Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.**

*"Engaging families in children's learning has a positive impact on student achievement." (4)*

Parents frequently volunteer their time at the school.	SA	A	N	D	SD
Parent volunteers are commonly involved in student education.	SA	A	N	D	SD
There is an established group that organizes parent volunteers.	SA	A	N	D	SD
There are opportunities for all parents to be volunteers at this school.	SA	A	N	D	SD
Parents and teachers work together to support learning at home.	SA	A	N	D	SD



## Family-Friendly Partnership School Walk-Through

Parents are easily able to tell what homework has been assigned.	SA	A	N	D	SD
Parents are aware of what their child should be doing at each grade level.	SA	A	N	D	SD
Parents are actively encouraged to help or monitor homework.	SA	A	N	D	SD
Parents are informed of the state standards and know of ways to reinforce them at home.	SA	A	N	D	SD
The school holds conferences with parents to provide guidance and discuss student goals, strengths, areas needing improvement, etc.	SA	A	N	D	SD
The school makes good use of the parents' skills and strengths.	SA	A	N	D	SD
The school conducts various workshops regarding child/adolescent development, how families can support their child's learning (homework guidance, ESOL or GED classes, college and career guidance), understanding the state education system (state standards, testing), social and mental health, and other needs of families (special education, etc.)	SA	A	N	D	SD

Comments:

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<p style="text-align: center;"><b>SPEAKING UP FOR EVERY CHILD</b></p> <p style="text-align: center;"><b>Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success</b></p> <p style="text-align: center;"><i>"The more parents feel that they have the power to influence their children's future positively, the better their children tend to do in school." (5)</i></p>					
Parents are aware of the school's discipline policy and know who to contact if/when there is a problem.	SA	A	N	D	SD



## Family-Friendly Partnership School Walk-Through

Parents are given the opportunity to talk to the school about placing their child in a program that best suits their learning style and level.	SA	A	N	D	SD
Parents have the opportunity to talk to the principal if there is a problem with a teacher	SA	A	N	D	SD
Parents have the opportunity to talk to the principal if there is a problem with a school policy.	SA	A	N	D	SD
Parents are given an opportunity at the beginning of the school year to attend an information session about expectations, rules and policies.	SA	A	N	D	SD
The school provides the necessary tools (such as fax machine, copier, phone, computer, etc.) to parent committees when needed.	SA	A	N	D	SD
The school encourages committees and parent organization(s) to develop partnerships that bring resources to the school for student academic achievement.	SA	A	N	D	SD
The school provides information to parents that address ways to improve grades and close the achievement gap.	SA	A	N	D	SD
The school has a parent resource center that parents can utilize at various hours throughout the day and evening that provides educational resources to students and parents as well as provides them with other necessary resources to help their child be successful.	SA	A	N	D	SD
Parents in the school know who the school faculty and staff are and who they need to go to first to address various issues.	SA	A	N	D	SD

Comments:

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## Family-Friendly Partnership School Walk-Through

SHARING POWER						
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.						
"Partnership requires sharing power. The starting point for teachers and administrators is to see families as partners and not simply as clients or guests. All partners must have a voice in school affairs." (6)						
Parents are actively involved in school policy development.	SA	A	N	D	SD	
Parents serve in functional roles in school improvement plans.	SA	A	N	D	SD	
All parents have a voice in the direction of the school's development.	SA	A	N	D	SD	
Diverse groups of representation of families serve on all school committees and in leadership positions.	SA	A	N	D	SD	
Parents take active leadership roles in the school by leading parent workshops, acting as parent greeters, serving as a "buddy" to new families at the school, etc.	SA	A	N	D	SD	
There is an active parent organization at the school.	SA	A	N	D	SD	
The parent organization reaches out to families that are not involved.	SA	A	N	D	SD	
Parents who are not a member of committees are informed when decisions are made.						
Parents are members of the school improvement team.	SA	A	N	D	SD	
School decisions involve the input and desires of the parents.	SA	A	N	D	SD	

Comments:

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## Family-Friendly Partnership School Walk-Through

COLLABORATING WITH THE COMMUNITY						
Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.						
<i>"Community partners can include businesses, labor unions, hospitals, public housing projects, and social service agencies. Colleges and universities, churches and other faith-based organizations, museums, youth organizations, and service clubs are other good prospects." (7)</i>						
The school is a good place for parents to find resources and support from the community.	SA	A	N	D	SD	
This school is clearly connected to the community by making the building available to community organizations to hold various events.	SA	A	N	D	SD	
The community supports this school by attending and participating in school events.	SA	A	N	D	SD	
The school has partnerships with local community organizations and businesses to bring resources to the school that help in student learning.	SA	A	N	D	SD	
Parents are able to attend workshops at the school that are provided by community organizations and local businesses that address non academic needs of the family.	SA	A	N	D	SD	
The school works with families to develop new partnerships with community organizations.	SA	A	N	D	SD	
The school assists families in identifying community services as well as using those services.	SA	A	N	D	SD	
The school invites different community organizations and local businesses to support extra curricular activities for the students.	SA	A	N	D	SD	
Community organizations offer activities and services to student during non school hours as well as holidays.	SA	A	N	D	SD	

Comments:

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## COMMUNITY CONNECTIONS

How do schools connect with community partners to help reach school goals for student success? Analyses of 1998 *UPDATE* data reveal that schools in the National Network of Partnership Schools find many different ways to partner with community organizations, businesses, and institutions.

Below, are two charts that summarize 1) how students, families, schools, and communities benefit from partnerships; and 2) various examples of community partners.

The charts are adapted from Sanders, M. G. (in press). "Collaborating for Student Success: A Study of the Role of 'Community' in Comprehensive School, Family, and Community Partnership Programs." *Elementary School Journal*.

## ACTIVITY FOCUS

Student-Centered	Family-Centered	School-Centered	Community-Centered
Student awards, student incentives, scholarships, student trips, tutors, mentors, job shadowing, and other services and products for students.	Parent workshops, family fun-nights, GED and other adult education classes, parent incentives and rewards, counseling and other forms of assistance.	Equipment and materials, beautification and repair, teacher incentives and awards, funds for school events and programs, office and classroom assistance.	Community beautification, student exhibits and performances, charity and other outreach.





## COMMUNITY PARTNERS

<b>Types of Community Partners</b>	<b>For example:</b>
<b>Business/Corporations</b>	Local businesses, national corporations and franchises.
<b>Universities and Educational Institutions</b>	Colleges, universities, high schools, and other educational institutions.
<b>Health Care Organizations</b>	Hospitals, health care centers, mental health facilities, health departments, health foundations and associations.
<b>Government and Military Agencies</b>	Fire departments, police departments, chamber of commerce, city council, other local and state government agencies and departments.
<b>National Service and Volunteer Organizations</b>	Rotary Club, Lions Club, Kiwanis Club, VISTA, Concerned Black Men, Inc., Shriners, Boy and Girl Scouts, YWCA, United Way, AmeriCorp, Urban League.
<b>Faith Organizations</b>	Churches, mosques, synagogues, other religious organizations and charities
<b>Senior Citizen Organizations</b>	Nursing homes, senior volunteer, assisted living, and service organizations.
<b>Cultural and Recreational Institutions</b>	Zoos, museums, libraries, recreational centers, amusement parks, community centers.
<b>Other Community Organizations</b>	Fraternities, sororities, foundations, neighborhood associations, political, alumni, and local service organizations.
<b>Community Individuals</b>	Individual volunteers from the surrounding school community.



## Community Assets Mapping

### **Exercise I**

List your knowledge on any of the following resources in your community. Remember to think about existing partnerships and also look for additional resources by examining directories or phone books and searching the internet. Think outside of the box and do not forget your regional and state partners too. For now, do not worry if they are the “right” partner, just list as many potential partners as possible.

Artists and cultural institutions

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Social service agencies

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Senior citizen organizations and community individuals

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Libraries and bookstores

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Higher education institutions

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Churches and faith-based organizations

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Childcare providers

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Fraternal organizations and clubs

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Law enforcement offices

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Media and publication agencies

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Locally-owned and large businesses

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Health providers and services

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Food services and restaurants

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Banking and credit institutions

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Citizen and community-based organizations

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Entertainment groups and offices

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Government and military agencies

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Environmental and recreational institutions

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**Exercise I was adapted from:** New Mexico Highlands University. (2007). *Working Together: School-Family-Community Partnerships, a Toolkit for New Mexico School Communities*. Page 496. Albuquerque: New Mexico Public Education Department. Available from [http://www.cesdp.nmhu.edu/toolkit/pdfs/pd\\_mod6.pdf](http://www.cesdp.nmhu.edu/toolkit/pdfs/pd_mod6.pdf)



## **Exercise II**

Use the following diagram on the next page to graph your identified resources above. Depending on how many you have, you may also want to draw out your own diagram on chart paper to ensure you can get all of your resources to fit. After you complete the diagram do you see anything missing? If so, keep searching until you are confident you have located all of your potential partners.

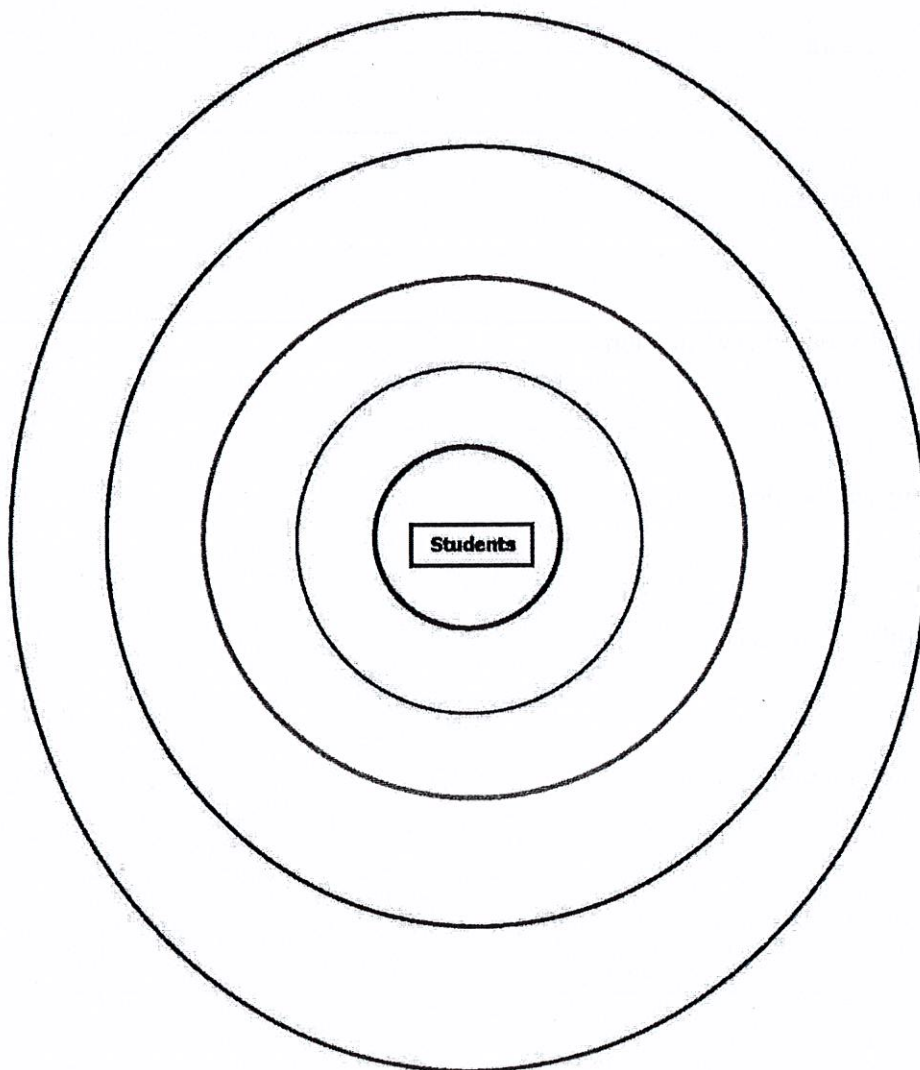
**Aqua Circle:** Students (This is your outcome, but they also are a resource!)

**Red Circle:** Local non-profit, civic, community, and faith-based organizations

**Grey Circle:** Local businesses and for-profits

**Blue Circle:** Local government and public organizations

**Green Circle:** Regional and state organizations



# Final Thought...

## Two Sculptors

*I dreamed I saw a studio  
and watched two sculptors there.*

*The clay they used was a child's mind  
and they fashioned it with care.*

*One was a teacher — the tools she used  
were books, music, and art.*

*The other, a parent, worked with a guiding hand,  
and a gentle, loving heart.*

*Day after day, the teacher toiled with a touch  
that was careful, deft, and sure.*

*While the parent labored by her side  
and polished and smoothed it o'er.*

*And when at last, their task was done,  
They were proud of what they had wrought.*

*For the things they molded into the child  
could neither be sold nor bought.*

*And each agreed they would have failed  
if either had worked alone.*

*For behind the parent stood the school  
and behind the teacher, the home.*

*-Anonymous*





