



Self Assessment of School/Program Parent Involvement Practices

Based on Joyce Epstein's Six Types of Involvement

Select only one rating for each item. If you don't know, put "Don't Know" in the first box.

My school/program offers this...	Regularly	Occasionally	Seldom	Never
<i>TYPE 1 – PARENTING: Help all families establish home environments to support children as students.</i>				
Workshops/videotapes on parenting and child development available.				
Parent workshops or training (e.g., GED, family literacy, ESL, college or training programs).				
Family learning nights or workshops (e.g., family math, family science, family reading).				
Family support programs to assist families with health, nutrition, and parenting, including health, nutrition, and parenting, including clothing swap shops, food co-ops, parent-to-parent support groups, etc.				
Home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.				
<i>TYPE 2 – COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</i>				
Conferences with every parent at least once a year with follow-ups as needed.				
Language translators to assist families as needed.				
Folders of student work sent home weekly or monthly for parent review and comments.				
Regular schedule of useful written notices, memos, phone calls, and other communications.				
Regular home-school newsletters.				
Clear information on all school policies, programs, and assessments (parent handbook).				
Informal conversations with parents.				
"Open-door" policy toward parents/families by principal.				
<i>TYPE 3 – VOLUNTEERING: Recruit and organize parent help and support.</i>				
Annual survey to identify interests, talents, and availability of volunteers.				
Parent room or family center for volunteer work, meetings, and resources for families.				
Telephone tree or parent-to-parent system of contact to provide all families with needed information.				
Volunteer training for parents and community members.				



My school/program offers this...	Regularly	Occasionally	Seldom	Never
TYPE 4 – LEARNING AT HOME: Provide information and ideas to families about how to help student s at home with homework and other curriculum-related activities, decisions, and planning.				
Information and workshops for families on required content and performance standards, and helping students improve required skills.				
Regular homework assignments that require students to demonstrate and discuss with parents/families what they are learning in class.				
Summer learning packets or activities.				
Family participation in helping students set academic goals each year and plan for college or work.				
School-parent compacts.				
Home-school homework completion contracts or logs.				
TYPE 5 – DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.				
Active PTA/PTO, parent advisory council, or parent participation in school committees (e.g., SSC, safety).				
Training to develop parent leaders.				
Support for parent-community advocacy groups which lobby for school reform and improvements.				
Parent liaisons/parent advocates on staff.				
TYPE 6 – COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.				
Information on community-based activities that address learning skills and talents (e.g., Saturday schools; summer learning activities; library-sponsored activities, etc.).				
“One-stop” shopping for family services through partnerships with school, counseling, health organizations.				
Service to the community by students, families, and schools (e.g., Service Learning, recycling projects).				
School-business partnerships/ Adopt-a-School partnerships.				
Safety and drug/alcohol-free programs in collaboration with local counseling agencies, law enforcement, and/or juvenile justice.				
School-community sponsorship of multicultural events and activities.				
Partnerships with local organizations to provide adult mentors for students.				



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My Highest Priority

INSTRUCTIONS:

Indicate which of the six types listed below are your *top two* priorities:

- Put the number 1 next to your highest priority.
- Put the number 2 next to your second highest priority.
- Provide your name, your school, the grades you teach, or the grades in which your child/children are enrolled. Turn in the completed sheet to the school principal, parent coordinator, or your child's teacher.

TYPE OF PARENT INVOLVEMENT	HIGHEST PRIORITY FOR ME
1. PARENTING: Help all families establish home environments to support children as students.	
2. COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.	
3. VOLUNTEERING: Recruit and organize parent help and support.	
4. LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	
5. DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.	
6. COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	

My Name: _____ **Position/Role:** _____

School: _____ **Collaborative Agency:** _____