

## PreK-3 Family Engagement Assessment Tool – COVER SHEET

### How to Use This Tool

This tool is to be used by the PreK-3 site teams for reflection on the status of family engagement within the preschool program, the school site and extended learning programs. It is designed to help site teams identify existing strengths/challenges in the area of family engagement. There are six main assessment categories (noted below). Reflect on where your team falls at the preschool level, the K-3 level, and the extended learning level, rating each using the rating system at the bottom of the page. You are encouraged to write down specific examples as you go, to show your current status.

These assessment categories follow the pattern of *Beyond the Bake Sale's* rubric of family-school-community partnerships; added in is a sixth element on concrete family support. Further, key elements from the *California Department of Education's Early Learning Quality Improvement System* are incorporated into this tool.

### Main Assessment Categories

- Building Relationships: Respectful actions that welcome, honor and connect families to the site.
- Linking to Learning: Activities that support families to be involved in their child's learning at home or on site.
- Affirming Diversity: Actions that build awareness, understanding and inclusion across all cultures and family structures.
- Building Reciprocity/Two-Way Communication: Actions and processes that allow for mutual exchange of information.
- Sharing Power/Decision-Making: Actions and opportunities that engage families as decision-makers and leaders.
- Concrete Family Support: Providing families with access to information, community resources and services.

### Rating System

- Excellent= activity occurs each year and consistently implemented
- Good= activity occurs often during the year, but not consistently practiced
- Fair= activity occurs periodically during the year
- Poor= activity occurs rarely or not at all at the site

## Family Engagement Assessment Tool (PreK to 3)

| 1. BUILDING RELATIONSHIPS: Respectful actions that welcome families, honor families and connect families to the site. |                   |      |      |      |           |  |                         |
|---|-------------------|------|------|------|-----------|--|-------------------------|
|   |                   | Poor | Fair | Good | Excellent | How do you know?<br>List current examples. | Next steps/future goals |
| A. Front office staff are friendly in person and on the phone.  | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| B. The site offers tours; with bilingual speakers available as needed.  | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| C. Site conducts home visits (or individual meetings) with <u>each new student's</u> family*                          | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| D. A family liaison helps teachers connect to families.   | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| E. Teachers have personal contact with families once a month.   | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| F. The site has a family-friendly space with information and resources.   | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| G. The site seeks out and appreciates families' contributions*  | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| H. The site provides opportunities for parents to socialize.  | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| I. Parent meetings are warm, interesting, inclusive, and interactive.   | preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |

## 2. LINKING TO LEARNING: Activities that support families to be involved in their child's learning at home or on site.

|  |                   | Poor | Fair | Good | Excellent | How do you know?<br>List current examples. | Next steps/future goals |
|--|-------------------|------|------|------|-----------|--|-------------------------|
| A. Site sends student work home on a weekly basis for families' review.                                    | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| B. Site has an easy process for families to contact teachers and staff with questions about their child.   | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| C. Site collects information from families to understand home routines and parent involvement in homework. | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| D. Site supports families to help children with school work (i.e. homework liaisons, literacy resources)*  | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| E. Site encourages families to continue the development of home language skills with their child.*         | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| F. All site-based family activities connect to what students are learning.                                 | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| G. Child development workshops are available to families.  | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |

### 3. AFFIRMING DIVERSITY: Actions that build awareness, understanding and inclusion across all cultures and family structures.

|  |                   | Poor | Fair | Good | Excellent | How do you know?<br>List current examples. | Next steps/future goals |
|--|-------------------|------|------|------|-----------|--|-------------------------|
| A. Teachers/staff ask families about family customs, language and culture.                                   | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| B. Teachers have access to and use books and materials about families' cultures.                             | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| C. Site ensures interpreters are readily available on an as-needed basis for families.                       | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| D. Site arranges interpretation for school events and parent meetings.                                       | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| E. The site's staff and volunteers reflect the diversity of families served.                                 | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| F. Written information is translated into languages of families served.                                      | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| G. Site shares information with families on best practices for language acquisition.                         | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| H. Site welcomes fathers and promotes male involvement.  | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| I. Site's written documents do not assume a traditional family structure (i.e. father, mother, single race). | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |

#### 4. BUILDING RECIPROCITY /TWO-WAY COMMUNICATION: Actions and processes that allow for mutual exchange of information.

|  |                   | Poor | Fair | Good | Excellent | How do you know?<br>List current examples. | Next steps/future goals |
|--|-------------------|------|------|------|-----------|--|-------------------------|
| A. Teachers and families have two-way communication about concerns, interests, goals and child's progress. | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| B. Families are invited to be involved by visiting and observing students during class time.               | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| C. Student-parent-teacher conferences are well attended; ensure mutual exchange of information.            | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| D. Site supports and engages families in the transition from early childhood into elementary school.       | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| E. Families/staff research topics together such as school climate, desired parent workshops, etc.          | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| F. Site invites families to attend staff development sessions.   | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| G. Site has an open door policy for resolving problems among families and staff.                           | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |

## 5. SHARING POWER/DECISION-MAKING: Actions and opportunities that engage families as decision-makers and leaders.

|  |                   | Poor | Fair | Good | Excellent | How do you know?<br>List current examples. | Next steps/future goals |
|--|-------------------|------|------|------|-----------|--|-------------------------|
| A. Site offers training and actively promotes and supports parent leaders and parent advocacy.*  | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| B. Site has a governance council with parent representation elected by a broad base of families. | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| C. Decision-making meetings occur when families can attend.                                      | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| D. Site has a family involvement policy in place which is reviewed annually.                     | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| E. Site engages families and community in new staff selection processes.                         | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| F. Site engages families in review/ input regarding student curriculum.                          | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| G. Family surveys are co-designed and tallied by parents.  | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| H. Parents can use the site's equipment (phone, copier) for site-related needs.                  | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |
| I. Parent leaders mentor new parents to build and sustain leadership.                            | Preschool         |      |      |      |           |  |                         |
|  | K-3               |      |      |      |           |  |                         |
|  | Extended learning |      |      |      |           |  |                         |

## 6. CONCRETE FAMILY SUPPORT: Providing families with access to information, community resources and services.

|   |                   | Poor | Fair | Good | Excellent | How do you know?<br>List current examples. | Next steps/future goals |
|---|-------------------|------|------|------|-----------|--|-------------------------|
| A. Site has clear processes for helping families to access community resources.*  | Preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| B. Site maintains up-to-date information about community resources.   | Preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| C. Site staff know how to effectively respond to family crises.   | Preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| D. Site connects families to opportunities for growth and development based on families' stated interest (i.e. ESL, financial workshops). | Preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| E. Site encourages and facilitates family sharing of resources (i.e. toy exchanges, carpooling).  | Preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| F. Site taps local businesses and institutions for technical services for students or families (i.e. job opportunities, tutoring)         | Preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |
| G. Site is open to community use and social services are available to families on site.   | Preschool         |      |      |      |           |  |                         |
|   | K-3               |      |      |      |           |  |                         |
|   | Extended learning |      |      |      |           |  |                         |

