

District Representative Survey

Your local education agency (LEA; e.g., district, BOCES) is participating in a State Personnel Development Grant with the Office of Learning Supports at the Colorado Department of Education focused on implementing the Colorado Multi-Tiered System of Supports (CO-MTSS) framework. As part of the ongoing evaluation and technical assistance associated with this work, CO-MTSS staff are gathering information from LEAS on their perceptions of family, school, and community partnering.

Directions:

The questionnaire asks about your perceptions of your LEA and the extent to which you and the organization are engaged with families. Please have a representative from the MTSS Leadership Team (MLT) complete the survey who is (a) employed by the LEA (i.e., on payroll), and (b) most responsible for family, school, and community partnering. Please choose one of the choices for each statement that best represents that MLT representative's perceptions. Please attempt to answer all questions, but you may opt out of any question.



		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
1.	LEA staff have good relationships with students' families.	1	2	3	4	5	Opt Out
2.	LEA staff consistently interact with families in a positive manner.	1	2	3	4	5	Opt Out
3.	The LEA provides flexible volunteer opportunities for families (e.g., during, before, and after school hours; various types of tasks).	1	2	3	4	5	Opt Out
4.	The LEA's policies and programs reflect, respect, and value the diversity of families in the community.	1	2	3	4	5	Opt Out
5.	The LEA removes economic or other obstacles for family participation at school events (e.g., by providing transportation, child activities for siblings, meals).	1	2	3	4	5	Opt Out
6.	LEA employs family liaisons to help teachers connect to families and bridge barriers of language and culture.	1	2	3	4	5	Opt Out
7.	LEA staff communicate with families in multiple ways including calls, texts, or emails.	1	2	3	4	5	Opt Out
8.	All schools in the LEA do an annual survey of families to get their ideas about programs, policies, issues, or concerns.	1	2	3	4	5	Opt Out
9.	Families have access to and can easily arrange meetings with principals, teachers, and counselors throughout the LEA.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
10.	The LEA has a process to elicit feedback and provide follow-up for families' issues and concerns.	1	2	3	4	5	Opt Out
11.	The LEA creates multiple opportunities for families to receive information and guidance about how they can support their children's learning at home.	1	2	3	4	5	Opt Out
12.	Schools in the LEA provide opportunities for families to connect with one another.	1	2	3	4	5	Opt Out
13.	LEA staff frequently communicate with families about what their children are learning in school settings.	1	2	3	4	5	Opt Out
14.	Programs and activities for families focus on student achievement by helping families understand what their children are learning.	1	2	3	4	5	Opt Out
15.	LEA staff share student work with families and explain the link to the Colorado Academic Standards.	1	2	3	4	5	Opt Out
16.	Student achievement data are shared with families in ways that solicit their ideas about how to improve achievement.	1	2	3	4	5	Opt Out
17.	LEAs share information with families about system-wide and school-level progress.	1	2	3	4	5	Opt Out
18.	Family members are frequently invited to volunteer in classrooms and/or schools.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
19.	School-level staff share with families how to help their children with homework or practice academic skills at home.	1	2	3	4	5	Opt Out
20.	Families get information about academic and after-school programs for students and how to apply for them.	1	2	3	4	5	Opt Out
21.	Schools help families learn how the school system works and how to be effective advocates for their children.	1	2	3	4	5	Opt Out
22.	Schools provide information to families about their rights and responsibilities under federal and state education law.	1	2	3	4	5	Opt Out
23.	Schools frequently send families information about educational resources available to them such as early childhood, school-age, and adult education opportunities.	1	2	3	4	5	Opt Out
24.	Schools have clear written processes for resolving families' complaints or problems, and families know how to engage in the processes.	1	2	3	4	5	Opt Out
25.	Families and staff have opportunities to learn together how to collaborate to improve student achievement.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
26.	School-level staff, families, and students discuss and plan for students' post-secondary future (e.g., Individual Career and Academic Plan (ICAP), guidance on qualifying courses for future grades or post-secondary education, college or career planning).	1	2	3	4	5	Opt Out
27.	Schools organize opportunities for students and families to visit other schools within the feeder system to learn about policies and programs.	1	2	3	4	5	Opt Out
28.	Schools have processes in place to welcome and orient new and incoming students and families.	1	2	3	4	5	Opt Out
29.	Families are part of the decision-making process about student placement in schools' programs.	1	2	3	4	5	Opt Out
30.	Schools' racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group and faculty meetings, school council meetings, and discussion groups).	1	2	3	4	5	Opt Out
31.	At workshops and other information sessions, families learn how to ask the right questions about their children's progress and placement.	1	2	3	4	5	Opt Out
32.	Family leadership training is offered, either by school or community groups in collaboration with schools.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
33.	Accountability committees and PTA/PTOs actively recruit families from various backgrounds that reflect the diversity of the school community.	1	2	3	4	5	Opt Out
34.	Schools refer families to education and recreation programs in their communities that can help their children.	1	2	3	4	5	Opt Out
35.	Schools partner with local businesses and community institutions to provide resources, such as technical services, job opportunities for families and students, reduced fees, tutoring and mentoring, and training.	1	2	3	4	5	Opt Out
36.	Schools host “accountability sessions” with local elected officials, so that families can raise their concerns about public services, such as street lights, community policing, drug trafficking, or poor trash collection.	1	2	3	4	5	Opt Out

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