

School Name: _____

Date Administered: _____

Family Engagement Quality Indicators Checklist

Family Engagement is a critical component in student success. The Family Engagement Quality Indicators are designed to determine if a school has the necessary structures in place to ensure meaningful family engagement. These indicators are divided into 4 domains: Communication; Family Support; Decision Making; and, Partnerships. It is recommended that the School Leadership Team or Advisory Committee complete the Quality Indicators pre-test at the beginning of the school year and six months to one year later conduct a post-test. The Team or Committee should have representation from special education, general education, administration, community partners, and families.

Directions: Place a check in the box that most accurately describes the progress on each indicator.

Domain 1: Communication	Not In Place	Partially In Place	In Place
1. A variety of methods such as phone calls, text, newsletters, or e-mail are used to communicate with families.			
2. Families are informed of academic programs.			
3. Families are provided clear information regarding the expectations for their student in literacy at each grade level.			
4. Families are provided clear information regarding the expectations for their student in math at each grade level.			
5. Families are informed of their student's progress.			
6. Families are offered a variety of ways to give feedback to the school.			
7. The communication between the school and families supports students' learning and growth.			
8. Families are provided information on how educational programs align with their child's transition / post school goals.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Family Support	Not In Place	Partially In Place	In Place
9. Documented policies and practices recognize diversity among families.			
10. Information and resources are made available to families in their native language.			
11. Learning opportunities are provided to better meet the social and cultural needs of families.			
12. Families have access to information to support learning at home such as teachers' websites, course descriptions, weekly schedules, or assignments.			
13. Families are provided opportunities to participate in professional development.			
14. Families are provided opportunities to learn how to support their students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Decision Making	Not In Place	Partially In Place	In Place
15. Engaging families as partners in the decision-making process is supported.			
16. The diversity of families in the school is represented on the school leadership team and other committees.			
17. Families are provided current information regarding decision-making practices as well as their rights.			
18. The school's engagement with families in the decision-making process supports students' learning and growth.			
19. Families are involved in the monitoring and assessment of family engagement efforts for continuous improvement.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 4: Partnerships	Not In Place	Partially In Place	In Place
20. An inviting and welcoming environment exists for all families.			
21. Families' interests, talents, and availability to support the school are identified.			
22. Opportunities such as career day or cultural celebrations are available for families to share their knowledge and experience with the school.			
23. Family members who are unable to be physically present in the school building have opportunities to contribute in other ways.			
24. School personnel are provided professional development opportunities that build their cultural competence to effectively engage families from diverse backgrounds.			
25. There are opportunities for staff to learn about successful approaches to engage parents in their child's learning.			
26. The partnerships that the school has with families support students' learning and growth.			
27. School personnel utilize community organizations to extend the learning opportunities for families.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Adapted from LaSIG Indicators of Family Engagement Survey (2009)



Exceptional Children's Assistance Center (ECAC)

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