

National Standards for Family-School Partnerships Assessment Guide

Throughout this implementation guide, the levels of practice build on each other, assuming that good practices at the emerging and progressing levels will continue at the next level.

Standard 6—Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Goal 1: Connecting the School with Community Resources: Do parent and school leaders work closely with community organizations, businesses, and institutions of higher education to strengthen the school, make resources available to students, school staff, and families, and build a family-friendly community?

| Indicators | Quality of Implementation | | | Your Current Level |
|---------------------------------------|--|--|---|---|
| | Level 3 Excelling Highly functioning level of development and implementation | Level 2 Progressing Functioning level of development and implementation | Level 1 Emerging Limited level of development and implementation | |
| Linking to community resources | <p>School staff and the PTA/parent group create a comfortable, inviting family resource center. Staff and parent volunteers inform families about services, make referrals to programs, and plan activities.</p> <p><i>For example, the family resource center at the school is available to the community to provide services on site such as a used clothing exchange, dental clinic, and summer program expo.</i></p> | <p>School staff work with the PTA/parent group to determine and describe community resources for students and families.</p> <p><i>For example, with support from the PTA/parent group and faculty, middle and high school students map all the community resources and create an online and print guide (in appropriate languages) for distribution to families and throughout the community while they earn credits for service-learning.</i></p> | <p>School staff and the PTA/parent group collect information for families about community resources.</p> <p><i>For example, the school office has a bulletin board and resource table with brochures about local colleges, health services, sports teams, and service-learning opportunities.</i></p> | <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet |

Standard 6—Collaborating with Community, continued

| Indicators | Quality of Implementation | | | Your Current Level |
|--|--|--|---|---|
| | Level 3: Excelling | Level 2: Progressing | Level 1: Emerging | |
| Organizing support from community partners | <p>Community and business representatives work with school and parent leaders to assess needs and develop programs to support student success and find creative ways to provide funding and staff.</p> <p><i>For example, the local Rotary Club collaborates with the school and parents to create a Student Leadership Academy.</i></p> | <p>School staff and parents reach out to community organizations and businesses about offering donations and sponsoring scholarship programs.</p> <p><i>For example, the PTA/parent group appeals to local businesses to sponsor a family science program.</i></p> | <p>The PTA/parent group invites community leaders to make presentations on programs available to children and families outside of school.</p> <p><i>For example, the PTA/parent group plans an After-school or Summer Camp Resource Fair.</i></p> | <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet |
| Turning the school into a hub of community life | <p>School facilities such as the computer lab, library/media center, classrooms, and gym are open year-round for broad community use.</p> <p><i>For example, PTA/parent group members work with community members to run micro-enterprises such as party planning, Web design, and computer programming.</i></p> | <p>Adult education, recreation, and GED programs are offered after hours at the school.</p> <p><i>For example, based on a survey, classes are offered in creative writing, Web design, English as a Second Language, storytelling, cooking, computer repair, plumbing, hair braiding, and playing the drums.</i></p> | <p>A variety of community groups use school facilities for events and activities during the school year.</p> <p><i>For example, the PTA/parent group approaches Scout groups and 4-H clubs about organizing chapters that can meet at the school.</i></p> | <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet |

Standard 6—Collaborating with Community, continued

| Indicators | Quality of Implementation | | | Your Current Level |
|--|--|--|--|---|
| | Level 3: Excelling | Level 2: Progressing | Level 1: Emerging | |
| Partnering with community groups to strengthen families and support student success | <p>Teachers and families work with grassroots groups to develop solutions to local problems.</p> <p><i>For example, community groups donate supplies and labor to work with families and students on fixing up a deteriorating park, renovating a home for a needy family, or planting a community garden.</i></p> | <p>The PTA/parent group works with school staff to sponsor student businesses to bring student skills to the community.</p> <p><i>For example, high school students start up a local café and bookstore, offer graphic design and printing, or do carpentry and light home repair.</i></p> | <p>School staff and the PTA/parent group partner with local community event organizers to sponsor resource fairs.</p> <p><i>For example, holding a health expo at a Cinco de Mayo celebration or a job fair on a soccer field.</i></p> | <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet |

“Families” and “parents” are used interchangeably to refer to adults who are responsible for a student. “Families from all backgrounds and neighborhoods” and “diverse families” include families from all races, ethnicities, cultures, religions, family structures, and economic levels, as well as those with physical or mental challenges.