Effective Parent Involvement/Family Engagement Programs

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Abstract

The general belief among practitioners has been that parent involvement/family engagement programs have a positive effect on students, especially for their academic achievement. Recent research has demonstrated that this belief may be—or even likely is—incorrect. Parent involvement/family engagement programs, based on the general trend of research, do have a positive effect on the socio-emotional development and social behavior of students. Recent opinions of experts on parent involvement/family engagement programs and recommendations by researchers are presented in the context of programmatic suggestions for enhancing positive impacts on students. The article concludes by presenting the Parent Involvement/Family Engagement Needs Assessment Instrument that addresses criteria from the 1970's through 2017. This instrument may be used by practitioners and others interested in parent involvement/family engagement programs to assess the current status of such programs and planning for future programs.
   Keywords: parent involvement, family engagement, students' success in school

Context

To make a difference in the 21st-century America, school-family engagement efforts have to go well beyond the pro forma back-to-school nights and parent-teacher conferences." Such efforts must take on "more of the character of immersive projects aimed at building *cultural understanding* and *developing relationships*. (Rebora, 2017, p. 7)

   The desire and need to supplement student learning beyond the schoolhouse has been an ongoing quest of educators for well over a century, with a rigorous pursuit during the past several decades. This *non-school environment* in which children spend so much time is a logical place to pursue learning for them that supports the efforts of the school staff. This is especially crucial considering where, and with whom, the child resides or spends significant childcare hours outside the school. It is also important to bring a child's family members into the schoolhouse in a trusting

and positive relationship environment in order to establish an effective partnership with school staff.

The influence on school achievement by those with whom a child resides was popularized by James Coleman et al.'s (1966) famous study entitled *Equality of Educational Opportunity*. In the past several years, research results on the effectiveness of parent involvement and family engagement programs on improving children's academic (cognitive) achievement have been challenged. Prior to the recent findings by researchers such as Harris and Robinson (2016) that played a major role in prompting this challenge, the general trend was to assume that parent involvement/family engagement programs had a positive impact on children's academic success in school. As research suggests, this may not always be the case.

This article reviews recent research on parent involvement and family engagement programs and recent opinions of several experts regarding these programs. (Parent involvement and family engagement programs are considered as one entity in this article.) This article concludes by presenting the Parent Involvement/Family Engagement Needs Assessment Instrument based on criteria from the 1970's through 2017.

Review of Recent Research

Harris and Robinson (2016) analyzed longitudinal data of American families that covered the 1980's to the 2000's and examined "information about the level of parental engagement in 63 different forms" (p. 2). The researchers indicate that their findings reveal "there is no clear positive connection between parent involvement and academic outcomes. Specifically, parental involvement was not related to academic achievement in more than half (53 percent) of 1,556 associations studied between parental involvement and student achievement" (Harris & Robinson, 2016, p. 2). They did conclude that those benefits existing were stronger for younger children (grades 1-5).

Robinson and Harris (2014) indicate that the traditional measures of parents' involvement used in research fail to capture the basic ways in which parents could academically help their children. Their research results and conclusions were contrary to many of the experts' opinions on parent involvement and family engagement effects on academic outcomes, as well as the general trend of research conducted before their study that showed overall positive effects on student achievement and related factors. They suggest:

> Conventional wisdom holds that since there is no harm in having an involved parent, why shouldn't we suggest as many ways as possible for parents to participate in school? This conventional wisdom is flawed. Schools should move away from giving the blanket message to parents that they need to be more involved and begin to focus instead on helping parents find specific, creative ways to communicate the value of schooling, tailored to a child's age. (p. 4)

They also indicate that it is crucial for parents to set high academic expectations for their children and help them to create a psychological sense of *comfortable space* in which they could develop their own academic motivations as they progress through the PreK-12 cycle.

Garbacz, Herman, Thompson, and Reinke (2017) define family engagement as: "A broad term that reflects active, interactive, and dynamic processes and practices that family members use with other key stakeholders as they engage as equal partners to support adaptive child development" (p. 2). Using the Robinson and Harris (2014) study as a reference point, Garbacz,

et al. raise the question, "What exactly is the state-of-the-art of the science [research] regarding family engagement at this time" (p. 3)?   Their answer to that question was that *social behavioral intervention programs* for children "are most effective when parents are directly involved" (p. 3). The findings of Nokali, Bachman, and Votruba-Drzal (2010) support Garbacz et al.'s conclusion on the positive impact of parent involvement on socio-emotional development as measured by effective social skills and fewer student behavior problems. Nokali et al. also found that greater engagement in a variety of parent involvement practices was generally not related to academic achievement.

Garbacz, et al. (2017) point out that there have often been research deficits (e.g., correlational as compared to a more stringent experimental method) with many of the studies, and reviews of studies including meta-analysis, that address the impact family involvement has on children's academic achievement. This includes the Robinson and Harris (2014) study that Shumow (2014) also criticized because of alleged causal inferences made from correlational data. Hence, the issue of how effective family members' engagement on improving children's academic achievement is, at best, unclear.

Epstein and Sheldon (2016) utilized a database of 347 schools located in urban, suburban, and rural areas throughout the U.S to study the effects of family engagement on student outcome variables. Results indicate a positive linkage between family engagement and improved student attendance. The researchers present a rationale for the positive effect that improved attendance has on students' academic success and graduation rates (i.e., family engagement improves attendance and improved attendance enhances students' academic success and graduation rates). The researchers further indicate "that systematic efforts by district leaders and school teams to engage families in their children's education can help, albeit indirectly, to improve attendance" (p. 213).

Jeynes (2012) utilized 51 studies representative of PreK-12 grades for various types of parent involvement programs from urban settings in the context of the effect on academic achievement of students. He found that "Results indicate a significant relationship between parent involvement programs overall and academic achievement, both for younger (pre-elementary and elementary school) and older (secondary school) students" (p. 706). This was true for the following four types of parent involvement: (1) parents and their children reading together (i.e., engaged in *shared reading*), (2) parents checking their children's homework, (3) parents and teachers authentically and meaningfully communicating with one another, and (4) partnerships between parents and teachers (p. 730).

Hill and Tyson (2009) utilized a meta-analysis of parent involvement in middle schools to determine which types of parent involvement were related to student achievement. They concluded that, with the exception of homework, a positive association was found between parent involvement and student achievement. Hill and Tyson state, "Involvement that reflected academic socialization had the strongest positive association with achievement" (p. 740). The researchers explained academic socialization as: (a) parents clearly communicating their expectations for their children's achievement and their high values for education; and (b) parents helping their children plan for the future, including linking materials and information discussed in school with their children's interests and goals.

Patall, Cooper, and Robinson (2008) utilized 20 studies in conducting a meta-analysis of the effects of parent involvement in students' homework. Homework was defined as school work assigned by the teachers intended for students to perform during non-school hours. Their findings suggest that parents' involvement with their children's homework has the potential to have a positive impact on homework being completed. The actual effect, though, of parents' involvement

on their children's achievement was negligible to non-existent, except among the youngest children.

Within their many analyses, Patall et al. (2008) did find that "Setting rules about when and where homework should be done had the strongest positive relationship with achievement" (p. 1,090). This included parents clearly communicating expectations to their children regarding the importance of homework, providing guidelines for completing homework, and reinforcing behaviors that resulted in rules being followed. The researchers concluded that "this strategy [setting rules] may be a particularly effective way to increase the time students attend to homework tasks, the effectiveness of how the time is used, or both" (p. 1,090). The researchers also hypothesized that homework rules, over time, may be internalized by children which should help them to develop self-regulation skills concerning completing their homework.

Recent Opinions of Experts

Garbacz et al. (2017) present information regarding family engagement that indicates school staff should: (a) reach out to families as key stakeholders in students' lives; (b) focus on equitable strategies that all families can access and use in multiple ways to support their children's learning; and (c) include a family-centered service approach such as school staff demonstrating empathy; focusing on strengths; treating families with dignity; collaborating with family members; and tailoring practices, activities, and interventions to their needs. These researchers advocate the development of conceptual models to guide family engagement programs and serve as a basis of research in the field.

Harris and Robinson (2016) propose a new framework for parent involvement which they believe will result in having a positive impact on students' achievement. Two critical elements of their new framework are: (1) parents consistently sending messages and embedding the value of schooling in their children and (2) parents creating a conducive *life space* for learning—meaning that the environment created at home and the local neighborhood supports academic success at school. The life space concept emphasizes consistent reinforcement by parents of the importance of school and academic success to their children. It also includes creating a physical space at home that is conducive to children's learning and having materials readily at hand to facilitate learning.

Four general themes identified by Harris and Robinson (2016, p. 3) pertaining to what parents can do to enhance the academic success of their children are:

1. **Being Supportive**—This means instilling in children from an early age through high school, the importance of schooling and demonstrating psychological and behavioral support to children indicative of success in all aspects of schooling, including extra-curricular activities. This represents parents authentically behaving in a manner which communicates that they truly care about their children and are nurturing them to be successful in school.
2. **Skillfully Navigating School Choices**—Through the PreK-12 school experience, this includes parents being advocates for children, seeking out the highest quality of education possible, and establishing and following through with advanced planning (e.g., on-going prerequisite to school success over multiple years).
3. **Effectively Conveying the Importance of School**—This means that the parents consistently—and in a positive and reinforcing manner—communicate the importance of academic success in all aspects of their children's schooling.

4. **Labeling of Being Smart**—This means there is consistent and authentic praise and reinforcement regarding children being bright, capable, and academically successful.

These four points advocated by Harris and Robinson are similar to the Support, Monitor, and Advocate Model by Santana, Rothstein, and Bain (2016). They maintain that parents play three roles: (1) *support* their children's education, (2) *monitor* their progress, and (3) *advocate* for them when necessary" (p. 21).

In the context of schools being unsuccessful with parent involvement, Mapp (2017) states that "They send out emails or send notices home with the students, but because they haven't cultivated a trusting, respectful relationship with their families, the families don't come" (p. 41). She also indicates that parents may not come to the school because they may feel intimidated due to bad experiences encountered through their own school experiences. Furthermore, Mapp also states that the primary objective of parent involvement should be to link its initiatives to each student's learning and development, with the emphasis on successful academic achievement. She believes that *role construction*—defined as the way family members view their roles in their children's education—can be nurtured and developed by engaging family members in supporting their children's academic education and social development.

Effective partnership or engagement with students' *family members* is a key to enhancing learning and development. The focal point of school staff should be family engagement in comparison to the concept of parent involvement. Mapp (2017) elaborates by stating, "We're trying to move away from the term parent involvement and switch to family engagement. Parent involvement almost always refers to individualized, passive forms of involvement" (p. 41). For example, a school might have a Family Fun Night where all family members *actively* participate in enjoyable activities, as opposed to a traditional open-house for parents in which they are *talked to* by school staff and their involvement is *passive*.

Mapp, Carver, and Lander (2017) identify three keys to aiding children's success at school that caregivers—parents and/or significant others in children's lives—should know:

1. They are an integral part of their children's development regardless of their past educational experiences, social economic status, or educational level. They are their children's *first teacher*.
2. They have knowledge about their children that educators need in order for school staff and family to work together for the betterment of the children and their academic success.
3. They should not be afraid to reach out to their children's teacher(s) when they feel a need to do so to meet unfulfilled needs of their children.

School staff should view a student's *family* as meaning the significant adults in the child's life with whom she/he resides or has meaningful consistent interaction. Family should not be viewed solely in the traditional sense as children living with their birth parents who are married. With the ever-changing family structure, this is a critical component for schools to understand. Cohen (2017) stresses that "Families are social units defined by their boundaries—who's in and who's not" (p. 46). It is crucial that school staff members not judge or place their values on the family arrangements within which children reside. Showing respect, sincerity, and interest in what children's family members have to say is crucial. Sensitivity to the situations faced by immigrant students and their family members is extremely crucial (Weingarten, 2017-2018; Dubin, 2017-2018). School staff members need to constantly guard against any possible explicit or implicit

biases that can play out through micro-aggressions (Bartz, 2018). Mapp et al. (2017) also stress the importance of school staff members reflecting to identify any assumptions and biases they may have about families that could impede creating effective partnership with them.

Personalized communication—ones not sent via mass communication portals but sent individually to family members by school staff members via telephone, email, text, twitter, and notes home with the student—help build trust and positive relationships (Kraft, 2017). Kraft suggests that:

> Drawing on the research base of effective practices, schoolwide plans should aim to increase the frequency and quality of parent-teacher communication, send parents frequent individualized information about their students' performance, and provide parents with guidance about how to support their students in school and enhance learning opportunities for them at home. (p. 60)

When school staff members interact with family members, it is wise to begin by listing the children's strengths rather than beginning the conversation about the children's weaknesses and problems (Minkel, 2017). Equally important to building trust and positive relations with family members is striving to be *non-judgmental,* to understand the family's circumstances, and to reinforce the positive actions they implement with their children. Asking questions about a child's family life is crucial. School staff members need to be good *listeners and observers* when interacting with family members (Minkel, 2017; Choi, 2017). Examples of positive messages to family members and those that need improvement are listed in Table 1.

Table 1

Examples of Messages to Family Members

Positive Information Messages	Needs Improvement Messages
● John was an active participant in class all through this week—great job! ● Kelly got an A- on her in-class quiz on cell biology—keep up the great work! ● Jamaal stayed focused in class all week—great improvement!	● Kirk was easily distracted in class this week—it is important he try his best to stay focused. ● Tina missed two homework assignments this week—I know she can do better. ● Tom fell asleep in class twice this week—I need more from him (Kraft, 2017, p. 61).

Kohn (2013) reminds school staff members that the much-heralded partnership between themselves and family members needs to consider if and how—depending on age and developmental level—the child should be meaningfully involved. Kohn points out that leaving the child out of involvement may create a perception on the part of the child that the school staff and family members have established an alliance against him/her. This can be counterproductive by causing resentment on the part of the student and the student *digging in* to resist change, especially at the pre-adolescent and adolescent levels.

Epstein and Sheldon (2016) state that "It is a social fact that families are important in children's lives" (p. 216). They then explain how families fit into a partnership for the benefit of children:

> There are some in research and in education who still hold the old view that family engagement is about the parents and that it is up to parents to get involved—or not—in their children's education. This view omits the concept of *partnership* and ignores the benefits of a strong agreement among educators, parents, and policy leaders that education is a shared responsibility of home, school, and community. (p. 216)

Epstein and Sheldon (2016) stress the importance of having specific goals—which they call *goal-links*—as targets for the desired outcomes for family engagement programs. They opine that: "family involvement is not a prescribed or 'fixed' behavior, but a matter of school and district organization to promote equitable connections between the home, the school, and the community that benefit more—or all--students" (p. 215).

Additional insights of Epstein and Sheldon (2016) regarding state-of-the-art family engagement programs are:

(a) "When effective and equitable school organizational practices are in place, more parents become involved and students benefit" (p. 213).

(b) "It is critical to have knowledgeable leaders, research-based structures and processes, and strong content in place at the school and district levels to establish and improve plans and practices that promote more equitable and meaningful partnerships with all students' families" (p. 215).

(c) "When schools and districts successfully plan and implement programs of partnerships, they can change old patterns that limit involvement to some parents and engage more and different families in children's education" (p. 215).

Educators as *media mentors* is an interesting component of effective parent involvement and family engagement programs advanced by Donohue (2017) and contributors to *Family Engagement in the Digital Age: Early Childhood Educators as Media Mentors*. The book's content notes that "technology can become a tool for engaging children and family members in learning together" (p. xx). To accomplish the aforementioned, the role of educator as media mentor is introduced. In the context of educators, a media mentor is defined as one "who supports children and their families in their media decisions and practices around healthy media use and who has access to and shares recommendations for and research on children's media use" (p. 2). Holistically, a media mentor helps guide children, parents, and family members through the digital age. School leaders are encouraged to explore potentially how the media mentor role can be effectively—and practically—integrated into parent involvement and family engagement programs.

Systematically training staff for working effectively with family members to fully engage them in a supportive manner for their children's educational development and achievement is essential. Systematic training means that staff development has a specific implementation plan that includes goals, needed resources, and an implementation timeline that are sufficient to thoroughly cover content needed to be mastered, as well as an evaluation component. Such a component should include formative evaluation that causes participants to implement parts of the staff development content as they are mastered and to discuss the implementation results with

other participants. These discussions and reflections should focus on: (a) determining if the content worked as intended; (b) if it worked, why (causation); and (c) if it did not work, why, and what changes need to be made? The summative evaluation should link results to each goal. Recommendations for enhancement should be made holistically, based on the utilization of both summative and formative results.

The Parent Involvement/Family Engagement
Needs Assessment Instrument[1]

This instrument is based on criteria gleaned from research and experts from the 1970's through 2017, including the authors' 70 years of experiences with parent involvement/family engagement programs and research. The [1]Parent Involvement/Family Engagement Needs Assessment Instrument basically uses Epstein's (2016) six categories for its framework: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision-making, and (6) collaborating with the community (Epstein & Sheldon, 2016). The instrument is found in the Appendix.

Concluding Thoughts

Parent involvement/family engagement programs presently make important contributions to children's lives and have the potential to have an even greater impact. This impact is one that may extend beyond the traditional school setting. Extending learning for children beyond the schoolhouse walls that works in unison with children's experiences at school will result in cognitive and socio-emotional benefits. If school staff members review the information in this article, reflect on how it applies to their situations, and infuse changes to strengthen parent involvement/family engagement program components, they and their students will receive many benefits.

Those individuals developing and researching parent involvement/family engagement programs are urged to continue to move the knowledge base forward for the benefit of all families and their children—regardless of economic status. Effective leadership by school administrators is crucial. Epstein and Sheldon (2016) indicate that effective leadership is essential to successfully establishing, implementing, and evaluating parent involvement/family engagement programs. While a principal's leadership is crucial, school improvement team leadership and individual teacher leadership are also essential in the ongoing quest to maximize the effects of parent involvement/family engagement programs for the benefit of children.

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[1]This instrument is partially based on information presented in African-American Parents and Effective Parent Involvement Programs by D. Bartz, C. Collins-Ayanlaja, & P. Rice, 2017, *Schooling, 8*(1), 1-9. Adapted with permission.

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Appendix

Parent Involvement/Family Engagement
Needs Assessment Instrument

Directions: Please rate each item for your situation by circling your response. If an item does not apply,
do not respond.

Rating Scale: Strongly   Strongly
    Disagree Disagree Undecided Agree Agree
    (1)   (2)   (3)   (4)   (5)

Items	Your Rating
Providing information and assistance to parents for identifying and addressing basic functions of families at home for their children	
1. Providing for children's health and safety needs	1 2 3 4 5
2. Developing parenting skills that prepare children for school success	1 2 3 4 5
3. Building positive home conditions that support school learning and behavior	1 2 3 4 5
4. Providing a warm, caring, and loving environment	1 2 3 4 5
5. Understanding developmental levels of children as they progress in age	1 2 3 4 5
6. Providing for nutritional diet and physical fitness	1 2 3 4 5
7. Nurturing physical, social, and psychological needs of children	1 2 3 4 5
8. Setting rules for when and providing a conducive place where homework can be done	1 2 3 4 5
9. Setting high academic expectations and reinforcing children's successes	1 2 3 4 5
10. Nurturing children to develop intrinsic motivation for desiring academic success	1 2 3 4 5
Effectively addressing basic communication obligations of school staff	
11. Making sure that all communications are respectful of family members' roles in their children's education, both at home and at school	1 2 3 4 5
12. Developing videos and social media information highlighting school events, teachers, and resources available to family members	1 2 3 4 5
13. Providing a personal greeting/welcome packet for new parents/family members	1 2 3 4 5
14. Informing family members about school programs for their children and them	1 2 3 4 5
15. Ensuring written communications are clear and free from educational jargon	1 2 3 4 5
16. Communicating with family members about good behavior, display of effective social skills, and academic successes of children rather than just negative happenings	1 2 3 4 5
17. Making sure that no "bureaucratic hurdles" prevent effective communication between parents/family members and school staff, and participation by parents/family members	1 2 3 4 5
18. Being sensitive to the family members' cultural identity and practices	1 2 3 4 5
19. Striving to make parents/family members feel comfortable when communicating with school personnel in the context of understanding that, based on past experiences as students, they may have feelings of alienation	1 2 3 4 5

Appendix (Continued)

Parent Involvement/Family Engagement
Needs Assessment Instrument

<u>Directions</u>: Please rate your district by circling your response to each item. If an item does not apply, do
not respond to it.

<u>Rating Scale</u>:

Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)

Items	Your Rating
20. Having teachers contact family members at the start of the school year with positive Information about their children	1 2 3 4 5
21. Utilizing technology (social media, Facebook, email, texts, tweets) for communicating, but not assuming all family members have access or will use it	1 2 3 4 5
22. Establishing channels of communication to receive input from parents/family members and actively listening to their input	1 2 3 4 5
Participation/involvement by family members at the school	
23. Striving to create a sense of *connectedness* or *oneness* between family members, school staff, and children	1 2 3 4 5
24. Providing "personalizing communications" to individual parents/family members via telephone, email, text, twitter, and notes sent home with students	1 2 3 4 5
25. Focusing on creating a trusting and positive relationship with family members	1 2 3 4 5
26. Being culturally sensitive and responsive to family members' customs, norms, and mores	1 2 3 4 5
27. Having impressive curb appeal (outside) and warm, positive, and inviting building appeal (inside)	1 2 3 4 5
28. Conducting open house events which have "make-it and take-it" activities that provide family members with materials and insights pertaining to home-based learning	1 2 3 4 5
29. Involving family members in assisting with fundraising activities, including planning for such activities	1 2 3 4 5
30. Using parents/family members to assist as volunteers in classrooms or other areas of the school	1 2 3 4 5
31. Using parents/family members as volunteers to be greeters at school events	1 2 3 4 5
32. Involving family members in children's school activities	1 2 3 4 5
33. Having parents/family members accompany students and school staff on field trips	1 2 3 4 5
34. Providing a wide range of times for parent involvement/family engagement to increase the likelihood of participation	1 2 3 4 5
35. Including parents/family members in planning for and conducting workshops focused on interests and issues relevant to their children's educational needs	1 2 3 4 5
36. Having a family members' area in the school with coffee, snacks, educational materials, and information related to their children; and displaying artwork and other materials produced by children in this area	1 2 3 4 5
37. Providing food at school-based family members' events	1 2 3 4 5

Appendix (Continued)

Parent Involvement/Family Engagement
Needs Assessment Instrument

<u>Directions</u>: Please rate your district by circling your response to each item. If an item does not apply, do
not respond to it.

<u>Rating Scale</u>: Strongly   Strongly
Disagree   Disagree   Undecided   Agree   Agree
(1)   (2)   (3)   (4)   (5)

Items	Your Rating
38. Understanding the challenges faced by single parents, grandparents, Godparents, foster parents and other caregivers regarding being able to effectively participate in parent involvement/family engagement programs	1 2 3 4 5
39. Making parent/teacher conferences inviting, upbeat, and time convenient; and concluding them on a positive note	1 2 3 4 5
40. Having family fun nights at school in which family members can actively participate in events and socialize with school staff and others	1 2 3 4 5
Assisting parents with learning activities at home	
41. Providing training and materials for family members to use in learning activities at home that are coordinated with children's classwork	1 2 3 4 5
42. Providing easy access for family members to know specific homework assignments for their children	1 2 3 4 5
43. Providing family members with information, resources, and skills related to helping their children at home and understanding the behavioral, social, and academic expectations of each grade level	1 2 3 4 5
44. Linking parents/family members to community agencies that assist them with home-based educational activities for their children	1 2 3 4 5
45. Training in the use of digital sources	1 2 3 4 5
46. Interfacing with churches, non-profits, and other organizations that support children's education beyond the school	1 2 3 4 5
Involving family members in decision making, governance, and advocacy	
47. Involving parents/family members in school committees, such as PTAs, advisory councils, school improvement teams, and independent advocacy groups	1 2 3 4 5
48. Having school policies that are easy for family members to understand and subject to their feedback	1 2 3 4 5
49. Involving parents/family members in advocacy lobbying efforts at local, state, and federal levels	1 2 3 4 5
50. Seeking suggestions from family members for input in school and district policies and procedures	1 2 3 4 5
51. Seeking family members' input to make sure that the school and its personnel avoid a school-centric approach—school staff determining what and how family members should be involved based solely on school norms—in building parent involvement/family engagement programs	1 2 3 4 5

Appendix (Continued)

Parent Involvement/Family Engagement
Needs Assessment Instrument

<u>Directions</u>: Please rate your district by circling your response to each item. If an item does not apply, do
not respond to it.

<u>Rating Scale</u>: Strongly   Strongly
Disagree   Disagree   Undecided   Agree   Agree
(1)   (2)   (3)   (4)   (5)

Items	Your Rating
Using Collaboration and connections with community organizations for family members' benefits	
52. Providing connections with agencies that assist with children and family member health needs	1 2 3 4 5
53. Linking with agencies providing recreational and personal interest activities (e.g., YMCA, parks and recreation departments) for children and family members	1 2 3 4 5
54. Establishing mentoring programs for children with business and social agencies (e.g., Big Brothers and Big Sisters)	1 2 3 4 5
55. Tapping into the resources of service clubs (e.g., Lions, Rotary, Optimist) to benefit children and family members	1 2 3 4 5
56. Interfacing with other governmental units to aid children and family members	1 2 3 4 5
57. Connecting parents/family members with agencies, businesses, and other groups that support their children's educational activities at school	1 2 3 4 5
53. Utilizing community resources that aid family members who do not have means of transportation or child care for siblings, which prevent them from being involved in their children's school activities	1 2 3 4 5
54. Working with public libraries to support and assist family members with educational materials and other resources for their children	1 2 3 4 5
55. Working with entities that provide food and nutritional assistance	1 2 3 4 5