

Engagement Monitoring & Support Tools: Family Engagement Survey

This document includes information about and instructions for using the Family Engagement Survey. If you have any questions about the survey, please contact Michael Huang, Vice President of Learning and Practice, at K12Opportunities@cisnet.org.

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Overview & Sources

What is the purpose of the Family Engagement Survey?

In response to the recent shifts in learning, Communities In Schools (CIS®) and the American Institutes for Research (AIR) partnered to develop the Engagement Monitoring & Support Tools, a set of tools to understand engagement at the individual, classroom, and school levels. One of these tools is a brief set of survey items for families with children in any learning environment (virtual and distance, hybrid, or in person) to report what, if any, challenges they face in supporting their children's learning. These items allow schools to understand how families support learning and identify areas for additional supports to meet families where they are in the moment.

What topics are covered?

The set of survey items covers five domains regarding the conditions for engagement and active engagement.

- **Welcoming and culturally responsive school climate** captures families' feelings about how inclusive the school environment is (e.g., "This school encourages me to provide feedback on my child's experience with their learning.")
- **Leadership and influence opportunities** addresses the opportunities schools provide for families to have a voice in their child's learning (e.g., "Staff at this school care about what I, and families like mine, think about our children's learning.")
- **Knowledge** measures whether families have the information they need to support their children's learning (e.g., "I know who to connect with at the school if I need support or advice about my child's learning.")
- **Bandwidth/Capacity/Ability** refers to the availability and resources families' have to support their children's learning (e.g., "I am able to balance my child(ren)'s school obligations with my own personal/work responsibilities.")
- **Support** measures how much help families have to support their children's learning (e.g., "There are other families at this school that I can contact for information or support if needed.")

Where do the survey items come from?

Most of the items included in this brief survey are new, but some were adapted from other established and validated school climate surveys. The sources are listed below (in alphabetical order):

- Bryk, A. S., & Schneider, B. L. (2003). Trust in schools: A core resource for school reform. *Educational leadership*,60(6), 40-45.
- Mediratta, K., Shah, S., & McAlister, S. (2009). *Community organizing for stronger schools: Strategies and successes*. Cambridge, MA: Harvard Education Press
- Nevada School Wellbeing Survey <https://www.nvschoolwellbeingsurvey.org>
- U.S. Department of Education School Climate Surveys (EDSCLS)—
<https://safesupportivelearning.ed.gov/edscls>

Family Engagement Survey

Many families are facing challenges due to changes in schooling resulting from the COVID-19 pandemic. We want to know what challenges, if any, you are facing as you support your child(ren)'s learning. Your responses to this survey will help us learn how things are going and what we can do to help.

Please respond to the items in this survey regarding your child or children who attend [SCHOOL NAME].

1. What grade(s) is/are your child(ren) in at this school (select all that apply)?
 - Prekindergarten
 - Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7
 - Grade 8
 - Grade 9
 - Grade 10
 - Grade 11
 - Grade 12

2. Is your child/are your children learning primarily (select one response only):
 - In person, at school, with all students attending in person and no students attending virtually
 - In person, at school, with some students attending in person and some students attending virtually
 - In a hybrid environment (in person on some days, at school, and virtually on other days)
 - All virtually from your home
 - All virtually from a childcare facility
 - Other (please specify)

Welcoming and Culturally Responsive School Climate

How strongly do you agree or disagree with the following statements? Mark one response only.

3. This school regularly communicates with me about my child's learning in ways that are easy to understand.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

4. The information from the school about my child's learning is easy for me to access.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

5. This school encourages me to provide feedback on my child's experience with their learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

6. I feel welcome in the school community.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Leadership and Influence Opportunities

How strongly do you agree or disagree with the following statements? Mark one response only.

7. Staff at this school care about what I, and families like mine, think about our children's learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

8. I have opportunities to influence what happens at the school.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

9. I regularly provide feedback to teachers and/or school staff about my child's experience with their learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Knowledge

How strongly do you agree or disagree with the following statements? Mark one response only.

10. I have the information I need (for example: schedule, class expectations, policies about attendance and class participation) to support my child's learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

11. I know who to connect with at the school if I need support or advice about my child's learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

12. I am comfortable with the technology, including devices and online platforms and programs, required to support my child's learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Not Applicable

Bandwidth/Capacity/Ability

How strongly do you agree or disagree with the following statements? Mark one response only.

13. I have established a consistent daily routine with my child to support their learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

14. I regularly use the technology available, including devices and online programs and platforms, to support my child's learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

15. I am able to balance my child's school obligations with my own personal/work responsibilities.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

16. I regularly take time to care for myself so I can best support my child with their learning.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Support

How strongly do you agree or disagree with the following statements? Mark one response only.

17. I contact teachers and school staff when I have questions about my child's learning.
- Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
18. There is someone outside of school who helps my child with their schoolwork if I cannot.
- Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
19. There are other families at this school that I can contact for information or support if needed.
- Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
20. I have a strong support network of family and/or friends.
- Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
21. I am able to support my child's learning.
- Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
22. What supports do you need to help with your child's learning? *Please select all that apply.*
- A tutorial on the online technology my child is using in their learning.
 - Someone to contact (such as a help desk) for help with technology for my child.
 - Additional communication on schoolwork expectations.
 - More frequent feedback on how my child(ren) is/are performing.
 - Opportunities to connect with other families in my child(ren)'s class(es).
 - Additional opportunities to connect with my child(ren)'s teachers.
 - Additional opportunities to connect with school administrators.
 - Additional opportunities to connect with a school counselor or other support staff.
 - Additional information on social emotional learning supports.
 - Additional information on mental health supports.
 - Other (please specify) _____

Encuesta de Participación Familiar

Muchas familias enfrentan desafíos debido a los cambios en la educación que resultaron de la pandemia de COVID-19. Queremos saber qué desafíos, si los hay, enfrenta al apoyar el aprendizaje de sus hijos. Sus respuestas a esta encuesta nos ayudarán a saber cómo van las cosas y qué podemos hacer para ayudar.

Por favor responda a las preguntas de esta encuesta acerca de su hijo(s) que van a [NOMBRE DE LA ESCUELA].

1. ¿En qué grado(s) está/están su(s) hijo(s) en esta escuela (seleccione todos los que correspondan)?

<input type="checkbox"/> Prekindergarten	<input type="checkbox"/> Grado 4	<input type="checkbox"/> Grado 9
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Grado 5	<input type="checkbox"/> Grado 10
<input type="checkbox"/> Grado 1	<input type="checkbox"/> Grado 6	<input type="checkbox"/> Grado 11
<input type="checkbox"/> Grado 2	<input type="checkbox"/> Grado 7	<input type="checkbox"/> Grado 12
<input type="checkbox"/> Grado 3	<input type="checkbox"/> Grado 8	

2. ¿Está su hijo aprendiendo principalmente (marcar una respuesta solamente):
 - En persona, en la escuela, con todos los estudiantes asistiendo en persona y ningún estudiante asistiendo online
 - En persona, en la escuela, con algunos estudiantes asistiendo en persona y algunos estudiantes asistiendo online
 - En un entorno híbrido (en persona algunos días, en la escuela, y online otros días)
 - Todo online desde su casa
 - Todo online desde una guardería
 - Otro (por favor especifique): _____

Ambiente Escolar Hospitalario y Culturalmente Receptivo

¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones? Marcar una respuesta solamente.

3. Esta escuela se comunica regularmente conmigo sobre el aprendizaje de mi hijo de manera fácil de entender.
 - Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

4. Es fácil acceder la información de la escuela sobre el aprendizaje de mi hijo.
 - Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

5. Esta escuela me anima a proporcionar comentarios sobre la experiencia de mi hijo con su aprendizaje.
 - Totalmente en desacuerdo

- En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
6. Me siento bienvenido(a) en la comunidad escolar.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

Oportunidades de Liderazgo e Influencia

¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones? Marcar una respuesta solamente.

7. El personal de esta escuela se preocupa por lo que yo, y familias como la mía, pensamos sobre el aprendizaje de nuestros hijos.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
8. Tengo oportunidades para influir en lo que sucede en la escuela.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
9. A menudo proporciono comentarios a los maestros y / o al personal escolar sobre la experiencia de mi hijo con su aprendizaje.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

Conocimiento

¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones? Marcar una respuesta solamente.

10. Tengo la información que necesito (por ejemplo: horario, expectativas de clase, normas sobre asistencia y participación en clase) para apoyar el aprendizaje de mi hijo.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
11. Sé con quién conectarme en la escuela si necesito apoyo o consejos sobre el aprendizaje de mi hijo.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

12. Me manejo bien con la tecnología, incluidos los dispositivos y las plataformas y programas online necesarios para apoyar el aprendizaje de mi hijo.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

Capacidad / Habilidad

¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones? Marcar una respuesta solamente.

13. Tengo una rutina diaria constante con mi hijo para apoyar su aprendizaje.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

14. Utilizo con regularidad la tecnología disponible, incluidos los dispositivos y los programas y plataformas online, para apoyar el aprendizaje de mi hijo.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

15. Las obligaciones escolares de mi hijo son compatibles con mis responsabilidades personales / laborales.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

16. A menudo me tomo el tiempo para cuidar de mí mismo(a) para poder apoyar mejor a mi hijo con su aprendizaje.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

Apoyo

¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones? Marcar una respuesta solamente.

17. Me comunico con los maestros y el personal de la escuela cuando tengo preguntas sobre el aprendizaje de mi hijo.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
18. Hay alguien fuera de la escuela que ayuda a mi hijo con sus tareas escolares si yo no puedo.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
19. Hay otras familias en esta escuela a las que puedo contactar para obtener información o apoyo si es necesario.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
20. Tengo una sólida red de apoyo de familiares y / o amigos.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
21. Puedo apoyar el aprendizaje de mi hijo.
- Totalmente en desacuerdo
 - En desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
22. ¿Qué apoyos necesita para ayudar con el aprendizaje de su hijo? Por favor seleccione todas las respuestas válidas.
- Un tutorial sobre la tecnología online que mi hijo está usando en su aprendizaje.
 - Alguien con quien contactar (como un teléfono de ayuda) para obtener ayuda con la tecnología para mi hijo.
 - Comunicación adicional sobre las expectativas de tareas escolares.
 - Comentarios más frecuentes sobre el desempeño de mi(s) hijo(s).
 - Oportunidades para conectar con otras familias en la(s) clase(s) de mi(s) hijo(s).
 - Oportunidades adicionales para conectar con los maestros de mi(s) hijo(s).
 - Oportunidades adicionales para conectar con los administradores escolares.
 - Oportunidades adicionales para conectar con un consejero escolar o otro personal de apoyo.
 - Información adicional sobre apoyos para el aprendizaje socioemocional.
 - Información adicional sobre apoyos para la salud mental.
 - Otro (por favor especifique): _____

Scoring Instructions

This section summarizes AIR's recommended approach to scoring the survey items for the Family Engagement Survey (Version 1.0). This is Version 1.0 in an iterative development process. As we learn more about the survey's use as a measurement tool, we will revise it based on feedback and reviewed data.

Response Values

All closed-ended items, with the exception of items 1, 2, 12, and 22, have four response options. Each response option is assigned a numeric value. For the items with an agreement scale, more positive responses receive higher numeric values compared with less positive responses, as specified below. For these items, only one response is permitted per item.

- Strongly Agree (value of 4)
- Agree (value of 3)
- Disagree (value of 2)
- Strongly Disagree (value of 1)

Item 12 includes an additional option of Not Applicable, which is assigned the numeric value of 9.

Identifying Which Items to Include in Each Domain

For the most part, items are grouped by domain under the appropriate headers, with the exception being item 21 (which precedes the final survey item). Items to include in each of the five domains are listed below:

- **Welcoming and culturally responsive school climate:** items 3–6
- **Leadership and influence opportunities:** items 7–9
- **Knowledge:** items 10–12
- **Bandwidth/Capacity/Ability:** items 13–16, 21
- **Support:** items 17–20

Note that items 1, 2, and 22 should not be included in any domain score, and item 21 should be scored in the Bandwidth/Capacity/Ability domain (rather than the Support domain, which is where it appears in the survey to immediately precede the item about which types of support would be helpful).

Calculating the Global and Domain Scores for Engagement

The process AIR proposes for calculating the Global Engagement Scores and scores for each domain involves using item means as described next.

- **Within each domain, calculate the average numeric value for the parent/caregiver's responses to the items.** For example, for Welcoming and Culturally Responsive School Climate, there are four items; a parent/caregiver who answered *agree* (value of 3), *disagree* (value of 2), *agree* (value of 3) and *strongly agree* (value of 4) would have a Welcoming and Culturally Responsive School Climate domain average of 3. *Note: For any skipped item (and item 12 if the respondent selects Not Applicable), do not include that item in the calculation.*

- **Then, average the domain averages to obtain the Global Engagement Score.** The scores will range from 1 to 4.

These items are designed to understand family engagement levels and needs in aggregate (i.e., for a group of families). To examine engagement levels in aggregate, average individuals' scores within areas of interest (e.g., Global Engagement, Welcoming and Culturally Responsive School Climate, etc.). Alternatively, review the distribution of scores across categories (e.g., XX% of scores were Higher Global Engagement). Depending upon the needs of the organization administering the survey, the scores can also be used to identify supports for individual families. See the next section for more information about score categories.

Categorizing Engagement Scores

Because of the low number of items for each domain and the preliminary understanding of the measurement properties of the set of items, we outline the process for identifying scores on the “lower” and “higher” ends for each domain and for Global Engagement, based on the range of possible scores. These scores can be used to understand the needs of individual families and families in aggregate and inform broader supports for the school community. We propose to identify scores only at the lowest and highest ends of the distribution because (prior to further examination of the data) information is too limited to make distinctions for scores in the middle of the distribution.

- **Higher:** Scores equal to or greater than 3.5
- **Lower:** Scores equal to or less than 1.5

“Lower” scores should then be categorized as “Lower [domain],” such as “Lower Global Engagement” or “Lower Welcoming and Culturally Responsive School Climate.” “Higher” scores should then be categorized as “Higher [domain],” such as “Higher Global Engagement” or “Higher Welcoming and Culturally Responsive School Climate.” For practical purposes, scores that are not in these categories can be labeled as “Moderate [domain],” such as “Moderate Global Engagement” or “Moderate Welcoming and Culturally Responsive School Climate.” As previously noted, as we learn more about the measurement properties of these items, we will release updated guidelines regarding thresholds for “lower,” “moderate,” and “higher” categories. Note that the domain categorizations are domain-specific, meaning scores can be lower or higher in one domain, but not others.