Measuring Progress and Evaluating Results

✓ **Objectives:**
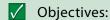- Understand Ways To Measure Progress Across Multiple Levels of Intervention
- Understand Ways To Prioritize Planning for Evaluation
- Understand Ways To Document the Work – "Telling Your Story"

Activities:
- Questions About Outcomes
- Creating Your Staffing Pattern for Evaluation
- Developing a Strategic Plan for "Telling Your Story"

Tools:
- Hiring a Local Evaluator
- Evaluation Planning Steps
- Staff Calendar of Evaluation Activities
- Parent/Caregiver Questionnaire (English and Spanish)
- Student Questionnaire (English and Spanish)
- Family Satisfaction Questionnaire (English and Spanish)

COMMUNITY SCHOOL PARTNERSHIPS

TOOLKIT

Measuring progress across multiple levels

If you participate in a comprehensive, integrated services initiative, chances you have probably already faced a number of requirements to provide information to a number of audiences. For example, if you have staff redirected from public agencies, their home agencies probably monitor their efforts. If funding from a number of programs supports your site, each of those programs may have separate evaluation requirements. Mapping multiple evaluation requirements serves an important function in the development of your community school partnerships.

Mapping your evaluation requirements can help you to:

- Use staff time more efficiently.
- Limit frustration and anxiety over evaluation.
- Remain accountable to diverse audiences.
- Build on, not duplicate, data collection already in progress.
- Draw a connection between what you must collect and what you want to know anyway—important to building "buy-in" among your staff who will do the data collection.

For analytical purposes, you may want to collect background information on the people who receive your services. The following categories among others may interest you: targeted students and families versus no-targeted students and families; race/ethnicity; language spoken; gender; age.

How do you know how many services you delivered and who received them?

- **Collecting information at different levels.** How you count the number of services and supports you provide and how many children and families with whom you work will depend to on whether you want client-level, school-wide, or community wide data.

- **Duplicated versus unduplicated counts.** How you record service counts will also depend on whether or not you want unduplicated counts. For example, let's say you want to know how many different people drop in to your Family Resource Center. You log drop-ins on a form that records all encounters staff have with students at your school to know how many times people dropped in to your center. Collecting unduplicated counts involves more work than simply recording the number of people who drop in, particularly if you see large numbers of people at your site. Your local evaluator can help you develop a system for recording unduplicated counts.

- **Developing a Client Identification System.** Whatever information you decide you need, if you want to keep track of individual clients, you will need a system to identify individual clients and maintain the confidentiality of the students and families with whom you work.

- **Services received by case managed clients.** You should record these services as a regular part of your case management process. Use consistent definitions of service categories and units of service. Have the person who helps you with evaluation compile the information from case records on a regular basis. This will prevent an overwhelming workload at certain times of the year. It will ensure that caseworkers have the support they need to keep their records of families up to date.

- **Services received by other individual clients.** Various individual people will come to you for assistance each week, most of whom probably will not need case management services. You need to keep a log of the people who come to you, your center, your clinic, and so forth. You should keep track of their needs, and what services you provide.

- **Large-Scale Events.** Recording attendance at large-scale presents a challenge. Your need to consider how you will use your information before you begin data collection so you do not do more work than necessary.

- **Collaborative Governance.** Keep a running record of participants in a variety of your collaborative processes and the level of their participation. Interviews or focus groups with collaborative members offer good sources of information about how collaborative governance changes over time.

- **Collaborative Service Delivery.** You may also want to keep track of how the delivery of services at your site changes over time to become more or less collaborative and integrated. Measuring changes in the features of your service delivery system can provide important information. Encourage the coordinator to keep a log/journal of his/her experiences on site. This may help maintain a record of such important information.

Planning for evaluation

Your local evaluation should highlight what works in your community school partnerships and measure results to suggest future directions for your efforts. It should build directly from the results you identify as the most important for your community school partnerships. The evaluation should help you generate immediate and continuous feedback on your progress towards these results. It should bridge the gap between your intentions and the realities of implementation.

Your evaluation can also:

- Help generate support and "buy-in" for your community school partnerships at the state and local levels.

- Get community members involved in your community school partnership.

- Connect with but not duplicate other evaluation activities.

- Provide information for a variety of audiences.

- Improve and strengthen best practices.

- Guide you in telling the story of your community.

Who Should Participate In Planning For Your Evaluation?

Service Providers: Service providers collect information every day through case management and record keeping. You may also need information from other service providers to help you develop a picture of the status of your students and families.

Parents and Students:
- Help define which results you should measure.
- Provide important feedback on how well the services they received have worked.
- Parents and students can reach other parents and students. They can conduct focus groups, develop and use surveys, analyze data and deliver reports.

Teachers: Can serve as technical advisors on ways to assess student success. They can also field test various instruments. Teachers can paint a vivid picture of the students in their classrooms.

In addition to these, you will want to identify two people to play central role in the planning for and implementation of your local evaluation:

1) A point person for evaluation at your site. This person will oversee the timely collection of data and submission of reports. Working with your local evaluator, your point person can help manage the data for your community assessment and your evaluation, facilitate meetings of your evaluation team, develop better ways for your staff to collect data, research outside resources, etc., depending on your needs.

2) Local evaluator. When you select a local evaluator, keep in mind that integrated services initiatives include multiple interventions and activities that will change over time.

Hiring a Local Evaluator

The following are some suggested qualities to look for in hiring a local evaluator:
- Willing to enter into a long-term collaborative relationship with people at the site(s)
- Values are aligned with that of your collaborative and overall initiative
- Comfortable with ambiguity and with not being the expert; ability to part of the network of mutual support and assistance at the site(s)
- Trusted and liked by members of your collaborative
- Has cultural compatibility and sensitivity

Ideal skills/experience:
- Speaks multiple languages
- Previous work designing evaluations of comprehensive, integrated services initiatives or other outcome-based initiatives
- Understands issues of system change
- Facilitation skills and experience
- Knowledgeable about electronic data systems and computers
- Strong organizational skills
- Data base design and programming
- Ability to construct and implement questionnaires, surveys, qualitative protocols
- Knowledge in youth development practices and approach

Questions to ask prospective local evaluators during your hiring process:
- What are some specific ways in which an evaluation plan will enrich the work at our site? The work of our partner agencies? The work of our clients and volunteers?
- In what ways can the work the role of the evaluator be compared to the role of staff in development of the evaluation design, data collection, and data management?
- What has been your past involvement in Community School Partnerships, other school-linked health and human services initiatives/systems, and/or other school reform efforts?

Evaluation planning steps:

Step 5

Plan to Share the Information You Gather Through Your Evaluation in Strategic Ways

Step 4

Know What You Need to Do Day-to-Day in Order to Answer Your Questions

Step 3

Decide What Information You Will Collect to Answer Your Evaluation Questions

Step 2

Define the Key Questions You Need Your Evaluation to Answer

Step 1

Define the Initiative You Will Evaluate

Step 1 — Define the Initiative You Will Evaluate

Efforts to plan an evaluation can become muddled or frustrated because the collaborative had not first decided what activities they wanted to evaluate. In part this is because comprehensive, integrated services initiatives are complex, involving multiple activities and often multiple reform efforts, organized under a single umbrella. Discussions about the content and boundaries of your initiative should occur within your collaborative group up front. Such decisions get to the heart of how your initiative is defined and what it is designed to do.

Consider the broad range of activities that comprise your effort. These can be both formal interventions, such as provision of a certain kind of service, as well as less formal supports such as parent and student groups.

The Strategy Chart in Section 5 is one example of how you can chart the elements of your initiative. You can use one chart to map your approach to meeting each of your outcomes or one large chart to map your comprehensive approach to a set of interrelated outcomes. If you have multiple sites with different resources, needs, and service strategies, you may want to use one or several charts for each site.

Step 2 — Define the Key Questions You Need Your Evaluation to Answer

The following points may be helpful to you as you define and prioritize the questions you need your evaluation to answer.

- Build on your community assessment. Based on the results from your community assessment, what questions about the status of students and families will you need to answer in order to know if things have improved since you took that first snapshot?

- Frame questions whose answers will help you garner long-term support for your initiative. Use what you have learned about your stakeholders interests to develop a set of evaluation questions that will yield the answers they care about and results they would need to see in order to be persuaded to support or continue to support the initiative.

- Think broadly about what results you want to track and measure. A single intervention or activity can lead to improvement in more than one area, even areas which you did not intend to affect. How can you capture all of the results, both anticipated and unanticipated, that might be of interest to you?

- Fame questions you should ask regularly to guide ongoing program improvement. Use your evaluation to test the assumptions about what would lead to improved outcomes for students and families and to gain a better understanding of which interventions and activities lead to improvements in your key outcomes for your targeted students and families.

- Prioritize your evaluation questions. An evaluation can be implemented in pieces or phases, depending on the resources that are available and current needs for information; there is no need to launch immediately into a large-scale evaluation. After a list of questions is compiled you want to be answered in your evaluation, decide which information you need now and which can wait for a later date or additional resources.

- Build on information you already collect. Schools, school districts, and county agencies as well as community-based organizations currently gather a variety of information about the status students and families in your community. This means it may be relatively easy to collect information of interest to you and to incorporate these data into your evaluation design.

- Consider questions about your process (your service delivery) as well as your outcomes (the impact on students and families). You will find that these questions generally fall into one of two categories:

1. Questions about the day-to-day processes of your efforts. These include questions about how many services you are delivering, what kind, to whom, and how accessible they are.

2. Questions about outcomes for students and families. These questions focus on the consequences of a given initiative or intervention for students and families. They ask, given the services we are delivering and the increase connections among members of our community how are the lives of students and families changing as a result?

Step 3

Decide What Information You Will Collect to Answer Your Evaluation Questions

Given the questions you know you need to be able to answer, you will need to determine:

- The indicators by which you will measure your progress
- Where, when, and how to obtain the data you will use as evidence of your progress

You can use the following chart to help you define how you will measure your progress towards your outcomes for students and families. Fill out the chart for each outcome area you want to track. Your local evaluator can facilitate discussions within your collaborative or evaluation team as you answer the questions raised in the chart. A local evaluator also can be particularly helpful in identifying where certain data are available, how to collect it, and how to analyze it. However, decisions about how you will measure your progress toward your outcomes ultimately should be made by your collaborative and by those staff people who will be involved in the day-to-day collection of the data.

The following discussion questions are intended to help you complete each section of the chart.

SAMPLE
Outcome Area: _____

Indicator	Level At Which You Want the Data/Target Group	Type of Data/ Method for Collecting Data	Where is the Data Available (Source)?	How Often is the Data Available?	When Will You Begin Collecting Data & How Often?	When Will You Collect Baseline Data?	Analysis Needed? Who Will Do Analysis?	How Will Information Be Shared?
	What are we trying to accomplish? Are we trying to have an impact on a targeted group, individual students/families, or a more broad-based, diverse population such as a school-wide or community-wide group?	Are we collecting quantitative or qualitative information and what method is used to collect the information? Quantitative Date: include numerical information or statistics. Qualitative Data: Captures how various participants & observers perceive the impact of the work & what efforts mean to different people.	Do case records have data on the progress of individual students/families? What are the public & private agencies that may already collect the aggregated data we need?	What are the different types of data and at what levels is the data available? For example, new school-wide data can generally be expected to be available every quarter/semester and every year.	Consider the following: What period of time will you expect to see change? How often will data be able to be collected? When is data expected to be collected (i.e., by funders or board meetings)?	Baseline data is the intake data from any individual students and families which whom we case manage. For broader levels, look at retrospective data from agencies/organizations that have been engaged in ongoing data collection. Data from the community assessment can serve as baseline data.	What are the ways of taking a closer look at the data to understand in greater detail what is being seen & whether or not statistically significant differences are being seen in the results.	How do we want our reports to look like? How will information be disseminated to members of the collaborative, community, students, families, and various funding sources? What are ways of "telling our story?"

SAMPLE
Outcome Area: _____

Indicator	Level At Which You Want the Data/Target Group	Type of Data/ Method for Collecting Data	Where is the Data Available (Source)?	How Often is the Data Available?	When Will You Begin Collecting Data & How Often?	When Will You Collect Baseline Data?	Analysis Needed? Who Will Do Analysis?	How Will Information Be Shared?

| Step 4 | **Know What You Need to Do Day-to-Day in Order to Answer Your Questions** |

In the previous step you defined what data you need to collect and identified where it is available. Recommendations in this step will help organize what is needed day-to-day in order to collect information and decide what roles various staff need to be responsible for to be able to collect data.

Collecting information for your evaluation, to a significant extent, can be a matter of organizing and perhaps formalizing those activities in which your staff are already engaged so that they help you gather the information you need when you need it. It is highly recommended that times be scheduled throughout the month when individual case records will be checked and compiled. For focus groups, surveys, interviews, and other data collection methods you will design yourselves, be sure to schedule time to:

■ Collect/design/refine the tools/instruments you will use

■ Train people to use the tools/instruments

■ Schedule appointments with necessary people

■ Enter data into an electronic system if one is available

■ Tally data

■ Analyze your data

■ Meet to discuss implications of findings

The tool: Creating Your Staffing Pattern for Evaluation Activities asks you to map what is involved in collecting information for your evaluation and what roles your staff can play in data collection activities. It is recommended that your staff and other participants be convened to discuss and complete columns 6 and 7. Convening other participants will help identify who already collects this information and if there is any other information that might be important to include in your evaluation.

Creating Your Staffing Pattern for Evaluation Activities

1	2	3	4	5	6	7
What Data do we need?	What data collection activity is necessary?	When must data be reported?	On What data(s) does regular data collection need to happen?	When will we collect baseline data?	Role of staff members	Role of point person for evaluation at our site?

Staff Calendars of Evaluation Activities

A calendar can be on of the most important evaluation tools. Calendars should be created that contain all evaluation activities in which you will be engaged weekly, monthly, quarterly, and annually. Convening a meeting or several staff meetings, solely dedicated to drafting your staff calendar will help ensure that regular evaluation activities get integrated in the decisions about your staff schedule. It is recommended that the following dates of activities are included in your calendars:

- Initial and ongoing training and evaluation
- Data collection
- Data entry into your common electronic data system (i.e. electronic data system or common case record) if you have one
- Data analysis
- Reporting
- Feedback sessions
- CELEBRATIONS

Step 5 — Plan to Share the Information You Gather through Your Evaluation in Strategic Ways

Effective communication of your findings or the "telling of your story" is an essential piece of your evaluation. It is important to think through how to communicate your information in creative and strategic ways.

Thinking Strategically About "telling your story"

Audience: Think broadly about the audiences with which you will need to share your information. Identify who are the people you will want and need to share information with.

Timing: Be selective about which of your results you share with a given audience at a given time. You want to catch your audience when you have the greatest chance of getting their attention and when they have opportunities to act on what they hear.

Type of Information: Try to balance the types (qualitative and quantitative) of information you provide, regardless of the information various stakeholders say they want.

Messenger: *Who* delivers your message can be as important than *what* your message is. People who can "tell your story" about your efforts include: site director, partner agencies, site staff, and the students and families with and for whom you work.

Forum: The forum that you choose is also essential to the effective communication of your message. Think about how to reach your audience where they are rather than expecting your audience to come to you. Possible forums include: board meetings, written reports and updates, print media, television, newsletters, presentations, myspace, texting, and radio.

Feedback for Staff: Do not forget that you and your staff are an important audience. Create regularly scheduled opportunities for staff to provide feedback and their input.

Developing a Strategic Plan for "Telling Your Story"

Who do we need to share our findings with? Who is our audience?	What do they need to know?	In what forum is the best to present/share our information?	When do these groups/ individuals meet? (Calendar dates)	When should we be prepared to share our findings? (Calendar dates)	Who and/or what team will be responsible for preparing to share our finding?

CYSC FAMILY SATISFACTION QUESTIONNAIRE

A) Where was your child(ren) living before you agreed to work with CYSC?	b) Where is your child(ren) currently living?
with parent(s)_____ with relatives_____ foster home_____ group home_____ residential facility_____ other:_____	with parent(s)_____ with relatives_____ foster home_____ group home_____ residential facility_____ other:_____

Please indicate if you agree or disagree with the following statements about your child and family's experience with CYSC, by circling either (agree or disagree). If there are any questions or additional comments that you might have, space has been provided for you to do so.

1) My child(ren) are now living in a better home environment.	agree	disagree	Comments:
2) With CYSF's help services are better coordinated for family.	agree	disagree	Comments:
3) CYSC's service plans are tailored to meet my family member's individual needs.	agree	disagree	Comments:
4) CYSC's staff include me in planning for my family.	agree	disagree	Comments:
5) CYSC's staff listen to my opinions about my child(ren)'s care.	agree	disagree	Comments:

CYSC FAMILY SATISFACTION QUESTIONNAIRE

A) Donde estaban viviendos sus hijos/hijos antes de recibir servicios de CYCS? con padres_____ familiares_____ casa de acogida_____ grupo residencial_____ residencia de niños_____ otro:_____	b) Dondo viven sus hijos ahora? con padres_____ familiares_____ casa de acogida_____ grupo residencial_____ residencia de niños_____ otro:_____

Por favor indique su opinion sobre las siguiento cuestionario. Marque sí o no en el espacio apropiado.
Si Usted tiene que hacer comentarios o preguntas sientase libre para hacerlas.

1) Mis hijos vivien en un major hogar.	sí	no	Comentarios:
2) Con la ayuda de CYSC los servicios a mi familia fueron major cordinados.	sí	no	Comentarios:
3) Los planes de CYSC fueron ajustados a las necesidados de los miembros de mi familia.	sí	no	Comentarios:
4) Mi equipo de CYSC escucho mis sugerencias al planificar para mi familia.	sí	no	Comentarios:
5) El equipo de CYSC escucho mis sugerencias sobre el cuidado de mis hijos.	sí	no	Comentarios:

FULL CIRCLE PROG

11) Mí impression general de CYSC es favorable.	sí	no	Comentarios:

12) Por favor, comente sobre los aspectos postivos y negativos de CYSC..

Aspectos positivos de CYSC:_____
_____
_____
_____
_____
_____

Aspectos negativos de CYSC:_____
_____
_____
_____
_____
_____

Otros comentarios, sugerencias, preguntas:_____
_____
_____
_____
_____
_____

Site ID: _____

Location #: _____

☐ Assisted
☐ Refused

PARENT/CAREGIVER QUESTIONNAIRE

To be completed by staff:

Child: _____	Child ID: _____	Today;s Date _____
(first name of index child)		month day year

Dear Parent: We want to learn how to serve families better. Please fill out this confidential form about your feelings and your family. There are no right or wrong answers--we want to learn about your opinions and feelings. When you are finished, please fold the form, put it in the attached envelope, seal the envelope, and return it to your interviewer. Thank you.

1. What is your relationsihp to the child listed above? Please circle one response.

     1 Mother   2 Father   3 Grandmother   4 Grandftaher   5 Other:_____

2. Families get involved in different ways with their children at home and at school. How often do you usually do the following activities with the child listed above? Please CIRCLE ONE AN-SWER for each statement.

HOW MANY TIMES IN A MONTH DO YOU USUALLY...	NOT USUALLY	1-2 TIME A MONTH	3-5 TIME A MONTH	MORE THAN 5 TIMES A MONTH
a, Talk to your child about the importance of school.	0	1-2	3-5	more than 5
b. Listen to your child read or read to your child.	0	1-2	3-5	more than 5
c. Help your child with homework.	0	1-2	3-5	more than 5

HOW MANY TIMES A YEAR DO YOU USUALLY...	NOT USUALLY	1-2 TIME A MONTH	3-5 TIME A MONTH	MORE THAN 5 TIMES A MONTH
d. Attend school events or meetings.	0	1-2	3-5	more than 5
e. Visit your child's classroom.	0	1-2	3-5	more than 5
f. Talk with your child's teacher.	0	1-2	3-5	more than 5

3. Thinking about the future, do you expect the child listed above to graduate from high school? Please CIRCLE ONE.
     Yes   No

4. Do you expect the child listed above to go to college? Please CIRCLE ONE.
     Yes   No

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5. For each of the following questi[...] [...]ark the answer that best fits how you feel. Please CIRCLE ONE ANSWER for each statement

YES	Means you AGREE STRONGLY with the statement.
yes	Means you AGREE A LITTLE with the statement.
no	Means you DISAGREE A LITTLE with the statement.
NO	Means you DISAGREE STRONGLY with the statement.

SCHOOL (the school attended by child listed on front)...	AGREE STRONGLY	AGREE A LITTLE	DISAGREE A LITTLE	DISAGREE STRONGLY
a. The teachers at the school care about my child.	YES	yes	no	NO
b. The staff at the school make me feel welcome at the school.	YES	yes	no	NO
c. I trust people at school to do what is right for my child.	YES	yes	no	NO
d. I feel comfortable talking to my child's teacher.	YES	yes	no	NO
e. It is important for parents to know what is happening in their child's classroom.	YES	yes	no	NO
f. I am satisfied with my own ability to take care of my child.	YES	yes	no	NO
FAMILY...				
g. Members of my family turn to each other for help.	YES	yes	no	NO
h. In our home, we feel loved.	YES	yes	no	NO
i. When things go wrong, we blame each other.	YES	yes	no	NO
j. Family members pay attention to each other and listen to what is said.	YES	yes	no	NO
k. My family has trouble solving problems together.	YES	yes	no	NO
l. My family enjoys being together.	YES	yes	no	NO
COMMUNITY...				
m. When my family needs help, we have friends or family to count on.	YES	yes	no	NO
n. I feel there are agencies in this comunity where I can go for help if I need it.	YES	yes	no	NO
o. This community has a lot to offer my family.	YES	yes	no	NO

Site ID: _____

Location #: _____

☐ Assisted
☐ Refused

ENCUESTA PARA PADRES/ENCARGADOS

Para uso oficial

Niño:	Child ID:	Today's Date
(first name of index child)		month day year

Estimado Padre/Madre: Queremos aprender como prestar mejor servicio a las familias. Haga el favor de lienar esta encuesta confidencial sobre sus opiniones y sobre su familia. No hay repuestas correctas ni incorrectas--queremos conocer sus opiniones y pensamientos. Cuando termine, haga el favor de doblar la encuesta, colocaria dentro del sobre adjunto, cerraria, y devolveria a la persona que está haciendo la encuesta.

1. Cuál es su parentesco con el niño cuyo nombre apareca arriba? Por favor, PONGA UN CIRCULO ALREDEDOR DE UNA REPUESTA.

   1 Madre   2 Padre   3 Abuela   4 Abuelo   5 Otro:_____

2. La familia participa en muchas formas en la vida del niño tanto en la casa como en la escuela. Con cuánta frecuencia hace Ud. las siguientes activadades con el niño cuyo nombre aparece arriba? Por favor, PONGA UN CIRCULO ALREDEDOR DE UNA RESPUESTA POR CADA PREGUNTA.

GENERALMENTE, CUANTAS VECES EN EL MES HACE UD. LO SIGUIENTE...	GENERALMENTE NO LO HAGO	1-2 VECES AL MES	3-5 VECES AL MES	MÁS DE 5 VECES AL MES
a, Habla con su hijo sobre la importancia de la escuela..	0	1-2	3-5	más de 5
b. Escucha a su hijo mientras le o lee a su hijo.	0	1-2	3-5	más de 5
c. Ayuda a su hijo con la tarea de la escuela	0	1-2	3-5	más de 5

GENERALMENTE, CUANTAS VECES EN EL AÑO HACE UD. LO SIGUIENTE...	GENERALMENTE NO LO HAGO	1-2 VECES AL AÑO	3-5 VECES AL AÑO	MÁS DE 5 VECES AL AÑO
d. asiste a programas o reuniones que tienen que ver con la escuela.	0	1-2	3-5	más de 5
e. Vista la clase de su hijo.	0	1-2	3-5	más de 5
f. Habla con el maestro de su hijo.	0	1-2	3-5	más de 5

3. Pensando en el futuro, piensa Ud. que el niño cuyo nombre aparece arriba se va a graduar de la escuela secundaria? Por favor PONGA UN CIRCULO ALREDEDOR DE UNA REPUESTA.

   Sí   No

4. Piensa Ud. que el niño cuyo nombre aparece arriba asistirá a la universidad? Par fovor PONGA UN CIRCULO ALREDEDOR DE UNA RESPUESTA.

   Sí   No

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5. Para cada una de las siguientes ....tas, señale la respuesta que mejor representa lo que Ud. piensa. Por favor PONGA UN CIRCULO ALREDEDOR DE UNA RESPUESTA POR CADA PREGUNTA.

SÍ	Indica que Ud. está **decidídamente de acuerdo** con la pregunta.
Sí	Indica que Ud. está **más o menos de acuerdo** con la pregunta.
no	Indica que Ud. **no está muy de acuerdo** con la pregunta.
NO	Indica que Ud. **decidídamente no está de acuredo** con la pregunta.

LA ESCUELA (la escuela a la que asiste el niño cuyo nombre aparece al principio)...	ESTA DE ACUERDO	MAS O MENOS DE ACUERDO	NO MUY DE ACUERDO	NO ESTA DE ACUERDO
a. Los maestros en la escuela se preocupan por mi hijo.	SÍ	sí	no	NO
b. El personal de la escuela me hace sentir bienvenido.	SÍ	sí	no	NO
c. Tengo confianza que la gente en la escuela hacen to correcto para mi hijo.	SÍ		sí	no	NO
d. Me siento cómodo hablando con el maestro de mi hijo.	SÍ	sí	no	NO
e. Es importante que los padres sepan la que está pasando en la clase de su hijo.	SÍ	sí	no	NO
f. Estoy satisfecho con mi propia habilidad de cuidar a mi hijo.	SÍ	sí	no	NO

LA FAMILIA...				
g. Los miembros de mi familia pueden acudir los unos a los ostros cuando necesitan ayuda.		Sí	sí	no
h. En nuestra familia, sentimos cariño.	NO			
i. Cuando las cosas van mal, culpamos los unos a los otros.	SÍ	sí	no	NO
j. Los miembros de la familia prestan atención el uno al otro y escuchan a lo que se dice.	SÍ	sí	no	NO
k. Mi familia es buena en resolver los problemas juntos.	SÍ	sí	no	NO
	SÍ	sí	no	NO
l. A mi familia les guesta estar juntos.				

LA COMUNIDAD...				
m. Cuando mi familia necesita ayuda, podemos contar con amigos o familia.	NO	Sí	sí	no
n. Pienso que hay agencias en esta comunidad donde puedo ir a conseguir ayuda si la necesito.	SÍ	sí	no	NO
o. Esta comunidad tiene mucho que ofrecerle a mi familia.	SÍ	sí	no	NO