



**Harvard Family  
Research Project**



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## **Data Collection Instruments for Evaluating Family Involvement**

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## Overview of This Resource

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As evidence supporting the benefits of family involvement in learning mounts, there is an increasing demand for evaluation of family involvement initiatives and for additional research to inform practice and policy. Those designing and implementing family involvement programs must be responsive to calls to bolster the quality of the evidence base in the family involvement field by injecting rigorous methods into their evaluation. Many stakeholders, however, find it difficult to identify and locate tools and resources that support rigorous family involvement evaluations. In order to assess family involvement interventions in a high-quality way, family involvement leaders, school administrators, policymakers, and researchers need information about and access to evaluation tools—particularly standardized instruments for collecting data on family involvement practices.

We at Harvard Family Research Project (HFRP) developed this resource as part of our ongoing effort to help practitioners and researchers collect and use data for continuous improvement. Produced in response to calls from within the family involvement field, *Data Collection Instruments for Evaluating Family Involvement* provides stakeholders with some commonly used and standardized data collection instruments on family involvement. This resource can help stakeholders learn about and choose rigorous family involvement instruments to assess impact and ensure quality. By reviewing these and other instruments, program and policy leaders can also think about which measures are most appropriate for their work and how to adapt or develop tools to assess it.

## What Is Family Involvement?

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In order to use these or other tools to evaluate family involvement efforts, stakeholders first must define for themselves what they mean by “family involvement.” We at HFRP believe that family involvement is a core component of a complementary learning system, in which an array of school and nonschool supports complement one another to create an integrated set of community-wide resources that support learning and development from birth to young adulthood. In such a system, family involvement is one of several pathways for supporting young people in the many places and contexts in which they grow and learn. Three elements in particular combine to form a pathway of interactive and ongoing family involvement:

- First, family involvement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children’s learning and development.
- Second, family involvement is continuous across a child’s life and entails an enduring commitment but changing parent roles as children mature from birth to young adulthood.

- Third, effective family involvement cuts across and reinforces learning in the multiple settings where children learn—at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.

Indeed, this resource recognizes that family involvement is the shared responsibility of parents, educators, program staff, community members, and many others and highlights family involvement as a continuous part of child development. As such, it includes data collection instruments designed to assess family involvement from multiple perspectives, including those of families, educators, and children. In addition, the tables below provide information, when available, on the applicability of different instruments across age ranges to aid in evaluating family involvement across the developmental spectrum. Designed to help assess a variety of family involvement practices, programs, and initiatives, the instruments included here focus on family involvement in learning, including family–school communication and relationships, families’ encouragement of learning in the home, and families’ feelings of self-efficacy.<sup>1</sup>

## Instruments Included in This Resource

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A wide range of sources provided the information summarized in these tables. We identified the data collection instruments included here through seminal research studies, Web-based searches, evaluations conducted by the federally funded Parental Information and Resource Centers (PIRCs), and recommendations from the field. In selecting instruments for this resource, we focused on those which collect quantitative data and have been piloted and tested for reliability and/or validity, and that can be readily obtained and used for program and policy evaluations and research studies.

This resource is not designed to be a comprehensive listing of family involvement assessment tools but rather a sampling of validated instruments.<sup>2</sup> Although many other data collection tools—for example, checklists, assessment rubrics, and qualitative interview protocols—are available and often used by schools and communities, they are beyond the scope of this resource.

### Share Your Thoughts and Resources!

Harvard Family Research Project plans to update this resource periodically to include additional validated instruments. We invite you to share information about other validated quantitative data collection instruments with us by emailing [Hfine@gse.harvard.edu](mailto:Hfine@gse.harvard.edu).

## How to Use This Resource

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Because family involvement is a responsibility shared by many individuals in a child’s life, we have organized this resource according to the role of the individual expected to respond to the instrument profiled—that is, parents and other family members, children, and school staff. Instruments that can be used with multiple stakeholders are included in all appropriate tables.

The table includes the following information about each data collection instrument:

- **Instrument** includes the title of the data collection instrument and who developed it.
- **Brief description** describes what the instrument measures, including specific constructs for family involvement.
- **Administered to** lists the types of people whose behaviors, knowledge, and attitudes are assessed by the instrument.
- **Original test population** describes the populations in which the instrument was tested for validity and/or reliability.
- **Measure structure** outlines how the instrument is formatted, including length and type of questions.
- **Availability** tells you where to look for more information about or to obtain the instrument.

## Selecting an Evaluation Instrument

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Not every family involvement program or initiative uses evaluation for the same reasons. The instruments listed in the tables below serve a range of evaluation purposes, from measuring parental motivation for involvement and teacher outreach to school-sponsored involvement activities. As you consider your evaluation needs and select instruments to assess your program's activities, we encourage you to consider the following issues:

- ***Alignment of program objectives with evaluation instrument.*** Given its different measures, will the evaluation instrument you selected yield useful information about how well your program is meeting its own particular objectives?
- ***Applicability to respondents.*** If your respondents differ from the population in which the instrument was tested for validity and/or reliability, how will this influence your interpretation of evaluation results? Is the format and language of the instrument conducive to the way you are currently engaging with parents, teachers, and others to whom you might administer the instrument?
- ***Human and financial costs.*** Will you need to invest resources in building capacity—in expertise or in time—to collect, analyze, or use data that will be harvested from the instrument?

These are just a few of the important considerations you will need to consider to select the most appropriate evaluation instrument for your target population and help enhance the validity and usefulness of the information you obtain about your program's efforts. With these considerations

in mind, you can use the information in this resource to find data collection instruments that align with the goals of your programs, policies, and studies.

This resource is intended to provide options for data collection and is not an endorsement of any of the specific instruments. Technical assistance or consultation with professional evaluators may be necessary before selecting or utilizing the instruments.

**Family Involvement Instruments With Parents and Other Family Members as Respondents**

<b>Instrument</b>	<b>Brief Description</b>	<b>Administered To</b>	<b>Original Test Population</b>	<b>Measure Structure</b>	<b>Availability</b>
<p><b>Family–School Partnership Lab Scales: Parent and Student Questionnaires</b><sup>3</sup></p> <p>(Hoover-Dempsey and Sandler)</p>	<p>The Family–School Partnership Lab Scales measure three levels of parent involvement:</p> <ul style="list-style-type: none"> <li>• Level 1 – parent-reported personal motivators for involvement, perceptions of invitations to be involved, and perceived life context</li> <li>• Level 2 – parent-reported types of involvement (home based and school based) as well as report of mechanisms to be involved (also includes student outcomes)</li> <li>• Level 3 – student perceptions of parent involvement</li> </ul>	Parents	<p>Parents of children in kindergarten through sixth grade</p> <p>Students in fourth through sixth grade</p>	<p>Parent questionnaire has 116 items.</p> <p>Student questionnaire has 49 items.</p> <p>Available in English and Spanish</p>	<p>Available in<sup>4</sup>:</p> <p>Hoover-Dempsey, K. V., &amp; Sandler, H. M. (2005). <i>Final performance report for OERI Grant # R305T010673: The social context of parental involvement: A path to enhanced achievement</i>. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.</p> <p><a href="http://www.vanderbilt.edu/Peabody/family-school/scaledescriptions.html">http://www.vanderbilt.edu/Peabody/family-school/scaledescriptions.html</a></p> <p>(Please review authors' Statement of Use for citation instructions when using these scales.)</p>
<p><b>Parent and School Survey (PASS)</b></p> <p>(Ringenberger, Funk, Mullen, Wilford, and Kramer)</p>	<p>Measures six dimensions of family involvement (adapted from typology from the National Network of Partnership Schools):</p> <ul style="list-style-type: none"> <li>• Parenting – home environment conducive to learning</li> <li>• Communicating – home–school communication about child’s academic issues</li> <li>• Volunteering – activities in the school and classroom</li> <li>• Learning at home – help and encouragement with school work</li> <li>• Decision making – involvement with governance and shaping policies/practices at school</li> <li>• Collaborating with the community – parent knowledge and use of community resources for learning</li> </ul>	Parents	<p>Parents of children in kindergarten through sixth grade</p> <p>Largely middle-class and White settings</p> <p>82.5% females</p>	<p>Two sections:</p> <p>24 items about parent involvement behaviors and beliefs on a 5-point Likert scale (strongly disagree to strongly agree)</p> <p>6 items about level of difficulty certain barriers present to involvement on a 3-point Likert scale (a lot to not an issue)</p>	<p>Available in:</p> <p>Ringenberg, M., Funk, V., Mullen, K., Wilford, A., &amp; Kramer, J. (2005). Test-Retest Reliability of the Parent And School Survey (PASS). <i>The School Community Journal</i>, 15(2), 121–134.</p> <p><a href="http://www.adi.org/journal/fw05/RingenbergFunkMullenWilfordKramerFall2005.pdf">http://www.adi.org/journal/fw05/RingenbergFunkMullenWilfordKramerFall2005.pdf</a></p>

**Family Involvement Instruments With Parents and Other Family Members as Respondents**

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<p><b>Parent as a Teacher Inventory (PAAT)</b></p> <p>(Strom and Strom)</p>	<p>PAAT uses a composite attitude scale to help mothers and fathers of preschool and primary grade children recognize their favorable qualities and identify realms in which they need further personal growth.</p> <p>PAAT measures parents' feelings about:</p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Frustration</li> <li>• Control</li> <li>• Play</li> <li>• Teaching/learning</li> </ul>	Parents	<p>Parents of children ages 3 to 9</p> <p>Information about the validation sample is available in the manual</p>	<p>50 items that survey parents about their understanding of five aspects of the parent-child interactive system</p>	<p>Starter set: \$58.95 (1 inventory manual, 20 inventory/identification booklets, and 20 comparison profiles); sample set: \$20.90 (1 of each item). Available for purchase at:</p> <p><a href="http://ststesting.com/FI.html">http://ststesting.com/FI.html</a></p> <p>Available in English and Spanish from the publisher. Also available from the author in Arabic, Bengali, French, German, Greek, Hebrew, Hindi, Hopi, Japanese, Kannada, Mandarin, Malay, Navajo, Portuguese, Serbo-Croatian, Sinhalese, and Turkish.</p>
<p><b>Parent Education Profile (PEP)</b></p> <p>(Dwyer)</p>	<p>The PEP framework has four scales related to children's literacy development:</p> <ul style="list-style-type: none"> <li>• Parent's Support for Children's Learning in the Home</li> <li>• Parent's Role in Interactive Literacy Activities</li> <li>• Parent's Role in Supporting Child's Learning in Formal Educational Settings</li> <li>• Taking on the Parent Role</li> </ul> <p>Within each scale are subscales and levels that describe a progression of the parent's development in understanding and using skills connected to that scale.</p>	Parents	Parents of infants and children through age 8	<p>Ratings are based on a rubric or developmental levels from least supportive (level 1) to most supportive (level 5) of literacy outcomes</p> <p>Ratings based on observations, interviews, and written journals</p>	<p>Administrator's Guide to Parent Education Profiles (PEP) and PEP Scales: \$30. Available from:</p> <p>RMC Research Corporation 1000 Market Street Portsmouth, NH 03801 kkressley@rmcres.com 1-800-258-0802</p> <p>Available in English and Spanish</p>

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<p><b>Parent Efficacy scales<sup>5</sup></b></p> <p>(Hoover-Dempsey, Bassler, and Brissie)</p>	<p>The Parent Efficacy scales assess parent efficacy through measures for parent perseverance, general ability to influence children’s school outcomes and specific effectiveness in influencing children’s school learning. There are two forms available:</p> <ul style="list-style-type: none"> <li>• Parent Perceptions of Parent Efficacy (PPPE)</li> <li>• Teacher Perceptions of Parent Efficacy (TPPE)</li> </ul>	<p>Parents</p>	<p>Parents in a large middle-class public school district</p> <p>Predominantly White parents with elementary school children</p>	<p>Items scored on a 5-point Likert scale (1=strongly agree, 5=strongly disagree)</p> <p>Possible total scores for PPPE range from 12 to 60</p> <p>Possible total scores for TPPE range from 7 to 35</p>	<p>Available in:</p> <p>Hoover-Dempsey, K. V., &amp; Sandler, H. M. (2005). <i>Final performance report for OERI Grant # R305T010673: The social context of parental involvement: A path to enhanced achievement</i>. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.</p> <p><a href="http://www.vanderbilt.edu/Peabody/family-school/Reports.html">http://www.vanderbilt.edu/Peabody/family-school/Reports.html</a></p> <p>See Final Report Part B</p> <p>(Please review authors’ Statement of Use for citation instructions when using these scales.)</p>



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<p><b>Parent Involvement At Home (PIH)</b></p> <p><b>Parent Involvement at School (PISC)</b></p> <p><b>Parent Perceived Teacher Outreach (PPTO)</b></p> <p>(Patrikakou and Weissberg)</p>	<p>There are three parts to this series:</p> <ul style="list-style-type: none"> <li>PIH – Investigates various kinds of parent practices that contribute to the enhancement of academic and social development, such as making sure child has a quiet place to do homework and checking child’s homework.</li> <li>PISC – Measures various ways in which parents are involved in their children’s education at school. Items on this scale measured parent participation in both policy-dictated activities (e.g., picking up child’s report card) and in voluntary activities (e.g., volunteering in child’s classroom).</li> <li>PPTO – Measures the parent’s perceptions of various teacher outreach behaviors and practices that encourage and reinforce parent involvement. Contains items on the perception of both the climate that the teacher creates for parents (e.g., does your child’s teacher share information with you in a positive way?) and the level of information the teacher relays to parents (e.g., does the teacher tell you specific ways that you could help your child do better?).</li> </ul>	Parents	Inner-city schools in the Midwest	<p>PIH: 8 items based on weekly frequency for activities</p> <p>PISC: 6 items based on yearly frequencies</p> <p>PPTO: 10 items based on yearly frequencies</p>	<p>Available from<sup>6</sup>:</p> <p>Eva Patrikakou, Ph.D. Associate Professor Director The Learning and Behavior Specialist Program DePaul University epatrika@depaul.edu</p> <p>Available in English and Spanish</p>

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<p><b>Parent Success Indicator (PSI)</b><sup>7</sup></p> <p>(Strom and Strom)</p>	<p>The PSI focuses on six major facets of parenting:</p> <ul style="list-style-type: none"> <li>• Communication – how often the parent is good at communicating and listening to the child</li> <li>• Use of time – how often the parent has difficulty finding time to be involved in the child's daily life</li> <li>• Teaching – how often the parent teaches about important issues such as health, consideration of others feelings, and issues of right and wrong</li> <li>• Frustration – how often the parent is frustrated by the way a child typically behaves</li> <li>• Satisfaction – how often the parent likes the way a child typically behaves</li> <li>• Information needs – how often the parent needs more information about what to expect of a child at a particular age, helping the child succeed in school, helping the child deal with gangs and bullies, preventing the use of drugs and alcohol, and other adolescent concerns.</li> </ul>	<p>Parents</p> <p>Children</p>	<p>Parents of children ages 10 to 14</p> <p>Children ages 10 to 14</p>	<p>Parent survey, child survey</p> <p>Self-reports, parent's perceptions of children</p>	<p>Starter set: \$73.90 (1 manual, 20 parent inventory booklets, 20 child inventory booklets, and 20 comparison profiles); sample set: \$20 (1 of each item)</p> <p>Available for purchase at:</p> <p><a href="http://ststesting.com/FI.html">http://ststesting.com/FI.html</a></p> <p>Available in English and Spanish</p>
<p><b>Parent-Teacher Involvement Questionnaire: Parent (PTIQ-P)</b><sup>8</sup></p> <p>(The Fast Track Project)</p>	<p>The PTIQ-P has four subscales measuring:</p> <ul style="list-style-type: none"> <li>• Quality of parent-teacher relationship</li> <li>• Parent involvement and volunteering at school</li> <li>• Parent endorsement of school</li> <li>• Frequency of parent-teacher contact</li> </ul>	<p>Parents</p>	<p>Parents of children in grades 4 and above available</p>	<p>26 items on a 5-point Likert scale for specific frequency, general frequency, and level of agreement</p>	<p>Available online from the Fast Track Project website<sup>9</sup>:</p> <p><a href="http://www.fasttrackproject.org/techrept/p/ptp/">http://www.fasttrackproject.org/techrept/p/ptp/</a></p> <p>Please contact the instrument's developer for specific terms of use at: <a href="mailto:fasttrack@duke.edu">fasttrack@duke.edu</a></p>

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<p><b>School and Family Partnership: Surveys and Summaries</b><sup>10</sup></p> <p>(Epstein, Salinas, and Connors)</p>	<p>The School and Family Partnership Surveys and Summaries are sets of surveys used to assess attitudes about the parent–teacher relationship. Two versions are available: one for use with elementary/middle school populations and the other with high school populations. There is also a youth questionnaire for students in high school.</p> <p>The School and Family Partnership Surveys include measures for:</p> <ul style="list-style-type: none"> <li>• Basic obligations of parents</li> <li>• Basic obligations of schools</li> <li>• Volunteers at the school building</li> <li>• Involvement in learning activities and homework</li> <li>• Governance/advisory roles for parents</li> </ul>	<p>Parents</p> <p>Teachers</p> <p>Students</p>	<p>Parents and teachers of children ages 5 and up</p>	<p>Varies depending on questionnaire</p>	<p>Survey prices range from \$10–20. Available for purchase through the National Neighborhood of Partnership Schools at Johns Hopkins University<sup>11</sup>:</p> <p><a href="http://www.csos.jhu.edu/p2000/survey.htm">http://www.csos.jhu.edu/p2000/survey.htm</a></p>
<p><b>University of Idaho Survey of Parenting Practices, 2<sup>nd</sup> Edition</b></p> <p>(Shaklee and Demarest)</p>	<p>The University of Idaho Survey of Parenting Practices was developed for the Parents as Teachers (PAT) program. Through a series of retrospective questions, it measures:</p> <ul style="list-style-type: none"> <li>• Changes in parenting practices – knowledge, confidence, skills/abilities, behavior, and networking</li> <li>• Also includes questions for demographics, participation, and satisfaction</li> </ul>	<p>Parents</p>	<p>Parents of children of various ages</p>	<p>34 items, 12 of which measure parenting practices</p>	<p>Complete tool kit: \$85. Available for purchase through the Idaho Family Life Program Resources Website:</p> <p><a href="http://www.agls.uidaho.edu/fcs/extension/familylife/tools.htm#University_of_Idaho_Survey_of_Parenting_Practice">http://www.agls.uidaho.edu/fcs/extension/familylife/tools.htm#University_of_Idaho_Survey_of_Parenting_Practice</a></p> <p>Available in English and Spanish</p>

**Family Involvement Instruments With Parents and Other Family Members as Respondents**

Instrument	Brief Description	Administered To	Original Test Population	Measure Structure	Availability
<p><b>Home Observation for Measurement of the Environment (HOME)</b></p> <p>(Bradley and Caldwell)</p>	<p>The HOME is an instrument completed by a researcher or other observer, which assesses parenting practices and the home environment in a broad range of categories through the use of trained observers. It has four different versions:</p> <ul style="list-style-type: none"> <li>• The Infant/Toddler HOME – designed for use during infancy (birth to age 3) and composed of 45 items clustered into six subscales: 1) Parental Responsivity, 2) Acceptance of Child, 3) Organization of the Environment, 4) Learning Materials, 5) Parental Involvement, and 6) Variety in Experience.</li> <li>• Early Childhood HOME – designed for use with children between 3 and 6 years of age and contains 55 items clustered into 8 subscales: 1) Learning Materials, 2) Language Stimulation, 3) Physical Environment, 4) Parental Responsivity, 5) Learning Stimulation, 6) Modeling of Social Maturity, 7) Variety in Experience, and 8) Acceptance of Child.</li> <li>• Middle Childhood HOME – designed for use between ages 6 and 10 and contains 59 items clustered into eight subscales: 1) Parental Responsivity, 2) Physical Environment, 3) Learning Materials, 4) Active Stimulation, 5) Encouraging Maturity, 6) Emotional Climate, 7) Parental Involvement, and 8) Family Participation.</li> <li>• Early Adolescent HOME – designed for use from 10 to 15 years old and contains 60 items clustered into 7 subscales: 1) Physical Environment, 2) Learning Materials, 3) Modeling, 4) Instructional Activities, 5) Regulatory Activities, 6) Variety of Experience, and 7) Acceptance &amp; Responsivity.</li> </ul>	<p>Parents</p> <p>Children</p>	<p>Families with children from birth through age 14, depending on the scale</p> <p>Tested throughout North and South America (including the Caribbean), in several European and Asian countries, in Australia, and in at least two African nations</p>	<p>Administered by a trained observer</p> <p>Ranges depending on HOME version, all with binary yes/no answers</p>	<p>Comprehensive manual (includes standard, child care setting, and disability adapted manuals): \$50; standard manual: \$40</p> <p>Other necessary materials:                      infant/toddler forms: \$15/pkg of 50;                      early childhood forms: \$25/pkg of 50;                      middle childhood forms: \$12.50/pkg of 25; early adolescent forms: \$12.50/pkg of 25</p> <p>Available for purchase at<sup>12</sup>:</p> <p><a href="http://ualr.edu/case/index.php/home/home-inventory/contact-information/">http://ualr.edu/case/index.php/home/home-inventory/contact-information/</a></p>

Family Involvement Instruments With Parents and Other Family Members as Respondents					
Instrument	Brief Description	Administered To	Original Test Population	Measure Structure	Availability
<b>Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program</b>  (National Center for Education Statistics (NCES))	<p>The Parent and Family Involvement in Education Survey of 2003 assesses the following items:</p> <ul style="list-style-type: none"> <li>• School communication with families about student progress, opportunities for involvement, and other types of information-sharing</li> <li>• Involvement in homework, such as providing designated spaces, helping with homework, and checking homework when it is complete</li> <li>• Involvement in school, such as attending school meetings and events, volunteering, serving on committees, and fundraising</li> <li>• Involvement in nonschool activities, such home-based activities and outings with the student. Parents of students in kindergarten through third grade are also asked about reading to the child.</li> <li>• Experiences with school, such as the climate the school provides for the student and for family involvement</li> <li>• Expectations for postsecondary education, such as what the student will do after high school and the financial support the parent will give</li> <li>• Student activities – the type of school and nonschool activities in which the student is involved</li> <li>• Satisfaction, such as how well the school does at providing various avenues for involvement and communication and opinions of academic standards, teachers, and discipline</li> <li>• School choice – whether the student attends a school of choice or the family moved in order to be eligible for one</li> <li>• Services provided for students with disabilities – whether these services are provided</li> </ul>	Parents	Nationally representative sample of parents of students in kindergarten through 12 <sup>th</sup> grade	64 pages with various scales (yes/no, frequency, agree/disagree multiple choice, and satisfaction)  Administered by trained interviewers at NCES	Available online as a pdf from the NCES website:  <a href="http://nces.ed.gov/nhes/pdf/pfi/pfi03.pdf">http://nces.ed.gov/nhes/pdf/pfi/pfi03.pdf</a>

**Family Involvement Instruments With School Staff as Respondents**

<b>Instrument</b>	<b>Brief Description</b>	<b>Administered To</b>	<b>Original Test Population</b>	<b>Measure Structure</b>	<b>Availability</b>
<p><b>Survey of Chicago Public Schools Teachers, Spring 2003 (Elementary School Edition)</b></p> <p>(Consortium on Chicago School Research at the University of Chicago)</p>	<p>The Parent Involvement and Community Relations section of the Survey of Chicago Public Schools Teachers assesses participant relations through measures of:</p> <ul style="list-style-type: none"> <li>• Parent involvement in school – teachers report on how often parents engage in school-based involvement</li> <li>• Teacher outreach to parents – how teachers work with parents to develop common goals, good communication, and strengthen student learning</li> <li>• Teacher–parent trust – the degree of mutual respect between teachers and parents</li> <li>• Knowledge of student culture – how teachers strive to understand the lives and communities of students</li> <li>• Use of community resources – how teachers use community assets in their teaching and to understand their students</li> <li>• Ties to community – how often teachers interact with the school’s surrounding community</li> </ul>	Elementary school teachers	Chicago Public School teachers (elementary grades)	<p>Questions related to Parent Involvement and Community Relations begin on page 4; section contains 5 question items with multiple sub-questions</p> <p>Varies from agree/disagree statements to quantity/degree measures</p>	<p>Available online as a pdf from the Consortium on Chicago School Research:</p> <p><a href="http://ccsr.uchicago.edu/downloads/74022003-elem-teacher.pdf">http://ccsr.uchicago.edu/downloads/74022003-elem-teacher.pdf</a></p>

**Family Involvement Instruments With School Staff as Respondents**

<b>Instrument</b>	<b>Brief Description</b>	<b>Administered To</b>	<b>Original Test Population</b>	<b>Measure Structure</b>	<b>Availability</b>
<p><b>Parent Efficacy scales<sup>13</sup></b></p> <p>(Hoover-Dempsey, Bassler, and Brissie)</p>	<p>The Parent Efficacy scales assess parent efficacy through measures for parent perseverance, general ability to influence children’s school outcomes, and specific effectiveness in influencing children’s school learning. There are two forms available:</p> <ul style="list-style-type: none"> <li>• Parent Perceptions of Parent Efficacy (PPPE)</li> <li>• Teacher Perceptions of Parent Efficacy (TPPE)</li> </ul>	Teachers	<p>Teachers in a large middle-class public school district</p> <p>Predominantly White respondents in elementary schools</p>	<p>Items scored on a 5-point Likert scale (1=strongly agree, 5=strongly disagree).</p> <p>Possible total scores for PPPE range from 12 to 60</p> <p>Possible total scores for TPPE range from 7 to 35.</p>	<p>Available in:</p> <p>Hoover-Dempsey, K. V., &amp; Sandler, H.M. (2005). <i>Final performance report for OERI Grant # R305T010673: The social context of parental involvement: A path to enhanced achievement</i>. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.</p> <p><a href="http://www.vanderbilt.edu/Peabody/family-school/Reports.html">http://www.vanderbilt.edu/Peabody/family-school/Reports.html</a></p> <p>See Final Report Part B</p> <p>(Please review authors’ Statement of Use for citation instructions when using these scales.)</p>
<p><b>School and Family Partnership: Surveys and Summaries</b></p> <p>(Epstein, Salinas, and Connors)</p>	<p>The School and Family Partnership: Surveys and Summaries are sets of surveys used to assess attitudes about the parent–teacher relationship. Two versions are available: one for use with elementary/middle school populations and the other with high school populations. There is also a youth questionnaire for students in high school.</p> <p>The School and Family Partnership Surveys include measures for:</p> <ul style="list-style-type: none"> <li>• Basic obligations of parents</li> <li>• Basic obligations of schools</li> <li>• Volunteers at the school building</li> <li>• Involvement in learning activities and Homework</li> <li>• Governance/advisory roles for parents</li> </ul>	Teachers	Teachers of children ages 5 and up	<p>Administered by a trained interviewer</p> <p>Varies depending on questionnaire</p>	<p>Survey prices range from \$10–20. Available for purchase through the National Neighborhood of Partnership Schools at Johns Hopkins University<sup>14</sup>:</p> <p><a href="http://www.csos.jhu.edu/p2000/survey.htm">http://www.csos.jhu.edu/p2000/survey.htm</a></p>

**Family Involvement Instruments With School Staff as Respondents**

<b>Instrument</b>	<b>Brief Description</b>	<b>Administered To</b>	<b>Original Test Population</b>	<b>Measure Structure</b>	<b>Availability</b>
<p><b>Parent-Teacher Involvement Questionnaire: Teacher (PTIQ-T)</b><sup>15</sup></p> <p>(The Fast Track Project)</p>	<p>The PTIQ-T has three subscales that measure:</p> <ul style="list-style-type: none"> <li>• Parents' comfort in their relationship with the teacher and with the school</li> <li>• Parent involvement and volunteering in school</li> <li>• Parent-teacher contact</li> </ul>	Teachers	Both high-risk and normative samples	21 items on a 5-point Likert scale	<p>Available online from the Fast Track Project website<sup>16</sup>:</p> <p><a href="http://www.fasttrackproject.org/techrept/p/ptt/">http://www.fasttrackproject.org/techrept/p/ptt/</a></p> <p>Please contact the instrument's developer for specific terms of use at: <a href="mailto:fasttrack@duke.edu">fasttrack@duke.edu</a></p>
<p><b>Survey on Family and School Partnerships in Public Schools, K-8</b></p> <p>(National Center for Education Statistics (NCES))</p>	<p>The NCES Survey on Family and School Partnerships in Public Schools, K-8 addresses the following:</p> <ul style="list-style-type: none"> <li>• The kinds of communications schools establish to provide parents with information</li> <li>• The kinds of activities schools sponsor that are designed to inform parents about their children's performance, and the extent to which parents participate</li> <li>• The kinds of volunteer activities schools make available to parents, and the extent to which parents participate</li> <li>• The extent to which parents are included in decision-making regarding selected school issues</li> <li>• Other factors that influence school efforts to increase parent involvement</li> </ul>	Principals	A nationally representative sample of kindergarten through 8 <sup>th</sup> grade schools	24 items with various scales (yes/no, frequency, agree/disagree multiple choice, and satisfaction)	<p>Available online from the NCES website:</p> <p>Carey, N., Lewis, L., Farris, E., Burns, E. (1998). Parent involvement in children's education: Efforts by public elementary schools. Washington, DC: National Center for Education Statistics.</p> <p>Accessed online April 9, 2009 at: <a href="http://nces.ed.gov/surveys/frss/publications/98032/pdf/questionnaire.pdf">http://nces.ed.gov/surveys/frss/publications/98032/pdf/questionnaire.pdf</a></p>



## Other Resources

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We will be updating this resource as more validated and publicly available instruments become available to us. If you have additional suggestions, please let us know the instrument's name and how to access it. If possible, please send an electronic copy of the instrument to [fine@gse.harvard.edu](mailto:fine@gse.harvard.edu) or mail a hard copy to:

Family Involvement Network of Educators  
Harvard Family Research Project  
3 Garden Street  
Cambridge, MA 02138

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## Endnotes

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<sup>1</sup> Although parent–child relationships, discipline, and other parenting practices and family processes are also core components of a spectrum of family involvement approaches, they are beyond the scope of this particular resource. The Parents as Teachers (PAT) National Center has a searchable database of measures of parenting, as well as child and parent outcomes, at <http://measures.patnc.org/measures/index.php?fuseaction=search.search>.

<sup>2</sup> In some cases, we identified instruments that were well known but not publicly available. As these and other validated instruments become available, we will add them to this resource list.

<sup>3</sup> Also includes student questionnaire. These instruments share some common elements with the Parent Efficacy Scales by Hoover-Dempsey, Bassler, and Brissie.

<sup>4</sup> Also cited in: Walker, J.M., Wilkins, A.S., Dallaire, J., Sandler, H.M., & Hoover-Dempsey, K.V. (2005). Parental involvement: Model revision through scale development. *Elementary School Journal*, 106(2); 85-104.

<sup>5</sup> Also includes a teacher questionnaire.

<sup>6</sup> Also cited in: Patrikakou, E. N., & Weissberg, R. P. (2000). Parents' perceptions of teacher outreach and parent involvement in children's education. *Journal of Prevention & Intervention in the Community*, 20, 103–119.

<sup>7</sup> Youth survey also available.

<sup>8</sup> Teacher questionnaire also available.

<sup>9</sup> Instrument has also been adapted for use in: Kohl, G. O., Lengua, L. J., McMahon, R. J., & Conduct Problems Prevention Research Group (2000). Parent involvement in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology, 38*, 501–523.

<sup>10</sup> Also includes teacher and student questionnaires. These instruments are related to the scales developed by Dauber and Epstein, which measure parent involvement at the school, parent involvement with homework, parent involvement in reading activities, parent attitudes toward the school, school practices to communicate with and involve parents at school, school practices to involve parents at home, and total school program to involve parents. For more information, see Dauber, S. L. & Epstein, J. L. (1993). Parents' attitudes and practices of involvement in inner-city elementary and middle schools. In N. F. Chavkin (Ed.) *Families and schools in a pluralistic society*. Albany, NY: State University of New York Press.

<sup>11</sup> Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. (1997). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.

<sup>12</sup> Instrument also cited in Bradley, R. H. & Caldwell, B.M. (1979). Home observation for measurement of the environment: A revision of the preschool scale. *American Journal of Mental Deficiency, 84*, 235–244 and in Bradley, R. H., & Caldwell, B.M. (1981). The HOME Inventory: A validation of the preschool scale for black children. *Child Development, 52*, 708–710.

<sup>13</sup> Also includes a teacher questionnaire.

<sup>14</sup> Related resource: Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. (1997). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.

<sup>15</sup> Parent questionnaire also available.

<sup>16</sup> Instrument used in Kohl, G. O., Lengua, L. J., McMahon, R. J., & Conduct Problems Prevention Research Group (2000). Parent involvement in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology, 38*, 501–523.

## About Harvard Family Research Project (HFRP)

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Since 1983, we have helped stakeholders develop and evaluate strategies to promote the well-being of children, youth, families, and communities. Our work focuses primarily on three areas that support children’s learning and development—early childhood education, out-of-school time programming, and family and community support in education. Building on our knowledge that schools cannot do it alone, we also focus national attention on complementary learning. Complementary learning is the idea that a systemic approach, which integrates school and nonschool supports, can better ensure that all children have the skills they need to succeed. Underpinning all our work is our commitment to education for strategic decision making, learning and accountability.