

**TABLE 9.1** “Built-In” Evaluation Tools in This *Handbook*

<b>Use These Measures</b>	<b>For These Purposes</b>	<b>How to Use</b>
<p><b>Starting Points: An Inventory of Present Practices of School, Family, and Community Partnerships</b> pp. 175–178 and <i>Handbook CD</i></p>	<p>Help an ATP become familiar with the six types of involvement and take stock of family and community involvement activities that are presently conducted at the school</p> <p>Show that the school is not starting from zero and already is working with the framework of six types of involvement.</p> <p>Enable an ATP to see how it can improve the school’s partnership program with goal-linked activities at different grade levels.</p>	<p>Use <i>Starting Points</i> as one of the first steps in planning a school’s partnership program. Members of the ATP should complete the inventory together—as a group—to have the broadest knowledge of the practices already occurring at the school.</p>
<p><b>Measure of School, Family, and Community Partnerships</b> pp. 342–347 and <i>Handbook CD</i></p>	<p>Help an ATP become familiar with and assess how well activities for all six types of involvement are working for the school as a whole.</p> <p>Provide a metric on which the implementation of each partnership activity might be rated.</p>	<p>Use the <i>Measure</i> to examine whether activities are rare, or are frequent and prevalent at all grade levels, and whether they encourage all families to become engaged at school and at home in many different ways.</p> <p>Use the <i>Measure</i> annually before the ATP writes the next <i>One-Year Action Plan for Partnerships</i>. Or, use it periodically (e.g., every 2–3 years) to track progress in creating a welcoming school environment and a full partnership program.</p>
<p><b>Annual Evaluation of Activities</b> pp. 348–359 and <i>Handbook CD</i></p>	<p>Help an ATP reflect on and rate the quality and outreach of each partnership practice after it is implemented. The comments and ratings accumulate over the year.</p> <p>This is a relatively simple way for an ATP to conduct inquiries into the strengths and weaknesses of each partnership practice after it is implemented, and to discuss improvements needed.</p>	<p>Use the collection of ratings and reflections on all implemented activities prior to writing the next <i>One-Year Action Plan</i> to determine which activities should be repeated, removed, added, or improved.</p>
<p><b>Annual Review of Team Processes</b> p. 112 and <i>Handbook CD</i></p>	<p>Help an ATP examine how well it organizes its work, leadership, meetings, and interactions. Help the ATP identify where improvements in teamwork are needed.</p>	<p>Complete the <i>Review</i> midyear to make adjustments and improvements in how the ATP works as a whole team and in committees.</p>
<p><b>Lead and Succeed: An Inventory of District Leadership &amp; Facilitation Strategies for Partnerships</b> pp. 258–261 and <i>Handbook CD</i></p>	<p>Help district and state leaders for partnerships take stock of how they are working on partnerships to <i>create awareness, align program and policy, guide learning and program development, share knowledge, celebrate milestones, and document progress and evaluate outcomes.</i></p>	<p>Use these inventories as first steps in developing district and state leadership plans for partnerships. Note leadership actions that are already occurring at the state or district level and in facilitating school ATPs. Gather ideas for new strategies and activities to improve programs of partnership at the leadership level and in all schools.</p>
<p><b>States Lead and Succeed: An Inventory of Leadership on Partnerships</b> pp. 267–270 and <i>Handbook CD</i></p>	<p>Help district and state leaders for partnerships identify leadership activities that will facilitate the work of all schools in developing effective partnership programs with all students’ families.</p>	<p>Revisit these inventories periodically to chart progress and identify other activities that will advance partnership programs.</p>