



MiFamily Partnership Assessment

Family Version

Version 1.0
March 2025



Table of Contents

Contributions.....	3
Suggested Citation.....	3
Contributors	3
Directions.....	3
Introductory Items	4
MiFamily Principle 1: Relationships Are the Cornerstone of Family Engagement.....	4
MiFamily Principle 2: Families are Engaged and Supported Partners in their Child's Education	7
MiFamily Principle 3: Family Engagement Efforts are Purposeful, Intentional, and Clearly Identify Learner Outcomes	10
MiFamily Principle 4: Family Engagement Efforts are Tailored to Address all Families so all Learners are Successful	12
MiFamily Principle 5: Positive Learning Environments Contribute to Family Engagement and Learning.....	14
Concluding Items	15
Analysis	16
Resources.....	16

MiFamily Partnership Assessment: Family Version

The MiFamily Partnership Assessment is a pair of practical tools for schools that want to build and maintain partnerships with families. The primary purpose of the assessment is to help school staff and families understand their strengths together and find ways to improve their partnership practices. **This document includes the assessment items for Families.** The assessment items for School Staff and the Administration Guide are both available on the [MiFamily Partnership Assessment](#) webpage.

Contributions

Suggested Citation

Kelty, N., Patton, S., Harms, A., & LeVesseur, C. (2025). MiFamily Partnership Assessment: Family Version 1.0. Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center.

Contributors

These individuals contributed to item development or feedback during the content validation:

- Amy Basket, MiMTSS Technical Assistance Center
- Amy Colton, RMC Research, INC
- Barbara Boone, The Ohio State University, Center on Education and Training for Employment
- Michelle McQueen, MiMTSS Technical Assistance Center
- Sarah Sayko, The National Center on Improving Literacy
- Stephanie Nicholls, Michigan Alliance for Families

Directions

Families and school staff can collaboratively promote strong school-family partnerships. Your feedback is important as our school works to partner with families in the best ways possible.

Rate each item in the assessment using the following scale:

- **Yes (2):** I know the behavior occurred frequently and consistently over the past 12 months
- **Sometimes (1):** I know the behavior occurred over the past 12 months, but not frequently or consistently
- **No (0):** I did not observe the behavior this year
- **Unsure (0):** I am not sure that the behavior occurred this year

If you have multiple children attending the same school, respond based on your experiences with all of your children and interactions with all school staff. If you have children attending multiple schools, you will complete a separate assessment for each school. Each adult in your family can respond individually to this survey, or you can submit one response that represents the combined views of the adults in your family

Introductory Items

Date:

School/Program Name:

Grade(s) of children attending this school:

__PreK __K __1 __2 __3 __4 __5 __6 __7 __8 __9 __10 __11 __12

How satisfied are you overall with your school's partnership with families to support student learning?

☐ Very Satisfied

☐ Unsatisfied

☐ Unsure

☐ Satisfied

☐ Very Unsatisfied

☐ Prefer not to say

MiFamily Principle 1: Relationships Are the Cornerstone of Family Engagement

Building and nurturing strong, positive relationships between all stakeholders, particularly between educators and families, is essential for successful partnerships. These relationships serve as the cornerstone upon which effective collaboration, communication, and support systems are built, ultimately benefiting the development and success of children and strengthening the overall community fabric.

Table 1. Principle 1 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
1.1 I receive regular communication from the school.	At least once per week	2	1	0	0
1.2 The schools send information in a format that works for me.	Examples include social media posts, newsletters, phone calls, and text messages	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
1.3 School staff communication to me is respectful.	Communication efforts are positive, and acknowledge my family's strengths; School staff show interest in getting to know our family; the school assumes I have positive intentions.	2	1	0	0
1.4 I sometimes receive positive information about my child from school staff (not always concerns).	Communication from school is a balance of positive, strength-based information and open communication about areas for growth.	2	1	0	0
1.5 I can connect with school staff using my preferred way of communicating.	Opportunities to connect with my child's school, teacher, principal, and others, include phone, email, texting options, etc.	2	1	0	0
1.6 School staff make an effort to communicate with me using my home language.	I get written communication using my home language; I can speak with school staff using my home language (directly or with an interpreter).	2	1	0	0
1.7 School staff respond to my communications in a timely manner.	I get responses from the school within 48 hours.	2	1	0	0
1.8 I respond to requests from the school in a timely manner.	I complete forms and surveys, return messages from school, and sign up for conferences. If I am unsure what to do next, I ask questions instead of not responding.	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
1.9 I feel comfortable sharing my thoughts and opinions with at least one school employee.	I have shared my ideas and opinions with a school employee (e.g., teacher, principal, teaching aide, recess aide, bus driver) at least once during the past 12 months, and I will do it again as needed.	2	1	0	0
1.10 The school provides opportunities for me to get to know other families.	The school plans meetings and activities for families to get to know each other; families can sign up to be included in a school directory; the school organizes events for family connections.	2	1	0	0

Of the ten items in the Principle 1 section, which item do you think should be a top priority for improvement?

1 2 3 4 5 6 7 8 9 10

What else would you like to share about school-family relationships?

MiFamily Principle 2: Families are Engaged and Supported Partners in their Child's Education

Families play an active and essential role in their child's educational journey. Programs and schools provide the necessary support to fulfill this role through activities such as individualizing efforts, planning effectively with families, and proactively communicating.

Table 2. Principle 2 Items

Items	Examples: What this can look like	Yes	Sometimes	No	Unsure
2.1 My child(ren)'s teacher works with my child(ren) and me to set high goals for my child(ren).	The teacher helps me understand what my child is learning and what skills they should develop each school year. The teacher asks me about my child's strengths and areas for growth. The teacher, my child, and I set goals together.	2	1	0	0
2.2 School staff help me learn how to support my child's learning at home.	The school shares home learning activities with us; Home learning opportunities include activities I can do with my child(ren) that demonstrate how to support learning through everyday activities.	2	1	0	0
2.3 I have the opportunity to plan conferences and meetings with my child(ren)'s school.	I am invited to submit questions or recommendations prior to conferences and meetings; I get guidance on what to expect at conferences or meetings with my child's school.	2	1	0	0
2.4 The teacher shares data about my child's progress and helps me understand what it means.	I have regular opportunities to review and discuss my child's progress with the school.; there are workshops for families to help them understand educational assessments.	2	1	0	0

Items	Examples: What this can look like	Yes	Sometimes	No	Unsure
2.5 When the school is concerned about my child's progress, they invite me to learn more and be part of planning the next steps.	The school contacts me as soon as they are concerned about my child's progress, they invite me to be part of planning next steps while there is time and opportunity for my child to improve (could maybe make this shorter). I am not told later about a major change that has already been made for my child.	2	1	0	0
2.6 Meetings are scheduled at times that are convenient for me.	Meetings are offered at a variety of locations in a variety of formats; flexible meeting times are offered; the school initiates follow-up communication with me.	2	1	0	0
2.7 My family's decisions are supported by school staff.	The school talks positively about my child and family; there is an effort by the school staff to learn about my family's wants, goals, and needs; plans are created collaboratively.	2	1	0	0
2.8 The school prepares me for transitions at key points for my child (e.g., preschool to kindergarten, between schools, or programming).	I am connected to other family mentors; there are information sessions for families explaining expectations, teaching approaches, and how learning skills change as my child transitions to a new grade, a new program, or the next school.	2	1	0	0

Items	Examples: What this can look like	Yes	Sometimes	No	Unsure
2.9 I have been invited to volunteer in my child's school or classroom in ways that support learning.	There are multiple chances for me to be connected to my child's learning, see instruction, and contribute to learning activities (activities beyond chaperoning, fun school events, making copies, etc.).	2	1	0	0
2.10 When I have requested information about resources or community supports from the school, the school has connected me to resources and supports.	The school provides advice on where to access services in the community (e.g., food, housing, employment, mental health care, medical care).	2	1	0	0

Of the ten items in the Principle 2 section, which item do you think should be a top priority for improvement?

1 2 3 4 5 6 7 8 9 10

What else would you like to share about families as partners?

MiFamily Principle 3: Family Engagement Efforts are Purposeful, Intentional, and Clearly Identify Learner Outcomes

Effective family partnership initiatives are characterized by thoughtful planning, purpose-driven actions, and a focus on tangible learner outcomes, all of which are essential for fostering collaborative partnerships between families and educational institutions to support student learning and development.

Table 3. Principle 3 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
3.1 I agree with the school's vision/mission statement.	The school's vision/mission statement reflects what I expect a school to do.	2	1	0	0
3.2 I am asked to complete a school improvement survey in the past 12 months.	I have been asked about school goals, priorities, schedules, and activities in the last 12 months.	2	1	0	0
3.3 The school shares results from the school improvement survey with me.	The school organizes activities to discuss survey results with families, seek additional feedback, and plan improvement activities together.	2	1	0	0
3.4 The school considers my family's feedback to make decisions that support all children.	I see changes being made based on feedback I have offered in surveys and/or the school provides an explanation of why certain ideas were prioritized.	2	1	0	0
3.5 I am aware of the school's priorities and how those priorities were identified.	I have access to school goals or a strategic plan, including data about why the goal/priority was selected, and what progress is being made.	2	1	0	0

Of the five items in the Principle 3 section, which item do you think should be a top priority for improvement?

1 2 3 4 5

What else would you like to share about family involvement in intentional planning?

MiFamily Principle 4: Family Engagement Efforts are Tailored to Address all Families so all Learners are Successful

Inclusivity and customization are emphasized in the approach to designing and implementing family partnership efforts within educational contexts.

Table 4. Principle 4 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
4.1 I am asked to share information about my child, family, and culture.	There are many ways to share information about my child and our family throughout the school year (e.g., questionnaires, conferences/meetings, informal, home visits.)	2	1	0	0
4.2 School staff use information I share about my child, family, and culture to make connections.	School staff, such as the teacher, ask follow-up questions; the school hosts events that honor my family's culture; my child's school work positively incorporates aspects of our family and culture.	2	1	0	0
4.3 Flyers, emails, curriculum, and assessment information are available in my family's home language.	All communications intended for families are translated and available in my home language.	2	1	0	0
4.4 The families I see attending school activities represent the diversity of all families enrolled in the school.	Activity attendance represents the school community across grade levels, socio-economic status, race/ethnicity, family/caregiver gender, etc.	2	1	0	0

4.5 School staff uses a school-wide approach that includes families to celebrate the school's diversity	Regular events and learning opportunities reflect the school's diversity; Events and learning activities for families are co-planned between school staff and families	2	1	0	0
4.6 The school works to remove barriers so that I am able to partner with the school.	The school makes available interpreter services, transportation, childcare during parent events, home visits, and other supports.	2	1	0	0

Of the six items in the Principle 4 section, which item do you think should be a top priority for improvement?

1 2 3 4 5 6

What else would you like to share about tailored efforts to partner with families?

MiFamily Principle 5: Positive Learning Environments Contribute to Family Engagement and Learning

Creating supportive, nurturing, and encouraging settings for learning plays a crucial role in fostering strong partnerships with families. By prioritizing the creation of positive learning environments, educational institutions can foster stronger partnerships with families and promote the overall success and well-being of students.

Table 5. Principle 5 Items

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
5.1 The school provides a welcoming environment for my family.	Grounds and school interior are clean and well-kept; School personnel are visible at drop-off and pickup and interact with families; Security and visiting policies prioritize safety while still making families feel welcome in the building.	2	1	0	0
5.2 The school building and school communications positively include my child's work and our family involvement.	Student work is on display throughout the school; Printed and electronic communications have included my child or my family in positive ways.	2	1	0	0
5.3 School staff treat my child with kindness and respect.	School staff talk positively about my child to me. When my child talks about school, they mention examples of staff kindness and respect.	2	1	0	0
5.4 My child can name adults at school who make my child feel welcome and important.	When asked, my child can name at least two adults.	2	1	0	0

Item	Examples: What this can look like	Always	Sometimes	No	Unsure
5.5 All staff at the school have high expectations for my child.	All school staff believe my child can be successful at school.	2	1	0	0

Of the five items in the Principle 5 section, which item do you think should be a top priority for improvement?

1 2 3 4 5

What else would you like to share about positive learning environments?

Concluding Items

How satisfied are you overall with your school's partnership with families to support student learning?

☐ Very Satisfied

☐ Unsatisfied

☐ Unsure

☐ Satisfied

☐ Very Unsatisfied

☐ Prefer not to say

Use this space to share any additional questions, experiences, or comments:

Analysis

Families and school staff review the results together to identify commonly identified areas of strength and commonly identified areas for improvement. They create an action plan together to sustain strengths and make improvements. The plan includes responsibilities for school staff and identified families. See the MiFamily Partnership Administration Guide for additional details on steps to take after collecting data and how to use the results in partnership with families.

Table 6. Data Summary Template

Principle	What is currently happening?	What is working well?	What needs more work and should be prioritized? (See prioritized items.)
Relationships			
Engaged and supported partners			
Purposeful, Intentional, and Clearly Identify Learner Outcomes			
Family engagement efforts are tailored			
Positive learning environments			

Resources

Tools to Support Family Partnerships:

[Michigan's Family \(MiFamily\) Engagement Framework](https://www.michigan.gov/mileap/education-partnerships/family-partnerships)

(<https://www.michigan.gov/mileap/education-partnerships/family-partnerships>)

[Parental Involvement in Your Child's Education](https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows)

(<https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows>)

[National Parent Teacher Association](https://www.pta.org/)

(<https://www.pta.org/>)

[Partnering with Your Child's School \(PACER Center\)](#)

[Partnering with your Child's Teacher](#)

(<https://www.pacer.org/learning-center/family-engagement/partnering-with-school.asp>)

[11 Ways Parents Can Get Involved in Schools](#)

(<https://parentandteen.com/school-involvement/>)

[20 Ways You Can Help Your Child Succeed in School](#)

(<https://www.colorincolorado.org/article/twenty-ways-you-can-help-your-children-succeed-school>)

[MiFamily Partnership Assessment](#)

(<https://mimtsstac.org/mifamily-partnership-assessment>)

Michigan's MTSS Technical Assistance Center is funded by the
Michigan Department of Education and the U.S. Department of Education,
Office of Special Education Programs.