Family Engagement Survey Overview/Instructions

Thank you for your interest in administering the Family Engagement Survey. This document provides an overview of the survey and instructions for administering it through the districttools.org website. For instructions on general use of the website, click here.

In this document, you will find the following sections:

1. Overview
2. Launching a Survey
3. Distributing/Administering a Survey
4. Taking a Survey
5. Checking Response Rates
6. Viewing Results
7. Interpreting Results
8. Closing a Survey
9. Additional Assistance
10. Translated Copies

Section 1: Overview

The Family Engagement Survey—Version 2 (FES-2)\(^1\) is an online survey designed to inform district and building leaders about their district/building’s success at engaging parents in the education of children. The survey is designed to be distributed to every student’s parents/guardians and measures five domains.

The Family Engagement Survey:

- Evaluates the engagement of parents/guardians within five separate domains.
  - Do staff members create a welcoming environment for parents?
  - Do staff members collaborate with parents in supporting student learning?
  - Do staff members practice effective communication with parents regarding their children’s education?
  - Do staff members practice sharing power and advocacy with parents regarding their children’s education?
  - Do staff members facilitate community involvement?
- Is quick and easy to complete online, resulting in a high response rate.
- Empowers parents to affect meaningful change in district/school culture.
- Produces reliable results across grade levels.
- When used in conjunction with other data, provides administrators and educators the opportunity to recognize strengths in their family engagement practices and create strategies for improvement.
- Keeps responses confidential. No personally identifiable data is included in the automatically generated summary reports. Additionally, district- and building-level data will not be available to anyone if they are neither a website administrator nor a user expressly granted access to the results through a membership invitation on your district Dashboard page. If you have any additional questions or concerns regarding your data, please contact tasneval@ku.edu.

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The Family Engagement Survey—Version 2 consists of the following 20 items rated on a Likert-type scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

<table>
<thead>
<tr>
<th>Full Scale:</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School staff (principals, teachers, counselors, office staff) are welcoming to my family.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.</td>
<td>School staff seek my input to better understand my child and family.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.</td>
<td>I feel my child is valued and cared for in this school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4.</td>
<td>School staff value the diversity and uniqueness of my family.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.</td>
<td>I am informed of upcoming events and how to contact school staff.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.</td>
<td>School staff communicate with me in my preferred language using words that are easy to understand.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers regularly inform me about what my child is learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8.</td>
<td>School staff regularly inform me of my child’s progress with easy-to-understand data.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9.</td>
<td>Teachers contact me to tell me positive things about my child.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10.</td>
<td>I can easily find information about my child’s progress (assessments, assignments, attendance).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.</td>
<td>My school provides helpful information about how to support my child’s learning at home.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12.</td>
<td>During conferences, teachers and I exchange valuable information about my child’s strengths and challenges.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13.</td>
<td>Teachers help my child see personal and academic strengths.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14.</td>
<td>School staff encourage me to share concerns about my child’s academic, social, and emotional wellbeing.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15.</td>
<td>School staff consider me an important partner in making decisions that are in the best interest of my child.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16.</td>
<td>I trust the school administration to make decisions that are in the best interest of all students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17.</td>
<td>I have opportunities to provide input into school policies, programs, and improvement efforts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18.</td>
<td>The school partners with businesses and community organizations in ways that promote students’ learning (volunteer opportunities, field trips, guest speakers, mentoring, summer and afterschool programs).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19.</td>
<td>Partnerships with businesses and community organizations help expand my child’s awareness and involvement in our community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20.</td>
<td>The school helps families connect with needed community resources and supports.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
The Family Engagement Survey—Version 2 includes one open-ended question and four demographic questions:

- Do you have suggestions on how the school can better engage and support your family? Note: Your name is not associated with this survey—please contact school staff directly for a personal response.
- Which of these best describes the races/ethnicities in your home? (Check all that apply)
  - Participants are given seven options to choose from, including Other and Prefer not to answer.
- Does your family speak languages other than English in your home?
- Does your family qualify for free/reduced lunch (FRL) rates?
- Do you have a child who receives special education services (IEP, IFSP) at this school?

The Family Engagement Survey—Version 2 was tested for reliability using Cronbach’s coefficient alpha\(^2\) with 4,159 parent responses during the 2021–2022 school year. The data set includes 123 parent responses from preschools, 2,281 from elementary schools, 842 from middle schools, and 913 from high schools. The Family Engagement Survey—Version 2 was found to be highly reliable (20 items; \(\alpha = .973\)). The welcoming environment domain consisted of four items (\(\alpha = .925\)), the effective communication domain consisted of five items (\(\alpha = .887\)), the supporting student learning domain consisted of four items (\(\alpha = .880\)), the sharing power and advocacy domain consisted of four items (\(\alpha = .922\)), and the community involvement domain consisted of three items (\(\alpha = .924\)). Tables 1 and 2 provide reliability analyses by school level and subgroup.


Table 1. Reliability estimates by domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Items</th>
<th>N PreK</th>
<th>PreK α</th>
<th>N Elementary</th>
<th>Elementary α</th>
<th>N Middle</th>
<th>Middle α</th>
<th>N High</th>
<th>High α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Environment</td>
<td>4</td>
<td>141</td>
<td>.867</td>
<td>2565</td>
<td>.927</td>
<td>990</td>
<td>.918</td>
<td>1076</td>
<td>.911</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>5</td>
<td>148</td>
<td>.912</td>
<td>2648</td>
<td>.894</td>
<td>1012</td>
<td>.867</td>
<td>1123</td>
<td>.854</td>
</tr>
<tr>
<td>Supporting Student Learning</td>
<td>4</td>
<td>139</td>
<td>.874</td>
<td>2667</td>
<td>.897</td>
<td>1023</td>
<td>.867</td>
<td>1108</td>
<td>.853</td>
</tr>
<tr>
<td>Sharing Power and Advocacy</td>
<td>4</td>
<td>144</td>
<td>.872</td>
<td>2654</td>
<td>.922</td>
<td>1047</td>
<td>.913</td>
<td>1151</td>
<td>.910</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>3</td>
<td>136</td>
<td>.932</td>
<td>2524</td>
<td>.926</td>
<td>978</td>
<td>.918</td>
<td>1081</td>
<td>.912</td>
</tr>
<tr>
<td>Overall</td>
<td>20</td>
<td>123</td>
<td>.967</td>
<td>2281</td>
<td>.974</td>
<td>842</td>
<td>.970</td>
<td>913</td>
<td>.968</td>
</tr>
</tbody>
</table>

Table 2. Reliability Estimates by Domain and Subgroup
### Table

<table>
<thead>
<tr>
<th>Items</th>
<th># Items</th>
<th>FRL</th>
<th>IEP</th>
<th>White</th>
<th>Hispanic</th>
<th>Multi</th>
<th>Home Language not English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Environment</td>
<td>4</td>
<td>.802</td>
<td>1063</td>
<td>2835</td>
<td>.374</td>
<td>282</td>
<td>463</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>5</td>
<td>.910</td>
<td>.925</td>
<td>.918</td>
<td>.951</td>
<td>.905</td>
<td>.944</td>
</tr>
<tr>
<td>Supporting Student Learning</td>
<td>4</td>
<td>.906</td>
<td>.890</td>
<td>.861</td>
<td>.933</td>
<td>.864</td>
<td>.919</td>
</tr>
<tr>
<td>Sharing Power and Advocacy</td>
<td>4</td>
<td>.940</td>
<td>.919</td>
<td>.913</td>
<td>.952</td>
<td>.911</td>
<td>.945</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>3</td>
<td>.936</td>
<td>.928</td>
<td>.911</td>
<td>.952</td>
<td>.920</td>
<td>.952</td>
</tr>
<tr>
<td>Overall</td>
<td>20</td>
<td>.979</td>
<td>.975</td>
<td>.970</td>
<td>.983</td>
<td>.968</td>
<td>.981</td>
</tr>
</tbody>
</table>

**Substantive validity.** The FES-2 underwent extensive review prior to full release. In 2021, a full analysis was completed on all FES-1 item responses. Additionally, leadership from the Kansas Parent Information Resource Center (KPIRC) provided feedback based on conversations with parents. Based on this analysis and input, the FES-2 survey was drafted. A survey draft was sent to a wide variety of educators and state and national leaders for feedback. These groups included a social-emotional growth workgroup, the National Association of Family School Community Engagement, the Center for Assistive Special Technology (CAST), a State Personnel Development Grant program lead, a team member of the parent program at the Office of Special Education Programs, the Kansas Technical Assistance and Support Network, and the Special Education and Title Services team at the Kansas State Department of Education. Iterative revisions were made to item wording based on all input and feedback. Overall, school and district administration, TASN providers, state leaders, and national leaders unanimously agreed that the questions on the FES-2 would solicit the information needed by school buildings/districts for determining areas to target for improved family engagement.

**Structural validity.** The domains were purposefully determined based on research across initiatives that focus on best Family Engagement Practices in schools. The Kansas Parent Information Resource Center and the Kansas Technical Assistance Network leadership team provided item wording to align with Family–School Partnership Standards. Additionally, the measure was reviewed by national experts in the area of family engagement. As shown by the reliability analyses, each scale demonstrates strong internal reliability.

**Generalizability validity.** The FES-2 is a population measure as opposed to a sampling measure—all families of students in a school are asked to reflect on their personal perception of how educators and school staff engage with them. The FES-2 produces strong generalizability for schools and districts, representing the on-the-ground implementation and perceptions of families with options for viewing the results by subgroup. Focus groups were convened with school administrators following their use of the measure, and they reported that the results aligned with their perceptions of strengths and challenges with family engagement in their buildings.

**Fairness.** The FES-2 has been utilized by urban, rural, and remote school districts. Results are applicable for decision making in districts and schools regardless of size and the number of instructional staff. Kansas MTSS and Alignment coaches reviewed FES-2 results for schools that they support and found that they aligned with other implementation data for these schools. Through focus groups, school administrators provided input on the results for their building and reported that the results align with their perception of family engagement at their school.

**Consequential validity.** The FES-2 will be analyzed across time. The FES-1 was sensitive to change, and it is anticipated that the FES-2 will be as well, based on findings from the focus groups.
Section 2: Launching a Survey

When you’re ready to launch the Family Engagement Survey for your district or any of its buildings:

1. Click the Create New Survey button on your district’s districttools.org Dashboard page.


3. Create a short URL for your survey by typing text in the Short URL box. This gives respondents a simple option for accessing the survey. In the example below, respondents could type districttools.org/usd100families into their web browser to access the survey. Additional ideas to simplify survey distribution are included in Section 3: Distributing/Administering a Survey.

4. Ensure that all the buildings for which you want to gather responses are included in the list and that the boxes beside their names are checked. For instructions on adding buildings to your district, refer to Section 4: Adding Buildings in the General Site Usage Instructions.

5. Click Create Survey.
6. Your new Family Engagement Survey will now appear on your district Dashboard page.

Section 3: Distributing/Administering a Survey

Now that your survey is ready to go, it’s time to gather responses! Strategize ways to disseminate the survey link you created to parents/guardians (in the example survey created in the previous section, this would be www.districttools.org/USD100families).

If you need to access this link again, click on the survey name on your district’s Dashboard page.

After you click on the survey name, the link you created for the survey will appear under the share title.

The survey is designed to be completed once per school. If the parent/guardian has children in multiple schools, the survey will prompt them to respond multiple times—one for each district building in which they have a child/children enrolled.
Ideas for disseminating the survey link include:

- Having parents complete the survey as part of parent/teacher conferences or some other school event.
- Emailing parents the survey link.
- Distributing the survey link in a letter sent home with students asking parents to complete the survey.

Below is sample text for an email/letter to send to all parents/guardians in your district.

We are asking for your feedback to measure how well [District or School Name] engages families in the education of your children. Please follow this link to complete this brief, 20-item survey to let us know how we’re doing.

[LINK]

Thank you.

Sincerely,

Section 4: Taking a Survey

When a parent/guardian accesses the survey link, they will immediately see a page that identifies your district and asks them to select the language in which they’d prefer to complete the survey.

Once the parent/guardian has selected their preferred language, they will be asked to select a building and given the instructions “If you have children in more than one school in this district, please answer for one school at a time.” If they select the Other option, they will receive an additional prompt to identify the building.

Then, parents/guardians will have the opportunity to rate each of the 20 survey items, using a 5-point Likert-type scale. They will also have the option to leave items blank or select N/A if they feel those items do not apply to them.
After completing the survey for that building, the parent/guardian will be prompted to complete the survey for any additional buildings in which they have students.

Section 5: Checking Response Rates

In real time, you can view the total responses for your survey on your district’s Dashboard page. To see response rates by building, click on the survey under Survey Name.

On the survey results page, make sure that Results For: Entire District is selected.

Here, you can also view the number of responses by building. The grey graph shows the district totals; however, each building’s responses are displayed as a proportion of the total responses in the bars above the chart. In order to quickly see the number of responses for one particular building, simply move your cursor over the bar representing that building.
Section 6: Viewing Results

As soon as parents/guardians start responding to the *Family Engagement Survey*, you’ll be able to go to the survey results page by clicking on the survey under *Survey Names* on your district’s Dashboard page.

By default, the survey results page displays results for all buildings selected for the survey (*Entire District*). You will see the current number of responses for each building, the average rating for each of the 20 survey items (located within the category that item represents), for the five separate domains that encompass these items (i.e., Welcoming Environment, Supporting Student Learning, Effective Communication, Sharing Power and Advocacy, and Community Involvement), and for all 20 items together (the *Overall* bar on the *Average Ratings by Category* graph).
**Participation by School – 2021-12-20**

100 responses

**Average Ratings by Category**

1 = Strongly Disagree, 5 = Strongly Agree

- Welcoming Environment: 3.02
- Effective Communication: 3.11
- Supporting Student Learning: 3.09
- Sharing Power and Advocacy: 2.98
- Community Involvement: 3.19
- Overall: 3.07

**Welcoming Environment**

Two survey items addressed whether parents felt their child’s school was welcoming and whether staff at that school worked to build positive relationships with them.

- School staff (principal, teacher, counselor) offer staff are welcoming to my family. (n=86)
- School staff seek my input to better understand my child and family. (n=86)
- I feel my child is valued and cared for in this school. (n=86)
- School staff value the diversity and uniqueness of my family. (n=78)
- Overall: 3.02

**Effective Communication**

Four survey items addressed whether parents felt like staff at their child’s school communicated effectively with them concerning information about the school and about their child’s education.

- I am informed of upcoming events and how to contact school staff. (n=84)
- School staff communicate with me in my preferred language using words that are easy to understand. (n=87)
- Teachers regularly inform me about what my child is learning. (n=85)
- School staff regularly inform me of my child’s progress with easy-to-understand data. (n=79)
- Teachers constantly tell me positive things about my child. (n=84)
- Overall: 3.11
Supporting Student Learning
Four survey items addressed whether parents felt like staff at their child’s school collaborated with them to support their child’s educational success.

<table>
<thead>
<tr>
<th>Supporting Student Learning</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Neutral</th>
<th>4 = Agree</th>
<th>5 = Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can easily find information about my child’s progress (assessments, assignments, attendance)</td>
<td>4.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school provides helpful information about how to support my child’s learning at home. (n=77)</td>
<td>3.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During conferences, teachers and I exchange valuable information about my child’s strengths and challenges. (n=85)</td>
<td>3.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers help my child see personal and academic strengths. (n=75)</td>
<td>3.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>3.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sharing Power and Advocacy
(1 = Strongly Disagree, 5 = Strongly Agree)

<table>
<thead>
<tr>
<th>Sharing Power and Advocacy</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Neutral</th>
<th>4 = Agree</th>
<th>5 = Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>School staff encourage me to share concerns about my child’s academic, social, and emotional wellbeing. (n=83)</td>
<td>2.66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School staff consider me an important partner in making decisions that are in the best interest of my child. (n=83)</td>
<td>1.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I trust the school administration to make decisions that are in the best interest of all students. (n=87)</td>
<td>3.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have opportunities to provide input into school policies, programs, and improvement efforts. (n=86)</td>
<td>3.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2.98</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Community Involvement
Two survey items addressed whether parents felt that their child’s school was involved in their community and proactive in informing parents about available community resources.

<table>
<thead>
<tr>
<th>Community Involvement</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Neutral</th>
<th>4 = Agree</th>
<th>5 = Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school partners with businesses and community organizations.</td>
<td>3.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnerships with businesses and community organizations help expand my child’s awareness and involvement in our community. (n=68)</td>
<td>3.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school helps families connect with needed community resources and supports. (n=68)</td>
<td>3.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>3.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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To view results for an individual building, click on the **Results For:** button and select a building.
To access the results reported in Spanish, select Spanish from the Language: dropdown menu. You also have the option to choose Vietnamese, Swahili, Arabic, and Chinese.

Once you select the language you want, the results are then reported in that language. The following example is the translation to Spanish.

To print or download a PDF of whichever results you’re viewing, click the Downloads button and choose Generate PDF.
Once the website has finished generating the PDF, **click Download** to access it.

The results can also be disaggregated based on demographic indicators. You have the option to filter results based on whether the student receives **Special Education Services**, their **Race/Ethnicity**, whether the student receives **Free/Reduced Lunch**, and whether **Other Languages Are in Home**. You can choose one option from each category. In this example, the data is limited to students who receive **Special Education Services**, are **Black or African American**, AND receive **Free/Reduced Lunches**.
Section 7: Interpreting Results

*Family Engagement Survey* results provide aggregated data for your district and each school regarding the PTA National Standards for Parent–School Partnerships. The results should be used to identify strengths and prioritize areas of improvement.

### Guided Discussion Questions

1. Quickly glance through the data. What are your first impressions?
2. Does the number of survey participants adequately represent our students’ parents/guardians?
3. Celebrate successes: Which items or domains show high levels of engagement? What processes, events, etc. are in place that support these high levels of engagement?
4. How do the results align with our impressions? Is additional data needed?
5. Prioritize needs: Which items/domains show low levels of engagement? Which items highlight areas that could be improved over the next year? Which demographics are expressing the lowest levels of family engagement?
6. Next steps: How do the results influence our communication with parents and our strategies to engage them?

Section 8: Closing a Survey

One you’re finished collecting responses, **click the Close Survey button** on your district’s dashboard page.

Once a survey is closed, it **cannot be reopened**. If you need additional results, a new *Family Engagement Survey* will have to be launched, and results from the two surveys will not be aggregated automatically. If you’re sure that you are done collecting responses, select Close Survey again in the window that pops up to confirm your decision.

Your *Family Engagement Survey*’s status will now change to **Closed** on your district’s Dashboard page. Anyone who accesses a link for a closed survey will receive the following message:
Section 9: Additional Assistance
For additional assistance or any questions regarding districttools.org or the Family Engagement Survey, please contact tasneval@ku.edu.

Section 10: Translated Copies
The Family Engagement Survey—Version 2 is provided online in Arabic, English, Chinese, Spanish, Swahili, and Vietnamese. Translated, printable versions are available through the corresponding links.


