

Figure 2.3: Survey for Assessing Perceptions About Advocacy

| 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree | | | | | | |
|---|--|---|---|---|---|---|
| 3.1: We empower students and parents with information about resources available to them both inside and outside school that promote academic and personal development. | We view students as powerful advocates for their own success, and we provide opportunities for them to do that advocating. | 1 | 2 | 3 | 4 | 5 |
| | We view parents as powerful advocates for their child’s success, and we provide opportunities for them to do that advocating. | 1 | 2 | 3 | 4 | 5 |
| | We communicate with parents about political, economic, and educational issues that affect their child, and we view them as a powerful lobby. | 1 | 2 | 3 | 4 | 5 |
| 3.2: We are politically involved as a school unit or in cooperation with an agency or organization to lobby our board of education, state legislature, and federal legislature to pass policies and laws that benefit our students. | We actively lobby and influence local, state, and federal officials to secure the resources and conditions necessary for optimal student growth. | 1 | 2 | 3 | 4 | 5 |
| | We believe we are powerful and influential, and we have the efficacy necessary to change systems. | 1 | 2 | 3 | 4 | 5 |
| | We support causes and agencies that advance our collective purpose. | 1 | 2 | 3 | 4 | 5 |
| 3.3: We educate parents and the community about opportunities and resources available to them to influence local, state, and federal policies that impact our students. | We communicate with parents with the intent of empowering them. | 1 | 2 | 3 | 4 | 5 |
| | We encourage parents to be active advocates for their child in the area of resource allocation and favorable policy. | 1 | 2 | 3 | 4 | 5 |
| 3.4: We organize to create partnerships with outside agencies to provide additional resources and opportunities for our students’ academic and personal development. | We actively seek resources and opportunities for our students through partnering with outside agencies. | 1 | 2 | 3 | 4 | 5 |
| | We believe we share in the responsibility to create powerful life experiences for students. | 1 | 2 | 3 | 4 | 5 |
| | We are resourceful and we do not let limitations stop our drive for universal student achievement. | 1 | 2 | 3 | 4 | 5 |
| 3.5: We actively publicize and highlight the achievements of our students, staff, and parents to create a sense of pride and goodwill for our school. | We believe it is our responsibility to inform the public about the great things happening in our school. | 1 | 2 | 3 | 4 | 5 |
| | We communicate regularly with the local media to create positive press for our school. | 1 | 2 | 3 | 4 | 5 |
| | We prominently display positive press or student accomplishments around our school. | 1 | 2 | 3 | 4 | 5 |

Source: Adapted from Muhammad, A. (2015). *Overcoming the achievement gap trap: Liberating mindsets to effect change*. Bloomington, IN: Solution Tree Press.