

WORKBOOK

Tools that fit:

A guide for measuring family, school, and
community engagement

A companion workbook for teams working through the three steps of the guide. Use these pages to record your decisions, notes, and next steps.



How to use this workbook

This workbook accompanies "**Tools that fit: A guide for measuring family, school, and community engagement.**" Teams can record their decisions to each accompanying step in the following checklists.



Determine your why

1a. What are your overarching purposes?

How will you use the data? Check all that apply.

INTERNALLY (WITHIN SCHOOL AND DISTRICT)

- ☐ To improve FSCE practices (e.g., improving parent-teacher conferences)
- ☐ To improve FSCE programming (e.g., parent universities, family events)
- ☐ To inform plans, priorities, and budgets
- ☐ To inform policies
- ☐ To improve two-way communication on student progress (e.g., learning outcomes, attendance)
- ☐ To strengthen relationships with families
- ☐ To promote transparency and communication on school or district decisions, practices, and policies
- ☐ To inform professional development

EXTERNALLY

- ☐ To report to an educational authority
- ☐ To report to external partners (e.g., Title I reports, community partnership meetings)
- ☐ To inform evaluations or research (e.g., the link between FSCE and student outcomes)
- ☐ To make the case for FSCE to funders
- ☐ To make the case for FSCE to decisionmakers
- ☐ To make the case for FSCE to the wider community (e.g., taxpayers)
- ☐ Other: _____

Our overarching purpose, in one sentence:

What guiding questions do you want to answer by using surveys or rubrics?

For example, "What are the schools' current FSCE practices?" or "Which FSCE practices should be prioritized?"

1b. What outcomes do you want to measure?

Which outcomes and constructs matter most to your team? Check all that apply.

DIRECT FSCE OUTCOMES

OUTCOME 1

Strengthen family collaboration and partnerships

- ☐ Types of FSCE
- ☐ Barriers to FSCE
- ☐ Communication and interactions
- ☐ Attitudes on FSCE
- ☐ Collaboration skills
- ☐ Existing policies and systems
- ☐ Relationships and trust
- ☐ Other: _____

INDIRECT FSCE OUTCOMES

OUTCOME 2

Improve school environment and climate

- ☐ School safety
- ☐ Belonging and inclusion
- ☐ Satisfaction with schools
- ☐ Fairness and equity
- ☐ Other: _____

OUTCOME 3

Improve student outcomes

- ☐ Student attendance
- ☐ Student learning outcomes
- ☐ Student durable outcomes (e.g., critical thinking, leadership)
- ☐ Student well-being
- ☐ Other: _____

Rank your top three constructs by priority.

1

2

3

How might you measure each construct? (e.g., frequency, form, satisfaction)

Reminder: Outcome 1 is a direct FSCE outcome; Outcomes 2 and 3 are indirect. Linking FSCE practices to indirect outcomes requires substantial data and analysis.

1c. Who are your primary audiences?

Who will use the data to inform decisions or practices? Mark primary or secondary.

SCHOOLS		
School leadership	☐ Primary	☐ Secondary
Teachers and staff	☐ Primary	☐ Secondary
Families	☐ Primary	☐ Secondary
Students	☐ Primary	☐ Secondary
DISTRICTS		
District leaders	☐ Primary	☐ Secondary
District staff	☐ Primary	☐ Secondary
School boards	☐ Primary	☐ Secondary
District advisory committees	☐ Primary	☐ Secondary
STATES OR BEYOND		
State leaders and state education agencies	☐ Primary	☐ Secondary
Teachers unions or state staff	☐ Primary	☐ Secondary
State school boards	☐ Primary	☐ Secondary
State advisory committees	☐ Primary	☐ Secondary
Organizations supporting schools and/or researchers	☐ Primary	☐ Secondary
Funders or taxpayers	☐ Primary	☐ Secondary

How will each primary audience use the data?

Decide on your approach

2a. Quantitative, qualitative, or mixed methods?

☐ **Quantitative**

What, how much, and to what extent of measures

☐ **Qualitative**

How and why behind observable trends

☐ **Mixed methods (both)**

Greater breadth and depth

How will this approach lead you to answering your questions? (refer back to 1a)

2b. Which tools (methods) will you use?

QUANTITATIVE

- ☐ Surveys
- ☐ Rubrics
- ☐ Tests/assessments
- ☐ Other: _____

QUALITATIVE

- ☐ Interviews
- ☐ Focus group discussions (FGDs)
- ☐ Other: _____

Describe any of these tools used to date, and anything that worked or did not work.

2c. What should you consider in determining a design?

Map out your own decision points, following the scenarios in the guide. Use Part A for your first guiding question(s) and Part B (next page) for the next where you will have multiple research questions.

Part A. Guiding question(s): _____		

Who should participate?	☐ Teachers ☐ School staff (including leaders) ☐ Families	☐ Students ☐ Other _____
How frequent?	☐ One time ☐ Every few years	☐ Annually ☐ More than one time a year
		Notes: _____ _____ _____
		Notes: _____ _____ _____

Other details of design (e.g., how you will recruit respondents, what modality you will use for each method, etc.).

Part B. Guiding question(s): _____

Who should participate?	☐ Teachers ☐ School staff (including leaders) ☐ Families	☐ Students ☐ Other _____	Notes: _____ _____ _____
How frequent?	☐ One time ☐ Every few years	☐ Annually ☐ More than one time a year	Notes: _____ _____ _____

Other details of design (e.g., how you will recruit respondents, what modality you will use for each method, etc.).

What other considerations do you need to think about and plan for?

2d. What are some tips to keep in mind for maximizing participation?

Describe how you are considering each of these tips.

Timing

Start small and build over time

Use more than one method

Reduce barriers to participation

Honor different positionalities

Consider representativeness and response rates

Capture demographics carefully

Look for differences across groups

Make participation feel worthwhile

How will we share findings with participants?

PATHWAY TO REACH PARTICIPANTS	MESSENGER OR PARTNER	HOW WE WILL SHARE WITH PARTICIPANTS	WHEN

Decide what kind of tool(s) your team needs

3a. Can you use an existing survey or do you need to create a new survey?

- ☐ Use an existing survey or rubric ☐ Adapt an existing survey (using full constructs)
- ☐ Create a new survey

Why?

3b. What factors do you need to consider in choosing your tool?

In addition to purposes, outcomes (constructs), and audiences, teams should choose their survey or rubric method based on a number of factors outlined below. Complete one set for each tool you are considering.

Tool being considered: _____

ACCESSIBILITY		
Cost and access	Is this tool open access?	☐ Yes ☐ No ☐ Unsure
	What is the cost per unit?	_____
	Does this cost include analysis and visualization?	☐ Yes ☐ No ☐ Unsure
Literacy level and languages	What reading levels does the tool require?	_____
	What languages is the tool in? (Can I easily get the tool in the major languages at my school?)	_____
	Do literacy levels and languages match my school population?	☐ Yes ☐ No ☐ Unsure
Disability access	Is the tool designed to accommodate users with different disabilities (including visual, hard of hearing/deaf, dyslexia or dyscalculia, neurodivergence, intellectual disabilities)?	☐ Yes ☐ No ☐ Unsure
Format	What format is the tool available in (paper, electronic, other)?	☐ Paper ☐ Electronic ☐ Other

USABILITY		
Time	How long does it take to administer the tool?	_____
Ease of use	Is the tool intuitive and easy for a respondent to follow independently?	☐ Yes ☐ No ☐ Unsure
Modality	Do respondents need to have internet connectivity to complete?	☐ Yes ☐ No ☐ Unsure
	Can all respondents complete on their own, or do they need someone to orally administer (in person or on the phone)?	☐ On their own ☐ Orally administered
CULTURAL AND EQUITY RESPONSIVENESS		
Diversity of respondents	To what extent is the tool intended for and developed with a diverse population in mind (e.g., socioeconomic status, cultures, genders, ethnicity)?	☐ Low ☐ Medium ☐ High ☐ Unsure
Adaptation	To what extent does the tool provide room and guidance for adapting to different communities?	☐ Low ☐ Medium ☐ High ☐ Unsure
QUALITY (TECHNICAL MERIT)		
Valid measure	To what extent does the tool measure what it is intended to measure?	☐ Yes ☐ No ☐ Unsure
	To what extent has the tool been validated?	☐ Yes ☐ No ☐ Unsure
Reliable measure	Can I use this tool over time to measure change, or is it a one-off tool?	☐ Yes ☐ No ☐ Unsure
	To what extent is the tool shown to be reliable?	☐ Tested in many schools ☐ Used in very small sample of schools

Source: Based on the National Center on Safe Supportive Learning Environments School Climate Survey Compendium.

Other considerations

Our action plan

Summary of our decisions

Purpose and guiding questions (Step 1a)

Outcomes (Step 1b)

Audience (Step 1c)

Design (Step 2a)

Tools (Step 2b)

Next steps

ACTION	WHO	BY WHEN	RESOURCES NEEDED

Other actions and decisions

[illegible]