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LEA/Fiscal Agent:	Academic Year:	Completed By:

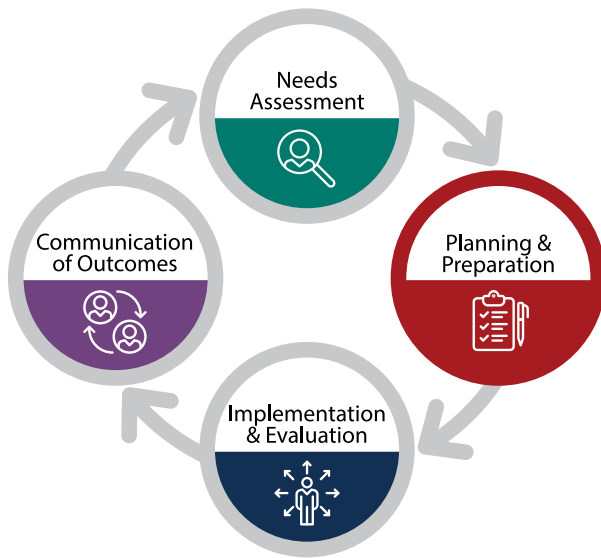
LEA is defined as a public school district, open-enrollment charter school or regional education service center.



ENGAGEMENT PLANNING TOOL

Parent • Family • Community

PHASE 2



Planning & Preparation

The LEA designs a plan for each activity that addresses identified needs and targets the development of specific skills related to those needs. The intent of each activity is clearly aligned with the goals and expected outcomes for English learners, immigrant students, and their families. LEAs must determine if the use of Title III, Part A funds will be appropriate for the planned activity.

Title of Activity: _____ **Date of Activity** _____

PHASE 2 Guiding Questions

Which type of engagement and supplemental activity will this activity fulfill?	Engagement Type:	Supplemental Activities:
NOTE: All engagement activities need to be aligned to the needs identified in PHASE 1 .	Parent Family Community	Parent Outreach and Trainings Family Outreach and Training/ Family Literacy Services Community Participation Programs
Which specific Title III purpose will this engagement activities focus on strengthening?	Improve English language skills Improve academic achievement Help parents become more active participants in the education of their children	

PHASE 2 Guiding Questions

Does the selected **Title III purpose** align with the identified Title III purpose in **PHASE 1**? If no, explain why this activity is being offered.

Which delivery method will have the greatest impact on the Title III Purpose and support the needs of English learners?

In Person
Virtual
Blended

In planning this engagement activity, what research has been conducted to ensure that this type of engagement activity has not already been or is not being offered currently with other fund sources (e.g., local, state, or other federal funds).

PHASE 2 Guiding Questions

What is the established goal(s) for this activity? Ensure that the goal(s) set is measurable.

Examples include:

- Increase the number of English learners who complete and submit their reading log sheets by 25%
- Increase the number of English learner family members participating in the district adult ESL classes by 15%

How will parents and families of English learners and/or community partners collaborate in the planning process of this activity?

What information will be used to determine the best time/location to offer this activity?
(e.g., district calendars; holidays; availability of location; accessibility of venue to various populations)

What is the timeline/frequency for this activity? (e.g., once a month, quarterly, every Tuesday evening at 6:00pm)

PHASE 2 Guiding Questions

How will the notification of this activity be communicated to parents and families of English learners to maximize participation?

(e.g., face-to-face, letter, district website, text alerts, phone calls.)

NOTE: Communication must be presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.

What resources are needed to support the success of this activity? *(e.g., interpreters, handouts in native language, district staff or volunteers, technology equipment, possible childcare)*

Resources	Person Responsible	Date Needed

PHASE 2 Guiding Questions

How will the effectiveness of this activity be measured and monitored to determine if the goal(s) were met? *(list expected outcome measures to be used, e.g., target % increase, total number increase)*

Example:

Goal: Increase the number of English learner family members participating in the adult ESL classes by 15%.

Measured and Monitored: Collect data on number of English learner family members who participated in the district adult ESL program last year and this year, and calculate the percent increase

PHASE 2 Guiding Questions

How will we get feedback from the participants of the activity? (e.g., paper surveys, e-survey, etc.)

NOTE: Communication must be presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.

In a short narrative, describe what will happen during this activity. Include the information provided above, as needed.

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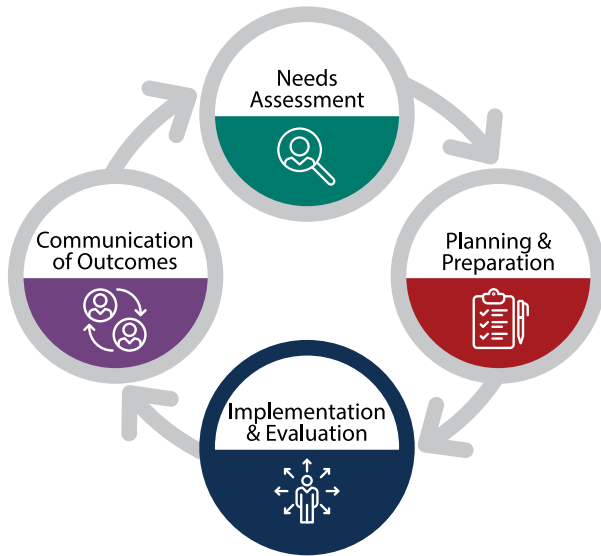
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ENGAGEMENT PLANNING TOOL

Parent • Family • Community

PHASE 3



Implementation and Evaluation

The LEA evaluates each activity, reviews feedback from all stakeholders (e.g., participants, presenters, activity organizers, etc.) involved, gathers data related to the outcome measures identified in **PHASE 2: Planning & Preparation**, and assesses the level of success in meeting expected outcomes. The LEA will then list the strengths and needs for improvement for future engagement events.

PHASE 3 Guiding Questions

List the evaluator(s) who will determine if this activity met the stated goals?:	
How was feedback gathered in a timely manner by all stakeholders?	
Did this activity meet the goal(s) and expected outcome(s) set during PHASE 2 of the planning process?	Yes No
If No was indicated in the question above, explain why this activity did not meet the goals and expected outcomes.	

PHASE 3 Guiding Questions	
Strengths What areas of strength can be identified, based on analysis of the outcome measures, monitoring the activity, and from the evaluations received?	Needs What modifications may be needed during PHASE 2 of the process for planning future parent, family, or community engagement events?

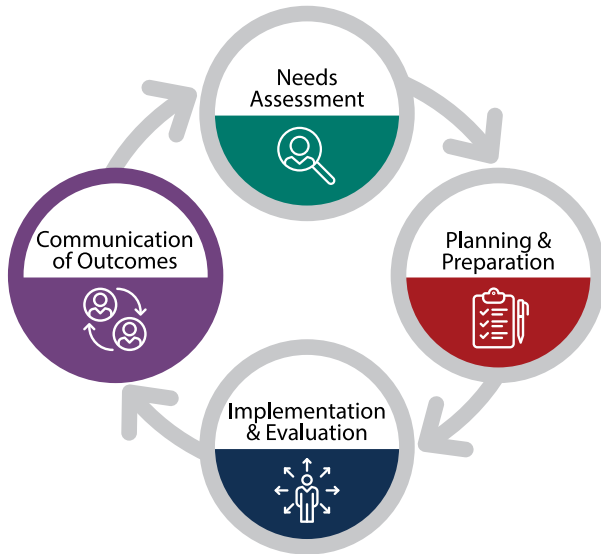
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PHASE 4



Communication of Outcomes

The LEA will record and share the outcomes including the data of the activity. Completing the PHASE 4 section will assist the LEA in creating appropriate documentation and establishing a process for record keeping of evidence in meeting Title III, Part A federal requirements related to parent engagement, family engagement and community engagement.

PHASE 4 Guiding Questions				
Name of the Activity				Date:
Location:				Time:
Engagement Type:	Supplemental Activity:		Title III Purpose:	
Parent Family Community	Parent Outreach and Trainings Family Outreach and Training/ Family Literacy Services Community Participation Programs		Improve English language skills Improve academic achievement Help parents to become more active participants in the education of their children.	
Indicate the number of participants for the different audiences.	English Learners:	Family Members:	Community Members:	LEA/Campus Staff:

PHASE 4 Guiding Questions

From PHASE 2, list the goal(s) to determine the effectiveness of the activity.

What were the results of the measured outcome(s)?

What documentation of evidence is readily available? (e.g., presentation slides, notes, agenda, sign-in sheet, handouts, newsletter, emails)

Where can these documents be accessed if needed by other personnel? (e.g., filing cabinet, share drive, google docs)