

# Family Engagement Planning Template

**School:**

**Event Title:**

**Date/Time:**

**Location:**

**Presenter(s):**

**Event Description:**

**Describe how your event will address the 5 Process Conditions:**

Process Conditions	How will you accomplish this condition?
<b><u>Linked to Learning</u></b> Alignment with achievement and learning goals.	
<b><u>Relational</u></b> Building respectful and trusting relationships between home and school.	
<b><u>Developmental</u></b> Building the intellectual, social, and human capital of stakeholders.	
<b><u>Collaborative</u></b> Learning conducted in group settings to build learning networks.	
<b><u>Interactive</u></b> Participants have opportunities to test out and apply new skills.	

**How will this impact families and school staff?**

Check all that apply	4 Cs <i>Partnerships can only thrive if both families and staff have the requisite capacity to engage in that partnership. Capacity is broken down into 4 components and can be built into the engagement activity.</i>	How will the event focus on each of the 4 Cs?
	<b><u>Capabilities</u></b> Families build knowledge about student learning and school systems and build skills in advocacy. Staff builds knowledge about cultural competency and the communities where they work.	
	<b><u>Connections</u></b> Building relationships and networks between family-school, family-family, and family-community agencies/services.	
	<b><u>Confidence</u></b> Families and staff increase sense of comfort and self-efficacy related to partnerships and working across cultural lines.	
	<b><u>Cognition</u></b> Staff and families view themselves as partners and understand their roles, staff believes in the value of partnerships to improve student learning.	

***By grade level, plan what subject areas and skills will be targeted, and how they will be addressed during the event:***

Grade Level	Targeted Subject Areas/Skills and Activity

# Family Engagement Evaluation Template

*Number of families in attendance*

\_\_\_\_\_ *Good* \_\_\_\_\_ *Fair* \_\_\_\_\_ *Poor*

*Time of event:*

\_\_\_\_\_ *Good* \_\_\_\_\_ *Fair* \_\_\_\_\_ *Poor*

*Location:*

\_\_\_\_\_ *Good* \_\_\_\_\_ *Fair* \_\_\_\_\_ *Poor*

*Overall Satisfaction Rating of families  
(based on review of Linked to Learning family surveys)*

\_\_\_\_\_ *Good* \_\_\_\_\_ *Fair* \_\_\_\_\_ *Poor*

*Would you do this event again?*

\_\_\_\_\_ *Yes* \_\_\_\_\_ *No* \_\_\_\_\_ *Maybe*

## How did it go?

5 Process Conditions	What was effective? What could be improved?
<p><b><u>Linked to Learning</u></b> Alignment with achievement and learning goals.</p>	
<p><b><u>Relational</u></b> Building respectful and trusting relationships between home and school.</p>	
<p><b><u>Developmental</u></b> Building the intellectual, social, and human capital of stakeholders.</p>	
<p><b><u>Collaborative</u></b> Learning conducted in group settings to build learning networks.</p>	
<p><b><u>Interactive</u></b> Participants have opportunities to test out and apply new skills.</p>	

## How did it go?

4 Cs	What was effective? What could be improved?
<p><b><u>Capabilities</u></b> Families build knowledge about student learning and school systems and build skills in advocacy. Staff builds knowledge about cultural competency and the communities where they work.</p>	
<p><b><u>Connections</u></b> Building relationships and networks between family-school, family-family, and family-community agencies/services.</p>	
<p><b><u>Confidence</u></b> Families and staff increase sense of comfort and self-efficacy related to partnerships and working across cultural lines.</p>	
<p><b><u>Cognition</u></b> Staff and families view themselves as partners and understand their roles, staff believes in the value of partnerships to improve student learning.</p>	