



# TITLE III

**INCREASING AND STRENGTHENING  
FAMILY ENGAGEMENT & COMMUNITY ENGAGEMENT**

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## Objectives

Participants will be able to

- access and navigate the Resource Tool;
- identify the purpose and features and describe the organization of the tool;
- explore the phases of the tool and explain how they relate to one another; and
- apply their understanding of the tool to real-world situations.



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## Purpose of the Resource Tool

The resource tool provides planning documents and specific examples of activities LEAs and ESCs may implement to support family engagement and community engagement using their Title III, Part A funds.



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<https://www.txel.org/>

Click on the **Menu/Quick Links/Engagement Resources** link.



## Supporting English Learners In Texas

Menu ▾



Select Language ▾

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### Welcome!

This web portal provides information and resources that are relevant, accessible, and impactful to support educational leaders, teachers, parents and families, and community partners to ensure the academic success of the State's English learners.





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<https://www.txel.org/titleiii/>



## Supporting English Learners In Texas

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# TITLE III

## ENGAGEMENT

PARENT • FAMILY • COMMUNITY

[Home](#) [Planning Tool](#) [Title III Guidance](#) [Terms Defined](#) [ESC Contacts](#) [TEA EL Support](#)

This website will assist Local Education Agencies (LEAs) and Fiscal Agent Title III staff with increasing and strengthening the family, parent, and community engagement activities offered to improve the English language skills of English learners, and to assist parents and families in helping their children to improve their academic achievement and in becoming active participants in the education of their children.

## Families Served by Multiple Funding Sources

Families that you support may be served by multiple funding sources. Although this site will focus primarily on Title III funding requirements, the engagement activities included are for any LEA who would like to increase and strengthen parent, family, or community engagement efforts.





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<https://www.txel.org/titleiii/>

## Engagement Activities



**Parent Outreach and  
Trainings**



**Family Outreach and  
Training  
Family Literacy  
Services**



**Community  
Participation Programs**



## Virtual Engagement Events

**Parent Virtual Event  
One Pagers**

- How to use Google Classroom or Zoom
- Book Club
- Resource Showcase

**Family Virtual Event  
One Pagers**

**Community Virtual  
Event One Pagers**





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## Virtual Engagement Events

1. Go to your breakout room
2. Read your assigned Virtual Engagement Event
3. On Padlet, add 3 bullets summarizing the information
4. Add a visual that represents your information
5. Be ready to share!

<https://padlet.com/kchapa/TitleIII>







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<https://www.txel.org/titleiii/>



## Supporting English Learners In Texas

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# TITLE III

## INCREASING AND STRENGTHENING FAMILY ENGAGEMENT & COMMUNITY ENGAGEMENT

To ensure your data is saved, download the form to your desktop before entering information.

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 1




#### Needs Assessment

The LEA reviews its current demographics related to the English learner and immigrant populations to ensure the parent, family, and community engagement events scheduled target specific needs. The LEA reflects on their current practices in partnership with parents, families, and community partners in ways to support the cultures and traditions of their population. Strengths and needs based on the data are identified, initiating the second phase of the planning process.

**REFLECT: What did we do last year? What was the outcome?**  
List and describe the types of events implemented in the previous year and the outcome of each.

Engagement Type	Events Planned	Outcome	Evidence
Parent			
Family			
Community			

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Download the Planning Tool **before** entering information or your data will not be saved.



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## INCREASING AND STRENGTHENING FAMILY ENGAGEMENT & COMMUNITY ENGAGEMENT

### ANALYZE and EVALUATE: What does the data indicate is needed to increase parent, family, and community engagement?

Analyze the data about English learners, their families, and the community. Complete **PHASE 1: Needs Assessment** by identifying specific needs in the areas of family engagement and community engagement. The needs identified in PHASE 1 represent the starting point for the process outlined in **PHASE 2: Planning and Preparation**.

Engagement Type	Strengths:	Needs:
Parent		
Family		
Community		

After reflecting on previous outcomes and analyzing data, our LEA/campus needs to strengthen the indicated engagement event(s) and Title III purpose(s).

#### Engagement Type:

- ☐ Parent
- ☐ Family
- ☐ Community

#### Title III Purpose:

- ☐ Increase English language skills
- ☐ Improve academic achievement
- ☐ Help parents become more active participants in the education of their children

### CONGRATULATIONS!

**PHASE 1: Needs Assessment, is completed for the school year.**

Click on the link below to complete PHASE 2-4 of the Planning Tool for each activity your LEA/Educational Agent will implement this school year.

PHASE 2-4  
Planning Tool

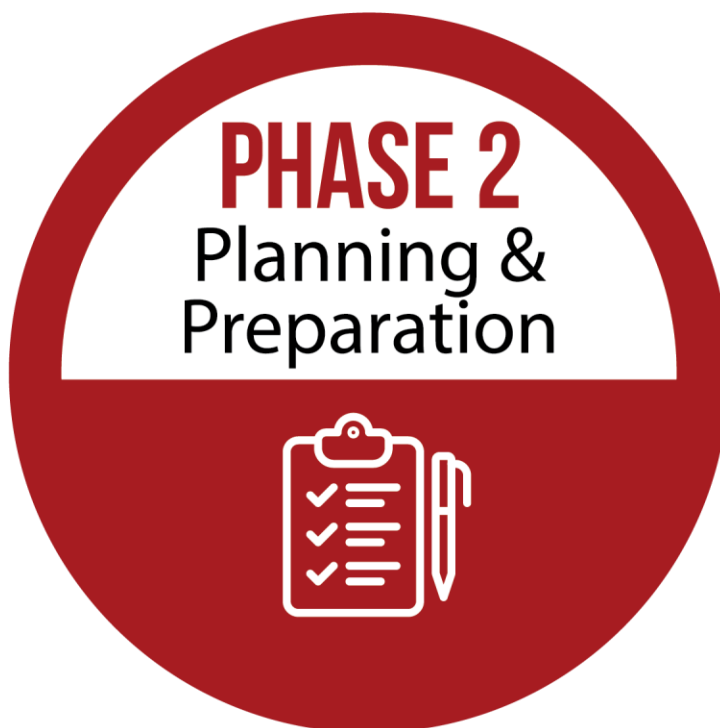
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### ENGAGEMENT PLANNING TOOL

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PHASE 2



#### Planning & Preparation

The LEA designs a plan for each event that addresses identified needs and targets the development of specific skills related to those needs. The intent of each event 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 Event: \_\_\_\_\_ Date of Event: \_\_\_\_\_

PHASE 2 Guiding Questions		
Which type of engagement and supplemental activity will this event fulfill?  <b>NOTE:</b> All engagement events need to be aligned to the needs identified in PHASE 1.	<b>Engagement Type:</b> <input type="checkbox"/> Parent <input type="checkbox"/> Family <input type="checkbox"/> Community	<b>Supplemental Activities:</b> <input type="checkbox"/> Parent Outreach and Trainings <input type="checkbox"/> Family Outreach and Training/ Family Literacy Services <input type="checkbox"/> Community Participation Programs
Which specific <b>Title III purpose</b> will this engagement event focus on strengthening?	<input type="checkbox"/> Improve English language skills <input type="checkbox"/> Improve academic achievement <input type="checkbox"/> Help parents become more active participants in the education of their children	

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#### PHASE 2 Guiding Questions

Does the selected <b>Title III purpose</b> align with the identified Title III purpose in <b>PHASE 1</b> ? If no, explain why this event is being offered.	
Which delivery method will have the greatest impact on the Title III Purpose and support the needs of English learners?	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input type="checkbox"/> Blended
In planning this engagement event, what research has been conducted to ensure that this type of engagement event 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 event? Ensure that the goal(s) set is measurable.  <i>Examples include:</i> <ul style="list-style-type: none"> <li>• Increase the number of English learners who complete and submit their reading log sheets by 25%</li> <li>• Increase the number of English learner family members participating in the district adult ESL classes by 15%</li> </ul>	
How will parents and families of English learners and/or community partners collaborate in the planning process of this event?	
What information will be used to determine the best time/location to offer this event? <i>(e.g., district calendars; holidays; availability of location; accessibility of venue to the targeted, diverse populations)</i>	
What is the timeline/frequency for this event? <i>(e.g., once a month, quarterly, every Tuesday evening at 6:00pm)</i>	

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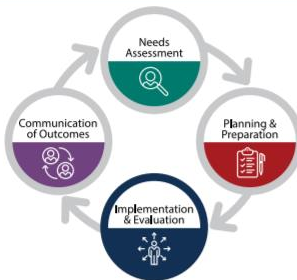
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### ENGAGEMENT PLANNING TOOL

Parent • Family • Community

#### PHASE 3



#### Implementation and Evaluation

The LEA evaluates each event, reviews feedback from all stakeholders (e.g., participants, presenters, event 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 event met the stated goals?:	
How was feedback gathered in a timely manner by all stakeholders?	
Did this event meet the goal(s) and expected outcome(s) set during PHASE 2 of the planning process?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If <b>No</b> was indicated in the question above, explain why this event did not meet the goals and expected outcomes.	

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#### PHASE 3 Guiding Questions

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

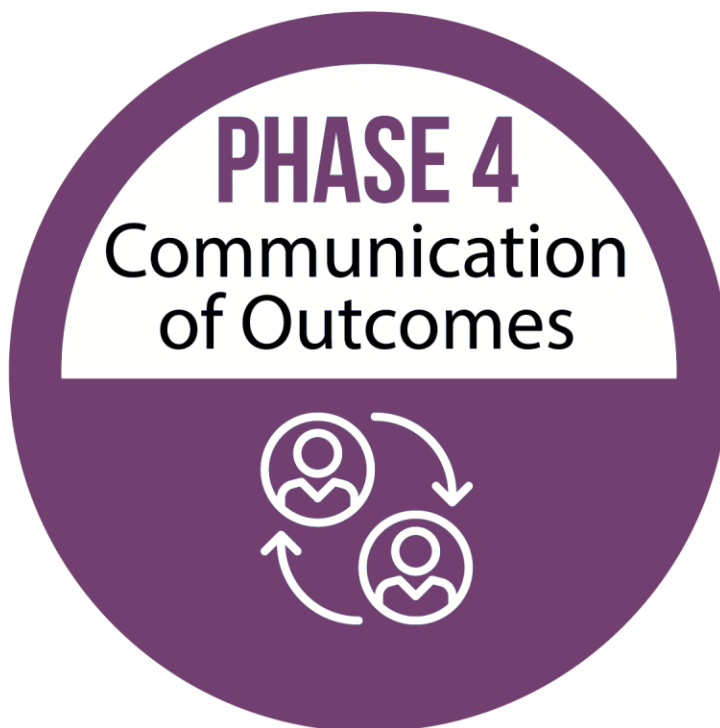
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### ENGAGEMENT PLANNING TOOL

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#### PHASE 4



#### Communication of Outcomes

The LEA will record and share the outcomes including the data of the activity/event. 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 family engagement and community engagement.

#### PHASE 4 Guiding Questions

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

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#### PHASE 4 Guiding Questions

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

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**I used to think...**  
**But now I know...**

# Thank you! ¡Mil gracias!



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