



Slide 1

Time: 1–2 minutes

Note to Trainer:

Say, “*The Title III Increasing and Strengthening Parental Outreach session details the responsibilities local educational agencies (LEAs) have to provide parental outreach training and activities to English learners (ELs), immigrant students, and their families. The session is a three hour, half-day session and is also available online through the Texas Gateway. It is in the LEA’s discretion to determine the timeline of these trainings based on their needs.*”

Materials:

Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion tool

Planning for Parental Outreach (handout)

Appropriate Use of Title III, Part A Funds (handout)

Sticky notes

Chart paper

Highlighters


Internet access

Data collection from LEA/campus for the parental outreach plan (i.e. EL and immigrant demographics, academic performance data, language proficiency progress, strengths, needs, and previous parental outreach activities and services)

Processing Activity:

None

Training Goals




Content Objectives:

- Participants will
 - define terms such as parental outreach, parental involvement, and parental engagement;
 - understand the funding requirements for parental outreach;
 - design a plan for parental outreach activities; and
 - understand the importance of family and community partnerships.

Language Objectives:

- Participants will
 - read and collaborate about parental outreach programs and services required under Title III, Part A and
 - create a parental outreach plan that contains activities and specific skills related to the local educational agencies (LEAs) identified need.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 2

Time: 1-2 minutes

Note to Trainer:

Say, “The following are the training goals for the session. Let’s read them together.” As a group chorally read the objectives for the session.

Materials:

None

Processing Activity:

None

Introduction



The *Title III, Part A: Strengthening and Increasing Parental Outreach* session details how Title III, Part A-funded LEAs are required to provide supplemental community participation programs, family literacy services, and parent/family outreach training and activities to English learners (ELs), immigrant students, and their families.

LEAs who offer a variety of activities to improve English language skills will assist parents and families in helping their child improve academic achievement and provide training designed for parents. In addition, identifying potential parent leaders who can share a positive commitment to their children's educational experience with other parents can increase overall academic achievement.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 3

Time: 2–3 minutes

Note to Trainer:

Say, “*The Title III, Part A: Strengthening and Increasing Parental Outreach* session details how Title III, Part A-funded LEAs are required to provide supplemental community participation programs, services, and training for English learners (ELs), immigrant students, and their families. It is important that LEAs offer a variety of activities that are designed to support academic achievement. Identifying potential parent leaders early will provide a positive experience and will make it easier to execute activities and training for parents. Make note, according to Title III, sec. 3115 (e)(1)(A-G), LEAs/school districts include public schools and open enrollment charter schools (ESSA, 2016).”

Materials:

None

Processing Activity:

None



Slide 4

Time: 5–10 minutes

Note to Trainer:

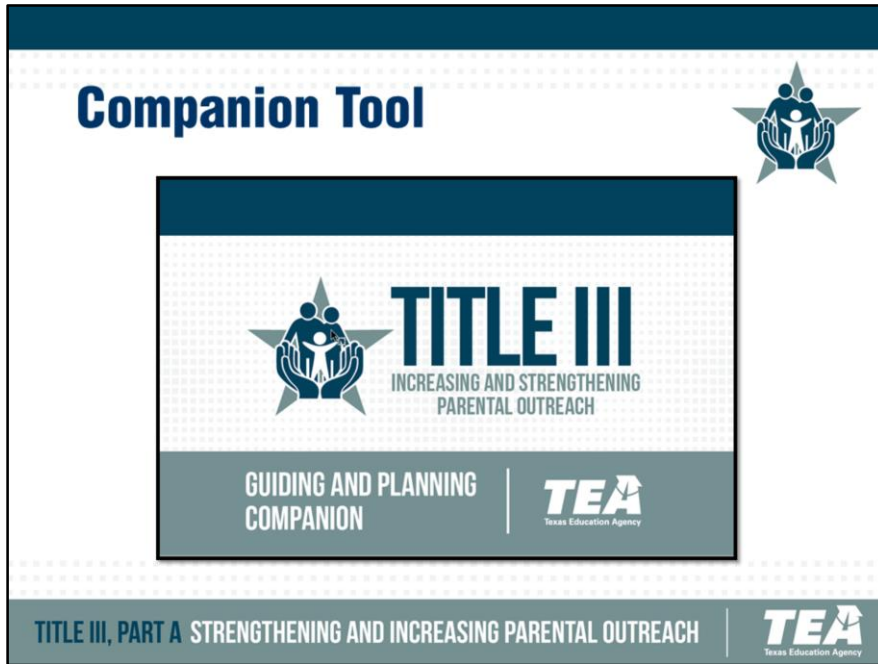
Say, “The *Title III Increasing and Strengthening Parental Outreach* online course will be available in the Texas Gateway by September 30, 2017 (or state, “is available in the Texas Gateway,” if after September 30, 2017). The Texas Gateway can be found at www.texasgateway.org/courses. Once an account is created, participants may log in and search for the course. Under the search area type in the title of the course. At top of the webpage, click on the Course tab to start. At the completion of the course, there will be a quiz to provide participants credit for the course. Course certificates can be found under the Progress tab.” Show the participants where they can find the online course and the corresponding handouts and companion by taking them through the steps to access the Texas Gateway.

Materials:

Internet access to www.texasgateway.org/courses

Processing Activity:

Take the participant's through the Texas Gateway website.



Slide 5

Time: 5–10 minutes

Note to Trainer:

Say, “*The Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion tool can be used on its own as part of the session and/or course. As you review the companion tool, you will notice its tabs. We will be reviewing the companion tool throughout the session.*”

Materials:

Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion tool

Processing Activity:

Allow the participants to review the companion tool. Take them through the tabs.

Handouts

APPROPRIATE USE OF TITLE III FUNDS

TITLE III

The following questions provide LEAs with guidance in determining if a proposed program or activity may be supported with Title III Part A funds. The survey form is designed to be completed by the school administrator or other appropriate staff (e.g., program coordinators, and/or teachers).

Is the activity for parents of limited English proficiency?	<p>1. Yes</p> <p>2. No</p>	<p>1. If "Yes," how does LEAP support the activity because it is being provided to all students and their families?</p> <p>2. If "No," how does LEAP support the activity because it will address Title III program priorities and/or needs?</p>
Is the activity designed to meet the needs of parents of limited English proficiency?	<p>1. Yes</p> <p>2. No</p>	<p>1. If "Yes," how does LEAP support the activity because the activity is designed to meet the needs of parents of limited English proficiency?</p> <p>2. If "No," how does LEAP support the activity because the activity will address Title III program priorities and/or needs?</p>
Is the activity designed to meet the needs of parents of limited English proficiency who are economically disadvantaged?	<p>1. Yes</p> <p>2. No</p>	<p>1. If "Yes," how does LEAP support the activity because the activity is designed to meet the needs of parents of limited English proficiency who are economically disadvantaged?</p> <p>2. If "No," how does LEAP support the activity because the activity will address Title III program priorities and/or needs?</p>

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PLANNING FOR PARENTAL OUTREACH

TITLE III

PHASE 1: Collection → PHASE 2: Preparation → PHASE 3: Evaluation

PHASE 1: COLLECTION The LEA prepares to collect demographic information for Title III, and identify potential Title III program and activities. The LEA identifies the geographic, linguistic, and cultural characteristics of the target population to be reached. Demographic data may include the following:

COLLECTION PHASE 1 GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> *What is the Title III population? *What is the Title III population's location? *How does the program provide cultural and linguistic information to the Title III population? *How does the program provide information about Title III activities to the Title III population? *How does the program provide information about Title III activities to the Title III population? 	

PHASE 2: PREPARATION The LEA prepares to identify, create, and/or modify Title III program and activities. The LEA identifies the geographic, linguistic, and cultural characteristics of the target population to be reached. Demographic data may include the following:

PREPARATION PHASE 2 GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? 	

PHASE 3: EVALUATION The LEA evaluates the program or activity to determine if it is meeting the needs of the Title III population. The LEA identifies the geographic, linguistic, and cultural characteristics of the target population to be reached. Demographic data may include the following:

EVALUATION PHASE 3 GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? *What is the purpose of the program or activity? 	

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TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH

Slide 6

Time: 2 minutes

Note to Trainer:

Distribute the handouts and allow the participants to review them. Say, **“The following handouts will be used throughout the session. You will also be able to download these through the Texas Gateway.”**

Materials:

- Planning for Parental Outreach* (handout)
- Appropriate Use of Title III Funds* (handout)

Processing Activity:

None

Agenda



- Understanding Parent Outreach
- Funding Requirements
- Creating a Plan
- Family Partnerships

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH |  **TEA**
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Slide 7

Time: 2 minutes

Note to Trainer:

Review the agenda items. Say, “**Today we will be reviewing the following agenda items.**”


Materials:

None

Processing Activity:

None


Parental Outreach Terms



- LEAs
- ELs
- Immigrant
- Parental Outreach
- Parental Involvement
- Parental Engagement

} We will discuss these later in the session.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 8

Time: 5–10 minutes

Note to Trainer:

Say, “The following terms will be used throughout the session. Parental Outreach, Parental Involvement, and Parental Engagement will be discussed later in the session. Let’s discuss the first three terms now. Pair up with a partner at your table and discuss what each term means.”

Materials:

- Sticky notes

Processing Activity:

Have the participants discuss the terms, *LEAs*, *ELs*, and *immigrant*. In a group or with a partner, have a few participants share their responses.

Listen for the following responses:

- LEAs—Local educational agencies
- ELs—English learners—the terms English learners (ELs), English language learners (ELLs), and limited English proficient (LEP) are used

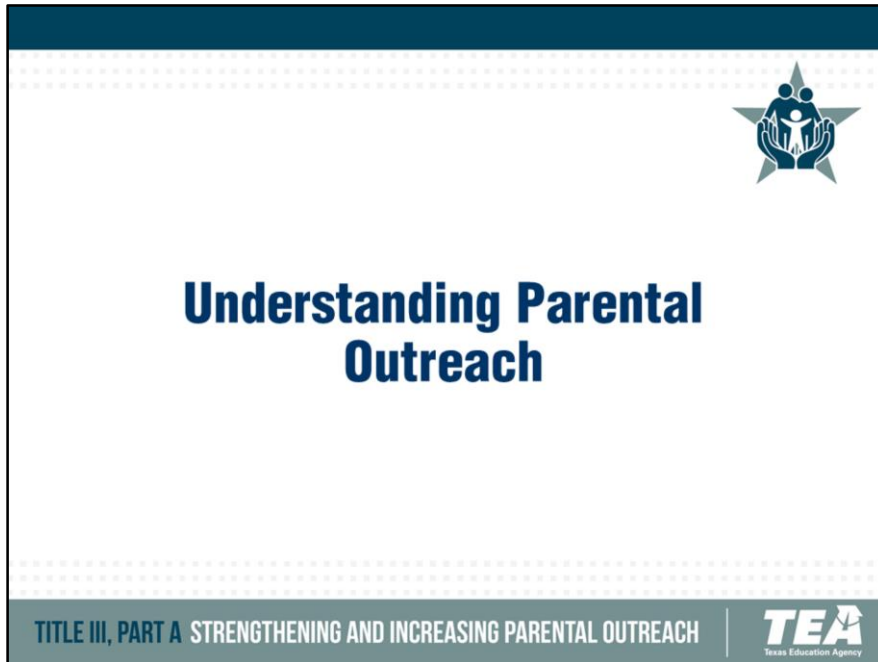
interchangeably.

- Immigrant–Are aged 3 through 21; were not born in any State*; and have not been attending one or more schools in any one or more States for more than *three full academic years*.**

**Children born to United States (U.S.) citizens abroad (e.g., children born on a military base overseas) can be considered immigrants for purposes of the Title III if they meet all the criteria in the definition of immigrant. For purposes of Title III, the definition of "State" includes each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. For this reason, children born overseas to U.S. military personnel, not born in a State, can fall within the Title III definition of immigrant children and youth if they meet all of the other criteria of that definition.*

***The criteria indicating three full academic years when identifying immigrant children and youth stipulates the number of months that the student has been in school in any one or more States must not add up to a total of more than three full academic years.*

(U.S. Department of Justice, 2014 & U.S. Department of Education, 2014)



Slide 9

Time: 1 minute

Note to Trainer:

Say, “**We will begin by understanding what Parental Outreach is.**”

Materials:

None


Processing Activity:

None

Understanding Parental Outreach

Title III, Part A-funded LEAs shall promote parental, family, and community participation in language instruction education programs, as well as enhance instructional opportunities for ELs and immigrant students. LEAs shall focus efforts on building trust and establishing meaningful two-way communication with families.

As partnerships progress between the school, parents, and the community, the shared responsibility of student success begins to strengthen and communication increases. LEAs shall make a conscious effort to collaborate with families of diverse cultural and linguistic backgrounds to cultivate strong home-school partnerships. LEAs can do this by considering the following:



TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH | **TEA**
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Slide 10

Time: 2–3 minutes

Note to Trainer:

Say, “It is important to know that LEAs receive Title III, Part A funds to promote parental outreach activities for ELs, immigrant students, and their families. LEAs must build trust and partnerships with parents and the community. LEAs can do this by considering the following three areas: climate and culture, communication, and academic achievement. Let’s take a closer look at each in the following slides.”


Materials:


None

Processing Activity:

None

Understanding Parental Outreach






Climate and Culture

Climate and culture create an inclusive school community accepting of individuals experiences, feelings, and diverse cultures.

To foster climate and culture, LEAs must

- recognize the diverse aspects of culture and diversity,
- be cognizant of personal cultural views and stereotypes, and
- create a plan to be a more culturally competent campus.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 11

Time: 10–15 minutes

Note to Trainer:

Say, “**Climate and culture create an inclusive school community accepting of individuals experiences, feelings, and diverse cultures. To foster climate and culture, LEAs must recognize the diverse aspects of culture and diversity, be cognizant of personal cultural views and stereotypes, and create a plan to be a more culturally competent campus.**”


Materials:


Chart paper

Processing Activity:

Say, “**With a partner, discuss how your LEA/campus promotes climate and culture. What challenges exist?**” Allow participants from each group to share; document responses on chart paper.

Understanding Parental Outreach






Communication

Communication is a two-way process that promotes trust and partnerships and can also be accomplished through native language support.

To increase communication, LEAs must

- promote a positive experience from the moment parents enter the campus (e.g., bilingual staff and language-rich environment),
- monitor tone and pace of conversations in person or on the phone, and
- collaborate with the community and other LEAs to best meet the needs of parents and families.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 12

Time: 10–15 minutes

Note to Trainer:

Say, “**Communication is critical in building partnerships and trust. Building trust can be done in a variety of ways.**”


Materials:


Chart paper

Processing Activity:

Say, “**With a partner discuss how to promote communication. How does your LEA or campus communicate with parents? What challenges exist?**” Allow participants from each group to share; document responses on chart paper.

Understanding Parental Outreach






Academic Achievement

Academic achievement is supported when LEAs and parents can communicate about students' learning.

To promote academic achievement, LEAs must

- provide opportunities for parents to talk with school staff about their child's learning,
- communicate with parents to support family activities and understanding of academic learning, and
- build partnerships with families to respond to concerns and promote shared decision-making.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 13

Time: 10–15 minutes

Note to Trainer:

Say, “**Academic achievement is supported when LEAs and parents can communicate about students' learning. Both LEAs and parents can use this time to communicate about how a child is doing academically, and share any concerns they may have.**”


Materials:

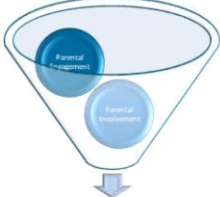
Chart paper

Processing Activity:

Say, “**With a partner, discuss how LEAs or campuses can promote activities that develop academic achievement and encourage shared decision-making.**” Allow participants from each group to share; document responses on chart paper.

Understanding Parental Outreach






Parental Outreach

Parental engagement includes working together in a parent-school relationship with on-going, goal-directed communication and culturally responsive support. This shared responsibility seeks what is best for the academic success of students and families, both individually and collectively.

Parental involvement includes activities that support the responsibilities for the academic success of students. It also involves participation in programmatic activities that support the student's academic experience, as well as the parents' involvement in program decision-making.

Parental outreach combines parental involvement and engagement. It provides parents with the required parent and family literacy services, activities, and trainings needed to improve their English language skills. These services enhance the academic achievement of ELs and immigrant students.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 14

Time: 10–15 minutes

Note to Trainer:

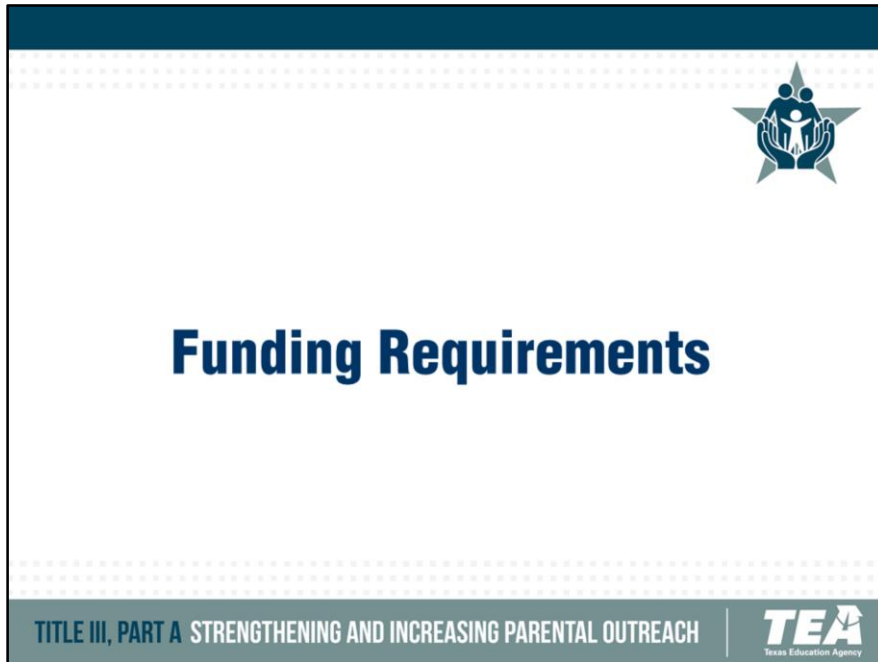
Say, “In the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to the Intent of Parental Outreach Activities listing the definitions of parental involvement, parental engagement, and parental outreach. These three terms can be confusing, because their definitions are somewhat similar. In parental involvement, parents participate in meetings and conferences and/or parent nights. While in parental engagement parents partake in a shared responsibility with the school, to ensure academic success by joining a group and taking on more of leadership role. Both are important to create a balanced parental outreach program. In order to ensure we understand them, let’s do an activity.”

Materials:

Chart paper

Processing Activity:

Say, **“In a group, use chart paper to create a graphic that illustrates the meaning of each term. Be prepared to display your graphic for the rest of the group.”** Give participants time to create their graphic and display it. Allow participants to do a gallery walk to review all graphics and ask any questions if needed.



Funding Requirements

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH | TEA
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Slide 15

Time: 1 minute

Note to Trainer:

Say, “LEAs using Title III, Part A funds are required to provide parental outreach programs and services, as well as identify which activities are supplemental and solely focused on ELs and immigrant students.”


Materials:

None

Processing Activity:

None

**Title III, Part A—
English Language Acquisition, Language Enhancement,
and Academic Achievement Act**



SEC. 3102. [20 U.S.C. 6812] PURPOSES.

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standard that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH | **TEA**
Texas Education Agency

Slide 16

Time: 5–10 minutes

Note to Trainer:

Say, “As part of Title III, Part A Sec. 3102, the following purposes are required for ELs and immigrant students. Using the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to Sec. 3102, Purposes.”


Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool
- Highlighters

Processing Activity:

Say, “With a partner, read the purposes and the highlight key terms in each purpose.” Have participants share out responses. Emphasize purpose 5 since it pertains to parental, family, and community participation.

Funding Requirements



SEC. 3115. [20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES.

(d) AUTHORIZED SUBGRANTEE ACTIVITIES.—Subject to subsection (c), an eligible entity receiving funds under section 3114(a) **may use the funds to achieve any of the purposes** described in subsection (a) by undertaking 1 or more of the following activities:

(6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—

(A) to improve the English language skills of English learners; and


(B) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH.—

(1) IN GENERAL.—An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include—

(A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 17

Time: 5 minutes

Note to Trainer:

Say, “In the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to Sec. 3115. Let’s highlight key terms related to funding and services.”


Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool
- Highlighters

Processing Activity:

Emphasize the blue highlighted terms related to funding and give participants time to highlight the rest of the document.

Funding Requirements



SEC. 3115. [20 U.S.C. 6825] SUBGRANTS TO ELIGIBLE ENTITIES.

(g) SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this subpart shall be used to **supplement the level of Federal, State, and local public funds** that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

FEDERAL, STATE, AND LOCAL FUNDS

SUPPLANT

State or local funds may not be decreased or diverted for other uses merely because of the availability of Title III funds.


TITLE III, PART A FUNDS

SUPPLEMENT

Title III, Part A funds should be used to enhance, increase, and extend programs and services for ELs and immigrant students.

Programs and services planned for ELs and immigrant students should be those that are added, or supplemented, to the current programs and services being provided by Federal, State, and local funds.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 18

Time: 5 minutes

Note to Trainer:

Say, “Using the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to Title III, Part A Funding Requirements. Services supported by Title III funds with regard to parental outreach should be planned and executed for ELs and families of ELs only. Let’s highlight some important terms related to funding and services.”

Materials:


- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool
- *Appropriate Use of Title III Funds* (handout)
- Highlighters
- Sticky notes

Processing Activity:


Give participants time to highlight. Ask participants to read the graphic. Say,

“Let’s look at the graphic. Notice supplant and supplement and the black arrow in between. Let’s read it together.”

Title III Allowable Activities



When organizing parental outreach programs and services, LEAs must take into consideration whether the activity is supplemental—enhancing, increasing, and extending the programs and services offered to ELs, immigrant students, and their families.




Federal, State, and local funds
Example: family night offered to all families focusing on reading strategies to use at home


+

Title III, Part A Funds
Example: family night offered to families of ELs and immigrant students focusing on using visuals to support reading comprehension

=



Supplemental Activities




Title III, Part A Funds
Example: family night offered to all families focusing on strategies to use at home to improve reading comprehension


-

Federal, State, and local funds
Example: family night offered to all families focusing on strategies to use at home to improve reading comprehension


=



Supporting



TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Slide 19

Time: 10–15 minutes

Note to Trainer:

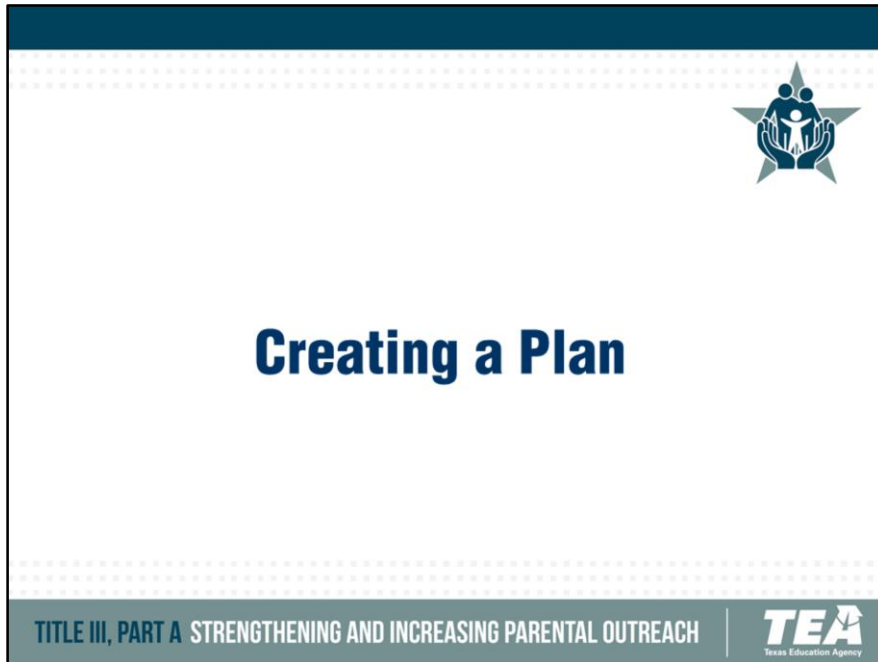
Say, “In the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to Title III, Part A Funding Requirements. The goal in the case of Title III parental outreach is going above and beyond by inviting families in working together to complete information aside from what is required by the state. Let’s review some of the questions listed on the companion tool. Pull out your *Appropriate Use of Title III Funds* handout.”

Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool
- *Appropriate Use of Title III Funds* (handout)
- Highlighters
- Sticky notes

Processing Activity:

Have the participants review the examples in the companion tool and the *Appropriate Use of Title III Funds* (handout). Have the participants work with a group to discuss the questions and write out possible answers on sticky notes. Share how these examples and the handout can be used with LEAs or campuses to create their own plan.



Slide 20

Time: 1 minute

Note to Trainer:

Say, “**We will now begin the planning process. It is important to note, LEA stakeholders must have a clear understanding of the intent and goal of the program and/or services being provided. To create a purposeful parental outreach plan, you will need a collection of data such as EL and immigrant demographics, academic performance data, language proficiency progress, strengths, needs, and previous parental outreach activities and services. Having the data on hand will help facilitate the process.**”

Materials:

None

Processing Activity:

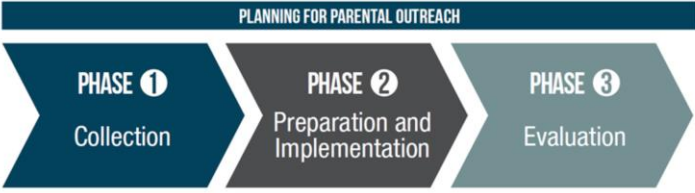
None

Creating a Plan



While planning a parental outreach program and/or service, LEA stakeholders must have a clear understanding of the intent and goal of the program and/or services being provided. The planning process and execution of the plan includes three stages—collection, preparation and implementation, and evaluation phases. Following this three-step process will assist LEAs in designing and executing successful activities leading to beneficial outcomes for all stakeholders.

PLANNING FOR PARENTAL OUTREACH



PHASE 1
Collection

PHASE 2
Preparation and Implementation

PHASE 3
Evaluation

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH | **TEA**
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Slide 21

Time: 5 minutes

Note to Trainer:

Say, “Using the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to the Planning For Parental Outreach flowchart. In addition, we will review the *Planning For Parental Outreach* handout. We will be using both of these items to explore the planning process.”

Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool
- *Planning For Parental Outreach* (handout)

Processing Activity:

Allow the participants a few minutes to find the information in the companion tool and the handout.

Creating a Plan

PHASE 1

Collection

The LEA reviews its current demographics related to the EL and immigrant population. The cultures and traditions representing the population, academic performance data, and language proficiency progress are also analyzed. Strengths and needs based on the data are identified, initiating the second phase of the planning process.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH | **TEA**
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Slide 22

Time: 10–15 minutes

Note to Trainer:

Say, “In the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to Phase 1 Collection of the Planning For Parental Outreach flowchart. Phase 1 Collection describes the collection of data that LEAs need to analyze such as: current demographics related to the EL and immigrant population, the cultures and traditions representing the population, academic performance data, and language proficiency progress.”

Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool
- *Planning For Parental Outreach* (handout)

Processing Activity:

Say, “**With a partner, read and answer the questions in the Phase 1 Collection. Use any data you may have to assist with answering the**

questions.” After about 7–8 minutes, allow participants to share some responses and ask any questions they may have. The following are some additional questions that can be asked to assist in the collection process:

- Where can the data be collected from?
- Why is it important to look at this type of data?
- Where will this documentation be maintained?

Creating a Plan

PHASE 2

Preparation and Implementation

The LEA designs a plan of activities and targets specific skills related to its identified needs. The intent of the activities is set, along with the goals for the outcomes of ELs, immigrant students, and their families after the activities have taken place. LEAs must determine if the use of Title III, Part A funds will be appropriate for the planned activity.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH

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Slide 23

Time: 10–15 minutes

Note to Trainer:

Say, “Let’s turn to the next page to look at Phase 2 Preparation and Implementation of the companion tool. Phase 2 assists LEAs with planning their activities and aligning them to their strengths and needs for improvement.”

Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion tool*
- *Planning For Parental Outreach* (handout)
- *Appropriate Use of Title III Funds* (handout)

Processing Activity:

Say, “With a partner, read and answer the questions in the Phase 2 Preparation and Implementation. It is important to ensure planned activities have a purpose and are meeting the LEA’s strengths and needs for improvement. The Appropriate Use of Title III Funds handout may

assist in the planning process as activities are considered.” After about 7–8 minutes, allow participants to share some responses and ask any questions they may have.



Slide 24

Time: 10–15 minutes

Note to Trainer:

Say, “Let’s turn to the next page to look at Phase 3 Evaluation of the companion tool. Phase 3 assists LEAs with evaluating its activities, reviewing feedback from all stakeholders, and ensuring their needs were met.”

Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion tool*
- *Planning For Parental Outreach* (handout)

Processing Activity:

Say, “**With a partner, read and answer the questions in the Phase 3 Evaluation.**” After about 7–8 minutes, allow participants to share some responses and ask any questions they may have. Ask participants, “**How has this process assisted you in creating your plan for parental outreach?**” Allow participants to share their responses.



Family Partnerships

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Slide 25

Time: 1 minute

Note to Trainer:

Say, “**Planning family partnerships that build trust are critical to a successful parent outreach program.**”


Materials:

None

Processing Activity:

None

Family Partnerships



It is important to understand parents may need assistance with the school culture and may not be able to support their children with homework.

LEAs must take an active role in three major areas to create opportunities for open communication with families. Strategies that involve parents in the academic lives of their children generally fall into three major categories (D'Angelo, Rich, & Kohm, 2012):

- Home-based involvement
- School-based involvement
- Academic socialization

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Slide 26

Time: 1–2 minutes

Note to Trainer:

Say, “Family partnerships require LEAs to understand parents’ needs. There are three major categories: home-based involvement, school-based involvement, and academic socialization. *Home-based involvement* strategies include approaches such as communicating with the child about school, helping with homework, making home a learning environment by providing access to literature, visiting places that promote academic success (e.g. libraries, museums, national historical sites), and using native language at home while communicating and reading books. *School-based involvement* strategies consist of parents communicating with teachers and other staff, visiting the school for meetings or school events, participating as members of school governing boards, volunteering for or chaperoning school events, letting campus staff know of needed translations, and visiting the child’s classroom to share culture and traditions with teacher’s permission. *Academic socialization* strategies involve communicating with parents about their expectations regarding education and how valuable and/or

useful it is, connecting homework to real life events, encouraging educational and job goals, planning for the future (Hill & Tyson, 2009), and inviting parents to the classroom to share their cultures and/or traditions. Let's review some example activities on the next slide."

Materials:

None

Processing Activity:

None

Family Partnerships



Continually working together with parents to discuss the importance of education and helping parents reflect about their child's future is a vital component of parental involvement. When schools build partnerships with families that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement (Henderson & Mapp, 2002).

Activities in Support of Title III, Part A Requirements for Parental Outreach

- Cultural and language-related themes added to existing campus programs
- Fairs showcasing the cultures of the families of ELs and immigrant students
- Poetry gatherings reflecting progress in English language proficiency
- Essay writing events reflecting progress in English language proficiency
- Parent sessions to focus on procedures of the LEA
- Parent trainings to focus on homework and home connections to content areas
- Parent meetings to focus on the types of communication to be received from the LEA
- Parent classes to focus on the purpose and completion of various LEA-related forms, with interpreters present
- Parent information meetings to showcase programs and services in an effort to recruit volunteers
- Information meetings provided by community members to showcase community services and places of educational value for ELs, immigrant students, and their families
- Civics education classes
- Family literacy services

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Slide 27

Time: 10 minutes

Note to Trainer:

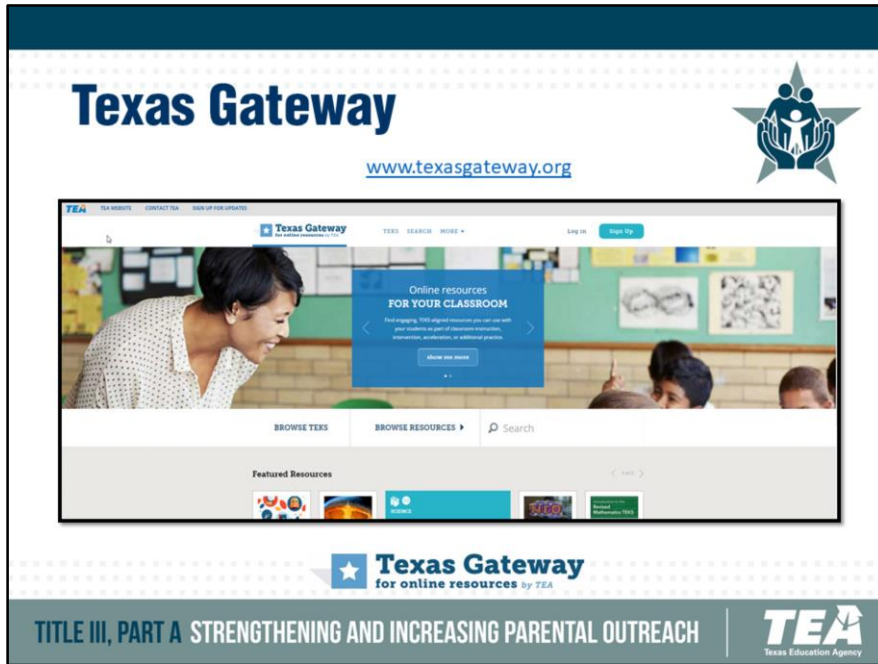
Say, “Using the *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool, turn to Suggested Activities. Let’s review the activities.”

Materials:

- *Title III Increasing and Strengthening Parental Outreach Guiding and Planning Companion* tool
- *Planning For Parental Outreach* (handout)
- Sticky notes & Chart paper

Processing Activity:

Say, “With your tablemates, take time to review the activities listed. As a group, discuss any additional activities that may be added to the list. Write your responses on sticky notes.” After about eight minutes, debrief the activity by recording participants’ suggestions on a sheet of chart paper labeled, “Family Partnerships Activities”.



Slide 28

Time: 1–2 minutes

Note to Trainer:

Say, “As a reminder, The Title III Increasing and Strengthening Parental Outreach course can be found through the Texas Gateway at www.texasgateway.org/courses”.

Materials:

www.texasgateway.org/courses

Processing Activity:

None

Training Goals



Content Objective:

- Participants will
 - define terms such as parental outreach, parental involvement, and parental engagement;
 - understand the funding requirements for parental outreach;
 - design a plan for parental outreach activities; and
 - understand the importance of family and community partnerships.

Language Objective:

- Participants will
 - read and collaborate about parental outreach program and services required under Title III, Part A and
 - create a parental outreach plan that contain activities and specific skills related to the local educational agencies (LEAs) identified need.

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Slide 29

Time: 1–2 minutes

Note to Trainer:

Say, “The following were our training goals for the session. Lets take a minute to review and see if we met our objectives.”

Materials:

None

Processing Activity:

Give the participants an opportunity to review the objectives and ask any questions they may have.

References



21st Century Community Learning Centers (n.d.). Cultural competence: training to go [PowerPoint slides]. Retrieved from <https://y4y.ed.gov/teach/family/trainings-to-go/cultural-competence/>

21st Century Community Learning Centers (n.d.). Family engagement: training to go [PowerPoint slides]. Retrieved from <https://y4y.ed.gov/teach/family/trainings-to-go/family-engagement/>

D'Angelo, A., Rich, L., & Kohm, A. (2012). School engagement among parents of middle school youth. (Issue Brief). Retrieved from Chapin Hall at the University of Chicago website: <http://www.chapinhall.org/research/report/building-system-support-eviden...>

Every Student Succeeds Act (ESSA) Act of 2015, Pub. L. No. 114-95, 129 Stat. 1802 (2016)

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45 (3), 740-763.

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Slide 30

Time: 0 minutes

Note to Trainer:

Show the slide for references.

Materials:

None

Processing Activity:

None



Slide 31

Time: 0 minutes

Note to Trainer:

Show the slide.

Materials:

None

Processing Activity:

None