



TITLE III

INCREASING AND STRENGTHENING
PARENTAL OUTREACH

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.

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.

Texas Gateway

www.texasgateway.org



The screenshot shows the top navigation bar with links for 'TEA WEBSITE', 'CONTACT TEA', and 'SIGN UP FOR UPDATES'. The main header includes the 'Texas Gateway for online resources by TEA' logo, navigation links for 'TEKS', 'SEARCH', and 'MORE', and buttons for 'Log in' and 'Sign Up'. A large hero image of a teacher in a classroom is overlaid with a blue call-to-action box that reads 'Online resources FOR YOUR CLASSROOM' and 'Find engaging, TEKS-aligned resources you can use with your students as part of classroom instruction, intervention, acceleration, or additional practice.' Below this is a 'show me more' button. The main content area has buttons for 'BROWSE TEKS', 'BROWSE RESOURCES', and a search bar. A 'Featured Resources' section at the bottom displays several resource cards, including one for 'SCIENCE' and another for 'Introduction to the Revised Mathematics TEKS'.



TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



Companion Tool



TITLE III

INCREASING AND STRENGTHENING
PARENTAL OUTREACH

GUIDING AND PLANNING
COMPANION



Handouts



APPROPRIATE USE OF TITLE III, PART A FUNDS

TITLE III
FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

The following questions provide LEAs with guidance to best determine if the parental outreach program or services may be supported with Title III, Part A funds. The activity must supplement, enhance, or increase the services offered to English language learners (ELLs), immigrant students, and their families.

Title of Activity and Description _____

Will the activity be provided to all students and families?	<input type="checkbox"/> YES Title III, Part A funds MAY NOT be used to support the activity because it is being provided to all students and their families. <input type="checkbox"/> NO Title III, Part A funds MAY be used to support the activity because it will only offered to ELLs, immigrant students, and their families.
Adjustments Needed	
Is the activity required by local, state, and/or other federal funds?	<input type="checkbox"/> YES Title III, Part A funds MAY NOT be used to support the activity because the activity is required by local, state, and/or other federal funds. <input type="checkbox"/> NO Title III, Part A funds MAY be used to support the activity because the activity will enhance, increase, and extend current programs and services focusing on ELLs, immigrant students, and their families.
Adjustments Needed	
Will the activity include a staff member performing duties that are required by local, state, and/or other federal funds?	<input type="checkbox"/> YES Title III, Part A funds MAY NOT be used to support the position because the position requires duties that are federally and/or state mandated. <input type="checkbox"/> NO Title III, Part A funds MAY be used to support the position as long as the position is Title III specific and supplemental.
Adjustments Needed	

Copyright © 2017 Texas Education Agency

PLANNING FOR PARENTAL OUTREACH

TITLE III
FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

Phase 1, Collection: The LEA reviews its current demographics related to the ELL and immigrant population. The cultures and traditions representing the population, academic performance data, and language proficiency progress is also analyzed. Strengths and needs based on the data are identified, initiating the second phase of the planning process.

COLLECTION PHASE 1 GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • What is the total ELL population? • What is the total immigrant population? • How does the campus promote culture and diversity? • How does staff currently make personal connections with ELL and immigrant families? • What does the English language proficiency data suggest about your language instruction education program? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Phase 2, Preparation: The LEA evaluates its activities, reviews feedback from all stakeholders involved, and gathers data using the measures discussed during Phase 2 of the parental outreach planning process. Strengths and needs for improvement are identified.

PREPARATION PHASE 2 GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • What is the intent of the parental outreach activities? • Which of these activities may serve the current identified needs? • Is the purpose of the activities to create parental involvement or engagement? • What do you anticipate the participants to be able to do after the activities? • How will the effectiveness of these activities be monitored and measured? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Phase 3, Evaluation: The LEA evaluates its activities, reviews feedback from all stakeholders involved, and gathers data using the measures discussed during Phase 2 of the parental outreach planning process. Strengths and needs for improvement are identified.

EVALUATION PHASE 3 GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none"> • After providing stakeholders with the time to evaluate the activity (e.g. survey, electronic feedback, testimony), when and how will the LEA meet to review the information? • Which activities met the expectations set during Phase 1 of the process for planning parental outreach? • What strengths can be identified from the evaluations? • What changes may be needed during Phase 1 of the process for planning parental outreach approaches? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Copyright © 2017 Texas Education Agency

Agenda



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

Parental Outreach Terms



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

We will discuss these later in the session.

Padlet
<https://padlet.com/xrocha/vwfz0rq9mqqn>



Understanding Parental Outreach

Padlet
<https://padlet.com/xrocha/juxi55t8nwzb>

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:



Understanding Parental Outreach

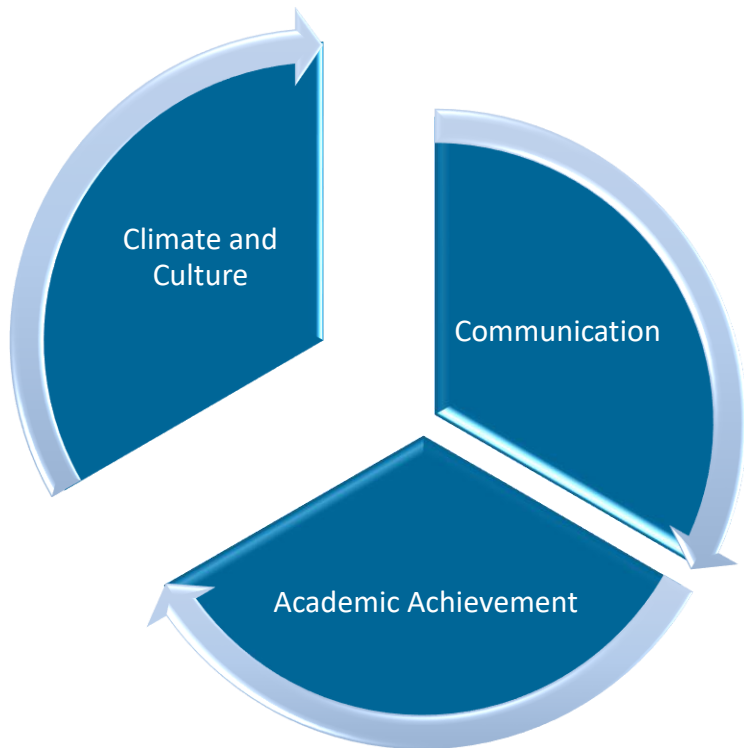


Climate and Culture

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.



Padlet
<https://padlet.com/xrocha/40ziahwtr7n>

Understanding Parental Outreach

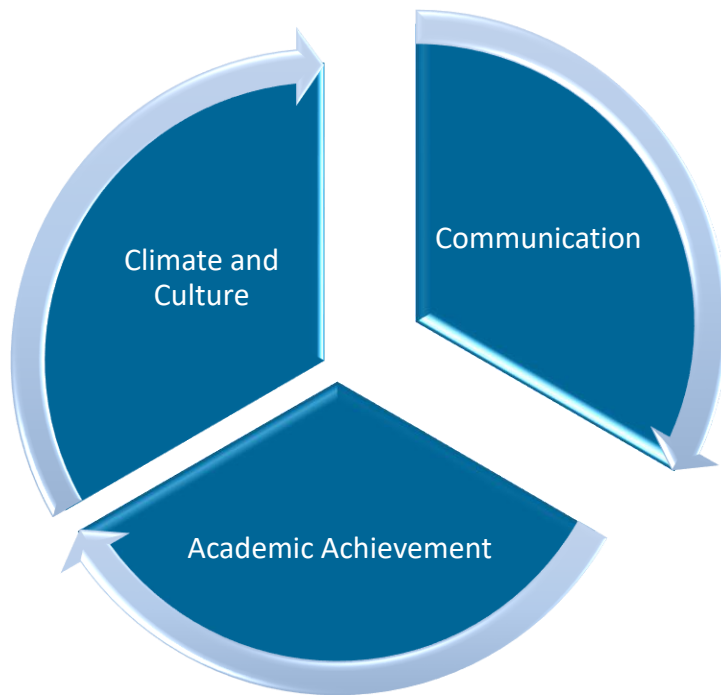


Communication

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.



Understanding Parental Outreach



Academic Achievement

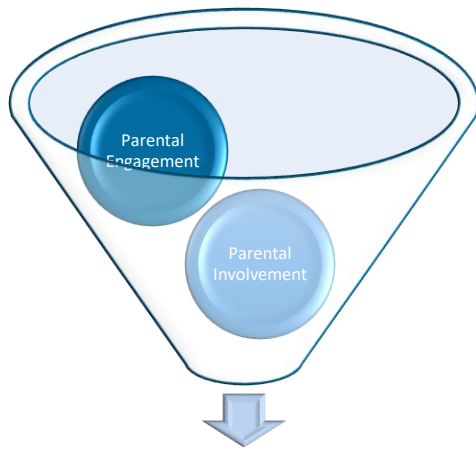
Academic achievement is supported when LEAs and parents can communicate about students' learning.

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.



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 students' 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.

Visual Literacy
Gallery Walk



Funding Requirements

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 standards 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.**

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—

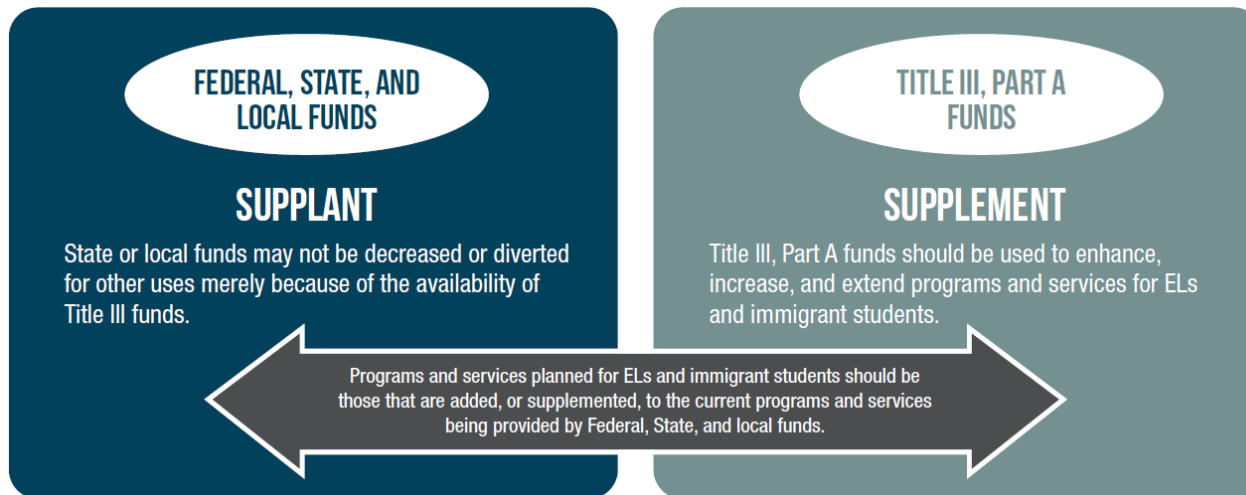
(A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children.

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.



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



Supplanting

A screenshot of a form titled "APPROPRIATE USE OF TITLE III PART A FUNDS". The form contains several sections with checkboxes and text boxes for reporting on the use of Title III Part A funds. The sections include: "APPROPRIATE USE OF TITLE III PART A FUNDS", "APPROPRIATE USE OF TITLE III PART A FUNDS", "APPROPRIATE USE OF TITLE III PART A FUNDS", and "APPROPRIATE USE OF TITLE III PART A FUNDS". Each section has a "Yes/No" column and a "Comments" column. The form is partially filled out with text and checkmarks.

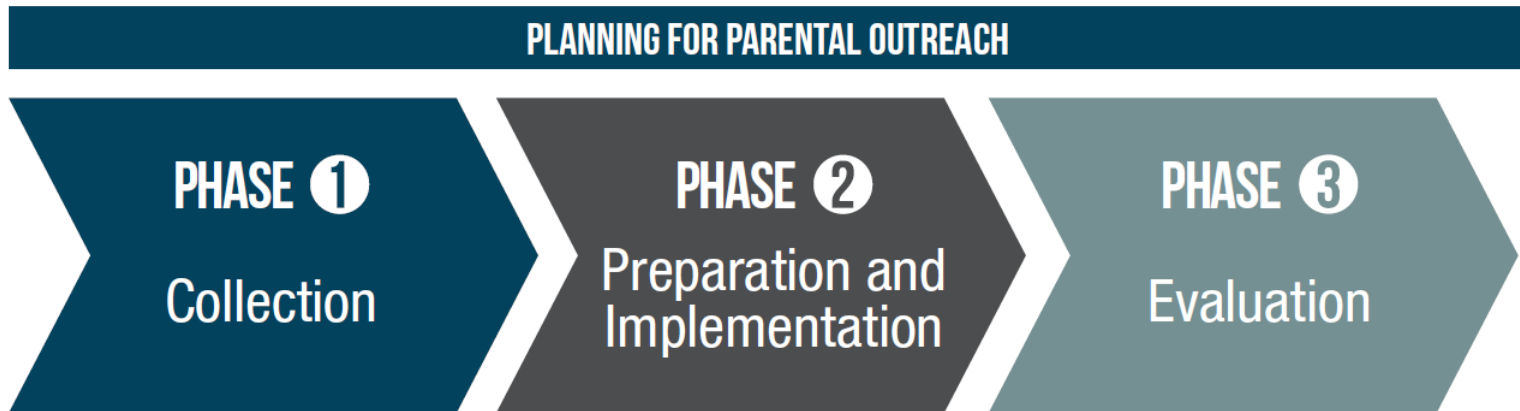


Creating a Plan

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.



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.

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.

Creating a Plan



PHASE
— 3 —

Evaluation

The LEA evaluates its activities, reviews feedback from all stakeholders involved, and gathers data using the measures discussed during Phase 2 of the parental outreach planning process. Strengths and needs for improvement are identified.



Family Partnerships

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

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

Texas Gateway

www.texasgateway.org



A screenshot of the Texas Gateway website. At the top left is the TEA logo and navigation links: "TEA WEBSITE", "CONTACT TEA", and "SIGN UP FOR UPDATES". The main header features the "Texas Gateway for online resources by TEA" logo, "TEKS SEARCH MORE" navigation, and "Log in" and "Sign Up" buttons. The main content area has a background image of a teacher and students. A blue call-to-action box reads "Online resources FOR YOUR CLASSROOM" and "Find engaging, TEKS-aligned resources you can use with your students as part of classroom instruction, intervention, acceleration, or additional practice." with a "show me more" button. Below this are "BROWSE TEKS" and "BROWSE RESOURCES" buttons, and a search bar. A "Featured Resources" section shows a carousel of resource cards for Science, NEO, and Mathematics.

 **Texas Gateway**
for online resources by TEA

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH



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 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.

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.



TITLE III

INCREASING AND STRENGTHENING
PARENTAL OUTREACH

For further information contact your local Educational Service Center.