TITLE III
INCREASING AND STRENGTHENING PARENTAL OUTREACH

Texas Education Agency
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.
Companion Tool

TITLE III
INCREASING AND STRENGTHENING PARENTAL OUTREACH

GUIDING AND PLANNING COMPANION

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH

Texas Education Agency
Handouts

APPROPRIATE USE OF TITLE III, PART A FUNDS

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?  
- YES
- NO

Adjustments Needed

Was the activity required by local, state, and/or other federal funds?  
- YES
- NO

Adjustments Needed

Will the activity include a staff member performing a position that is required by local, state, and/or other federal funds?  
- YES
- NO

Adjustments Needed

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PLANNING FOR PARENTAL OUTREACH

Phase 1: Collection  
- What are the Title III populations?  
- What is the linguistic population?  
- What does the ENL proficiency data suggest about your ENL instruction program?

Phase 2: Preparation  
- What is the intent of the parental outreach activities?  
- What are the ELA and/or other activities that are involved?

Phase 3: Evaluation  
- What changes need to be made during Phase 1 of the planning process?
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/40ziahwtzr7n

TITLE III, PART A  STRENGTHENING AND INCREASING PARENTAL OUTREACH
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 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


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.

TITLE III, PART A STRENGTHENING AND INCREASING PARENTAL OUTREACH

Texas Education Agency
(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 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

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

Supplanting
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

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
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References


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For further information contact your local Educational Service Center.