



TITLE III

INCREASING AND STRENGTHENING PARENTAL OUTREACH

**GUIDING AND PLANNING
COMPANION**





TITLE III

INCREASING AND STRENGTHENING
PARENTAL OUTREACH



PARENTAL OUTREACH:

Understanding and Planning for Title III, Part A Requirements

UNDERSTANDING PARENTAL OUTREACH

Title III, Part A-funded local educational agencies (LEAs) shall promote parental, family, and community participation in language instruction education programs, as well as enhance instructional opportunities for English learners (ELs) and immigrant students. To do so, LEAs shall focus efforts on building trust and establishing meaningful two-way communication with families. In addition, LEAs shall consider a variety of communication processes beginning with entry into the campus, such as the translation of documents and written communication sent home. 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.

PLANNING FOR PARENTAL OUTREACH



This companion will guide LEAs with the implementation of parental outreach. It is a suggested process LEAs may implement to plan effective activities that will build the trust of parents of ELs and immigrant students. The process consists of three phases of planning: collection, preparation, and evaluation. This resource may be used to plan parental outreach activities.

INTENT OF PARENTAL OUTREACH ACTIVITIES

LEAs and stakeholders, to include parents, families, community members, staff, and administrators, shall have a clear understanding of the intent or goal of the parental outreach activities. Planning for such activities requires time, input from all stakeholders, and demographic data of the EL and immigrant population. It is also important to understand parental outreach as it relates to parental involvement and parental engagement. Having this understanding allows the LEA to target an effective intent for the activities.

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 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 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—
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.

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 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.

Appropriate Use of Title III, Part A Funds

When considering activities using Title III, Part A funds, ask the following questions. Responses should be as listed below to qualify as appropriate use of Title III, Part A funds.



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

Will the activity be provided to all students and families?

If yes, Title III funds may not be used.

If no, Title III funds may be used.

Is the activity required by Federal, State, and local funds?

If yes, Title III funds may not be used.

If no, Title III funds may be used.

Were State and local funds decreased or diverted for other uses to be able to fund the parental outreach activity planned?

If yes, Title III funds may not be used.

If no, Title III funds may be used.

Will the activity only be provided to ELs or immigrant students and their families?

If yes, Title III funds may be used.

If no, Title III funds may not be used.

PARENTAL OUTREACH:

Planning Process

PLANNING FOR PARENTAL OUTREACH

PHASE 1

Collection

PHASE 2

Preparation and
Implementation

PHASE 3

Evaluation



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.

PHASE 1 GUIDING QUESTIONS

- What is the total EL population?
- What is the total immigrant population?
- What languages are spoken within the school community?
- How does the campus promote culture and diversity?
- How does school leadership build confidence among teachers and parents to create partnerships with community-based organizations?
- How can community organizations support parents and students?
- How does staff currently make personal connections with EL and immigrant families?
- How might the cultures and traditions of ELs, immigrant students, and their families be highlighted?
- What does the English language proficiency data suggest about your language instruction education program?

NOTES

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.

Phase 2 Guiding Questions	Notes
• What is the intent of the parental outreach activities?	
• List and describe the types of parental outreach activities implemented in previous years.	
• Which of these activities may serve the current identified needs?	
• What additional activities are essential in meeting the identified needs?	
• Is the purpose of the activities to create parental involvement or engagement?	
• Who are the participants and persons responsible for organizing and executing the activities?	
• 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?	
• What is the timeline for each activity?	



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.

PHASE 3 GUIDING QUESTIONS

- Who will ensure evaluations by stakeholders are returned in a timely manner?
- 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 goals set during Phase 2 of the process for planning parental outreach?
- What strengths can be identified from the evaluations?
- What may the LEA change in order to meet the needs of ELs, immigrant students, and their families when planning future activities?
- What changes may be needed during Phase 1 of the process for planning parental outreach approaches?

NOTES

PARENTAL OUTREACH:

Activities and Reflections

SUGGESTED ACTIVITIES

Phase 1 of the process for parental outreach planning involves gathering demographics of the EL and immigrant population, discussing the current practices for engaging parents of ELs and immigrant students, and reviewing academic and language proficiency data to identify instructional needs for the LEA. Phase 2 targets the identification and preparation of the activities. Activities should reflect the needs identified in order to increase parental participation and strengthen home-school-community partnerships. Listed are sample activities reflecting the needs of ELs, immigrant students, and their families. In order to provide any of these activities, or others, and support them with Title III, Part A funds, parents and families of ELs or immigrant students must be the only intended audience or participants.

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

REFLECTIONS

Activities

Roles

Locations

Responsibilities

Timeline

Methods of Evaluation



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