

PLANNING FOR PARENTAL OUTREACH



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 is also analyzed. Strengths and needs based on the data are identified, initiating the second phase of the planning process.

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

Phase 2, Preparation and Implementation: The LEA designs a plan of activities and targets specific skills related to the needs it identified. The intent and goals of the activities are set for outcomes in support of ELs, immigrant students, and their families. LEAs must determine whether the use of Title III, Part A funds will be appropriate for the planned activity.

PHASE 2, PREPARATION AND IMPLEMENTATION—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 being able to do after the activities?• How will the effectiveness of these activities be monitored and measured?	<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.

PHASE 3, EVALUATION—GUIDING QUESTIONS	NOTES
<ul style="list-style-type: none">• After providing stakeholders with 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 2 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/>