

TITLE III

ENGAGEMENT

PARENT • FAMILY • COMMUNITY

TITLE III ENGAGEMENT RESOURCES FOR IN-PERSON AND VIRTUAL EVENTS



Notes

Training		
Content Objective or Personal Learning Goals		
Key Vocabulary		Questions and Wonderings
Big Ideas		
Notes		



Parent Outreach and Training

Face to Face Engagement Examples

- Hosting cultural events at a location that is convenient and comfortable for families in your area.
 - **Tell Your Language Story.** This engagement event allows parents to share their stories about their language journey.
 - Parents prepare presentations that describe how their language is tied to their culture.
 - For parents who are unable to attend, they can record their story via technology or write their story to be shared.

Parent trainings to increase English language skills, academic performance, and become active participants in the education of their children. Training may address:

- Increasing awareness of educational resources available to empower them to advocate for their child's learning.
 - Resource Roundup. This engagement event can offer parent information sessions to showcase different programs and services such as assessment data like TELPAS, STAAR, txel.org.
 - Computers/ tablets can be available for parents to practice accessing these resources.
 - For parents who are unable to attend, a copy of the resources can be sent home with a log for parents to track their use of the resources. The log should be returned to the child's teacher with any parent feedback. For strategies on how to host this event virtually: Virtual Resource Roundup.



Virtual Engagement
Examples

Learn How To Use GOOGLE Classroom

PURPOSE



This engagement event will provide families of English learners with an overview of how to use the technology platform, Google Classroom such as using a Gmail account and different features of the Google Classroom. As a result, families will better understand the platform their child is using so they can be a support during at-home learning as well as communicating with the teacher and monitoring the work that is being done in the class.

TARGETED OUTCOME



To increase the number of families of English learners who are equipped with the skills to use the Google Classroom platform in an at-home learning environment.

AUDIENCE



- Parents and Families of English learners
- Parents and Families of Immigrant students

DURATION OF TIME



Try to keep the training under one-hour for parents. If you are not able to cover all sections within an hour, consider breaking it up into a series of trainings.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Create simple login instructions for attendees to access the event and how to download Google Classroom before the event.
- Notify and remind attendees through phone calls, emails, text message alerts, and/or social media of the event opportunity.
- Send out information for internet access [Internet Providers: Keeping Families Connected](#).
- If attendees need interpretation support during the event use [Zoom Language Interpretation Feature](#).
- Have facilitators assist attendees with signing on options such as calling in or providing one pagers via email or text.
- Provide resources so attendees can log in to their email and access Google Classroom. For example, a quick [video](#), [Spanish guide](#), or [Google support](#).

Learn How To Use ZOOM

PURPOSE



This engagement event will provide families of English learners with an overview of the various features of Zoom and the skills needed to use it well. As a result, families will better understand the platform their child is using so they can be a support during at-home learning.

TARGETED OUTCOME



To increase the number of families of English learners who are equipped with the skills to use the Google Classroom platform in an at-home learning environment.

AUDIENCE



- Parents and Families of English learners
- Parents and Families of Immigrant students

DURATION OF TIME



Try to keep the training under one-hour for parents. If you are not able to cover all sections within an hour, consider breaking it up into a series of trainings.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Create simple login instructions for attendees to access the event and how to download Google Classroom before the event.
- Notify and remind attendees through phone calls, emails, text message alerts, and/or social media of the event opportunity.
- Send out information for internet access [Internet Providers: Keeping Families Connected](#).
- If attendees need interpretation support during the event use [Zoom Language Interpretation Feature](#).

Virtual Book Club

PURPOSE



This engagement event will provide families of English learners with an opportunity to select topics (through virtual access to articles, books, newspapers, etc.) to engage in literacy activities conducted in English or the parent's primary language. This event helps parents become active participants in their child's education because they are modeling learning and collaboration with others.

TARGETED OUTCOME



To increase the number of families of English learners who are equipped with the English language skills to support their English learner in reading, writing, listening, and speaking.

AUDIENCE



- Parents and Families of English learners
- Parents and Families of Immigrant students

DURATION OF TIME



Try to keep the training under one-hour for parents. If you are not able to cover all sections within an hour, consider breaking it up into a series of trainings.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- How will materials (electronic and printed) be distributed before, during, and after the event?
- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Survey attendees via form or phone call to determine what technology platform participants prefer to use. The structure of the book club will be largely influenced by parent feedback.
- Consider literacy levels of parents. (Conduct an informal survey or phone call to ask parents about their interest and comfort level with literacy activities).
- Invite or elect a cultural broker that can inform the group about culturally relevant items that may come up in the reading of the text.
- Printed material of the topics discussed could be mailed to families prior to the event and hosted on Google Classroom.
- Printed materials such as Q&A one pagers could be sent out via email or text highlighting points from the sessions and also highlighted on Google Classroom.
- After each session, a recording of the summary of the topics discussed could be mailed to the attendees. Attendees could have some "homework" or something to report back as an accountability piece.
- Establish norms for the virtual book club (roles, times, behavior, etc.). Small groups could be brought in to do a discussion in person.
- Create simple login instructions for attendees to access the event depending on the platform that is chosen.
- Notify and remind attendees through phone calls, emails, text message alerts, and/or social media of the event opportunity.
- Send out information for internet access [Internet Providers: Keeping Families Connected](#).
- If using Zoom and attendees need interpretation support during the event use the [Zoom Language Interpretation Feature](#).
- Have facilitators assist attendees with signing on options such as calling in or providing one pagers via email or text.
- Having a moderator to help users get in and answer any questions that may occur in the chat is helpful. This will also help the presenter know what is happening on the screen and can jump in if there are any technical issues.
- Make sure to save the chat for attendance, or send out a separate Google Form link to document their attendance.

Virtual Resource Showcase

PURPOSE



This engagement event will showcase different programs and services in an effort to empower parents with knowledge and resources to enable them to advocate for their child's learning (TELPAS FAQs, txel.org, English Learner Toolkit, Colorin Colorado, texasassessments.com).

TARGETED OUTCOME



Parents will learn first-hand about various resources that can impact their child's English skills while providing specific academic support they can incorporate for at-home learning.

AUDIENCE



- Parents and Families of English learners
- Parents and Families of Immigrant students

DURATION OF TIME



Try to keep the training under one-hour for parents. If you are not able to cover all sections within an hour, consider breaking it up into a series of trainings.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- How many resources will be discussed and how will attendees access these resources?
- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Create simple login instructions for attendees to access the event and how to download Google Classroom before the event.
- Notify and remind attendees through phone calls, emails, text message alerts, and/or social media of the event opportunity.
- Send out information for internet access [Internet Providers: Keeping Families Connected](#).
- If attendees need interpretation support during the event use [Zoom Language Interpretation Feature](#).
- Consider breakout rooms to discuss the different resources that are being showcased.
- Create a slideshow with the links to the resources that will be showcased. Make sure to share the entire screen instead of a specific tab, so users will be able to see the different screens shown.
- Have facilitators assist attendees with signing on options such as calling in or providing one pagers via email or text.
- Have a moderator available to answer any questions that may occur.

Notes

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Content Objective or Personal Learning Goals		
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Family Outreach and Training & Literacy Services

Face to Face Engagement Examples

- Sending out language-appropriate monthly newsletters to families of English learners, with literacy strategies and ideas that could be easily implemented at home.
- Hosting monthly literacy events at a local library, in a campus library, or in a community center. Partner a community member with the family of an English learner for structured literacy activities, conducted in English or the family's primary language, such as.
 - Book club meetings. Meet with the community members prior to the first book club meeting to train them in their role as literacy mentors. Ensure they have a basic understanding of.
 - how to select grade-appropriate books.
 - the various genres of books.
 - the structure of your book club.
 - During the book club meetings, provide time for partnerships to.
 - select books.
 - have shared reading, paired reading, and/or read-alouds.
 - respond to the reading, through discussion or written response.
 - Consider inviting local authors or librarians to read aloud excerpts from their favorite books during each event.
 - Writing for life. Consider sending a language-appropriate survey to parents of English learners to determine the real-world writing needs (e.g., work applications, college essays, email communication with school staff or community leaders, emails/letters to family members, etc.)
 - Allow each community member to assist the family members with their specific writing needs during scheduled time together.
 - Provide time to write about topics of interest (current events that impact the community or family, upcoming events, etc.), then share and discuss what was written. Discuss possible next steps for the writing (e.g., Should an email be sent to a city leader about the issue addressed? Does the writing address a classroom assignment for the English learner?)
 - Hosting cultural events at a local community center, public library, or other location that is convenient and comfortable for the families in your area. These events could showcase foods, music, dance, and traditions that are important to the families served, allowing LEA staff to develop a better understanding of the community as a whole.



Virtual Engagement
Examples

Virtual Family Literacy Event

PURPOSE



This engagement event will provide English learners, immigrant students, and their families with an opportunity to engage with literature and reading strategies being used in the classroom or the domains: listening, speaking, reading, and writing.

TARGETED OUTCOME



To increase the collaboration between the English learner, their family, and the school.
To help parents increase English language skills that will improve the academic achievement of their students.

AUDIENCE



- Families of English learners
- Families of Immigrant students
- English learners/immigrant students

DURATION OF TIME



This event could be recurring with different reading strategies and books offered each time. It is recommended that any one session should not go over 90 minutes. Teachers, volunteers, or authors could read books aloud and highlight the strategy throughout. Virtual breakout rooms could be created for different grade levels or genres.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to the internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Find books that are culturally appropriate and engaging for the grade level audience.
- Check with the publisher or library to see if online books are available.
- Visit author websites to see if there are videos for books available.
- Ask teachers to do a short video of them reading a book or using the reading strategies so that English learners/immigrant students and their families can refer back to them later on.
- To enhance the writing domain, English learners/immigrant students could write to the publisher, author, or fellow student their review, critique, or summary of the book.

Virtual Family Cultural Fair

PURPOSE



This engagement event will provide English learners, immigrant students, and their families with an opportunity to showcase their culture (foods, music, dance, traditions) through a virtual format. English learners/immigrant students and their families can contribute by describing a cultural dish, participating in a story booth or showcasing pictures, or performing cultural dances. As a result, LEAs are creating a welcoming culture and appreciation for diversity.

TARGETED OUTCOME



To increase the collaboration between the English learner, their family, and the school.
To encourage parents and families to become active participants in the education of their children.

AUDIENCE



- Families of English learners
- Families of Immigrant students
- English learners/immigrant students

DURATION OF TIME



Try to keep the events under one-hour for English learners/immigrant students and their families. If you are not able to cover all sections within an hour, consider breaking it up into a series of events. Consider using virtual breakout rooms so that attendees can explore different cultures in a smaller setting.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to the internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Create sign-up sheets for different virtual breakout session options.
- Create simple login instructions for English learners/immigrant students and their families to access the training and how to download the web-based video conferencing platform like [Zoom](#) before the event.
- Notify and remind attendees through phone calls, emails, text message alerts, and/or social media of the event.
- Send out information for internet access [Internet Providers: Keeping Families Connected](#).
- If attendees need interpretation support during the event use [Zoom Language Interpretation Feature](#).
- Request and assign school personnel to assist with virtual breakout rooms.

Virtual Family Field Trip

PURPOSE



This engagement event will provide English learners, immigrant students, and their families with an opportunity to engage in different cultures, art, and nature outside of their surroundings. These events should be connected to concepts that are being taught in the classroom for greatest impact on student learning.

TARGETED OUTCOME



To increase the collaboration between the English learner, their family, and the school.
To encourage families to become active participants in the education of their children and increase the English language and academic skills.

AUDIENCE



- Families of English learners
- Families of Immigrant students
- English learners/immigrant students

DURATION OF TIME



Although there may be lots to explore with a virtual tour, try to limit the event to 90 minutes or less. During the event, English learners/immigrant students and their families could be shown the highlights of the virtual tour, and how to use the features of the site, then allowed time to explore on their own. Attendees could be given a tool (scavenger hunt, class activity, etc.) to connect to a learning objective from the classroom. At the end of the event, attendees could share out what they found and learned.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to the internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Visit txel.org and click on [Parents and Families](#) and click on [Helpful Website for At-Home Learning](#). Scroll to the Arts and Culture link to visit National Parks.
- Visit txel.org and click on Parents and Families and click on High School. Scroll to Virtual Tours of Famous Museums.
- Create a scavenger hunt that English learners/immigrant students and their families could use to explore the park or museum that is connected to the classroom content.
- Create an art journal to have attendees reflect on their experiences of the art they find. Tell a story about the objects they see in the paintings, or objects they connect with.



Community Participation Program

Face to Face Engagement Examples

Relationship building programs intentionally bring people together to simply get to know one another.

Host a community service fair. Consider sending a language-appropriate survey to parents of English learners to determine the types of community services that would best support their needs. Invite local community service agencies to connect with the families of English learners during a Title III, Part A-funded district or campus community service fair. Host the event at a local park or community center and solicit donations of snacks and beverages from the participating agencies.

Visit local agencies. Schedule visits to local community agencies that would benefit English learners and their families. Examples include

- Adult English as a Second Language (ESL) classrooms and service providers
- Local agencies offering free advising services to help students apply to college, find financial aid, and answer questions about the college process
- Food banks and other family service agencies
-

Partners in education programs provide educational support to English learners and their families.

Campaign to reach 100% graduation rate of English learners. Create a committee of local business representatives, district leaders, and secondary English learners. Develop a list of ways local businesses and organizations can support the district's goal of a 100% graduation rate for English learners. Make the list available to businesses and organizations across the community via parents, staff members, emails, and personal face-to-face visits. The list may include

- Donating money to offer scholarships for English learners
- Adding school information (such as notifications about upcoming events and report cards) to newsletters and bulletins
- Hiring English learners or their family members
- Using their voice and influence to encourage English learners and family members to complete their education and pursue post-secondary opportunities

Mobile public library. Reach out to the local library system to find out if they have a bookmobile. Many have weekly routes with designated stops, and some are available to visit scheduled community events. Coordinate and/or schedule bookmobile events across the community.

Online resources for learning English. Host a meeting in a computer lab to guide parents and English learners through free resources available for learning English. These resources are available through the U.S. Citizenship and Immigration Services website (links for each of the resources listed below can be found within the Adult Education dropdown box).

- U.S.A. Learns, sponsored by the U.S. Department of Education, offers free lessons online for immigrants to learn English and improve basic reading, writing, speaking, and life skills.
- Voice of America's Learning English provides texts and audio of daily news and information, while its YouTube channel provides captioned videos. People can build their vocabulary, strengthen their speaking skills, and improve their ability to communicate for work, school, and everyday life.

Direct services provide a service or product to the English learner, the family, or the community as a whole.

Local library. Invite a local librarian to speak to English learners about the services available at the nearest community library and/or to get students connected to the online resources available through the library system.

Texas Work Force Commission. Invite representatives from the Texas Workforce Commission to walk English learners through the online resources available at their website. Students may take a career self-assessment, explore careers and employability skills, or see if their dream job will pay for the lifestyle they want.

As a reminder, community participation programs may be provided during the school day to English learners; there does not need to be an event scheduled after school hours.



Virtual Engagement
Examples

Virtual Community Resource Fair

PURPOSE



This engagement event will invite community organizations to share resources virtually with English learners/immigrant students and their families. Families of English learners/immigrant students can also be invited to share their skills, talents, and professions. This event could be narrowed to focus on a variety of resources: work force, job skills, family assistance, college, etc.

TARGETED OUTCOME



To increase the collaboration between the English learner, their family, and the community.
To encourage families to become active participants in the education of their children and increase the English language and academic skills.

AUDIENCE



- Families of English learners
- Families of Immigrant students
- English learners/immigrant students

DURATION OF TIME



Try to limit the event to 90 minutes or less. During the event, community vendors can showcase different resources parents of English learners/immigrant students can access for their child's at-home learning. Community organizations can walk attendees through the process to gain access to the resources and have time to explore their use.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to the internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



Considerations to reduce issues:

- Visit txel.org and click on [Community Partners](#) to find resources that can be shared during this event.
- Prior to the event, elicit feedback regarding the types of resources English learners/immigrant students and their families are in need of or can offer (small business, craft, art, etc.).
- Based on the needs, several events could be created throughout the year to support English learners/immigrant students and their families (Health and wellness, College, Work Force, Financial, Testing, etc.)

Virtual Community Workforce Night

PURPOSE



This engagement event will provide English learners, immigrant students, and their families with an opportunity to engage with community businesses to increase a variety of skills. These events may include interviewing skills, job opportunities, professional dress, writing a resume, learning a skill or trade.

TARGETED OUTCOME



To increase the collaboration between the English learner, their family, and the community.
To encourage families to become active participants in the education of their children and increase the English language and academic skills.

AUDIENCE



- Families of English learners
- Families of Immigrant students
- English learners/immigrant students

DURATION OF TIME



Try to limit the event to 90 minutes. This event could have a menu of different shorter sessions that English learners/immigrant students could attend to customize the event to their specific needs. Participants could then rotate to different sessions so that they are able to attend more than one throughout the event that interest them.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to the internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- Partner with the local or nearby universities to provide sessions on trade and skill training.
- Connect with local businesses or staffing companies who have access to jobs.
- Reach out to the community to request assistance with offering different resources to assist English learners/immigrant students and their families with a variety of business skills.
- Provide virtual breakout rooms for attendees to practice skills they would like to enhance.

Virtual Community Service Project

PURPOSE



This event involves engaging English learners/immigrant students and their families in researching different topics or ways that they can get involved in the community. The event would host guest speakers from different aspects of the community to share how English learners/immigrant students and their families can get involved in community service projects. For example: community gardens, park enhancements, civic centers, pen pals with nursing homes.

TARGETED OUTCOME



To increase the collaboration between the English learner, their family, and the community.
To encourage families to become active participants in the education of their children and increase the English language and academic skills.

AUDIENCE



- Families of English learners
- Families of Immigrant students
- English learners/immigrant students

DURATION OF TIME



Try to limit the event to 90 minutes or less. During the event, different community leaders could share their service project ideas and then attendees could decide which service project interests them most and go to smaller virtual breakout sessions to learn more about how to get involved in-person or virtually.

THINGS TO CONSIDER



Considerations to increase success:

- Do attendees have access to the internet?
- When and how will this event be promoted?
- Whom do attendees contact if they want more information about the event?
- Will attendees need an interpreter or language translation support?
- How will LEAs capture feedback from attendees after the event(s) and incorporate their input?



Considerations to reduce issues:

- Do attendees have a device in the home to be able to participate in the event?
- Will a moderator be needed to help monitor questions during the event?
- What supports will be provided if attendees need help throughout the event?
- How will attendance be captured in order to follow up with attendees after the event?
- How will attendee's input be gathered to determine the best times to provide this event?

TIPS & IDEAS



- For ideas visit txel.org and click on [Community Partners](#)- Preparing Your Child for Graduation and Beyond-Generation Citizen and Youth Participatory Action Research.
- Reach out to community organizations who can assist with ideas for this virtual event to help attendees gather practical ideas.
- Prior to the event, survey English learners/immigrant students and their families to discover their interest in participating in a community service project.
- Using a web-based conference platform, attendees connect with their school to learn about researching different types of community service projects.
- Attendees can develop a plan to conduct the community service project and provide regular updates on the school or community websites.
- English learners/immigrant students can journal (video or handwritten) their service throughout the year and present it to others or in class at the end of the year.



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