



Brownsville Independent School District

Agenda Category: General Function

Board of Education Meeting: 10/06/26

Item Title: Consulting Services: Patricia
Valenzuela – Human Development

X Action
Information
Discussion

BACKGROUND:

Patricia Valenzuela brings over 35 years of experience delivering, designing, and transforming educational programs, with a proven track record of accomplishments in supporting parents including migrant families. She is passionate about equipping parents with practical strategies that empower them to support their children emotionally at home.

Her sessions emphasize building strong home-school connections, recognizing that family engagement is key to student success. Mrs. Valenzuela focuses on real-life applications, helping parents develop skills in emotional regulation and nurturing their children's overall development. Her extensive experience and culturally responsive approach make her uniquely qualified to meet the needs of Title I-C migrant families, ensuring presentations are both meaningful, actionable, and in the language understood by the parents.

FISCAL IMPLICATIONS:

Categorical Funding: Title I-C 212 for \$1,000 for 2 one-hour sessions.

RECOMMENDATION:

Recommend to approve for Patricia Valenzuela- Human Development, of Brownsville to provide consulting services for BISD Migrant families for the 2026-2027 school year.

Categorical Funding: Title I-C 212 for \$1,000 for 2 one-hour sessions

Alejandra Aldrete
Submitted by: Principal/Program Director

Approved for Submission to Board of Education:

Recommended by: Asst. Supt./Exec. Dir.

Dr. Timothy E. Cuff

Dr. Timothy E. Cuff, Superintendent

Dr. Nellie Cantu
Approved by: Chief of Operations 9/28/26



Patricia Valenzuela

Human Development Specialist

06/08/2026

PROPOSAL FOR
Parents Presentations

BISD Migrant Education Program
Brownsville, TX

PROPOSAL

Thank you for the opportunity to present this proposal for BISD Migrant Education program

This proposal includes two sessions of one hour each.

Both sessions are oriented to support the social-emotional and academic development of families attending your program.

Session One:

"Supporting Your Child's Academic Success at Home"

Summary

This session will provide parents with practical strategies to help their children succeed academically, including establishing effective home routines, promoting reading and learning habits, maintaining communication with teachers, and accessing educational resources available through the school and community.

Session Two:

"Building Resilience and Emotional Well-Being in Children and Families"

Summary

This session will focus on understanding stress, strengthening family communication, fostering resilience in children, and developing healthy coping strategies that support emotional well-being and academic success.



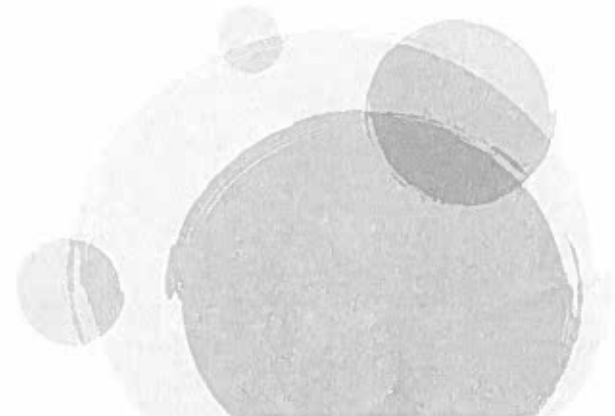
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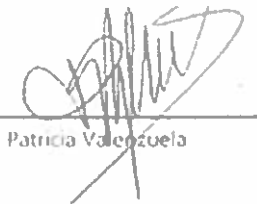


QUOTE

The total cost for two on-site sessions of one hour each is: \$1,000.00

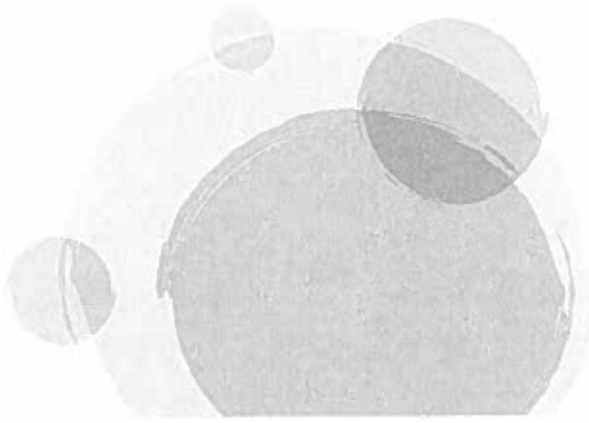
I trust you find the proposal satisfactory and look forward to your business. Please feel free to contact me if you have any questions.

Regards,



Patricia Valenzuela

Patricia Valenzuela







- PARENT & FAMILY
ENGAGEMENT
- MIGRANT EDUCATION

Committee Presentation

Patricia Valenzuela – Human Development Development

2026–2027 Consulting Services for BISD Parents, Parent Liaisons & Migrant Families
Parent & Family Engagement and Migrant Education Department

Student Achievement, Curriculum and Technology Committee

September 22, 2026 • BISD Administration Building Boardroom

Prepared for committee review and discussion

Agenda Items for Committee Review





Items IV.A.2 and IV.A.3 on the September 22, 2026 committee agenda

IV.A.2

Parents & Parent Liaisons

Patricia Valenzuela – Human Development

Consulting services for BISD parents and parent liaisons for the 2026–2027 school year.

\$8,500 • 17 one-hour sessions

Categorical Funding: Title I-A • Fund 211

Approximately 230 parents per session

IV.A.3

Migrant Families

Patricia Valenzuela – Human Development

Consulting services for BISD Migrant families for the 2026–2027 school year.

\$1,000 • 2 one-hour sessions

Categorical Funding: Title I-C • Fund 212

Approximately 50 Migrant families per session

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Patricia Valenzuela, M.Ed.



Local Experience • Professional Growth • Connection to BISD Families

Harvard Graduate School of Education

Participated in professional development and executive education focused on leadership, human development, emotional intelligence, equity, community engagement, and human-centered educational practices.

A BISD Parent & Local Community Connection

Her two daughters completed their K-12 education in Brownsville ISD. Patricia brings both a professional perspective and the lived experience of a BISD parent who understands our schools, families, and community.

Connecting with Today's Parents

For more than nine years, she has worked directly with BISD families across campuses. Her approach centers on listening, respect, practical strategies, and helping parents become active partners in their children's education.

Parent & Family Engagement and Migrant Education Department

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Proposed 2026–2027 Scope & Cost

Two funding streams support distinct parent and family engagement audiences



Title I-A Parent & Family Engagement

\$8,500

17 one-hour sessions

- Audience: BISD parents and parent liaisons
- Compliance: parent capacity-building and support for school-family partnerships
- Funding code: 211

Title I-C Migrant Education

\$1,000

2 one-hour sessions

- Audience: Migrant families
- Compliance: parent engagement and family support aligned to Migrant Education Program needs
- Funding code: 212

\$500 per one-hour session

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Federal Funding Alignment / Compliance

TEA guidance supports parent training and engagement activities when reasonable, necessary, allocable, and program-aligned



TITLE I, PART A

Parent & Family Engagement

TEA program guidance requires LEAs to build parent capacity and includes:

“provide materials and training to help parents to work with their children to improve their children’s achievement”

TEA also permits other reasonable support for parental involvement activities requested by parents.

Source: TEA Title I, Part A Program Guide (ESSA §1116)

TITLE I, PART C

Migrant Education Program

TEA’s MEP guidance identifies service coordination that includes:

“Advocacy and outreach activities for eligible migratory children and their families”

It also identifies family literacy programs and requires parental participation and engagement through the MEP.

Source: TEA Title I, Part C Migrant Education Program Guide (ESSA §1304)

2025–2026 Parent Survey Evidence

Parent evaluations were used to inform planning for the 2026–2027 school year



733

responses analyzed

Same response base used for Questions 1–5

What parents rated

1. Was the topic adequately presented?
2. Was the presenter knowledgeable about the subject matter?
3. Was the content of this session relevant to your needs?
4. Did the session make a contribution to your knowledge?
5. How would you feel about having Mrs. Patricia Valenzuela as a speaker for the next meeting?

Rating scale shown in the source evaluations: 3 / 2 / 1. The next slide displays the distribution for each question.

Parent Survey Results: 2025–2026

All five questions use N = 733 responses



98.9% of the parents answered they will like Patricia Valenzuela as a future speaker.

Parent Voice

Selected comments from 2025–2026 Parent in Education meeting evaluations



"My biggest reason for coming to these meetings is to listen and learn from Ms. Valenzuela."

"We want Mrs. Valenzuela in all the meetings — she is the major motivation."

"Spectacular speaker as always (Mrs. Valenzuela)."

"We hope that next year we have Mrs. Patricia Valenzuela with us."

"We need more of Mrs. Valenzuela next year!"

"Ms. Valenzuela is wonderful and makes every topic relatable & entertaining."



Thank You

Questions & Committee Discussion

Parent & Family Engagement • Migrant Education

Brownsville Independent School District



BUILDING STRONGER PEOPLE, SCHOOLS & COMMUNITIES

Patricia Valenzuela, M.Ed.
Education & Human Development Consultant

My Story with BISD

For more than nine years, my relationship with Brownsville Independent School District has been much more than a professional one. BISD has been part of my work, my community, and my own family's story.

I have had the privilege of serving BISD families as a parent trainer, education and human development consultant, and advocate for meaningful family engagement. Throughout these years, I have worked with parents from campuses across the district, creating spaces where families can learn, reflect, ask questions, feel heard, and better understand the important role they play in their children's education.

But I have also experienced BISD from the other side of that relationship: **I was a BISD mother.**

My two daughters completed their K–12 education within Brownsville ISD, and I have personally witnessed what can happen when public education, family involvement, opportunity, and high expectations come together.



Today, one of my daughters is a Texas A&M University graduate who was able to complete her bachelor's degree in only three years, in large part because of the college credits she earned through BISD's dual enrollment opportunities. My other daughter graduated as the Valedictorian of Veterans Memorial Early College High School Class of 2025 and is now a student at the University of Pennsylvania.

Their stories are deeply personal to me, but they are also part of the reason I believe so strongly in the work I do with families. I have not only spoken to BISD

parents about the value of education, involvement, communication, advocacy, and taking advantage of opportunities—I have lived that journey alongside my own children.



Building Relationships with BISD Families.

For more than 9 years, my work with BISD has allowed me to connect with parents from different schools, backgrounds, circumstances, and stages of their children's education.

My goal has never been simply to "deliver a presentation."
My goal has been to **build connections**.

Effective parent engagement requires more than providing information. Families need to feel that the person speaking to them understands their challenges, respects their experiences, speaks in a way that is relevant to their lives, and recognizes the strengths they already bring to their families.



This philosophy has guided my work with BISD for more than nine years.

Throughout this partnership, I have had the opportunity to provide presentations, workshops, trainings, and conversations addressing topics related with SEL and Emotional Intelligence, just as TEA is requiring after COVID since 2020:

1. How to Bring Social Emotional Learning to Your Home.
Como utilizar el aprendizaje social y emocional en casa.
2. Bringing Emotional Intelligence and Empathy at Home.
Formando en la inteligencia emocional y en la empatía desde el hogar.
3. Understanding Anxiety and Mental Health.
Comprendiendo la ansiedad y la salud mental.
4. Raising Emotionally Resilient Children in a Changing World.
Formando niños emocionalmente resilientes en un mundo cambiante
5. Healthy Emotional Families.
Familias Emocionalmente Saludables.
6. Discipline and Routine to Create a Safe Environment
Disciplina y rutina para crear un ambiente seguro.
7. Emotionally Available Parents.
Padres emocionalmente disponibles.
8. "Sharing is Caring": Building Social Awareness in Our Family
"Compartir es Amar": Haciendo conciencia emocional en la familia.
9. A Positive Attitude to Face Difficult Times
Una actitud positiva para enfrentar los tiempos difíciles.
10. Bringing Emotional Intelligence and Empathy at Home.
Desarrollo de la Inteligencia Emocional y la Empatía en casa.
11. Love and Friendship: The Base of Meaningful Relationships During Life.
Amor y Amistad: La base de las relaciones significativas a lo largo de la vida.
12. Building the Citizens of the Future at Home.
Construyendo al ciudadano del futuro desde el hogar.
13. Violence and Abuse Prevention at Home
Prevención del abuso y la violencia en el hogar.
14. Healing the Past for a Brighter Future.
Sanando el pasado para lograr un mejor futuro.
15. Solving Problem Skills in the Family Environment.
Habilidades para la solución de problemas en el ambiente familiar.

16. Social Emotional Learning to Raise Successful Children.
Aprendizaje Social y Emocional para formar hijos exitosos.
17. Dealing with Fears and Anxiety at Home.
Manejo del miedo y la ansiedad en el hogar.
18. Improving Your Family Environment.
Mejore su ambiente familiar.

These sessions have allowed me to address not only academic success and parental involvement, but also many of the human factors that influence a child's ability to succeed: communication, emotional intelligence, parenting practices, mental and emotional wellness, motivation, relationships, resilience, self-awareness, family-school partnerships, and the challenges families face in an ever-changing world.

I have also provided training for Parent Liaisons with the topics:

1. Working with Parents During Difficult Times
2. The Art of Empathy: Connecting with Other People's Feelings
3. Talking to Our Parents Community. (Presentation Skills)
4. Parent Educators as Mediators in Conflict Resolution.
5. Building a Parents Community at School
6. Understanding Our Families: Heritage and Culture in Our Community
7. Dealing with Difficult People
8. Understanding the Role of a Parent Educator

Continuing My Own Professional Growth

My commitment to serving BISD families and professionals has also required a commitment to my own continued learning.

As part of that journey, I have had the opportunity to participate in professional development and executive education experiences through the **Harvard Graduate School of Education**, where I have expanded my knowledge in areas related to leadership, human development, emotional intelligence, equity, community engagement, and the human-centered practices needed to lead and serve effectively in today's educational environment.

These experiences have allowed me to learn from nationally recognized educators, researchers, and thought leaders while reflecting on how those ideas can be translated into practical strategies for the communities I serve. For me, the value of these opportunities extends far beyond adding a credential to my professional background. What I learn must return to my community.



I have intentionally incorporated this continued professional growth into the programs, trainings, and conversations I facilitate, bringing new perspectives and evidence-informed practices back to the parents, employees, and leaders I have the privilege of serving—including those within Brownsville ISD.

Beyond Parent Engagement: Supporting BISD Leaders and Employees

My relationship with BISD has also expanded beyond my work with parents.

For over 3 years I have had the opportunity to collaborate with **Food and Nutrition Services (FNS)** in leadership and human development initiatives designed to strengthen the people who serve our students every day.

This work is especially meaningful because I believe that strengthening a school district requires investing not only in students and families, but also in the people who make the organization function.

I have also trained parents of children with special needs in collaboration with Special Services Department.

Whether I am working with parents, employees, supervisors, or leaders, the foundation of my work remains the same: **people perform, communicate, lead, parent, and serve more effectively when they develop greater self-awareness and stronger human connections.**



Service Beyond the Contract



Another important part of my history with BISD cannot always be reflected in a contract, purchase order, or invoice.

Throughout the years, there have been occasions when BISD campuses, departments, employees, or leaders have reached out asking for my support beyond contracted services. Whenever possible, I have chosen to help.

I have contributed time, presentations, participation, consultation, resources, and other **in-kind professional services** when the district or its community needed my assistance, such as events related with violence at schools, requested visits to cafeteria personal in many campuses to have motivational talks, presentations for parents in different campus to support parent liaisons, online emotional support for parents during COVID, supporting as a mediator in parent-campus conflicts, active support as parent and also as a community member for NCUST visits, providing emotional support to parents about mental and emotional health when they reach for me in private, just to mention a few.



I chose to provide these services because I have never viewed BISD simply as a client. This is my community. It is the district that educated my daughters, the district whose families I have served for years, and an institution whose success directly impacts the future of Brownsville.

Recognition Along the Journey

Throughout these years, BISD has honored and recognized my contributions in different ways. Each recognition represents much more to me than an award or certificate. It represents a relationship that has been built over time with campuses, departments, administrators, staff members, and—most importantly—families.

Among the recognitions I have received are:

- **2021 Parent Recognition during the Board Meeting.**
- **2025 Principal for a Day**
- **Three years as C.A.R.E Partner Program Member.**
- **Special recognition by Stillman MS as Parent Volunteer of the Year**
- **3 Special recognitions as Parent Volunteer at Ortiz Elementary**



I am grateful for every one of these recognitions because they document a professional relationship that has grown through years of consistency, trust, and service.

More Than Nine Years of Work – A Relationship Built Over Time

When I look back at my history with Brownsville ISD, I see much more than a collection of presentations.

I see parents who returned to attend another session.

I see families who felt comfortable enough to share their struggles and ask difficult questions.

I see administrators and staff members who trusted me to work with their communities.

I see opportunities to support employees and leaders in their own personal and professional growth.

I see years of adapting my work to respond to what BISD families and employees needed at different moments.

And I also see my own daughters—two BISD students whose educational journeys remind me personally of what is possible when schools, families, educators, and opportunities come together.

That combination of **professional experience and personal connection** is what makes my relationship with BISD unique.

After more than nine years, I understand this community because I am part of this community.

My hope is to continue building upon what we have already created together. There is still important work to be done with parents, employees, leaders, and families, particularly as our community faces new academic, social, emotional, and family challenges.

I hope one day be able to continue serving Brownsville ISD, bringing not only my professional experience as an Education and Human Development Consultant, but also something that cannot be developed overnight: **years of relationships, credibility, knowledge of our community, and trust built through consistent presence and service.**

My history with BISD is something I deeply value. More importantly, I believe it can become the foundation for the work that still lies ahead.

Patricia Valenzuela, M.Ed.

Education & Human Development Consultant



Evaluation Form

TITLE: _____

DATE: _____

PLACE: _____

TIME: _____

Please check one:

Por favor marque una:

Parent _____ Aide _____ Teacher _____ Administrator _____ Other _____ (specify)

Padre _____ Asistente _____ Maestro _____ Administrador _____ Otro _____ (especifique)

Please circle one number for each question: 3=Very Good 2=Good 1=Fair

Por favor circule un número en cada pregunta: 3=Muy Bien 2=Bien 1=Favorable

1. Was this topic adequately presented? 3 2 1
 ¿Fue presentado el tema adecuadamente?

2. Was the presenter knowledgeable about the subject matter? 3 2 1
 ¿Estuvo el presentador bien informado en su materia?

3. Was the content of this session relevant to your need? 3 2 1
 ¿Fue el contenido de esta sesión apropiado a su necesidad?

4. Did this session make a contribution to your knowledge? 3 2 1
 ¿Contribuyo esta sesión a incrementar su conocimiento?

5. How would you feel about having Mrs. Patricia Valenzuela as a speaker for the next meeting? 3 2 1
 ¿Cómo calificaría su satisfacción con la participación de la Sra. Patricia Valenzuela como oradora para la próxima reunión?"

General Comments / Comentarios Generales

Please return this Evaluation Form at the end of the session.

Favor de entregar esta Evaluación al final de la sesión.

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades.