HOUSTON INDEPENDENT SCHOOL DISTRICT

Improving outcomes for all HISD students!

TITLE I, PART A PROGRAM HANDBOOK

2022-2023

HISD

External Funding
Titles I, II & IV

FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

2022 Board of Education

Judith Cruz
District VIII • President

Elizabeth Santos
District I • First Vice President

Kathy Blueford-Daniels
District II • Second Vice President

Sue Deigaard
District V • Secretary

Myrna Guidry
District IX • Assistant Secretary

Daniela "Dani" Hernandez
District III

Patricia K. Allen
District IV

Kendall Baker
District VI

Bridget Wade
District VII

Title I, Part A Program Handbook
2022-2023

Title I, Part A Handbook

TABLE OF CONTENTS

Title I, Part A Handbook

Title I, Part A Handbook

BUDGET INFORMATION

Title I, Part A Handbook

Title I, Part A Handbook

PERSONNEL

PARENT AND FAMILY ENGAGEMENT

Title I, Part A Handbook

STATE COMPENSATORY EDUCATION

STUDENT ASSISTANCE

Title I, Part A Handbook

Title I, Part A Handbook

CODING

Title I, Part A - FAQs

ESSA REQUIREMENTS

1.	**Q:** **A:**	**What does "ESSA" stand for?** "ESSA" stands for the Every Student Succeeds Act.
2.	**Q:** **A:**	**Under ESSA, to whom is the local educational agency (LEA) receiving federal funds required to submit the ESSA Consolidated Federal Grant Application?** The ESSA Consolidated Federal Grant Application is submitted to the Texas Education Agency (TEA).
3.	**Q:** **A:**	**What are TEA's current Strategic Priorities?** TEA's current Strategic Priorities are: - Recruit, Support, and Retain Teachers and Principals - Building a Foundation of Reading and Mathematics - Connect High School to Career and College - Improve Low-Performing Schools
4.	**Q:** **A:**	**What percentage of a campus's enrolled students must be identified as economically disadvantaged in order to be designated as a SCHOOLWIDE Title I campus?** To be designated as a Schoolwide Title I campus, at least 40% of students must be identified as economically disadvantaged.
5.	**Q:** **A:**	**What percentage of a campus's enrolled students must be identified as economically disadvantaged in order to be designated as a TARGETED ASSISTANCE Title I campus?** To be designated as a Targeted Assistance Title I campus, 35-39% of students must be identified as economically disadvantaged.
6.	**Q:** **A:**	**What is the purpose of the Title I, Part A Documentation Checklist?** The Title I, Part A Documentation Checklist is used by campuses to track Title I, part A document compliance, ensuring that all required documents are included in the E-Title I Bin.
7.	**Q:** **A:**	**How long must the Title I documentation be retained?** Seven (7) years.
		Continued on next page…

8.	**Q:**	**What are some ideas for Schoolwide Plan Development?**
	A:	Strategies for Schoolwide Plan Development may include preparation for postsecondary education, early intervention services, counseling, school-based mental health programs, specialized instructional support services, or mentoring.
9.	**Q:**	**Should the completed 3 Elements of Schoolwide Planning form (Part 3 of the School Improvement Plan) look the same for ALL schoolwide campuses?**
	A:	No, the 3-Elements School Improvement Plan (SIP) is specific to your campus.
10.	**Q:**	**Does the entire School Improvement Plan (SIP) need to be translated? Or just the Executive Summary?**
	A:	A requirement of the Every Student Succeeds Act (ESSA) is that Title I Campuses must make their SIP available to the public in an understandable and uniform format. Therefore, the entire SIP – including the Executive Summary – must be translated into the language(s) of parents of enrolled students.
11.	**Q:**	**Can I begin purchasing capital outlay after submitting my request to External Funding?**
	A:	No, capital outlay and library books MAY NOT be purchased until the district receives the Notice of Grant Award (NOGA) from TEA. External Funding will notify campuses and departments of TEA approvals via memo or email.
12.	**Q:**	**Which expenditures require prior approval from TEA and must be included in the ESSA Application or an amendment?**
	A:	The following expenditures always require prior approval from TEA: • Capital Outlay • Field Lessons • Out-of-State Travel
13.	**Q:**	**Can we use Title I funds to pay for virtual field lessons?**
	A:	Yes, campuses may use Title I funds for Virtual Field Lessons. However, all campuses must adhere to the approved field lesson list and obtain approval in advance from the External Funding Department.
14.	**Q:**	**Can Title I Funds can be used to pay transportation costs for field lessons *not* on the Pre-Approved Title I Field Lesson List?**
	A:	No.
15.	**Q:**	**Are field lessons requiring overnight stay allowable with Title I Funds?**
	A:	No, Title I funds cannot be used to pay for field lessons that require an overnight stay.

16.	**Q:**	**What is the last day (during the school year) that campuses can take students on a Title I Field Lesson ?**
	A:	The first Friday in May.
17.	**Q:**	**Will Houston ISD be offering free meals to *all* students for the 2022-2023 school year?**
	A:	For the 2022-2023 school year Houston ISD will offer free meals to all students attending HISD schools that participate in the Community Eligibility Provision Program (CEP). There are currently nine campuses that are NOT eligible for CEP.
18.	**Q:**	**Is HISD required to collect socioeconomic information from every student?**
	A:	For the 2022-2023 school year Houston ISD is required to collect socioeconomic information only from students participating in the CEP program.
19.	**Q:**	**Why is it important for Houston ISD to collect socioeconomic information for CEP students?**
	A:	It is very important for Houston ISD to collect and submit socioeconomic information to TEA so that the district can receive Title I and State Compensatory Education funding. This funding affects programs that directly impact campuses and students.
20.	**Q:**	**What is the final date by which student socioeconomic information must be entered into HISD Connect?**
	A:	For the schools that are required to collect it, socioeconomic information must be entered into HISD Connect by the PEIMS snapshot date, which is the last Friday in October.

CAMPUS CONTACT RESPONSIBILITIES

21.	**Q:**	**Who identifies the Title I contact for the campus?**
	A:	The school principal identifies the Title I contact for the campus.
22.	**Q:**	**Can a campus administrator/contact input socioeconomic data into HISD Connect via the HISD Parent Portal?**
	A:	No. Only the parent/guardian is permitted to do this.
23.	**Q:**	**Can a campus school secretary qualify to receive the Title I stipend?**
	A:	Selected individuals must have teacher certification.
24.	**Q:**	**Can the Title I stipend amount ($2,400/year) be split if two individuals are designated as contacts?**
	A:	No. The Title I stipend is paid to only one individual.
25.	**Q:**	**Who must approve the Title I stipend payment upon fulfillment of all requirements?**
	A:	The School Principal approves the Title I stipend payment.
26.	**Q:**	**When should the Campus Contact send the Federal Report Card to parents?**
	A:	The Federal Report Card is sent to parents in the spring.

BUDGET INFORMATION

27.	**Q:**	**Do campuses keep the same Title I, Part A internal order number each year?**
	A:	No.
28.	**Q:**	**When does the new Title I budget become available?**
	A:	July 1
29.	**Q:**	**Can Title I funds be used for summer school?**
	A:	No.
30.	**Q:**	**Do prior year funds roll over to the new year?**
	A:	No.
31.	**Q:**	**What is the correct response for the "Use of Funds" question 3b ("How will the program, activity, or strategy be funded if the Title I, Part A funds are not available?")?**
	A:	The correct response would be : "The campus will not purchase the technology without the Title IA funds."
32.	**Q:**	**When can technology and library books be purchased using Title I, Part A funds?**
	A:	Purchases can be made after the district receives the Notice of Grant Award (NOGA) from TEA.
33.	**Q:**	**When can out-of-state travel and out-of-state/virtual PD be booked or registration take place using Title I, Part A funds?**
	A:	The campus may register for conferences and book out-of-state travel when the district has received the Notice of Grant Award (NOGA) from TEA and the campus has been notified of the approval.
34.	**Q:**	**Which object code should a campus charge registration for out-of-state travel approved by TEA?**
	A:	- The campus should charge registration to object code **6299** – *Miscellaneous Contracted Services*. Registration is the only charge that can be charged to the grant prior to the trip. TEA views this charge a "personal service contract". - All other charges should be charged to **6400** – *Other Operating Costs*, when the trip takes place.
		Continued on next page…

35.	**Q:**	**When a campus requests out-of-state travel for conferences and professional developments, those activities should be linked to a need in the campus Plan4Learning – School Improvement Plan. True or False?**
	A:	True – All requests for out-of-state travel or out-of-state/virtual PD for conferences and professional developments should be linked to a campus need in the campus Plan4Learning – School Improvement Plan.
36.	**Q:**	**Can you make purchases with a personal credit card for trainings and be reimbursed with Title I funds?**
	A:	No, reimbursements are not allowed if a personal credit card is used to reserve trainings. Please create a shopping cart for all trainings to avoid the use of personal credit cards.
37.	**Q:**	**How can one register for trainings that require a credit number without the use of the ProCard?**
	A:	If using Title I funds, a shopping cart must be created for trainings.
38.	**Q:**	**A campus has a small population of students and teachers. The campus principal wants to take all twelve teachers to a conference in New York City. Is this expenditure reasonable, allowable, and necessary?**
	A:	It is a nice gesture by the campus principal. However, taking twelve teachers to the conference is not reasonable, allowable, and necessary, per TEA. The district should be using the Train-The-Trainer model, with only five teachers attending the conference. The teachers selected to attend should be able to share the content information with the other teachers on staff.
39.	**Q:**	**When can registration for out-of-of-state travel or out-of-state/virtual PD take place using Title IA funds?**
	A:	The campus may register for out-of-state travel or out-of-state/virtual PD after being notified by the Department of External Funding that TEA has approved the expenditure. For requests made during the June ESSA Application process, notification takes the form of an ASM that posts in the fall. For amendment requests, notifications are via email.
40.	**Q:**	**What is a "split-funded" employee?**
	A:	An employee whose salary is paid from two or more fund sources and one of the fund sources is a federal grant
		Continued on next page…

41.	**Q:**	**Who determines if an employee is split-funded on campus?**
	A:	The campus principal determines which employees are split-funded on a campus. 100% funded employees and split-funded employees are linked to the campus budget.
42.	**Q:**	**How often do split-funded employees need to certify their time in OneSource - ESS?**
	A:	Every two weeks.
43.	**Q:**	**What must a split-funded employee do if they miss the certification window period?**
	A:	Complete a paper form to have the time certified and approved by the split-funded individual's principal and Payroll.
44.	**Q:**	**Where can I find information about certifying my Time and Effort hours?**
	A:	Information about certifying my Time and Effort hours is found on the External Funding website ([Time & Effort Reporting](#)).
45.	**Q:**	**What is the latest month that a campus can request capital outlay using Title I, Part A funds for the current school year?**
	A:	December
46.	**Q:**	**Which forms are required for a campus to request capital outlay using Title IA funds?**
	A:	The required forms are: Capital Outlay List form and Use of Funds questions.
47.	**Q:**	**What are the cut-off dates for capital outlay?**
	A:	Shopping carts for out-of-state and in-state vendors are due by February 17, 2023. Posting of goods receipts is due by April 7, 2023.
48.	**Q:**	**Can Title I funds be used to pay for parent trainings?**
	A:	Yes.
49.	**Q:**	**What are encumbered funds?**
	A:	Encumbered funds are defined as monies that are set aside to pay for obligated expenditures.
		Continued on next page…

50.	**Q:**	**What is an example of a pre-encumbered fund?**
	A:	Shopping Carts represent pre-encumbered funds.
51.	**Q:**	**Can a shopping cart be deleted after being created?**
	A:	Yes. Normally, the creator of the shopping cart deletes it. If that is not an option, then an HISD Service Desk ticket can be opened for IT to delete the shopping cart.
52.	**Q:**	**When a campus is approved for capital outlay, who pays for the expenditure?**
	A:	The campus purchase is paid for out of the campus Title IA budget.
53.	**Q:**	**When is the best time for a campus to purchase approved capital outlay?**
	A:	Technology should be purchased in September or October to benefit students and impact student achievement. The best time to request technology is in the June ESSA Application.
54.	**Q:**	**Is it ok to purchase more capital outlay items than requested and approved by TEA – even if the cost is the same?**
	A:	No. While it is permissible to purchase less capital outlay items than requested, you are NOT allowed to purchase more capital outlay than requested – unless you make a new request and have that request approved by TEA.
55.	**Q:**	**A campus requests one speaker at a cost of $50,000. Is this expenditure reasonable, allowable, and necessary?**
	A:	The purchase of the speaker is allowable. However, the cost of the expenditure is not reasonable or necessary. The campus can identify a speaker, at a lesser cost, that will serve the same purpose.
56.	**Q:**	**Prior to placing a shopping cart for capital outlay in SAP, what action should the campus take?**
	A:	The campus should check the External Funding website for approvals *(technology and number approved and fund source)* from TEA.
57.	**Q:**	**Who is responsible for confirming goods receipts upon receipt of materials, supplies, and/or services?**
	A:	The school is responsible for confirming goods receipts immediately upon receipt of materials, supplies, and/or services.
		Continued on next page…

58.	**Q:**	**Are graphic calculators considered capital outlay (6600) or can I purchase them out of 6300?**
	A:	They are considered to be capital outlay (6600) and require prior TEA approval through the ESSA Application for TI-Schoolwide and TI-School Improvement.
59.	**Q:**	**What is the final date for campuses to enter shopping carts for approved technology in OneSource?**
	A:	February 17, 2023
60.	**Q:**	**Who tracks shopping carts after they are approved by External Funding?**
	A:	After approving a shopping cart, External Funding no longer has the ability to track it. Any questions regarding the purchase order related to the approved shopping cart must be addressed to Purchasing Services.

ALLOWABLE/UNALLOWABLE EXPENSES

61.	**Q:**	**Is personal protective equipment (PPE) an allowable expense under Title I, Part A?**
	A:	No.
62.	**Q:**	**Are textbooks allowable for Dual Credit Courses?**
	A:	No, this is an unallowable purchase.
63.	**Q:**	**Are we allowed use Title I, Part A funds to pay for a Video or Telephone Conferencing System for campus use?**
	A:	No.
64.	**Q:**	**Can Title I, Part A funds be used for campus security purposes?**
	A:	It depends: For example, expending funds to hire a security guard or police officer is allowable, but the purchase of scanning devices (for scanning campus visitors or student badges for security purposes) is not allowed.

PERSONNEL

65.	**Q:**	**How often is the Semi-Annual Certification required to be completed?**
	A:	Semi-Annual Certification is required every six months for all personnel whose compensation is paid with state or federal grant program funds.
66.	**Q:**	**What are some examples of employees who require Semi-Annual Certification?**
	A:	Examples of employees who require semi-annual certification include salaried positions, extra duty pay, hourly pay, and stipends funded out of grant program funds (SR1).
67.	**Q:**	**Which personnel positions require that a Personnel Rationale form be submitted to External Funding prior to the hire date?**
	A:	Counselor, Social Worker, Licensed Specialists in School Psychology (LSSP)
68.	**Q:**	**Can we pay for a school nurse using Title I funds?**
	A:	No.

PARENT AND FAMILY ENGAGEMENT

69.	**Q:**	**Are refreshments for participants attending Parent and Family Engagement (PFE) activities allowable under Title I, Part A's Parent and Family Engagement provisions?**
	A:	No. Food/drinks cannot be paid for with Title I, Part A funds.
70.	**Q:**	**Do we need input from parents and families when developing a written Campus Parent and Family Engagement Policy?**
	A:	Yes. Campuses are responsible for communicating with parents and families and must work with them to obtain their input. After the Campus PFE policy is completed, it must be distributed to students' families in a language they understand and then it must be routinely updated.
71.	**Q:**	**How many Parent & Family Engagement meetings must you hold during the school year to meet Title I policy requirements?**
	A:	You must hold eight (8) meetings -- The District requires at least four meetings a year.
		Each meeting must be offered twice – on different days and at different times – to accommodate parents (for a total of eight meetings).
72.	**Q:**	**What items do we need to include in a Parent/Family Engagement meeting packet?**
	A:	Flyer, agenda, sign in sheets, minutes
73.	**Q:**	**Where is the access to the campus Title I website located?**
	A:	On the homepage of the campus website.
74.	**Q:**	**Is the Open House considered as the Title I Annual Meeting?**
	A:	No, they are separate meetings.

STATE COMPENSATORY EDUCATION

75.	**Q:**	**What is State Compensatory Education?**
	A:	State Compensatory Education (SCE) refers to programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school.
76.	**Q:**	**Should strategies related to SCE funds be part of the School Improvement Plan?**
	A:	Yes.
77.	**Q:**	**Under what circumstances would a student be considered as permanently "At Risk" of dropping out of school?**
	A:	A student is considered as "At Risk" *permanently* if he or she: • was not advanced from one grade level to the next for one or more school years (with one narrow exception) • was previously reported through PEIMS to have dropped out of school, or • has been incarcerated or has a parent or guardian who has been incarcerated within the lifetime of the student

STUDENT ASSISTANCE

78.	**Q:**	**Can a homeless student be enrolled in school without immunization or academic records or a birth certificate?**
	A:	Yes. Under the McKinney-Vento Homeless Assistance Act, homeless children and youth can be enrolled in school immediately – even if they do not have school/medical records, immunizations, or a birth certificate.
79.	**Q:**	**What programs and services are available to homeless students?**
	A:	Homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, mag-net schools, charter schools, summer learning, online learning, and before and after-school care. Also, homeless students are automatically eligible for Title I services.

TITLE I CODING

80.	**Q:**	**Does a Title I campus contact require security access to code Title I information in HISD Connect?**
	A:	Yes, the online coding training and SIS form must be completed in order to receive security access.
81.	**Q:**	**When should coding begin?**
	A:	You should begin coding immediately after the first day of school.
82.	**Q:**	**If a student moves from a Targeted Assistance campus to a Schoolwide campus during the same academic year, should I add an additional line when I code the student in HISD Connect? Or edit the existing line?**
	A:	Add a line using the date of enrollment, with a participation code of 6.
83.	**Q:**	**If a student is transferred to an Elementary or Secondary DAEP during the academic school year, how would I code this student in HISD Connect?**
	A:	The campus is not responsible for coding students that are not currently enrolled on their campus. DAEP will code the student with a participation code of "0."
84.	**Q:**	**If a student transfers from an Elementary or Secondary DAEP to a Title I campus during the same academic school year, how would I code that student in HISD Connect?**
	A:	Add a line to reflect the status at the campus, which will be a participation code of "**6**" or "**7**."
85.	**Q:**	**Under what category should I code _Open House_ in HISD Connect?**
	A:	Open House should be coded under "Education Training."
86.	**Q:**	**Under what category should I code _Title I Parent Meetings_ in HISD Connect?**
	A:	Title I parent meetings will fall under either "Education Training" or "Planning," depending upon the topics of discussion on the meeting agenda.

CALENDAR & CONTACTS

CALENDAR AT-A-GLANCE

This term….	Means this…
KEY All Coding	Coding (Participation Code), Services, and Parent and Family Engagement
EF	External Funding Titles I, II & IV Department
ONGOING	Title I Campus Contacts should continue with this the entire school year

August 2022

Inform key people that you are the Title I Campus Contact Person.

- Meet the Secretary, SIR Clerk, Department Chairs, Magnet Coordinator, Grade Level Heads, Webmaster, etc.
- Read and learn the *Campus Contact Responsibilities* tab of the Title I Handbook

_____

Complete the online HISD Connect course, *HC_HISD Connect Overview and Navigation Course* (1441044), to gain security access.
This is mandatory — it is required to obtain edit and view access.
See *Coding* chapter for details.

_____

Read and learn the **2022-2023 Title I, Part A online Handbook**
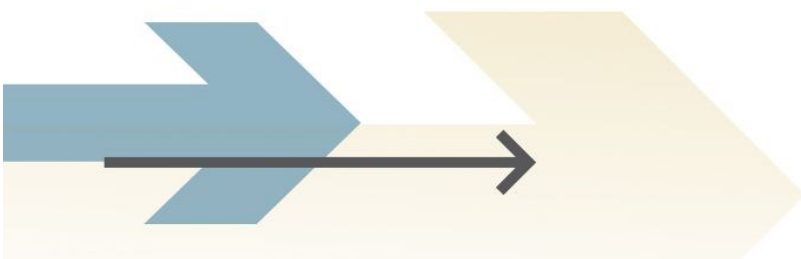
Calendar At-A-Glance, *continued*

September 2022

Set up your 2022-2023 Electronic Title I Bin (E-Title I Bin), following:
- instructions from your Title I School Grants Administrator
- the Title I One Drive Bin Outline
- the **Title I Documentation Checklist**

_____

Begin coding in HISD Connect
- Participation Code
  6 (schoolwide, automatically entered) or
  7 (targeted assistance, manually entered for individual students)
- Schoolwide Compact
- Individual Compact (for Targeted Assistance Campuses)

_____

Upload the **PFE Committee Form** on the **Compliance Documents and Forms page** at the External Funding SharePoint site.

_____

Complete the Title I, Part A Parent Meeting Information form.

_____

09/30/22: Conduct the annual fall Title I parent meeting
Obtain templates for presentation, sign-in/attendance sheets, agendas by visiting the **Parent & Family Engagement page** on the External Funding SharePoint site.

_____

09/30/22: Send the following parent notifications and upload to your campus website on or before this date.
- 2022-2023 Title I Program Status Notification
- 2022-2023 School-Parent Compact
  ◊ Must be jointly developed by school and parents
  ◊ Must be uploaded on the External Funding SharePoint site by 09/30/22

- 2022-2023 Campus Parent and Family Engagement Policy
  ◊ Must be jointly developed by school and parents
  ◊ Must be uploaded on the External Funding SharePoint site by 09/30/22

- 2022-2023 District Parent and Family Engagement Policy

- "Title I Teacher and Paraprofessional Qualifications" parent notification letter

  REMINDER:
  External Funding posts these parent notifications on the **HISD|Academics Service Memos** SharePoint page.

_____

Obtain a copy of the September Title I Budget and add it to the E-Title I Bin.

Calendar At-A-Glance, *continued*

October 2022

ONGOING: Monitor Title I campus budgets, input HISD Connect coding, maintain the E-Title I Bin.

_____

Contact HISD's **Family and Community Empowerment Department (FACE)** at 713-556-7290 to determine who your school's FACE Specialist is, and make an appointment with him or her to discuss FACE services and support.

_____

By 10/5/22: Complete the mandatory **Title I Online Training Course** and upload the course Certificate of Completion on the **Compliance Documents and Forms page** at the External Funding SharePoint site.)

This is required in order to receive the full Fall and Spring stipend.

_____

10/7/22: Submit the **Title I, Part A Parent Meeting Information form** to your Title I School Grants Administrator. (Complete the form online on the **Compliance Documents and Forms page** at the External Funding SharePoint site.)

_____

Release of the September Parent and Family Engagement Interim Report
- External Funding will distribute this report via email.

_____

10/14/22: Deadline to submit the **Title I Campus Contact Stipend Request form**

_____

10/17/22: **Job Description** Academic Service Memo posts.

10/28/22: Complete and submit the 2022-2023 **Job Descriptions** form online at the External Funding Forms SharePoint site.
Copies are to be filed in the E-Title I Bin.

_____

By 10/21/22: Conduct the Fall PFE *Committee* Meeting.

_____

10/28/22: PEIMS Snapshot Date, HISD Connect coding
REMINDER: **Participation Code deadline**
- 6 (Schoolwide, No Action Required, automatically entered)
- 7 (Targeted Assistance, manually entered for individual students)

Calendar At-A-Glance, *continued*

November 2022

ONGOING: Monitor Title I campus budgets, input HISD Connect coding, maintain E-Title I Bin

_____

11/4/22: Upload the **Schoolwide and Targeted Assistance Title I Elements** (School Improvement Plan) on the **Compliance Documents and Forms page** at the External Funding SharePoint site.

_____

Release of the October Parent and Family Engagement Interim Report
- External Funding will distribute this report via email.

December 2022

ONGOING: Monitor Title I campus budgets, input HISD Connect coding, maintain the E-Title I Bin.

_____

HISD Connect: ALL coding areas completed for the fall semester

_____

12/16/22: Send the following parent notifications and upload to your campus website:
- Explanation of HISD Curriculum
- Explanation and Description of Assessments

REMINDER: External Funding distributes these parent notifications via HISD|Academics Service Memos to principals and via email to Title I Campus Contacts.

_____

Second required Title I parent meeting completed by the end of December 2022

_____

Release of the November Parent and Family Engagement Interim Report
- External Funding will distribute this report via email.

Calendar At-A-Glance, *continued*

January 2023

ONGOING: Monitor Title I campus budgets, input HISD Connect coding, maintain E-Title I Bin.

_____

Principals and department managers will receive an email indicating the date the certification period opens to certify and submit the Semi-Annual Certification Form via OneSource.

_____

Release of the December Parent and Family Engagement Interim Report

- External Funding will distribute this report via email.

_____

Obtain a copy of the January Title I Budget and add it to the E-Title I Bin.

February 2023

ONGOING: Monitor Title I campus budgets, input HISD Connect coding, maintain E-Title I Bin.

_____

COMPLIANCE: Documentation electronic bin review with your Title I School Grants Administrator

_____

Third required Title I parent meeting completed by the end of February 2023

_____

Release of the January Parent and Family Engagement Interim Report

- External Funding will distribute this report via email.

March 2023

ONGOING: Monitor Title I campus budgets, input HISD Connect coding, maintain E-Title I Bin.

_____

TENTATIVE: Send Federal Report Card Information

- External Funding will distribute this report via email.

_____

Release of the February Parent and Family Engagement Interim Report

- External Funding will distribute this report via email.

_____

3/3/23: Deadline to submit the Title I Campus Contact Stipend Request for new Title I Contacts.

Calendar At-A-Glance, *continued*

April 2023	**ONGOING:** Monitor Title I campus budgets, input HISD Connect coding, maintain E-Title I Bin.
	_____
	Conduct the annual spring Title I parent meeting.
	_____
	By 04/21/23: Conduct the Spring PFE *Committee* Meeting.
	_____
	Annual Evaluation of the Title I, Part A Parent and Family Engagement Program (Title I, Part A PFE Survey)
	_____
	Release of the March Parent and Family Engagement Interim Report • External Funding will distribute this report via email.
	_____
	Training for new / entering Title I schools for 2023-2024

May 2023	**ONGOING:** Monitor Title I campus budgets, input HISD Connect coding, maintain E-Title I Bin.
	_____
	HISD Connect: ALL coding areas completed for the spring semester
	_____
	COMPLIANCE: Final review of E-Title I Bin with your Title I School Grants Administrator
	_____
	Release of the April Parent and Family Engagement Interim Report • External Funding will distribute this report via email.
	_____
	Federal Programs Parent Consultation Meeting
	_____
	5/13/23: Complete online **Electronic Title I Bin Storage Form** and **Mandated Parent Notification Checklist** on the **Compliance Documents and Forms page** at the External Funding SharePoint site.
	_____
	Obtain a copy of the May Title I Budget and add it to the E-Title I Bin.

Calendar At-A-Glance, *continued*

June 2023	Training for new / entering Title I schools for 2023-2024

CAMPUS CUT-OFF DATES (Title I, Part A)

**Title I, Part A
Campus
Cut-Off Dates
2022 - 2023**

Fund Codes	Object Codes	Shopping Cart for Vendor Out-of-State	Shopping Cart for Vendor Within State	Posting Goods Receipts	Last Day for Payroll
TIA-School Year - 2110000000	6100 - Payroll				6/1/2023
	6200 - Contracted Services (Paper Contracts)				
	6200 - Contracted Services (eContracts)	4/21/2023	4/21/2023	6/2/2023	
	6300 - Materials and Supplies	4/21/2023	4/21/2023		
	6400 - Other Operating Expenses	4/21/2023	4/21/2023		
	6600 - Capital Outlay	2/17/2023	2/17/2023	4/7/2023	
	Direct Pays	4/21/2023	4/21/2023	N/A	
Comprehensive Support Campuses 2110030000	6100 - Payroll				
	6200 - Contracted Services (Paper Contracts)				
	6200 - Contracted Services (eContracts)	4/21/2023	4/21/2023	6/2/2023	
	6300 - Materials and Supplies	4/21/2023	4/21/2023		
	6400 - Other Operating Expenses	4/21/2023	4/21/2023		
	6600 - Capital Outlay	2/17/2023	2/17/2023	4/7/2023	
	Direct Pays	4/21/2023	4/21/2023	N/A	

Last day to request capital outlay via the ESSA Application is 12/09/2022

Unencumbered funds in 6600 will be moved to 6100, the week of 02/20/2023.
Last day for field trips is May 5, 2023.
Note: Final ProCard date purchase is 05/26/2023 for registeration only.

DEPARTMENT CONTACT LIST

External Funding Titles I, II & IV Department

Officer.....................................Pamela Evans........................ 713-556-6928 | PEVANS

Director..................................Angela Brooks....................... 713-556-6928 | Angela.Brooks

    Senior Manager........ Shirlene Alexander................ 713-556-6959 | SALEXAN1
     Title IA, SIP, ESSA Applications/
      Compliance Reports, T&E Reporting

    Senior Manager.......... Ryan Blodgett...................... 713-556-6942 | Ryan.Blodgett
    ESSER & CARES Act, ESSER I, II & III

Grants Administrators

    Title I, Program/Budgets,
    Parent & Family
    Engagement ....TBD.. 713-556-XXXX | XXXX
    Title IV &
    PBMAS......................Benjamin Jules....................... 713-556-7039 | Benjamin.Jules
    Titles I, II &IV for
    PNP Schools and
    CARES Act...................Carla Lewis............................ 713-556-6941 | CHOLMES2

    Title I-D, Subpart 2,
    Title II-A
    Compliance...............Magda Galindo .... 713-556-6990| MGALIND2

School Grants Administrators

  Elementary Schools
    Shirlene Haynes.. 713-556-6938 | SHAYNES
  Elementary & Middle Schools
    Karen Aubrey... 713-556-6929 | KAUBREY
  Elementary & High Schools
    Quiandine Jarrett.. 713-556-6935 | QJARRETT

Support Staff

    Noblette Grant – Business Ops Team Leader.................................. 713-556-6944 | NGRANT

    Sherry Harris – Administrative Assistant II................................ .. . 713-556-6933 | SHARRIS

    Darlene Sparks – Executive Administrative Assistant....................... 713-556-6943 | DSPARKS

    Celisa Pressley – Account Representative...................................... 713-556-6939 | Celisa.Pressley

    Olha Hirka – Writer... 713-556-6940 | Olha.Hirka

DEPARTMENT CONTACT LIST, *continued*

Grant Development Department

Director.................................Angela A. Brooks......................... 713-556-6928 | Angela.Brooks

Senior Manager......................Jene Washington....................... 713-556-6170 | JWASHING

Admin. Asst. II.........................Emilia Chairez............................ 713-556-6790 | echairez

Grants Administrators

    Sr. Grants Admin........Robert Pabst........................... 713-556-6786 | RPABST
    Grants Developer.......Lourez Clemons...................... 713-556-6998 | LCLEMONS
    Grants Admin...............TBD....................................... 713-556-XXXX | XXXX
    Grants Admin...............TBD....................................... 713-556-XXXX | XXXX
    Grants Admin...............TBD....................................... 713-556-XXXX | XXXX

Family and Community Engagement (FACE)

FACE Contact...........................Candice Castillo...................... 713-556-7290| CCASTI16

Purchasing Services

Officer, Business Logistics &
Purchasing Services....................Alexis Licata............................ 713-556-4990 | TLICATA
General Manager.........................Enrique Kladis.......................... 713-556-6532| Juan.Kladis
Senior Admin Assistant...............Jennica Vasquez....................... 713-556-6557 | JVASQUE1
Senior Category Manager............Demetria Thomas................... 713-556-6533 | DTHOMA30
Senior Category Manager............Cristina Giacaman................... 713-556-6516 | CGIACAMA
Senior Category Manager............Paul Young.............................. 713-556-6537 | Paul.Young
Category Manager.......................Wanda Pleasant...................... 713-556-6547 | WPLEASAN

ProCard / Travel...........................Main Line................................ 713-556-7766 | ProCard.Travel

DEPARTMENT CONTACT LIST, *continued*

State Compensatory Education / Student Assistance

State Compensatory Education ....Paulette A. Caston........................... 713-556-8801| pcaston

Homeless Education Office..1417 Houston Ave., Houston, TX 77007
Phone: 713-556-7237

**Sr. Manager/ Homeless Liaison,
Student Assistance .**..............................Lisa Jackson........................... 713-556-7237 | LJACKS14

**Manager & Foster Care Liaison
Student Assistance** ....Ilka Rosado.............................713-556-7237 | IROSADO

Outreach Team:

Irenia Fernandez .... 713-556-7237| Irenia.Fernandez

Latisha Miles... 713-556-6808| Latisha.Miles

Karina Gomez ....713-556-7237 | Karina.Gomez

Velma HowzeCollins.. .... 713-556-7237 | Velma.Howzecollins

Jason West .... 713-556-6906 | Jwest4

Parent Community Liaisons:

Ludivina Gomez .... 713-556-7237| LGOMEZ11

Brenda Adams .... 713-556-7237| Brenda.Adams

Samira Benjamin .... 713-556-6808| Samira.Benjamin

Sasha Sims .... 713-556-6808 | Sasha.Sims

Nicholas Gomez .... 713-556-6808 | Nicholas.Gomez

Administrative Support Team:

DeAndralina Banks ....713-556-6808| Deandraline.Banks

Petra Vela .... 713-556-6906 | Pvela

Brian Franklin .... 713-556-6808| Brian.Franklin

DEPARTMENT CONTACT LIST, *continued*

Student Assessments

Officer..James Metoyer.......................................713-349-7460 | JMETOYER

Director...Julia Amponsah-Gilder.......................... 713-349-7460 | JAMPONSA

Director (DDI Team).....................Alicia Martin... 713-349-7460 | Alicia.Martin

Sr. Manager (Formative &
Data Quality Teams)....................Gabriel Parshall........................... 713-349-7460 | Gabriel.Parshall

Manager (Online Team)...............Aiesha Odutayo.......................... 713-349-7460 | AODUTAYO

Manager (DDI Team) ....Cicely L. Kelly.............................. 713-349-7460 | CKELLY

Manager (DDI Team) ....Michael Kucharczyk.................... 713-349-7460 | Michael.Kucharczyk

Manager (DDI Team) .... Elliot Luckett............................... 713-349-7460 | ELUCKETT

Manager (Summative Team)......... Darin Presto**..............................** 713-349-7460 | DARIN.PRESTO

Manager (Test Materials Team)......Canetra Wilson.......................... 713-349-2086| CWILSON7

HISD Translation Services

Communications &
Publications.................................Liliana McKean............................. 713-556-6380| LMCKEAN

Translations@HoustonISD.org

DEPARTMENT CONTACT LIST, *continued*

Other HISD Departments

Accounts Payable........................Carmen Rodriguez................ 713-556-6426 | CRODRIG2

Counseling and Guidance.............Cynthia Nemons .... 713-556-7387 | CNEMONS

**Federal & State Compliance
(Promotion Standards/
Guidelines)**....................................Wanda Thomas.................... 713-556-6753 | WTHOMAS1

**Finance General
Accounting/Tuition**........................Yolanda Prier....................... 713-556-6565| YPRIER

**Health and
Medical Services**
....Candice Castillo (interim)........ 713-556-6800| Candice.Castillo

**Office of
Inspector General**..........................Betty Elam............................. 713-556-6325 | BELAM

**Office of Special
Education Services**........................Deitra Ford-Robinson............... 713-556-7025 | DFORDROB
....Ardalia Idlebird........................ 713-556-7025 | AIDLEBIR

Virtual School................................Maria E. Bonilla........................ 713-556-7295 | MBONILL3

Facility Management....................Alishia Jolivette........................ 713-220-5018 | AJOLIVET

Police Department........................Pedro Lopez Jr........................ 713-842-3715 | Pedro.Lopez3
....Lucretia Rogers....................... 713-842-3715 | LROGERS6

**Staffing Procedures
HR Operations**..............................HR Employee Services.................713-556-7406.(HRANSWERLINE)

Student Records (IGC). ....Cynthia Nemons....................... 713-556-7285 | CNEMONS

**Nutrition Services Manager,
SEA & Summer Meals
Coordinator.** ....Kenyatta Chandler.................... 713-556-2529 |kenyatta.chandler

**Manager,
Nutrition Services Ops**................Roberto Byles............................ 713-556-2949 | Roberto.Byles

Transportation Services
....Tiffanie Travis-Williams.............. 713-556-1768 | TTRAVISW
....Olivia Salazar............................ 713-556-5948 | OSALAZA1

Useful Links

External Funding..................... **www.HoustonISD.org/ExternalFunding**

Service Desk........................... **ServiceDesk@HoustonISD.org**........(Phone: 713-892-7378)

2022-2023 TITLE I, PART A CAMPUSES

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

As of 8-11-2022

DRAFT

2022 – 2023 TITLE I, PART A CAMPUSES (250)

ELEMENTARY SCHOOLS (159)

Shirlene Haynes, Title I School Grants Administrator (103)

102 Alcott	148 Elrod	179 McGowen	237 Scarborough
104 Almeda	149 Emerson	227 McNamara	353 School at St. George Place
105 Anderson	152 Field	204 Memorial	269 Scroggins
478 Arabic Immersion Magnet School (PK-7)	154 Foster	209 Neff ECC (EE-1)	373 Seguin
273 Ashford	156 Frost	394 Neff EL (2-5)	276 Shadowbriar
274 Askew	283 Garcia	210 Northline	479 Shadydale
106 Atherton	167 Harris, R. P.	212 Oates	239 Shearn
107 Barrick	168 Hartsfield	213 Osborne	240 Sherman
108 Bastian	170 Helms	113 Paige	241 Sinclair *(TA)*
151 Bell	172 Henderson, N.Q.	214 Park Place	242 Smith, K.
360 Bellfort ECC	173 Herod	215 Parker	244 Southmayd
295 Benavidez	174 Highland Heights	216 Patterson	245 Stevens
268 Benbrook	473 Hilliard	217 Peck	248 Sutton
110 Blackshear	180 Isaacs	265 Petersen	243 Thompson
121 Bruce	182 Jefferson	219 Piney Point	279 Tijerina
125 Burrus	185 Kashmere Gardens	220 Pleasantville	374 Tinsley
130 Condit *(TA)*	187 Kelso	222 Port Houston	285 Valley West
358 Cook	188 Kennedy	223 Pugh	252 Wainwright
132 Coop	195 Lockhart	224 Red	253 Walnut Bend
136 Cunningham	196 Longfellow	225 Reynolds	254 Wesley
396 Daily	128 Lyons	186 Robinson	257 Whidby
297 Davila	201 MacGregor	372 Rodriguez	267 White, Ed
115 Durham	203 Mading	231 Roosevelt	258 Whittier
147 Eliot	483 Mark White	232 Ross	260 Windsor Village
475 Elmore	480 Marshall EL	233 Rucker	127 Woodson School
	298 Martinez, R.	281 Sanchez	247 Young

Karen Aubrey, Title I School Grants Administrator (56)

109 Berry	140 Dogan	286 Herrera
111 Bonham	144 Durkee	395 Hines-Caldwell
112 Bonner	350 Energized for Excellence Academy ECC (PK)	175 Hobby
114 Braeburn		181 Janowski
116 Briargrove	364 Energized for Excellence Academy EL	389 Ketelsen
117 Briscoe	352 Farias ECC	355 King ECC
119 Brookline	271 Foerster	192 Lantrip
120 Browning	153 Fondren	357 Laurenzo ECC
122 Burbank	470 Fonwood ECC	263 Law
124 Burnet	155 Franklin	194 Lewis (1-5)
287 Cage	291 Gallegos	197 Looscan
292 Carrillo	158 Garden Villas	198 Love
123 Codwell	159 Golfcrest	199 Lovett *(TA)*
133 Cornelius	162 Gregg	289 Martinez, C.
290 Crespo	262 Grissom	299 Milne
135 Crockett	369 Gross	354 Mistral ECC
383 DeAnda	131 Halpin ECC	264 Mitchell
137 DeChaumes	166 Harris, J. R.	207 Montgomery
138 DeZavala	171 Henderson, J. P.	359 Moreno

(TA) Targeted Assistance Campuses

NOTE: This campus list is a draft. Campus eligibility is subject to change until it has been approved by TEA (August/Sept 2022).

Page 1 of 2

Continued on next page…

2022-2023 TITLE I, PART A CAMPUSES, *continued*

MIDDLE SCHOOLS (47)

Karen Aubrey, Title I School Grants Administrator

041 Attucks	047 Fonville	054 Navarro *(formerly Jackson)*
467 Baylor College of Medicine Academy at Ryan	476 Forest Brook MS	338 Ortiz
234 Baylor College of Medicine Biotech Academy at Rusk	157 Garden Oaks	064 Pershing
	058 Gregory-Lincoln Ed. Ctr.(EE-8)	218 Pilgrim Academy (EE-8)
042 Black	049 Hamilton	071 Project Chrysalis
344 Briarmeadow Charter (EE-8)	051 Hartman	382 Reagan K-8 Educational Center
043 Burbank	052 Henry	060 Revere
048 Clifton	456 High School Ahead Academy MS (6-8)	080 Rice School/Las Escuela Rice (K-8)
044 Cullen	053 Hogg	098 Stevenson
045 Deady	050 Holland	163 Sugar Grove Academy
046 Edison	079 Key	068 Tanglewood *(formerly Grady)*
259 Ella J Baker Montessori *(formerly Wilson Montessori)* *(TA)* (EE-8)	340 Las Americas (4-8)	077 Thomas
	075 Lawson *(formerly Dowling)*	056 Welch
342 Energized for Excellence Academy Inc. MS	061 Marshall MS	099 West Briar
390 Energized for STEM Academy MS	062 McReynolds	256 Wharton K-8 Dual Language Academy
078 Fleming	055 Meyerland *(formerly Johnston)*	082 Williams, M. C.
072 Fondren		

HIGH SCHOOLS (44)

Quiandine Jarrett, Title I School Grants Administrator

001 Austin	006 Jones Futures Academy	024 Scarborough
002 Bellaire	007 Kashmere	023 Sharpstown HS (9–12)
322 Carnegie Vanguard HS *(TA)*	008 Lamar	081 Sharpstown International School (6–12)
323 Challenge Early College HS	324 Liberty (11-12)	486 South Early College HS
027 Chavez	059 Long Academy (6–12)	014 Sterling
026 DeBakey HS for Health Professions	010 Madison	100 TX Connections Academy at Houston (3-12)
345 East Early College	458 Mickey Leland College Prep Academy for Young Men	015 Waltrip
301 Eastwood Academy		016 Washington
321 Energized for STEM Academy HS	485 Middle College HS at HCC Fraga	017 Westbury
468 Energy Institute	484 Middle College HS at HCC Gulfton	036 Westside
004 Furr	011 Milby	018 Wheatley
012 Heights *(formerly Reagan)*	311 Mount Carmel Academy	009 Wisdom *(formerly Lee)*
034 High School for Law and Justice	477 North Forest	019 Worthing
348 Houston Academy for Int'l Studies (HAIS)	308 North Houston Early College HS	020 Yates
310 Houston Math Science & Technology Center	003 Northside *(formerly Davis)*	463 Young Women's College Prep. Academy

NON-TITLE I CAMPUSES (16)

Elementary Schools (12)		Middle Schools (3)	High Schools (1)
275 Bush	228 River Oaks	057 Lanier	025 Kinder HS for Performing & Visual Arts
169 Harvard	229 Roberts	460 Mandarin Immersion Magnet School	
178 Horn	039 TH Rogers School	337 Pin Oak	
189 Kolter	249 Travis		
211 Oak Forest	251 Twain		
221 Poe	255 West University		

TITLE I, PART A ELIGIBILITY

40% – 100% - Schoolwide	35% – 39% - Targeted Assistance	Below 35% - Not Title I Eligible

(TA) Targeted Assistance Campuses
NOTE: This campus list is a draft. Campus eligibility is subject to change until it has been approved by TEA (August/Sept 2022).

Page 2 of 2

ESSA REQUIREMENTS

THE TITLE I, PART A PROGRAM

Definition

Title I, Part A is a formula grant program that provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families. Formula grant programs are noncompetitive awards based on a predetermined formula. Title I is the largest program supporting elementary and secondary education in the Every Student Succeeds Act (ESSA).

Purpose

The Title I, Part A program is intended to help ensure that all children meet challenging state academic standards, regardless of economic status. Title I is the government's attempt to provide all children with the opportunity to receive a fair, equitable and high-quality education, and to close the achievement gap.

ESSA divides Title I into five parts:

- Improving Basic Programs Operated by Local Educational Agencies (LEAs)

- State Assessment Grants

- Education of Migrant Children

- Prevention & Intervention Programs for Children and Youth Who are

- Neglected, Delinquent, or At-Risk

- Flexibility for Equitable Per-Pupil Funding.

URL

[Click here](#) to access Title I, Part A-related FAQs compiled by TEA's Federal Program Compliance Division.
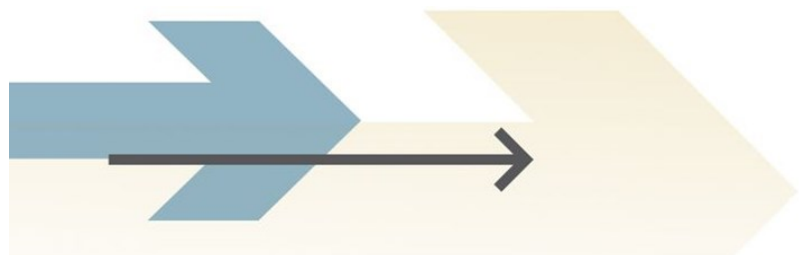
The Title I, Part A Program, *continued*

ESSA Consolidated Grant Application

Under the Every Student Succeeds Act (ESSA), each local educational agency (LEA) receiving federal funds is required to submit the ESSA Consolidated Federal Grant Application annually to the Texas Education Agency (TEA) in order to receive federal funding authorized under ESEA. The application consolidates information on various federal programs into one application.

Public Comments on the ESSA Consolidated Federal Grant Application

ESEA §8306(a)(7) and the ESSA Program-Specific Provisions and Assurances requires Houston Independent School District to receive public comment before the ESSA Consolidated Federal Grant Application is submitted to TEA each year. Houston ISD fulfills this requirement by receiving Board Approval, hosting parent consultation meetings, and soliciting public comment from the community in the form of a survey prior to the submission of the ESSA Consolidated Grant Application.

Texas Education Agency (TEA) Guidance

TEA expects the LEA and campuses to align the use of federal grant funds to implement:

1. TEA's Strategic Priorities for improving student achievement (see below);
2. TEA's recommended uses of ESSA funds; and
3. Other best practices guidance available on the TEA website.

TEA's Strategic Priorities are listed below:

- Recruit, Support, and Retain Teachers and Principals
- Building a Foundation of Reading and Mathematics
- Connect High School to Career and College
- Improve Low-Performing Schools

TEA requires the LEA and campus needs to reflect TEA's strategic priorities.

The Title I, Part A Program, *continued*

Terminology (Changes)

Make sure that your School Improvement Plans use current terminology (as revised by ESSA):

CURRENT	OUTDATED
Well-rounded education	Core academic subjects
Evidence-based	Scientifically based research (SBR)
Parent and Family Engagement (PFE)	Parental Involvement
Effective Teacher (must be State certified/ licensed)	Highly qualified teachers

Evidence-Based Criteria for Title I Programs

ESSA requires that instructional materials or programs be backed by evidence-based research. The criteria for meeting this requirement are listed in a specific HISD form (DETERMINING WHETHER INSTRUCTIONAL MATERIALS OR PROGRAMS ARE EVIDENCE-BASED — *See image on the following page).*

A separate form must be completed (and signed/dated by the principal and vendor) for each product or program used by the campus which is paid for by federal funds. Completed, signed forms are retained at the campus for audit purposes.

URL **Click here** to download this form.
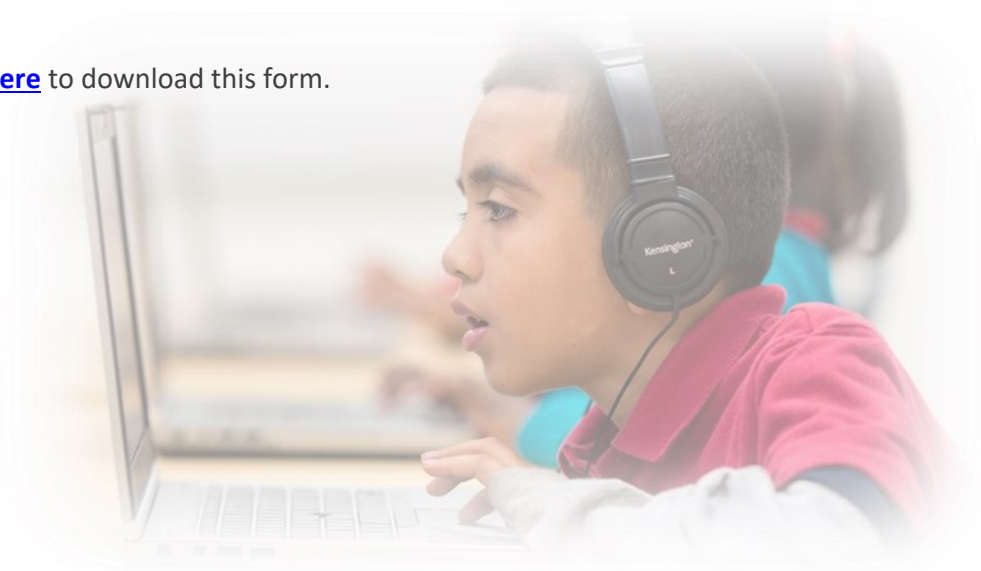
The Title I, Part A Program, *continued*

Determining Whether Instructional Materials or Programs are Evidence-Based—FORM— **Click here** to download this form.

HOUSTON INDEPENDENT SCHOOL DISTRICT
DETERMINING WHETHER INSTRUCTIONAL MATERIALS OR
PROGRAMS ARE EVIDENCE-BASED

School: _____ **School Number:** _____
Program or Instructional Material: _____ **Vendor/Organization:** _____

The Every Student Succeeds Act of 2015 (ESSA) requires that instructional materials or programs be backed by evidence-based research. ESSA allows some flexibility when it comes to school improvement, but programs/interventions must be based on evidence showing that they are likely to work. The law tiers evidence-based research across four standards categorized by degree of methodological rigor, with Tier 1 representing the strongest, and Tier 4 the weakest. Schools can use the questions below to show that purchased instructional materials or programs comply with ESSA's evidence-based research requirement. **The principal and the vendor should sign and date below. A copy of this form must be maintained on the campus and made available to district personnel performing random or scheduled audits.**

	YES	NO
SYSTEMATIC AND EMPIRICAL METHODS		
• Does the research have a solid theoretical foundation?	☐	☐
• Were methodology, subject, and researcher clearly identified?	☐	☐
• Was the study conducted in a consistent, disciplined, and methodical manner?	☐	☐
• Were the data obtained using observation or experiment?	☐	☐
• Was the research grounded in data that are factual rather than opinion-based?	☐	☐
• Are the research findings supported by tangible, measurable evidence?	☐	☐
RIGOROUS DATA ANALYSES		
• Did the research test the stated hypotheses and justify the general conclusions drawn?	☐	☐
• Did the methods correspond to the nature and structure of the data?	☐	☐
• Did the research minimize alternative explanations for observed effects?	☐	☐
• Did the research findings present convincing documentation that the observed results were caused by the intervention?	☐	☐
RELIABLE AND VALID DATA COLLECTION		
• Did the data result from a study involving multiple investigators in a number of locations?	☐	☐
• Were research biases minimized?	☐	☐
• Were the data measured consistently?	☐	☐
• Did repeated measurements on subjects taken under similar circumstances produce similar results?	☐	☐
STRONG RESEARCH DESIGN		
• Does the design describe a random assignment experiment in which subjects are assigned to different conditions with appropriate controls?	☐	☐
• Do the controls allow for the evaluation of the condition(s) of interest?	☐	☐
• Was the study designed to optimize the investigator's ability to answer the research question?	☐	☐
DETAILED RESULTS THAT ALLOW FOR REPLICATION		
• Are the findings clearly described and reported?	☐	☐
• Are the results of the research sufficiently detailed so that replication of the design is possible?	☐	☐
• Can the findings be enhanced with additional research?	☐	☐
RESULTS SUBJECTED TO SCRUTINY		
• Has the research been accepted by a peer-reviewed journal or approved by a panel of independent experts?	☐	☐
• Have unbiased experts who were not a part of the research study reviewed the research?	☐	☐
• Have reviewers applied strict standards of scholarship and provided quality controls for the research they reviewed?	☐	☐
• Has the research been subjected to external verification?	☐	☐

As required by the Every Student Succeeds Act of 2015, the undersigned verify that the research findings for the product/program above meet the requirements for evidence-based research.

_____   _____
Principal's Signature   **Date**

_____   _____
Company Representative's Signature   **Date**

SCHOOLWIDE PROGRAM

Title I, Part A Documentation Checklist

The Title I, Part A Documentation List reflects the 3 Elements.
Click HERE to access this form. (Latest revision date—07/19/2022.)

2022-2023 Title I, Part A Documentation Checklist

Campus:_____ Org#_____ Date of Review(s):_____

Title I Contact Name:_____ Title I Contact Signature:_____

School Grants Administrator:_____ Principal Signature:_____

Element 1. Comprehensive Needs Assessment (CNA): Sec. 1114(b)(6)

The Title I, Part A School Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

Requirement	Person to Contact for Documentation	Compliance Status				COMMENTS
		Partially	Yes	No	N/A	
Needs Assessment from the SIP		☐	☐	☐	☐	
Texas Academic Performance Report (See TEA Website)		☐	☐	☐	☐	
2022-2023 Campus Data Analysis Reports *only*, BOY, MOY, EOY, High Frequency Words, Telpas, Circle Assessments, PSAT, STAAR/EOC Retest Campus (Core Subjects) Assessments – NO REPORTS LISTING STUDENTS	Principal, Secretary, and/or Instructional Leader	☐	☐	☐	☐	

Element 2. School Improvement Plan Requirement (SIP) Schoolwide Plan Development: Section 1114(b)(1-5)

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

Requirement	Person to Contact for Documentation	Compliance Status				COMMENTS
		Partially	Yes	No	N/A	
School Improvement Plan (SIP) √ English		☐	☐	☐	☐	
√ Translated		☐	☐	☐	☐	
SIP Signature Page	Principal, Secretary, and/or Instructional Leader	☐	☐	☐	☐	
Executive Summary from SIP √ English		☐	☐	☐	☐	
√ Translated		☐	☐	☐	☐	

Schoolwide Program, *continued*

Title I, Part A Documentation Checklist, Page 2

2022-2023 Title I, Part A Documentation Checklist (continued)

Element 2. School Improvement Plan Requirement (SIP) (cont'd)							
Requirement	**Person to Contact for Documentation**	**Compliance Status**				**COMMENTS**	
		Partially	Yes	No	N/A		
SIP Review from SDMC meetings, leadership meetings, and faculty meetings (SIP must be included on agenda)	Principal, Secretary, and/or Instructional Leader						
√ Sign-In Sheet		☐	☐	☐	☐		
√ Agendas		☐	☐	☐	☐		
Schoolwide and Targeted Assistance Title I Elements	Principal and/or Secretary	☐	☐	☐	☐		
Professional Learning Communities (PLCs) / Grade Level/ Department Meetings Related to Instructional Strategies and Planning (2-3 per semester)	Grade Level Chair, Department Chair, and/or Instructional Leader						
√ Sign-In Sheet		☐	☐	☐	☐		
√ Agendas		☐	☐	☐	☐		
√ Handouts		☐	☐	☐	☐		
Professional Development (PD) – 2-3 samples	Grade Level Chair, Department Chair, and/or Instructional Leader						
√ Sign-In Sheet		☐	☐	☐	☐		
√ Agendas		☐	☐	☐	☐		
√ Handouts		☐	☐	☐	☐		
Documentation of Extended Learning (pullouts with schedules, tutorials, camps, etc.)	Principal and/or Secretary						
√ Sign-In Sheet (Teachers and Students)		☐	☐	☐	☐		
√ Lesson Plans/Schedules		☐	☐	☐	☐		
Instructional Programs and Activities purchased with Title I funds (I-station, Study Island, camps, etc.)	Principal, Secretary, Instructional Leader and/or business manager	☐	☐	☐	☐		
Evidence-Based Research Form (for purchased programs) *Access the form on the External Funding SharePoint site*	Principal, Secretary, Instructional Leader and/or business manager	☐	☐	☐	☐		

Schoolwide Program, *continued*

Title I, Part A Documentation Checklist, Page 3

2022-2023 Title I, Part A Documentation Checklist (continued)

Element 3. Parent and Family Engagement:
Sec. 1116(a)(2) and Sec. 1116(2)(c)(2)

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Requirement	Person to Contact for Documentation	Compliance Status				COMMENTS
		Partially	Yes	No	N/A	
2022-2023 District Parent/Family Engagement Policy – 9/30/2022	Title I Contact. Visit External Funding's **Parent & Family Engagement page** (MyHISD > Department Sites > External Funding)	☐	☐	☐	☐	
2022-2023 Campus Parent/Family Engagement Policy *Disseminate by September 2022 (Be sure to have an agenda and sign-in sheet when the Campus PFEP meeting is reviewed by parent organizations). Post to website.*	Title I Contact. Developed jointly with parents and school personnel.					
√ Campus PFEP		☐	☐	☐	☐	
√ Agenda		☐	☐	☐	☐	
√ Sign-In Sheets		☐	☐	☐	☐	
√ Parent and Family Engagement Policy Checklist		☐	☐	☐	☐	
School-Parent-Family Compact - *Post to website by 9/30/2022.*	Title I Contact. Developed on campus.	☐	☐	☐	☐	
Parent-Family Notifications (Title I only)	Memo is sent to the principal via HISD Academic Services and to the Title I Contact via email/ External Funding newsletter.					
√ Title I Status - 9/30/2022		☐	☐	☐	☐	
√ Parents' Right to Know/ "Teacher and Paraprofessional Qualifications" Parent Notification Letter - 9/30/2022		☐	☐	☐	☐	
√ Non-Certification Letter (ongoing)		☐	☐	☐	☐	
√ Explanation of HISD Curriculum - 12/16/2022		☐	☐	☐	☐	
√ Explanation and Description of Assessment - 12/16/2022		☐	☐	☐	☐	
√ Federal Report Cards with Letter (see TEA website) - Spring 2023		☐	☐	☐	☐	

Schoolwide Program, *continued*

Title I, Part A Documentation Checklist, Page 4

2022-2023 Title I, Part A Documentation Checklist (continued)

Requirement	Person to Contact for Documentation	Compliance Status				COMMENTS
		Partially	Yes	No	N/A	
Parent/Family Engagement Meetings						
√ Parent/Family Engagement Meeting Information Form	Title I Contact. Visit External Funding SharePoint site (MyHISD > Department Sites > External Funding) to access templates for presentation, agendas, sign-in, etc.	☐	☐	☐	☐	
Mtg #1A AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Fall Annual meeting -no later than 9/30/2022)		☐	☐	☐	☐	
Mtg #1B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Fall Annual meeting -no later than 9/30/2022)		☐	☐	☐	☐	
Mtg #2A: AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #2B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #3A: AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #3B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #4A: AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Spring Annual meeting -no later than 4/28/2023)		☐	☐	☐	☐	
Mtg #4B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Spring Annual meeting -no later than 4/28/2023)		☐	☐	☐	☐	
Parent and Family Engagement Committee Meetings (NEW) (Committee will be comprised of the same five parents) √ Title I PFE Committee Meeting Form	Title I Contact. Visit External Funding SharePoint site (MyHISD > Department Sites > External Funding) to access templates for agendas, sign-in, etc..	☐	☐	☐	☐	
√ Fall Meeting: Invitation/Flyer | Agenda | Sign-In | Minutes √ Spring Meeting: Invitation/Flyer | Agenda | Sign-In | Minutes		☐ ☐	☐ ☐	☐ ☐	☐ ☐	
Other Parent Meetings (FACE Department, Coffee with Principal, Wraparound and Other Community Meetings, etc.) √ Agenda	Title I Contact. Visit External Funding SharePoint site (MyHISD > Department Sites > External Funding) to access templates for agendas, sign-in, etc..	☐	☐	☐	☐	
√ Sign-In Sheets/Attendance Roster		☐	☐	☐	☐	

Schoolwide Program, *continued*

Title I, Part A Documentation Checklist, Page 5

2022-2023 Title I, Part A Documentation Checklist (continued)

Element 3. Parent and Family Engagement, *continued*						
Requirement	**Person to Contact for Documentation**	**Compliance Status**				**Comments**
		Partially	Yes	No	N/A	
Parent Conferences (Sign-In Sheets/Contact Logs)	Teachers and/or Campus Administrators	☐	☐	☐	☐	
Family Activities Examples: Math, Science, Reading, ELA, Social Studies, Literacy, etc. √ Invitation/Flyer	Grade Level or Department Chair or Instructional Specialist	☐	☐	☐	☐	
√ Sign-In Sheets/Attendance Roster		☐	☐	☐	☐	
Parenting Classes (GED/Technology/Nutrition, ESL, etc.)	Require sign-in sheets from the agency providing classes.	☐	☐	☐	☐	
Communications √ Newsletters/Calendar	Secretary, Teacher, and/or Principal	☐	☐	☐	☐	
√ School Messenger Report (Call-Outs)		☐	☐	☐	☐	
√ School Website (page samples)		☐	☐	☐	☐	
√ Email Blasts		☐	☐	☐	☐	
√ ClassDojo/Living Tree/Remind		☐	☐	☐	☐	
√ Pictures of Marquee Advertising Events		☐	☐	☐	☐	
√ Social Media		☐	☐	☐	☐	
Title I, Part A Program Parent Survey - Spring 2023 (External Funding Department)	External Funding Title I School Grants Administrators	☐	☐	☐	☐	
Parent-Family Engagement Interim Reports (your campus only) √ MONTHLY (Sept.-June)	Reports are sent to the Title I Contact via email.	☐	☐	☐	☐	
Mandated Parent Notification Checklist - May 2023	Complete on the Compliance Documents and Forms Page (MyHISD > Department Sites > External Funding)	☐	☐	☐	☐	

Schoolwide Program, *continued*

Title I, Part A Documentation Checklist, Page 6

2022-2023 Title I, Part A Documentation Checklist (continued)

Additional Documentation						
Requirement	**Person to Contact for Documentation**	**Compliance Status**				**Comments**
		Partially	Yes	No	N/A	
Electronic Title I Bin Storage Form – Dec 2022 and May 2023	Complete on the Compliance Documents and Forms Page (MyHISD > Department Sites > External Funding)	☐	☐	☐	☐	
Copies of Budgets – Title I						
√ September	Secretary or Business Manager	☐	☐	☐	☐	
√ January		☐	☐	☐	☐	
√ May		☐	☐	☐	☐	
Use of Title I, Part A Funds						
√ Capital Outlay (List Form)	Secretary or Business Manager	☐	☐	☐	☐	
√ Copies of Purchase Orders/Receipts		☐	☐	☐	☐	
√ PFE Funds		☐	☐	☐	☐	
√ Professional Development Receipts for registration, travel, lodging, etc.		☐	☐	☐	☐	
√ Stipend and Teacher Certification Forms		☐	☐	☐	☐	
√ Title I Online Training Certificate		☐	☐	☐	☐	
Other Grants						
√ After School Programs	Principal	☐	☐	☐	☐	
√ Comprehensive Support Schools Grant		☐	☐	☐	☐	

Schoolwide Program, *continued*

Title I, Part A Documentation Checklist, Page 7

2022-2023 Title I, Part A Documentation Checklist (continued)

Requirement	Person to Contact for Documentation	Compliance Status				COMMENTS
		Partially	Yes	No	N/A	
Title I Field Lessons √ Sponsor's Request for Approval of Field Lesson	Principal, Secretary, and/or Title I Contact	☐	☐	☐	☐	
√ TEA Justification Form		☐	☐	☐	☐	
√ Response to Field Lesson Request (Approval/Denial)		☐	☐	☐	☐	
√ ProCard Allocation Request Form		☐	☐	☐	☐	
√ Purchase Order/Receipt		☐	☐	☐	☐	
Title I Field Lessons – Virtual √ Sponsor's Request for Approval of Field Lesson	Principal, Secretary, and/or Title I Contact	☐	☐	☐	☐	
√ TEA Justification Form		☐	☐	☐	☐	
√ Response to Field Lesson Request (Approval/Denial)		☐	☐	☐	☐	
√ ProCard Allocation Request Form		☐	☐	☐	☐	
√ Purchase Order/Receipt		☐	☐	☐	☐	
Semi-Annual Certification Form(s) √ Fall 2022	Principal	☐	☐	☐	☐	
√ Spring 2023		☐	☐	☐	☐	
√ ESSER II & III (TBD)		☐	☐	☐	☐	
Time and Effort Documentation √ Fall 2022	Any staff member who is split funded using federal grant funds is required to certify their time in OneSource (ESS). Secretary can give you a list of the employees.	☐	☐	☐	☐	
√ Spring 2023		☐	☐	☐	☐	
Job Descriptions for Personnel Funded by Title I (100%)	Principal	☐	☐	☐	☐	
Title I, Part A Handbook (<u>cover page only</u>)	See External Funding SharePoint site	☐	☐	☐	☐	
External Funding Newsletters (<u>entire newsletter</u>) Monthly	School Grants Administrators	☐	☐	☐	☐	

Schoolwide Program, *continued*

Best Practices for Compliance with the Three Elements

		REQUIRED	BEST PRACTICE
1	**Comprehensive Needs Assessment**	Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform.	Involve total school staff in identifying campus needs.
		Use data to create a campus profile that drives the School Improvement Plan.	
2	**Schoolwide Plan Development**	Review program documentation to ensure that all instructional programs/instructional strategies are supported by evidence-based research.	Identify evidence-based research programs that increase the amount and quality of learning time.
		Provides opportunities for all students, increases the amount and quality of learning time, addresses the needs of all students, particularly those most at risk.	May include: • awareness of and preparation for opportunities for post-secondary education and the workforce • implementation of a schoolwide model to prevent and address problem behavior, and early intervention services, coordinated with activities/services carried out under IDEA • counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside academic subject areas
3	**Parent and Family Engagement**	Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, Parent and Family Engagement policy and school-parent compact).	Implement a family literacy program.
		Include parents in developing the Parent and Family Engagement policy and school-parent compact.	
		Help parents understand the state's academic content and achievement standards.	

SCHOOL IMPROVEMENT PLAN (SIP) - Plan4Learning

2022-2023 Title I, Part A School Improvement Plan (SIP) — Schoolwide and Targeted Assistance

The 3-Elements School Improvement Plan (SIP) is specific to your campus. You can obtain the information needed to complete the SIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department. **Click HERE** to access this form from the EF SharePoint site.

Campus Name _____   Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A School Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

    - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

        _____

        _____

    - Indicate the programs and resources that are being purchased out of Title I funds.

        _____

        _____

    - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

        _____

        _____

School Improvement Plan (SIP), *continued*

2. **School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

   - List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the SIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc. .

_____

_____

B. Indicate **how** you communicated to parents the location of the SIP.
   Examples: Campus Messenger, parent meetings, campus newsletters, etc.

_____

_____

C. Indicate the languages in which the SIP was made available.

_____

_____

School Improvement Plan (SIP), *continued*

SPECIAL REVENUE FUNDING GOALS, continued

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____

2. _____

3. _____

4. _____

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

_____

_____

B. Indicate how the Parent and Family Engagement Policy was distributed.

_____

_____

C. Indicate specific languages in which the PFE Policy was distributed.

_____

_____

School Improvement Plan (SIP), *continued*

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If <u>yes</u>, please list the items below.   If <u>no</u>, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

School Improvement Plan (SIP), *continued*

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS
Below is the list of allowable and unallowable Title I positions.
NOTE: All allowable positions must be paid 100% with Title I funds as split-funded Title I positions are not allowable.

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Curriculum Implementation Coach	30011636	
Curriculum Implementation Manager	30011637	
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002535 – 10-month 30002536 – 11-month 30002537 – 12-month	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	

Rev. 06/21/2022

School Improvement Plan (SIP), *continued*

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS, *continued...*

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the **State's** standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

Be sure to indicate Title I positions on the campus SIP Personnel Chart.

Rev. 06/21/2022

School Improvement Plan (SIP), *continued*

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

CAPITAL OUTLAY

Capital Outlay Items: Ideas for Capital Outlay (Technology) Requests

TECHNOLOGY REQUESTS – IDEAS	
Cut-out Makers/ Die-Cut Machine	Interactive Whiteboard Bundles
Data Projectors	Laptops
Desktops	Laminators
Digital Cameras	Microphone System
Docking Stations	Mobile Carts *(laptops, electronic notebooks and electronic tablets)*
Document Cameras	Poster Makers
Electronic Charging Carts/Stations/ Towers	Printers
Electronic Notebooks *(small laptops)*	Robotic (audio/visual) Recording Device *(Swivl)*
E-Readers	Scanners
Electronic Tablets *(IPads)*	Scantron Machines
Fax Machines	Site License (CD-ROMs)
Graphing Calculators	Software (CD-ROMs)
Hot Spots	Sound Amplifiers
Interactive Response Systems/Clickers	Speakers
Interactive Whiteboard Tables	Video Cameras

- All requests for technology should be listed as **generic requests** (per TEA).
  Use the chart above as a guide. Do NOT specify brand names on either request form.
  (CORRECT: "Printers" —- INCORRECT: "HP LaserJet Pro")

- The "Use of Funds Questions" 1 – 4, 5a and 6a are required for *each* capital outlay item requested.

- Requesting library books *does not* require the completion of the questions.
  However, the request must be included on the "Capital Outlay List" form with other capital outlay requests for approval from TEA.

NOTE:
Capital outlay and library books MAY NOT be purchased until the district receives the Notice of Grant Award (NOGA) from TEA. External Funding will notify campuses and departments of TEA approvals via memo or email.
Rev. 06/21/2022

Capital Outlay, *continued*

Capital Outlay List FORM— Click here to access this form.

CAMPUS NAME: _____ **CAMPUS #:** _____

Title I, Part A
CAPITAL OUTLAY

- TEA and the district requires **electronic notebooks, EReaders and graphic calculators** to be requested through the application process for tracking purposes even though they may be under $500 per unit.
- Funds must be allocated from your Title I, Part A campus budget for 2022-2023 to purchase approved technology and library books.
- Indicate the number of generic **units** requested and the **total cost**. (Pricing for technology can be found on the HISD Purchasing Services website.)
- **Briefly** describe how *each* item will impact student achievement on your campus.
- **LIBRARY BOOKS:** If library books will be purchased during the year, give an estimated total dollar amount of how much will be expended on Line_9. The *"Use of Funds"* questions are <u>not</u> required for library books.
- Software that requires the use of a CD-ROM requires TEA approval prior to ordering.
- **TEXAS EDUCATION AGENCY REQUIREMENT: All six (6) questions (1- 4, 5a and 6a) on the "Use of Funds" must be answered for <u>EACH</u> technology item requested,** except for library books.

*REMINDER: Schools must <u>annually</u> complete the *Evidence-Based Research* form to *determine whether programs or instructional materials are research* based for all **substantial** purchases made with Title I funds (e.g., PLATO). The principal and vendor must sign the form, and a copy must be maintained at the campus. **The form may be downloaded from the External Funding Web site under Quick Links-Documents and Forms.**

Generic Item (s) Requested	Brief Description (Describe how this item will improve student learning.)	Number of Units	Total Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9. Library Books (Total Dollar Amount)	To upgrade the school's library inventory.		$

*Technology may only be purchased from <u>approved</u> HISD technology vendors.

Principal's Signature: _____ **Date:** _____

Note: Campuses <u>**may not**</u> purchase capital outlay and or library books until the district receives the Notice of Grant Award (NOGA).

Capital Outlay, *continued*

Campus Guidance for "Use of Funds" Questions

Campuses that plan to use their Title I, Part A funds to purchase capital outlay and/or library books, must request and receive prior approval from TEA regardless of the cost.

For Title I, Part A, questions 1 - 4, 5a, and 6a are required to be answered for each capital outlay item requested, except library books. This document has been created to assist campuses with completing the "Use of Funds" questions. All responses to the questions may be found in the campus **Plan4Learning - CIP**, except question 3b.

Number	Questions	Guiding Information
1	How is the expenditure reasonable and necessary to carry out the intent and purpose of the grant?	*Executive Summary:* The response should be linked to this section (statement). What content area is the campus addressing?
2a	What need, as identified in the comprehensive needs' assessment, does the expenditure address?	*Board Goals or Campus Goals: Areas ELA, Reading, Math, Science or Social Studies:* The goal (s) should come from one of these areas. This is a measurable number goal.
2b	Explain how the expenditure addresses the need.	*Board Goals/Formative and Summative Reviews-Strategies: Areas ELA, Reading, Math, Science and Social Studies:* How does the purchase of the technology address the need mentioned in question 1? What does it provide? What strategy, activity or activities can the campus implement with the students, because of the technology?
3a	Provide the description, as written in the campus or district improvement plan, of the program, activity or strategy that will be addressed by the expenditure.	*ESSA Title I, Part A – Schoolwide Elements 2.4 - Opportunities for all children to meet State standards:* What **campus-specific reform strategy** is the campus committed to implementing schoolwide?
3b	How will the program, activity, or strategy be funded if the Title I, Part A funds are not available?	TIA funds are supplemental. They do not take the place of other funds. How would you purchase the technology, if you did not have TIA funds? Do not consider any other fund source.
4	If using **Title I, Part A funds** for a **schoolwide campus**, how will the expenditure upgrade the entire educational program on the campus? **Note:** For all other title fund sources, this question is not applicable.	*Board Goals/Formative and Summative Reviews-Strategies:* How does the purchase of the technology address the need mentioned in question 1? What does it provide? What strategy, activity or activities can the campus implement with the students, because of the technology?
5a	If using **Title I, Part C** and/or **Title III, Part A go to 5b.** If using any other title fund source respond to: How is the expenditure supplemental to other nonfederal programs?	*Board Goals/Formative and Summative Reviews-Strategies:* How does the purchase of the technology address the need mentioned in question 1? What does it provide? What strategy, activity or activities can the campus implement with the students, because of the technology?
6a	If using **Title III, Part A go to 6b.** If using any other title fund source respond to: How will the expenditure be evaluated to measure a positive impact on student achievement?	*Board Goals/Formative and Summative Reviews-Evaluation Data Sources or Needs Assessment/Data Documentation-Student Data: Assessments:* What assessment data will the campus use to show the technology had a positive impact on student achievement. There should be no data listed, only the names of the assessments.

Capital Outlay, *continued*

Capital Outlay Use of Funds Questions—Page 1— [Click here](#) to access this form.

- Questions 1 – 4, 5a and 6a are required for each capital outlay item requested.
- Requesting library books does not require the "Use of Funds Questions" form BUT the request must be included on the "Capital Outlay List" form (see previous section).

LEA Name: **Houston ISD**

CDN: **101912**

Campus Name: _____ Campus Number: ___

TITLE I, PART A
ESSA Consolidated Federal Grant
Use of Funds Questions

Title Fund Source: **Title I, Part A - Campus**

Expenditure Item Requested: _____ **Quantity Requested:** _____

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the grant program?

2. a. What need, as identified in the comprehensive needs assessment, does the expenditure address?

   b. Explain how the expenditure addresses this need.

3. a. Provide the description, as written in the campus or district improvement plan, of the program, activity or strategy that will be addressed by the expenditure.

   b. How will the program, activity, or strategy be funded if the Title I, Part A funds are not available?

4. If using **Title I, Part A funds for a schoolwide campus,** how will the expenditure upgrade the entire educational program on the campus? **Note:** For all other title fund sources, this question is not applicable.

5. a. If using **Title I, Part C and/or Title III, Part A go to 5b.** If using any other title fund source respond to: How is the expenditure supplemental to other nonfederal programs?

Continued on next page...

Capital Outlay, *continued*

Capital Outlay Use of Funds Questions—Page 2

b. If using **Title I, Part C and/or Title III, Part A funds**, how is the expenditure supplemental to other nonfederal and federal programs?

- **Not Applicable**

6. a. If using **Title III, Part A go to 6b.** If using any other title fund source respond to: How will the expenditure be evaluated to measure a positive impact on student achievement?

b. If using **Title III, Part A funds**, how will the expenditure be evaluated to measure a positive impact on the English language acquisition and academic achievement of LEP students?

- **Not Applicable**
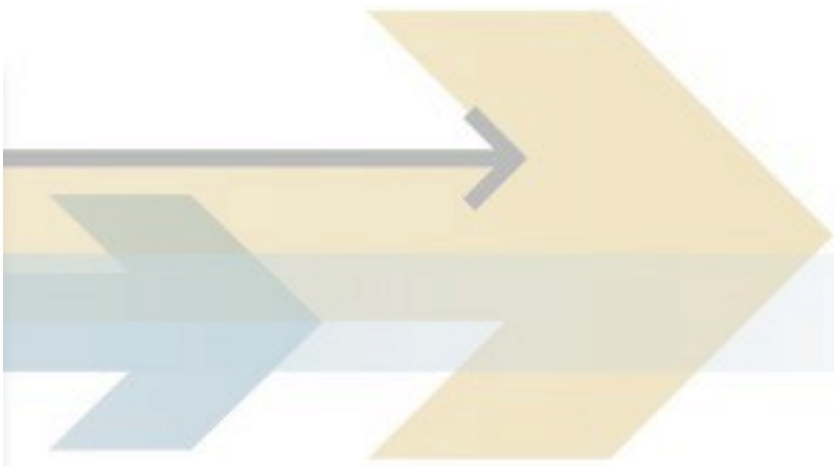
FIELD LESSONS

Field Lessons—Allowable, but With Conditions

HISD allows field lessons to be paid for with Title I, Part A funds – but only if the field lessons are selected from a specific pre-approved list. If the field lesson is not on the pre-approved list, another fund source must be used. For a complete list of field lessons that can be paid for with Title I, Part A funds, see page 59.

What You Need to Know

- Field lessons must be scheduled for weekdays only – not on Saturdays or Sundays.
  EXCEPTION: University Interscholastic League (UIL) Academic Competitions (see below).

- For safety reasons, students MUST be at least four years old by date of field lesson in order to be transported.

A Word About UIL Competitions

Transportation (HISD bus only) and registration fees associated with UIL competitions may be paid for with Title I funds if the following criteria are met:

- The competition must be academic in nature (chess is acceptable).
- The competition must be local (day trip).
  NOTE: Unlike other field trips, UIL competitions held on Saturdays are permissible.
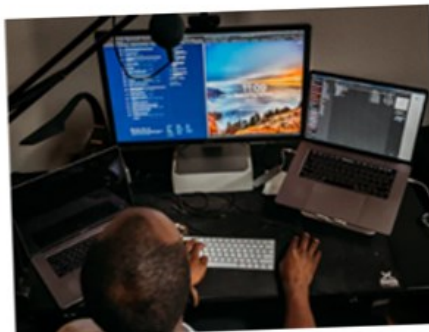
Field Lessons, *continued*

Requesting Approval for a Field Lesson

LOOK Begin this process at least 4 weeks ahead of the event to allow enough time for all approvals.

Step	Description
1	**EXTERNAL FUNDING APPROVAL #1 —** Complete and submit the **ProCard Allocation Request Form** (Dept. of External Funding) to Karen Aubrey at kaubrey@houstonisd.org. RESULT: Approval is emailed within 24 hours of receipt of the ProCard Allocation Request Form.
2	**EXTERNAL FUNDING APPROVAL #2 —** After the above approval is received, do the following: a) Complete the External Funding Field Lesson Request Documents (i.e., **Sponsor Request Form** and **TEA Educational Field Trip Form**). b) Submit both of the above forms AND the approved **ProCard Allocation Request Form** to your External Funding Dept. School Grants Administrator for approval. RESULT: The School Grants Administrator will contact you regarding the status of your field lesson.
3	**PURCHASING APPROVAL:** After receiving approval from the School Grants Administrator, do the following: a) Complete the **Purchasing Dept. ProCard Exception Request Form**. b) Email the following three items to: **procard_support@houstonisd.onmicrosoft.com** for approval: ● the completed **ProCard-Exception Request Form** ● a **quote** from the venue (cost of the field lesson), and ● the approved **External Funding ProCard Allocation Request** **IMPORTANT**! **PLEASE ENSURE ALL FORMS HAVE THE REQUIRED SIGNATURES OR THE APPROVAL PROCESS WILL BE DELAYED.***
4	Once the field lesson is approved by the Purchasing Department (via email), you may proceed with processing the payment for the field lesson. NOTE: Please adhere to the reversal date in your courtesy email from the Purchasing Department.
5	NEXT STEPS are completed by Campus budget personnel: • Follow up with the Field Lesson Sponsor regarding next steps to implement the field lesson. • Forward all field lesson documents to your Campus Title I Contact for inclusion in the Campus Title I Electronic Bin (for compliance purposes).

• If you have questions regarding the Purchasing Department ProCard approval process, contact Helen Norman at 713-556-7766.

Field Lessons, *continued*

Title I, Part A ProCard Allocation Request Form (Sample) — **Click here** to access this form.

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Title I, Part A, Title II, Part A, and Title IV, Part A Programs
ProCard Allocation Request Form

Please submit the ProCard Allocation Request Form electronically to:

Title I, Part A	Title II, Part A	Title IV, Part A
Karen Aubrey	Magda Galindo	Benjamin Jules

Grant Allocated To (select one): ☐ Title I, Part A ☐ Title II, Part A or ☐ Title IV, Part A

Campus/Department Name: _____ Request Date: _____

Vendor Name: _____

Estimated ProCard Transaction Amount: _____

Detailed Description of ProCard Allocation:

For External Funding Use Only:

Approval Status: ☐ Approved ☐ Denied

Explanation for Denial:

External Funding Signature: _____ Date: _____

Rev. 08/11/2022

Field Lessons, *continued*

Field Lesson: Sponsor's Request Form — **Click here** to access this form.

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

SPONSOR'S REQUEST FOR APPROVAL OF FIELD TRIP
(To be completed by Sponsor and Submitted to Principal for Processing)

REQUEST FOR PERMISSION FOR: _____
(Name of School to take Field Trip)

GROUP OR CLASS*: _____

TEACHER(S): _____

PLACE TO BE VISITED: _____
(physical address)

PURPOSE OF VISIT/SPECIFIC LEARNING ACTIVITIES: _____
(Attach field lesson plan)

DAY(S) OF VISIT: _____   DATE(S) OF VISIT: _____

DEPARTURE TIME: _____   RETURN TIME: _____   SCHOOL TIME REQUIRED: _____

NUMBER OF STUDENTS*: _____   MINIMUM NUMBER OF CHAPERONES REQUIRED: _____
(Ratios: High Schools 10 to 1)

*Students must be eligible to participate in extracurricular activities and be passing all subjects.

CHAPERONES:
(Title, First and Last Name)

COST PER STUDENT: (Admission Fees $_____ + Transportation Cost $_____ = Total $_____)

TYPE OF TRANSPORTATION: ☐ HISD Bus   ☐ Rental Vehicle

Transportation Specifics: _____

NOTE: Out-of-town / Out-of-district trips must attach the following:

- Accounting Statement
- Itinerary Details
- Medical Release Forms
- Parent Approval Forms with signatures
- Release of Liability Form
- Transportation Liability Proof, if applicable
- List of students with verification that student is eligible to participate on this field trip.

I have read Board Policies and Administrative Procedures Section 425.00 and subsections pertaining to student trips; this trip will be conducted in accordance with the established basic guidelines and any additional requirements developed at the individual school level.

Signed: _____   Date: _____
Sponsor's Signature

Signed: _____   Date: _____
Principal's Signature

APPROVAL:
Signed: _____   Date: _____
School Improvement Officer's Signature

Signed: _____   Date: _____
Chief School Officer's Signature (if applicable)

Signed: _____   Date: _____
Chief Academic Officer (if applicable)

Signed: _____   Date: _____
Superintendent's Signature (if applicable)

Rev. 06/21/2022   Last day to take Title I Field Trip is Friday, May 5, 2023

Field Lessons, *continued*

TEA Justification Form: Educational Field Trips — **Click here** to access this form.

TEA
Texas Education Agency

Grants Administration Division
Justification of Specific Expenditure:
Educational Field Trips

Costs of entertainment, including field trips, have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use federal grant funds for the costs of field trips. Complete and maintain this form locally to document the justification of your planned expenditure of federal grant funds on costs of field trips.

Limit one justification per form. (Note: One justification for the same field trip location may include multiple campuses or grade levels.)

Name of Federal Grant

| Name of Grantee | | County-District # | | Date Submitted | |

Description of Proposed Field Trip

| Destination | | # of Attendees | |

| Type of transportation | | Duration of instructional component | | Supported TEKS component(s) | |

Describe the purpose of providing this field trip to attendees.

Describe how the field trip supports the goals and objectives of the federal grant.

Describe the specific need, as identified in your comprehensive needs assessment, for this field trip.

Field Lessons, *continued*

Purchasing Dept. ProCard Exception Request Form —
Click here to access this form.

HOUSTON INDEPENDENT SCHOOL DISTRICT
Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501

www.HoustonISD.org
www.twitter.com/HoustonISD

Purchasing Services Department
FY23 ProCard Exception Request Form

Campus/Department:	
Request Date:	
Cardholder Name:	
Last four digits of card:	
Requested Exception:	<Select Option - REQUIRED>
Transaction Amount ($):	
Is this a Student Activity Fund request?	
Requested Merchant/Vendor:	
Is merchant board approved?	☐ Yes – Provide Project Number: ☐ No – Additional details required below.

Provide additional details regarding this request for verification purposes. Attach additional pages as needed.

NOTE for 'Special' Funds: In accordance with ProCard Policy and Procedures, all ProCard requests utilizing the 'special funds' listed below MUST be pre-approved in writing by the applicable approver listed BEFORE the transaction is made. Once obtained, applicable written pre-approval(s) MUST be attached to this approval document when submitting request to Purchasing Services for final approval.

- **Title Funds:** Contact Pam Evans in External Funding Department. NOTE: prohibited for campuses, allowed for departments
- **Grant Funds & 499 Donations:** Contact Angela Brooks in the Grants Department.
- **Bond Funds:** Contact Wanda Paul, Chief Operating Officer. NOTE: Cannot be used for food
- **Technology Hardware & Software:** Contact Tanya Pridgeon in Technology Department.
- **Party Rentals:** Contact Candice Wilson in Risk Management Department.
  - Examples: Bounce house, mechanical bull, dunk tank, inflatable games, etc.
- **ESSER Funds:** ProCard purchases with ESSER Funds are PROHIBITTED.

	Approver Name	**Approver Signature**	**Date**
Cardholder's Fund Approver:			
Campus Area Superintendent OR Department Chief:			

Once all approval signatures have been obtained, this request must be submitted to Purchasing Services with required quote(s) and back-up documentation. If approved by Purchasing Services, cardholders are required to upload final approval message, receipts, invoices, quotes and any corresponding data submitted with this approval request when allocating.

All transactions must follow standard ProCard Policies and Procedures and will be audited per these guidelines. Any violations will be subject to disciplinary action. Additional details may be emailed to the ProCard team as needed.

Any questions should be emailed to the Purchasing Services 'ProCard Support' distribution list in Microsoft Outlook.

For Purchasing Services Use Only
Exception Type(s): _____ Reversal Date: _____ ☐ Approved ☐ Rejected Initials:_____

Field Lessons, *continued*

Title I, Part A Pre-Approved Field Lessons

Title I, Part A Pre-Approved Field Lessons

African American Library	Houston Police Department
American Legion Post (Ellington Field)	Houston Public Library
Asia Society Museum	Houston Zoo
AT&T Building	Junior Achievement Biztown
Barnes and Noble Bookstore	JP Morgan Chase Bank
Battleship Texas	Katy Prairie Conservancy
Bayou Bend	KHOU 11 Station
Bayou Wildlife Zoo	KTSU Recording Studio
Bechtel Oil Gas and Chemicals	Lennar Company
Ben Taub Hospital	Little Beakers Science Lab for Kids
Buffalo Soldier Museum	Lone Star Flight Museum
Challenger 7 Memorial	Main Street Theater
Children's Museum	MD Anderson Hospital
Chinese Community Center	Metro Rail
City Hall	Moody Gardens
City of Houston Public Works Dept	Name That Book
College/University Tours	NASA Space Center (Space Center Houston)
Coastal Heritage Preserve	National Museum of the Pacific War
Dewberry Farm (PreK 4 – Grade 1)	Natural Science Museum
Ellington Field/Texas Starbase	Old MacDonald Farm (PreK 4 – Grade 1)
Energy Day	Outdoor Education Center at Camp Olympia
Express Children's Theatre	Renaissance Festival
Federal Reserve Bank	Rice Summer Program for Students
Fine Arts Museum	Robotics Competition
Fort Bend Museum	San Jacinto Battleground
Galveston Railroad Museum	San Jacinto Monument
Good Neighborhoods Health	Sea Center Texas
Gregory School	Sharpstown Int'l Asia Society
Harris County Civil Courts	Sheldon Lakes Science
Health Museum	Skills USA Leadership Conference
Herbert W. Gee Municipal Courts	Solar Farm
Hewlett Packard Enterprise	Spring Branch Memorial Library
Hobby Airport Terminal	St. Joseph Medical Center
Holocaust Museum	Storytelling at the Central Library
Houston Arboretum	Taste of Texas (Texas History Tour)
Houston Chronicle	Texas Children's Hospital
Houston Food Bank	Texas State Capitol
Houston Gem and Mineral Society	Texas Starbase
Houston Grand Opera	The Printing Museum
Houston Health Museum	University Interscholastic League (UIL) Academic Competitions
Houston Livestock and Rodeo	Water Works Center
Houston National Cemetery	Wings Over Houston
Houston Natural History Museum	

Rev. 8/2/2022

Last day to take Title I Field Trip is Friday, May 5, 2023

OUT-OF-STATE TRAVEL AND OUT-OF-STATE/VIRTUAL PD

Overview

Out-of-state travel and out-of-state/virtual PD costs are allowable and always require prior TEA approval. Travel costs should be minimal, reasonable, and necessary to meet the intent and purpose of the Title I, Part A program. Out-of-state travel is not allowed if the same type and quality of training is available in-state.

All requests for out-of-state travel should be linked to a need in the CNA/SIP. HISD and the campus must retain written documentation showing that an individual's participation in a conference is necessary for the project. Travel costs are allowable if the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of HISD and follow the district's regular business operations and written travel policy.

NOTE:
Title I, Part A funds may <u>not </u>be used for International Travel. Funds other than Title I, Part A will need to be expended for travel outside of the United States.

Requirements

- Prior TEA approval is required to attend professional developments and conferences and participate in virtual PDs that are out of state.

- Out-of-state travel and out-of-state/virtual PD requests must be requested through the ESSA Consolidated Federal Grant Application or an amendment.

- Out-of-state travel and out-of-state/virtual PD participation requests should be made three to four months prior to the actual trip, allowing enough time for the application/amendment process.

- Each Out-of-state travel and out-of-state/virtual PD request requires a written justification form which must be approved by TEA prior to the trip or virtual PD participation.

- An *Out-of-State Travel and Out-of-State/Virtual PD* form is required for each separate trip or virtual PD participation. All employees traveling for that specific trip may submit one form.
  See sample form on the following page.

- Per TEA, no more than five travelers per trip or virtual PD participants are allowed.
  Based on guidance from TEA, campuses and the district should be using the train-the-trainer model for professional development activities.

Out-of-State Travel and Out-of-State/Virtual PD, *continued*

TEA Out-of-State Travel and Out-of-State Travel/Virtual PD Form —
Click here to access this form.

TEA
Texas Education Agency ®

Division of Grants Administration Justification
of Specific Expenditure: Program-Related Out-
of-State Travel and Out-of-State/Virtual PD
2022-2023

The costs of program-related out-of-state travel and out-of-state/virtual PD has been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use these federal grant funds for program-related out-of-state travel and out-of-state virtual PD. Complete this form and submit it with your grant application to provide justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel.

Limit one justification per form.

Out-of-state travel and out-of-state/virtual PD may **not** be booked until the district receives the Notice of Grant Award (NOGA) from TEA.

Name of Federal Grant	

Name of Grantee		County-District #	101912	Date Submitted	

Description of Proposed Program-Related Out-of-State Travel

Destination		# of travelers		Is travel a requirement of the federal grant program?	No

Describe the purpose of the program-related out-of-state travel.

Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).

Describe the specific need, as identified in your comprehensive needs assessment; that this out-of-state travel addresses.

WHEN A CAMPUS CLOSES: ALLOCATION OF TITLE I FUNDS/ASSETS

Why a Campus Closes

Schools close and/or consolidate for various reasons. This may be a result of:

- low student enrollment,

- a change in student populations served (i.e., grade levels elementary to middle, K–8, 6–12), or

- other district decisions.

What Happens to Students?

After a campus closes, students must enroll in their designated zone school. On the first Friday of the first week of school, HISD will allocate funds designated for each student who enrolls in their zone school. Fund allocation is based on data collected on the Socioeconomic Information Form which the student receives as part of his or her enrollment packet at the new school.

Capital Outlay Assets and Title I Funds

Capital outlay items purchased with Title I, Part A funds, must remain at Title I, Part A schools. Therefore, should a school close, schools MUST complete the Property/Equipment Transfer form (Form PC-2) for capital outlay items purchased with Title I, Part A funds. The transfer form should be obtained from the Property Management Department. It must be signed by a person from the releasing school, the driver picking up the equipment, and a person from the receiving school or final destination. Be sure to maintain a copy of the transfer form with all authorized signatures for documentation.

All Title I, Part A documentation and records are to be maintained for a period of seven (7) years. If a school closes before that time, the school should contact the Records Management Department. The information for managing, retaining, or destroying records can be found under "Printing Services" on the HISD Records Management website **(https://www.houstonisd.org/Page/31913)**

School Closure Planning Meeting

The district conducts a School Closure Planning Meeting to assist and support the schools designated for closure. School representatives should be present at the district meeting.
A school closure checklist is provided which includes:

- a list of activities related to the campus closure,

- the personnel and departments responsible for completing the activities, and

- a timeline for completion.

COMMUNITY ELIGIBILITY PROVISION (CEP) PROGRAM

Purpose and History

The Community Eligibility Provision (CEP) allows high-poverty schools to provide breakfast and lunch to all students, free of charge, ensuring that they are able to learn throughout the school day. CEP was a key provision of the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. For the 2022-2023 school year Houston ISD will offer free meals to all students in the CEP Program.

HISD is required to collect the socioeconomic status of each student enrolled in a school that participates in the CEP Program. This data is submitted to the Texas Education Agency for purposes of federal reporting and annual state accountability ratings, including **Domain II** (Part B - Relative Performance) and **Domain III** (Closing the Gaps).

- In the Domain II, Part B accounting system, campuses are compared to other campuses with a similar percentage of economically disadvantaged students.

- Domain III consists of the following: Academic Achievement, Growth or Graduation, English Language Proficiency, and Student Success.

Compliance with reporting requirements ensures that the district can receive federal and state funding . This is why determining the socioeconomic status of every student in the CEP program is crucial. Socioeconomic information is collected using the Socioeconomic Information Form (SIF). Parents can complete the SIF online or they can submit a paper form (see sample on the next page) to the campus.

NOTE: There are currently nine campuses that are *NOT* eligible for CEP and will no longer need to complete the SIF.

Entering Socioeconomic Information into HISD Connect

At HISD we ask that socioeconomic information be collected for ALL students enrolled at CEP schools to maximize school funding (Title I and state compensatory) which requires this socioeconomic data.
This information is collected by each participating campus.

Socioeconomic information can be entered into HISD Connect in two ways:

- By parents who go online to complete and submit their socioeconomic information on the Campus Parent Portal (see also the *Coding* section in this handbook),
  or

- By the SIR, who inputs information provided by parents on the blue Socioeconomic Information Form (see sample on the following page).

Socioeconomic data must be entered into HISD Connect by October 28, 2022.

Community Eligibility Provision(CEP) Program, *continued*

Socioeconomic Information Form (SIF) - **Sample—** <u>Click here</u> to access this form.

HOUSTON INDEPENDENT SCHOOL DISTRICT

SOCIOECONOMIC INFORMATION FORM

Complete and return one form to each school where you have a child enrolled. **Print using a pen.**

CONFIDENTIAL - For HISD purposes only

Houston ISD is required to collect the socioeconomic status of each student as a performance indicator for student achievement (TEC § 39 for Texas state requirements and ESEA §§1111 and 1116 for U.S. Department of Education requirements) and for use in disbursement of federal funds (ESEA §1113). This information is not shared with outside agencies.

It is very important that families complete this socioeconomic form in order for schools to receive Title I and State Compensatory Education funding. This funding will directly benefit your child's school. Title I and State Compensatory Education funding can be used to hire personnel, provide tutoring services, order technology, and provide professional development for teachers. We want to continue to provide these necessary learning supports, but without your assistance we may not be able to.

STEP 1 (List all Houston ISD students in the household)

Campus ECO Code: _____
For office use only

Student ID (office use only)	First Name	Last Name	MI	Date of Birth	School Name	Grade Level

STEP 2

Do you receive Supplemental Nutrition Assistance (SNAP)? ☐ YES ☐ NO

Do you receive Temporary Assistance to Needy Families (TANF)? ☐ YES ☐ NO

If you answered YES on either of the above, skip Step 3 and continue to Step 4.
If you answered NO on both of the above, you must complete Steps 3 *and* 4.

STEP 3 (Complete only if all answers in Step 2 are NO)

How many total members are in the household (include all adults and children)? _____

TOTAL YEARLY INCOME BEFORE DEDUCTIONS OF *ALL* HOUSEHOLD MEMBERS _____

Include wages, salary, welfare payments, child support, alimony, pensions, Social Security, worker's compensation, unemployment, and all other sources of income *(before any type of deductions)*

STEP 4 (Check one of the following two boxes as appropriate and sign below.)

In accordance with the provisions of the Protection of Pupil Rights Amendment (PPRA) no student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis, or evaluation that reveals information concerning income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior written consent of the adult student, parent, or legal guardian.

☐ I certify that all the information on this form is true. I understand the school will receive federal funds and will be rated for accountability based on the information I provide.

☐ I choose not to provide this information. I understand that the school's disbursement of federal funds and accountability rating may be affected by my choice.

_____   _____   _____
Parent/Guardian Name (Print)   Parent/Guardian Signature   Date

HISD External Funding Department | June 2022

Community Eligibility Provision (CEP) Program, *continued*

FAQs

Q: What is CEP?

A: The Community Eligibility Provision (CEP) is a program that allows schools in high poverty areas to provide free meals to students without requiring their families to complete the free and reduced lunch application.

Q: How does a school qualify for CEP?

A: A school qualifies for participation in CEP if:

- The school participates in both the National School Lunch Program (NSLP) and the School Breakfast Program (SBP); and

- Campuses are qualified based on student Direct Certification* (DC) statistics – at least 40 percent of enrolled students are "directly certified" for free meals without a school meal application and not subject to verification.

  * Direct Certification: Direct certification (alternatively called DC or A pre-certified) means that a student is categorically identified as economically disadvantaged as evidenced by eligibility/ participation in SNAP or other assistance programs, such as Temporary Assistance for Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR), or Medicaid.

Q: What are the advantages?

A: The advantages are listed below:

- Meals are served to all students at no charge (well-nourished students perform better academically);
- Removes the stigma associated with free meals; and
- Eliminates the problem of uncollected student meal balances.

Q: What is the purpose of the Socioeconomic Information Form?

A: HISD must collect socioeconomic data from students attending its CEP-participating schools for the purposes of PEIMS data, accountability ratings, and funding. (For instructions on entering information from the SIF into HISD Connect, see the *Coding* chapter in this handbook.)

CAMPUS CONTACT RESPONSIBILITIES

RESPONSIBILITIES OF THE TITLE I CAMPUS CONTACT

Principals identify the Title I Contact for their campuses. The Title I, Part A Campus Contact Person must hold a teacher certification. As a Campus Contact Person, please be prepared to work beyond the regular school day to complete any special Title I requirements.

Responsibilities of the Title I, Part A Campus Contact include, but are not limited to, tasks set forth below and on the following pages.

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Attend	Attend campus and district Title I meetings, trainings, (including coding trainings), open labs, and bin/compliance reviews.	Mark all Title I, Part A deadlines on your Outlook Express calendar and set reminders.
Perform HISD Coding	Complete online coding training to receive security access to HISD Connect.	You must obtain **edit** and **view** access.
	Enter campus Title I, Part A coding in HISD Connect (participation, Parent and Family Engagement, and services).	Verify that you have access.

Responsibilities of the Title I Campus Contact, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Coordinate Parent & Family Engagement Activities	Coordinate the Parent and Family Engagement activities for the campus, including the Annual Title I Meeting and the four required parent meetings. NOTE: Each meeting is to be held at least twice and at various dates and times.	• Consider administering a needs survey to your parents in September to better plan your Title I meetings. • Hold your Title I meetings at various times during the day to reach more parents. • Make meetings fun by including activities that get parents involved. • Include student performances before the Title I meeting when possible. • Review the *Parent and Family Engagement* section of the handbook. • Use presentation, agenda, and sign-in sheet templates located at **MyHISD > Department Sites > External Funding > Parent & Family Engagement** • Contact HISD's Family and Community Empowerment Department (FACE) at 713-556-7290 to determine who your school's FACE specialist is and make an appointment with him/her to discuss FACE services/support.

Responsibilities of the Title I Campus Contact, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Communicate	Communicate information to the principal and/or other campus personnel about the requirements of the Title I, Part A program in a timely and consistent manner. This continued collaboration is ongoing throughout the entire academic school year.	• Meet with school principal/instructional leadership team as soon as possible after Job Alike Training. • Reference sample agendas located in the handbook and online.
	Meet with your school secretary and/or principal or the person who handles your Title I, Part A budget.	Review the Budget Information and the *Allowable/Unallowable Expenses* list (**online** or in this Title I Handbook).
	Meet with teachers during the school faculty meeting/PLC/ professional development to review compliance documentation needed throughout the year.	• Distribute the Title I, Part A Documentation Checklist to all attendees. • Maintain a file folder in a common faculty area for appropriate school personnel to provide monthly documentation. • Choose one day a month (payday, first Monday of the month, snow cone day) to remind school personnel to file documentation in the e-file folder.
	Keep an open dialogue with your principal and/or other campus administrators involved in these grants.	

Responsibilities of the Title I Campus Contact, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Documentation & Title I Bin	Adhere to scheduled due dates for completing and submitting various items required under this program (Parent Notification letters, Job Descriptions, etc.)	Reference the **Calendar-at-a-Glance** located in the *Calendar & Contacts* section in this Title I Handbook.
	Upload and submit required documents.	Reference the monthly External Funding newsletter.
	Gather Title I documentation throughout the academic school year (e.g., Title I budget, parent meetings, agendas, sign-in sheets, evidence-based documentation, documentation of interventions, etc.).	• Set aside one day a week for Title I responsibilities. • Mark all Title I, Part A deadlines on your Out-look Express calendar and set reminders. • Create a folder on your desktop for all communication from your Title I School Grants Administrator and any documents pertaining to Title I, Part A. • Make sure that you have received a flash drive for storage of Title I compliance documents.
	Keep your documentation bin up-to date. Required documentation for the Title I, Part A program will be reviewed by the Title I School Grants Administrator throughout the year. **REMEMBER**: TEA/USDE conducts random validations (audits) of the Title I documentation.	Set up your E-Title I Bin by September 24. (Reference the **Title I, Part A Documentation Checklist** for guidance.)
	By December 2022 & May 2023 —Complete the **Electronic Title I Storage Form** on the **Compliance Documents and Forms page** at the External Funding SharePoint site. This storage form serves to assist auditors in your absence.	

Continued on next page...

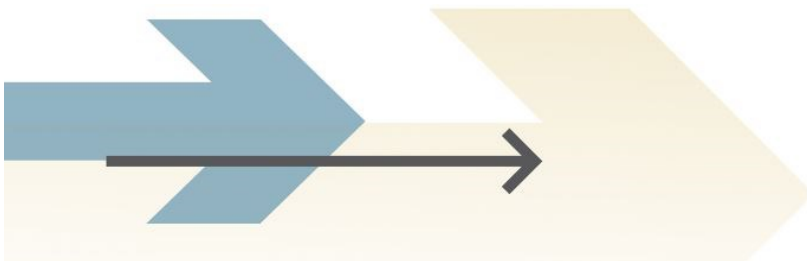## Responsibilities of the Title I Campus Contact, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Familiarize Yourself with Title I	Assist with integrating Title I supplemental services into the total school program and the School Improvement Plan.	• Build capacity for Title I activities through Training-of-Trainers modules, requesting assistance from HISD departments such as FACE and External Funding, parent suggestions, and/or recommendations. • Learn the 3 Elements, the meaning of each Element and how it pertains to your campus plan. • Remember that all activities should align with the 3 Elements.
	Become familiar with the Title I, Part A Handbook and also with the **External Funding SharePoint site**	Review the Title I FAQs located at the beginning of the handbook.
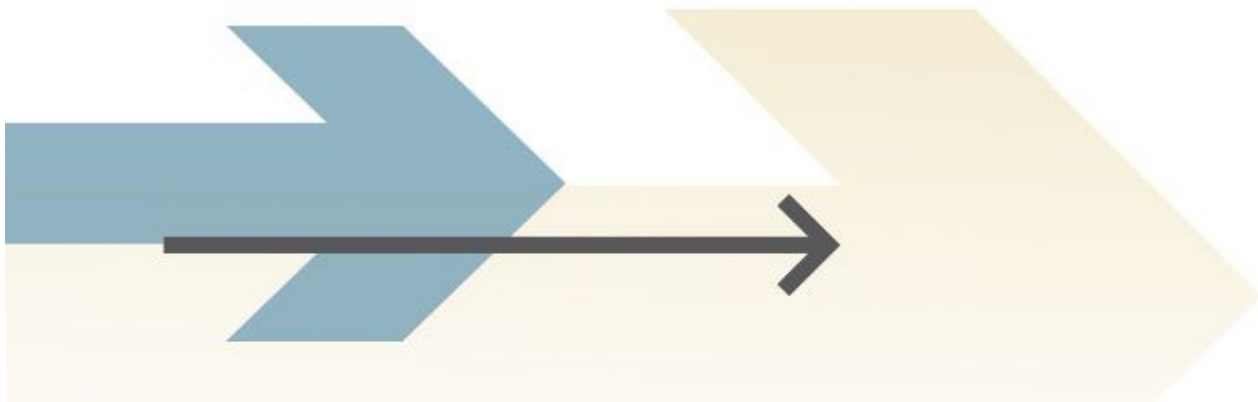
STIPEND FOR TITLE I CAMPUS CONTACTS

Who Can Receive Stipends?

Principals identify the Title I Contacts for their campuses. The fulfillment of all requirements will be evaluated utilizing a rubric developed by External Funding Department based on a range of criteria.

Recipients must have teacher certification and must meet all the requirements based on criteria in the rubric (and supported by the Documentation Checklist) in order to receive a stipend payment per semester.

Eligible positions are:	Positions that are NOT eligible:
• Campus Educational Technologist	• Assistant Principals
• Counselor (campus-based only)	• Deans
• Graduation Coach (campus-based only)	• Hourly
• Instructional Coordinator	• Part-time
• Instructional Specialist regardless of pay grade (campus-based only)	
• Intervention Teacher	
• Magnet Coordinator	
• Teacher Specialist regardless of pay grade	
• Teacher Development Specialist	
• Teacher	
• Parental Engagement Representative	

IMPORTANT: If a Title I Campus Contact changes, the principal must submit the Stipend form with changes to the Title I School Grants Administrator in External Funding. This normally occurs in the spring.

Duties Required for Stipend Payment

In order to earn the stipend, a Title I Contact must perform the following tasks
(as listed on the **current Title I, Part A Stipend Rubric**):

• Attend district Title I meetings, trainings, (including coding trainings), open labs, and compliance reviews (virtual/in-person).

• Complete online coding training to receive security access to HISD Connect.

• Enter campus Title I, Part A coding into HISD Connect (participation, Parent and Family Engagement activities and services).

• Regularly monitor and address Title I coding issues.

Continued on next page...

Stipend for Title I Campus Contacts, *continued*

Duties Required for Stipend Payment, continued

- Collaborate with School Grant Administrator and campus Student Information Representative (SIR) to
    - address coding concerns, and
    - ensure coding is accurate and up to date.

- Coordinate Parent and Family Engagement activities for the campus.

- Conduct a total of 8 Title I Meetings annually – 2 meetings in the Fall (including the Fall Annual Meeting) and 2 meetings in the Spring (including the Spring Annual Meeting).
  Each virtual/in-person meeting must be held at least twice and at various dates and times – a total of 8 meetings during the academic school year.

- Communicate information to the principal and/or other campus personnel regarding requirements of the Title I, Part A program in a timely and consistent manner.

- Adhere to scheduled due dates for completing and submitting various items that are required under this program.

- Keep documentation bin up to date. Required documentation for the Title I, Part A program will be reviewed by the School Grants Administrator throughout the year.
  TEA/USDE conducts random validations (audits) of the Title I documentation.

- Assist with integrating Title I supplemental services into Schoolwide and Targeted Assistance programs and the School Improvement Plan.

- Become familiar with the Title I, Part A Handbook, and also with the External Funding SharePoint site. (**MyHISD > Department Sites > External Funding**).
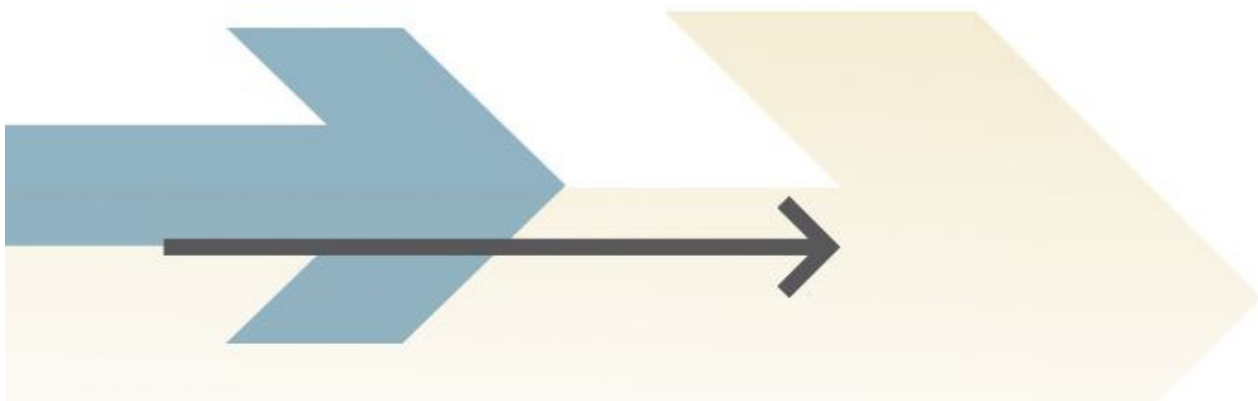
Stipend for Title I Campus Contacts, *continued*

Stipend Payments

Campus Contact stipends are disbursed in fall and spring. Instructions are provided via Academic Service Memos published at those times.

Additional details regarding stipend payments:

- Payment will be prorated, as applicable and approved by building principal.
- Payment will be processed through the External Funding Department.
- Stipend amount cannot be split between employees.
- Per district guidelines: Assistant Principals and Deans of Instruction are not eligible to receive the Title I Campus Contact stipend.
- First Payment ($0 - $1,200) to be paid on or before the last pay period of December 2022.
- Second Payment ($0 - $1,200) to be paid on or before the last pay period of May 2023.

  NOTE: Stipends will be paid from the campus's Schoolwide Title I funds (2110000000).
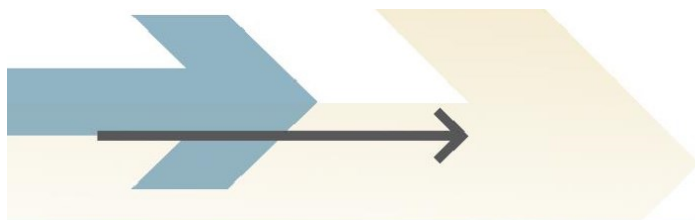
Summary Chart

Name	Amount	Payment Date	Contact Information
Title I, Part A **Campus Contact Person:** To receive the stipend payment per semester, a Title I campus contact must have teacher certification and must meet criteria contained in the **current Title I, Part A Stipend Rubric** (supported by the **Documentation Checklist**)	$0 – $2,400	**Dec/May Payment --** If all requirements are met, based on rubric criteria and supported by the Documentation Checklist.	External Funding 713-556-6928

FORMS

Compliance Documents and Forms Page

Access **this page** to submit and/or upload campus documentation.

HISD   Finance and Business Services   myHISD Employee Portal   Application Links   Collaboration Sites   Department Sites   Online Files Shares   Solution Center

External Funding Forms

Compliance Documents and Forms

ONLY submit and/or upload campus documentation for the **2022-2023** school year.

- These documents _must_ be submitted to External Funding through this site page.
- A copy _must_ also be maintained electronically _at the campus_ for audit purposes.
- **INSTRUCTIONS:** Submitting Forms and Uploading Compliance Documents.pdf
- External Funding Contacts: School Grants Administrators (by campus)

Title I, Part A

- Mandated Parent Notification Checklist
- Title I Documentation Storage Form
- Title I Parent Meeting Information
- Title I, II & IV, Part A Job Descriptions

Title II, Part A & Title IV, Part A

- Job Descriptions
- Semi-Annual Certification Form
  - _For managers and principals only through ASM_

Upload Documents

IMPORTANT: Include the campus name in the title of uploaded documents to prevent overwriting.

- Parent & Family Engagement Policy
- Record of Educator Certificate (teacher certification)
- School-Parent Compact
- Three Elements
- Title I Campus Contact Stipend Form
- Title I Online Course Completion Certificate
- Title I, Part A PFE Committee Meeting Form

Electronic Title I Bin Storage Form

Indicate the location of the flash drive that contains the Title I, Part A documents which are **required** to be maintained for the program.

- _View My Submitted Title I Bin Storage Form_

Mandated Parent Notification Checklist

Indicate the distribution dates of **all** mandated parent notifications to ensure district compliance for the Title I, Part A Program. _All_ notifications **must** be _disseminated_ to _parents_ and _uploaded_ to the campus' website.

- _View My Submitted Parent Notification Checklist_

Title I Parent Meeting Information Form

Indicate the **eight** required meeting dates/times parents and family members were invited to be informed of their school's particpation in Title I, the requirements and the parents' rights to be involved.

- _View My Submitted Parent Meeting Information Form_

View All of My Submitted and Uploaded Documents and Forms

- Includes **ALL** of the Title I, Part A documents and forms that have been submitted to External Funding for the current school year.
- You can view **only** the documents you have submitted or uploaded.

Title I, II, and IV, Part A Job Descriptions

Includes all personnel whose salaries are compensated 100% with Titles I, II & IV, Part A program funds.

- To obtain a report of all employees compensated with these program funds, access these instructions: **How to Run the Authorized Position Report.pdf**
- The Job Descriptions memorandum provides instructions.
- Employees must keep a copy of their job description for their records.
  - _Employees: View My Submitted Job Descriptions_
  - _Approvers: View My Pending Approvals_

Upload Title I Documents

- _IMPORTANT:_ Include the campus name in the title of uploaded documents to prevent overwriting.
- Upload **ONLY** the following documents:

  1. Parent and Family Engagement Policy
  2. Record of Educator Certificate (teacher certification)
  3. School-Parent Compact
  4. Three Elements
  5. Title I Campus Contact Stipend Form (w/electronic signature)
  6. Title I Online Course Completion Certificate
  7. Title I-A PFE Committee Meeting Form

  - _View My Uploaded Title I Documents_

Forms, *continued*

2022-2023 Title I, Part A Documentation Checklist for Schoolwide Planning - Page 1
Click HERE to access this form.

2022-2023 Title I, Part A Documentation Checklist

Campus:_____ Org#_____ Date of Review(s):_____

Title I Contact Name:_____ Title I Contact Signature:_____

School Grants Administrator:_____ Principal Signature:_____

Element 1. Comprehensive Needs Assessment (CNA): Sec. 1114(b)(6)

The Title I, Part A School Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

Requirement	Person to Contact for Documentation	Partially	Yes	No	N/A	COMMENTS
Needs Assessment from the SIP		☐	☐	☐	☐	
Texas Academic Performance Report (See TEA Website)		☐	☐	☐	☐	
2022-2023 Campus Data Analysis Reports *only*, BOY, MOY, EOY, High Frequency Words, Telpas, Circle Assessments, PSAT, STAAR/EOC Retest Campus (Core Subjects) Assessments – NO REPORTS LISTING STUDENTS	Principal, Secretary, and/or Instructional Leader	☐	☐	☐	☐	

Element 2. School Improvement Plan Requirement (SIP) Schoolwide Plan Development: Section 1114(b)(1-5)

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

Requirement	Person to Contact for Documentation	Partially	Yes	No	N/A	COMMENTS
School Improvement Plan (SIP) √ English		☐	☐	☐	☐	
√ Translated		☐	☐	☐	☐	
SIP Signature Page	Principal, Secretary, and/or Instructional Leader	☐	☐	☐	☐	
Executive Summary from SIP √ English		☐	☐	☐	☐	
√ Translated		☐	☐	☐	☐	

Continued on next page...

Forms, *continued*

2022-2023 Title I, Part A Documentation Checklist for Schoolwide Planning - Page 2

2022-2023 Title I, Part A Documentation Checklist (continued)

Element 2. School Improvement Plan Requirement (SIP) (cont'd)						
Requirement	**Person to Contact for Documentation**	**Compliance Status**				**COMMENTS**
		Partially	Yes	No	N/A	
SIP Review from SDMC meetings, leadership meetings, and faculty meetings (SIP must be included on agenda)	Principal, Secretary, and/or Instructional Leader					
√ Sign-In Sheet		☐	☐	☐	☐	
√ Agendas		☐	☐	☐	☐	
Schoolwide and Targeted Assistance Title I Elements	Principal and/or Secretary	☐	☐	☐	☐	
Professional Learning Communities (PLCs) / Grade Level/ Department Meetings Related to Instructional Strategies and Planning (2-3 per semester)						
√ Sign-In Sheet	Grade Level Chair, Department Chair, and/or Instructional Leader	☐	☐	☐	☐	
√ Agendas		☐	☐	☐	☐	
√ Handouts		☐	☐	☐	☐	
Professional Development (PD) – 2-3 samples						
√ Sign-In Sheet	Grade Level Chair, Department Chair, and/or Instructional Leader	☐	☐	☐	☐	
√ Agendas		☐	☐	☐	☐	
√ Handouts		☐	☐	☐	☐	
Documentation of Extended Learning (pullouts with schedules, tutorials, camps, etc.)	Principal and/or Secretary					
√ Sign-In Sheet (Teachers and Students)		☐	☐	☐	☐	
√ Lesson Plans/Schedules		☐	☐	☐	☐	
Instructional Programs and Activities purchased with Title I funds (I-station, Study Island, camps, etc.)	Principal, Secretary, Instructional Leader and/or business manager	☐	☐	☐	☐	
Evidence-Based Research Form (for purchased programs) *Access the form on the External Funding SharePoint site*	Principal, Secretary, Instructional Leader and/or business manager	☐	☐	☐	☐	

Forms, *continued*

2022-2023 Title I, Part A Documentation Checklist for Schoolwide Planning - Page 3

2022-2023 Title I, Part A Documentation Checklist (continued)

Element 3. Parent and Family Engagement:
Sec. 1116(a)(2) and Sec. 1116(2)(c)(2)

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Requirement	Person to Contact for Documentation	Compliance Status				COMMENTS
		Partially	Yes	No	N/A	
2022-2023 District Parent/Family Engagement Policy – 9/30/2022	Title I Contact. Visit External Funding's Parent & Family Engagement page (MyHISD > Department Sites > External Funding)	☐	☐	☐	☐	
2022-2023 Campus Parent/Family Engagement Policy *Disseminate* by September 2022 (Be sure to have an agenda and sign-in sheet when the Campus PFEP meeting is reviewed by parent organizations). *Post to website.*	Title I Contact. Developed jointly with parents and school personnel.					
√ Campus PFEP		☐	☐	☐	☐	
√ Agenda		☐	☐	☐	☐	
√ Sign-In Sheets		☐	☐	☐	☐	
√ Parent and Family Engagement Policy Checklist		☐	☐	☐	☐	
School-Parent-Family Compact - *Post to website by 9/30/2022.*	Title I Contact. Developed on campus.	☐	☐	☐	☐	
Parent-Family Notifications (Title I only)	Memo is sent to the principal via HISD Academic Services and to the Title I Contact via email/ External Funding newsletter.					
√ Title I Status - 9/30/2022		☐	☐	☐	☐	
√ Parents' Right to Know/ "Teacher and Paraprofessional Qualifications" Parent Notification Letter - 9/30/2022		☐	☐	☐	☐	
√ Non-Certification Letter (ongoing)		☐	☐	☐	☐	
√ Explanation of HISD Curriculum - 12/16/2022		☐	☐	☐	☐	
√ Explanation and Description of Assessment - 12/16/2022		☐	☐	☐	☐	
√ Federal Report Cards with Letter (see TEA website) - Spring 2023		☐	☐	☐	☐	

Forms, *continued*

2022-2023 Title I, Part A Documentation Checklist for Schoolwide Planning - Page 4

2022-2023 Title I, Part A Documentation Checklist (continued)

Element 3. Parent and Family Engagement (cont'd)						
Requirement	**Person to Contact for Documentation**	**Compliance Status**				**COMMENTS**
		Partially	Yes	No	N/A	
Parent/Family Engagement Meetings						
√ Parent/Family Engagement Meeting Information Form	Title I Contact. Visit External Funding SharePoint site (MyHISD > Department Sites > External Funding) to access templates for presentation, agendas, sign-in, etc.	☐	☐	☐	☐	
Mtg #1A AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Fall Annual meeting -no later than 9/30/2022)		☐	☐	☐	☐	
Mtg #1B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Fall Annual meeting -no later than 9/30/2022)		☐	☐	☐	☐	
Mtg #2A: AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #2B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #3A: AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #3B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes		☐	☐	☐	☐	
Mtg #4A: AM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Spring Annual meeting -no later than 4/28/2023)		☐	☐	☐	☐	
Mtg #4B: PM: Invitation/Flyer | Agenda | Sign-In | Attendance Roster | Minutes (Spring Annual meeting -no later than 4/28/2023)		☐	☐	☐	☐	
Parent and Family Engagement Committee Meetings (NEW) (Committee will be comprised of the same five parents) √ Title I PFE Committee Meeting Form	Title I Contact. Visit External Funding SharePoint site (MyHISD > Department Sites > External Funding) to access templates for agendas, sign-in, etc..	☐	☐	☐	☐	
√ Fall Meeting: Invitation/Flyer | Agenda | Sign-In | Minutes		☐	☐	☐	☐	
√ Spring Meeting: Invitation/Flyer | Agenda | Sign-In | Minutes		☐	☐	☐	☐	
Other Parent Meetings (FACE Department, Coffee with Principal, Wraparound and Other Community Meetings, etc.) √ Agenda	Title I Contact. Visit External Funding SharePoint site (MyHISD > Department Sites > External Funding) to access templates for agendas, sign-in, etc..	☐	☐	☐	☐	
√ Sign-In Sheets/Attendance Roster		☐	☐	☐	☐	

Forms, *continued*

2022-2023 Title I, Part A Documentation Checklist for Schoolwide Planning - Page 5

2022-2023 Title I, Part A Documentation Checklist (continued)

Element 3. Parent and Family Engagement, *continued*						
Requirement	**Person to Contact for Documentation**	**Compliance Status**				**Comments**
		Partially	Yes	No	N/A	
Parent Conferences (Sign-In Sheets/Contact Logs)	Teachers and/or Campus Administrators	☐	☐	☐	☐	
Family Activities Examples: Math, Science, Reading, ELA, Social Studies, Literacy, etc. √ Invitation/Flyer	Grade Level or Department Chair or Instructional Specialist	☐	☐	☐	☐	
√ Sign-In Sheets/Attendance Roster		☐	☐	☐	☐	
Parenting Classes (GED/Technology/Nutrition, ESL, etc.)	Require sign-in sheets from the agency providing classes.	☐	☐	☐	☐	
Communications √ Newsletters/Calendar		☐	☐	☐	☐	
√ School Messenger Report (Call-Outs)		☐	☐	☐	☐	
√ School Website (page samples)		☐	☐	☐	☐	
√ Email Blasts	Secretary, Teacher, and/or Principal	☐	☐	☐	☐	
√ ClassDojo/Living Tree/Remind		☐	☐	☐	☐	
√ Pictures of Marquee Advertising Events		☐	☐	☐	☐	
√ Social Media		☐	☐	☐	☐	
Title I, Part A Program Parent Survey - Spring 2023 (External Funding Department)	External Funding Title I School Grants Administrators	☐	☐	☐	☐	
Parent-Family Engagement Interim Reports (your campus only) √ MONTHLY (Sept.-June)	Reports are sent to the Title I Contact via email.	☐	☐	☐	☐	
Mandated Parent Notification Checklist - May 2023	Complete on the Compliance Documents and Forms Page (MyHISD > Department Sites > External Funding)	☐	☐	☐	☐	

Forms, *continued*

2022-2023 Title I, Part A Documentation Checklist for Schoolwide Planning - Page 6

2022-2023 Title I, Part A Documentation Checklist (continued)

Requirement	Person to Contact for Documentation	Compliance Status				Comments
Additional Documentation						
		Partially	Yes	No	N/A	
Electronic Title I Bin Storage Form – Dec 2022 and May 2023	Complete on the Compliance Documents and Forms Page (MyHISD > Department Sites > External Funding)	☐	☐	☐	☐	
Copies of Budgets – Title I						
√ September	Secretary or Business Manager	☐	☐	☐	☐	
√ January		☐	☐	☐	☐	
√ May		☐	☐	☐	☐	
Use of Title I, Part A Funds						
√ Capital Outlay (List Form)	Secretary or Business Manager	☐	☐	☐	☐	
√ Copies of Purchase Orders/Receipts		☐	☐	☐	☐	
√ PFE Funds		☐	☐	☐	☐	
√ Professional Development Receipts for registration, travel, lodging, etc.		☐	☐	☐	☐	
√ Stipend and Teacher Certification Forms		☐	☐	☐	☐	
√ Title I Online Training Certificate		☐	☐	☐	☐	
Other Grants √ After School Programs	Principal	☐	☐	☐	☐	
√ Comprehensive Support Schools Grant		☐	☐	☐	☐	

Continued on next page…

Forms, *continued*

2022-2023 Title I, Part A Documentation Checklist for Schoolwide Planning - Page 7

2022-2023 Title I, Part A Documentation Checklist (continued)

Additional Documentation (cont'd)						
Requirement	**Person to Contact for Documentation**	**Compliance Status**				**COMMENTS**
		Partially	Yes	No	N/A	
Title I Field Lessons √ Sponsor's Request for Approval of Field Lesson	Principal, Secretary, and/or Title I Contact	☐	☐	☐	☐	
√ TEA Justification Form		☐	☐	☐	☐	
√ Response to Field Lesson Request (Approval/Denial)		☐	☐	☐	☐	
√ ProCard Allocation Request Form		☐	☐	☐	☐	
√ Purchase Order/Receipt		☐	☐	☐	☐	
Title I Field Lessons – Virtual √ Sponsor's Request for Approval of Field Lesson	Principal, Secretary, and/or Title I Contact	☐	☐	☐	☐	
√ TEA Justification Form		☐	☐	☐	☐	
√ Response to Field Lesson Request (Approval/Denial)		☐	☐	☐	☐	
√ ProCard Allocation Request Form		☐	☐	☐	☐	
√ Purchase Order/Receipt		☐	☐	☐	☐	
Semi-Annual Certification Form(s) √ Fall 2022	Principal	☐	☐	☐	☐	
√ Spring 2023		☐	☐	☐	☐	
√ ESSER II & III (TBD)		☐	☐	☐	☐	
Time and Effort Documentation √ Fall 2022	Any staff member who is split funded using federal grant funds is required to certify their time in OneSource (ESS). Secretary can give you a list of the employees.	☐	☐	☐	☐	
√ Spring 2023		☐	☐	☐	☐	
Job Descriptions for Personnel Funded by Title I (100%)	Principal	☐	☐	☐	☐	
Title I, Part A Handbook (cover page only)	See External Funding SharePoint site	☐	☐	☐	☐	
External Funding Newsletters (entire newsletter) Monthly	School Grants Administrators	☐	☐	☐	☐	

BUDGET INFORMATION

TITLE I, PART A FUNDING (ACADEMIC SCHOOL YEAR)

Overview

The purpose of the Title I, Part A program is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

The **Improving Basics Programs Operated by Local Education Agencies (LEAs)** (Title I, Part A of the Elementary and Secondary Education Act of 1965 [ESEA], as amended by Public Law 114-95, the Every Student Succeeds Act [ESSA], enacted in December 2015) provides supplemental funding to state and local educational agencies.

This funding pays for:

- resources to assist districts and schools with high concentrations of students from low-income families,

- resources to improve education quality and help ensure that all children in low-income settings meet the state's student performance standards, and

- support to schools in implementing either a schoolwide or a targeted assistance program.

Title I, Part A programs use effective methods and instructional strategies that are grounded in evidence-based research (**www.tea.state.tx.us**).

The Title I, Part A Funding (Academic School Year), *continued*

Schoolwide and Targeted Assistance Programs

SCHOOLWIDE PROGRAM	TARGETED ASSISTANCE PROGRAM
40-100 percent of students are from low income families.	**35-39 percent** of students are from low income families.
Funds under this part, together with other Federal, State, and local funds, shall upgrade the *entire* educational program of a school.	**Funds** are used *only for supplementary* educational services for eligible children at the school who are failing or at risk of failing to meet state standards.
Eligibility: Schools shall not be required to identify particular children under this part as eligible to participate in a schoolwide program or to provide services to such children that are supplementary, as otherwise required by section 1120A (b).	**Eligibility:** The eligible population for services under this section consists of children not older than age 21 who are entitled to a free public education through grade 12 and children who are not yet at a grade level at which the local educational agency provides a free public education.

ESSA Consolidated Grant Applications, NOGAs & Amendments

Initial Application for Title I, Part A Grant Funds

Every year (in June), Houston ISD submits the initial application request for Title I, Part A grant funding. Capital outlay, field lessons, campus library books, and out-of-state travel/virtual PD are required to be requested through the ESSA Consolidated Federal Grant Application.

Expenditures such as capital outlay, campus library books, field lessons and out-of-state travel/virtual PD may not be encumbered to the grant until the district receives the Notice of Grant Award (NOGA). Receipt of the NOGA indicates that requested items have been approved by TEA – if TEA does not approve, then the requested items will need to be purchased using funds other than Title I, Part A funds.

Notification of NOGA Receipt

- **For the June submission of the application,** an Academic Service Memo serves as notification that the district has received the Notice of Grant Award (NOGA).

- **For amendments (new requests),** notification of the NOGA is in the form of an email to the requester.

The Title I, Part A Funding (Academic School Year), *continued*

ESSA Consolidated Grant Applications, NOGAs & Amendments, continued

You Cannot Purchase More Items Than You Requested

It is completely permissible to purchase less items than requested, but you are NOT allowed to purchase more than requested – unless you make a new request and have that request approved by TEA.

Amendments (New Requests)

Contact your External Funding School Grants Administrator if you need to make a new request for any of the items listed below:

- New Personnel (departments only)
- Capital Outlay and campus library books
- Field Lessons
- Out-of-State Travel/Virtual PD
- Lease-Purchase Agreements (term of two or more years)

All items listed above require TEA approval prior to any expenditure of funds (this applies to both campuses and departments). If you make a new request, TEA approval will be required again. Also, changes to any aspects of previously approved travel will require a new request for TEA approval.

See appropriate sections in this chapter for details regarding the capital outlay categories listed above.

VIEW IT

Viewing Your Allocations

To view allocations for the current school year, visit **External Funding's SharePoint site** and open the *Allocations, Approved Capital Outlay & Out-of-State Travel* spreadsheet located on the left side of the screen (under Quick Links).

The Title I, Part A Funding (Academic School Year), *continued*

Criteria for Using Title I Funds

- Title I, Part A funds must impact instruction for students during the current 2022-2023 school year – Funds should not be used for purchases that will impact instruction for the following school year (2023-2024).

- All purchases should be directly tied to student activities in your School Improvement Plan.

- All programs (software, curriculum kits, etc.) paid for with Title I, Part A funds must be validated by evidence-based research, and these funds must be used to supplement, not supplant, local or state funds

Using your Title I, Part A funds appropriately (i.e., in compliance with district, state and federal guidelines, policies, and laws) is crucial; therefore, accurate and timely budget planning is an important factor in the use of your resources.

Supplement, Not Supplant

The fundamental principle of Title I, Part A federal funding is: "Supplement, Not Supplant."

See definitions below:

- **Supplement –** to add to, enhance, to expand, to increase, to extend
- **Supplant –** to take the place of, to replace

Title I, Part A Program funds may only be used for *supplemental* activities that are designed and implemented to meet the educational needs of economically disadvantaged students – federal funds may never be used to take the place of required services. Therefore, Title I, Part A funds cannot be used to provide services that are required by:

- State Law
- State Board of Education Rule
- Local Policy

TEST

SUPPLEMENTING TEST
To avoid supplanting issues and concerns, principals should ask themselves the following questions before expending Title I funds:

- Is the activity required by state and/or local policy?
- Would the activity still take place without Title I funds?

If the answer to either of these questions is YES, then there is a risk of supplanting – therefore, the use of Title I, Part A funds is not advisable.

The Title I, Part A Funding (Academic School Year), *continued*

Allowable Expenditures Under Title I (Examples)

Campuses may use Title I funds for specific expenditures. See examples below.
(For a complete list, please refer to the *Allowable/Unallowable Expenses* section or view **online**.)

• Instructional materials and equipment	• Training of teachers, librarians, and other instructional and pupil-services personnel
• Employment of special instructional personnel, school counselors, and other pupil services	• Parent and Family Engagement activities
• Employment and training of instructional aides	• Planning for and evaluation of Title I, Part A activities and projects

Programs purchased with Title I, Part A funds must be validated by **evidence-based research**.

"Evidence-based research" means that the research involved rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. Moreover, Title I, Part A funds must be used to supplement, not supplant, local or state funds.

Unallowable Expenditures Under Title I (Examples)

Materials that do not directly relate to reading, language arts, math, science, history, and/or social studies are unallowable Title I, Part A purchases (e.g., art supplies, physical education supplies, etc.).

TITLE I, PART A SPENDING CUT-OFF DATES

Title I, Part A
Campus
Cut-Off Dates
2022 - 2023

Fund Codes	Object Codes	Shopping Cart for Vendor Out-of-State	Shopping Cart for Vendor Within State	Posting Goods Receipts	Last Day for Payroll
TIA-School Year - 2110000000	6100 - Payroll				6/1/2023
	6200 - Contracted Services (Paper Contracts)				
	6200 - Contracted Services (eContracts)	4/21/2023	4/21/2023	6/2/2023	
	6300 - Materials and Supplies	4/21/2023	4/21/2023		
	6400 - Other Operating Expenses	4/21/2023	4/21/2023		
	6600 - Capital Outlay	2/17/2023	2/17/2023	4/7/2023	
	Direct Pays	4/21/2023	4/21/2023	N/A	
Comprehensive Support Campuses 2110030000	6100 - Payroll				
	6200 - Contracted Services (Paper Contracts)				
	6200 - Contracted Services (eContracts)	4/21/2023	4/21/2023	6/2/2023	
	6300 - Materials and Supplies	4/21/2023	4/21/2023		
	6400 - Other Operating Expenses	4/21/2023	4/21/2023		
	6600 - Capital Outlay	2/17/2023	2/17/2023	4/7/2023	
	Direct Pays	4/21/2023	4/21/2023	N/A	

Last day to request capital outlay via the ESSA Application is 12/09/2022

*Unencumbered funds in **6600** will be moved to 6100, the week of 02/20/2023.*
Last day for field trips is May 5, 2023.
Note: Final ProCard date purchase is 05/26/2023 for registeration only.

FUNDING CODES

Title I Fund Codes

2022-2023	PROGRAM DESCRIPTIONS
2110000000*	• Academic School Year Allocation • Homeless Students Allocation (non-Title I campuses only)
2110030000*	Comprehensive Support/School Improvement Campuses Designated by TEA

For both Title I funds and Comprehensive/SI funds, these codes are differentiated by unique corresponding internal order numbers indicating either Academic School Year or Summer School — and are specific to each campus.

Internal order numbers will change with every school year.

A list of commonly used budget codes is displayed on the following two pages.

Funding Codes, *continued*

Commonly Used Budget Codes—page 1—Click the image to view it online.

Fund				G/L Account/Commitment Item/Object/Cost Element		
199	101	0001		6119	01	0000
TEA Fund	HISD Fund	HISD Initiative		TEA Object	HISD Sub-Object	HISD Growth

FUND

1991010001	Regular Programs
1991010002	Gifted and Talented
1991010003	Small School Subsidy
1991010004	State Compensatory Education - Supplemental
1991010005	Career and Technology Education (CATE)
1991010006	Bilingual Education - Supplemental
1991010007	Special Education Categorical Fund
1991010008	Contract Charter Schools
1991020001	High School State Allotment (High Schools Only)
1991020002	PUA-CAMPUS CAPITAL
1991020003	Magnet School Programs
1991020004	PUA-ONE TIME FUNDING
1991020005	ACCELERATED CTE
1991020006	Optional Flexible School Day Funds
1991020007	School Carryover Fund
1992010000	Special Education Non-Discretionary - Schools
1992010001	Special Education - CBVI & Behavior
1992010002	Special Education - Speech Therapists
1992030000	Tuition Based Program Funds
1992040001	Targeted School Assistance
1992040002	Pre-K Supplemental Funding
1992040004	Achieve 180 Program
1992050000	Special Allocation Recurring
1992050001	Special Allocation One Time
1992060000	Campus Based Police
1992080000	CTE - Central Career and Technology Ed.
1993000000	Departmental Budgets
1993010001	Custodial & Maintenance
1993010002	Facility Services
1993010003	Facility Rentals
1993020000	Department One Time
1999000001	DW-OPERATING
1999000002	DW-SCHOOLS
1999000003	DW-CAPITAL OUTLAY
1999000004	DW-UTILITIES
2110000000	T-I, P-A-BASIC PROG
2555000000	T-II, P-A TRN&REC
2630000000	T-III, P-A, ELA
4990050000	HB3646-ACTIVITY FUND

Cost Center/Fund Center

10	14	001	000
Segment	HISD Group	TEA Org	HISD Sub-Org

HISD SEGMENT

10	Governmental Activities
30	Internal Service Activities-General
31	Internal Services-Print Shop
32	Internal Services-ACP
33	Internal Services-Athletics
34	Internal Services-UIL
35	Internal Services-Special Education Services
36	Internal Services-Virtual Schools
37	Internal Services-Health Insurance
38	Internal Services-Workers' Compensation
50	Business Type Activities-General
51	Business Type Activities-Food Services
52	Business Type Activities-Business Development
53	Business Type Activities-Medicaid
54	Business Type Activities-The Marketplace
80	Fiduciary Activities
90	Treasury Activities

HISD GROUP

11	ECC/Pre-K Centers
12	Elementary Schools
13	Middle Schools
14	High Schools
15	Multi-level
16	External Charters
17	Private Schools
18 - 29	Reserved for future school use
30	Human Resources
40	District Operations
50	Information Technology
60	Academics, Student Support, School Support, Major Projects
70	Finance
80	General Administration, Chief of Staff, Communications, Office of Inspector General, Legal Services
90	District Wide Holding

G/L ACCOUNT/COMMITMENT ITEM/OBJECT/COST ELEMENT

PAYROLL (6100)

6112000000	Salaries or Wages for Substitute Teachers
6112010000	Salaries or Wages for Substitute Teachers-Long Term
6119000000	Salaries-Teachers
6119010000	Salaries Other Professionals
6119020000	Stipends-Teachers
6119030000	Stipends-Other Professionals
6119040000	Extra Pay-Teachers
6119050000	Extra Pay-Other Professionals
6119060000	Incentive/Bonus-Teachers
6119070000	Incentive/Bonus-Other Professionals
6121000000	Extra Duty Pay/Overtime-Support Personnel Salaried
6121010000	Extra Duty Pay/Overtime-Support Personnel Hourly
6121020000	Incentive/Bonus-Support Staff
6122000000	Salaries Or Wages For Substitute Support Personnel
6129000000	Salaries Or Wages For Support Personnel
6129010000	Hourly Pay
6139000000	Employee Allowances
6139010000	Car Allowance
6139020000	Cell Phone Allowance
6141000000	Medicare
6141010000	Social Security
6142000000	Group Health and Life Insurance
6143000000	Workers' Compensation
6144000000	Teacher Retirement/TRS Care-On-Behalf Payments
6145000000	Unemployment Compensation
6146000000	Teacher Retirement/TRS Care
6149000000	Other Employee Benefits

PURCHASED AND CONTRACTED SERVICES (6200)

6211000000	Legal Services-General
6212000000	Audit Services
6219000000	Professional Services
6221000000	Staff Tuition & Related Fees - Higher Education
6239000000	Education Service Center Services
6249000000	Contracted Maintenance & Repair
6259030000	Gas-Natural
6259010000	Electricity
6259020000	Water
6259040000	Telephones
6269000000	Rental - Operating Leases (copiers, pagers, buses, etc)
6269010000	Building Rental / Land Rental
6291000000	Consulting Services
6299000000	Miscellaneous Contracted Services
6299010000	Print Shop
6299020000	Athletics Buybacks
6299030000	UIL Buybacks

SUPPLIES AND MATERIALS (6300)

6319000000	Supplies For Maintenance And/Or Operations
6321000000	Textbooks
6329000000	Reading Materials
6339000000	Testing Materials
6399000000	General Supplies
6399010000	Promotional Materials

OTHER OPERATING EXPENSES (6400)

6411000000	Travel and Subsistence-Employee Only
6411010000	Travel and Subsistence-Employee Only In-District
6412000000	Travel and Subsistence-Students
6419000000	Travel and Subsistence-Non-Employees
6494000000	Reclassified Transportation Expenditures/Expenses
6495000000	Dues
6499000000	Miscellaneous Operating Costs
6499010000	Fees (non-travel)
6499030000	Refreshments/Food

DEBT SERVICE (6500)

6512000000	Capital Lease Principal
6522000000	Capital Lease Interest

CAPITAL OUTLAY (6600)

6629000000	Building Purchase, Construction Or Improvements (Always Use Fund 1991010001, Function 81)
6631000000	Vehicles (>$5,000)
6639000000	Equipment (>$5,000)
6639010000	Technology (>$5,000)
6639020000	Furniture (>$5,000)
6641000000	Vehicles Per-Unit Cost Of Less Than $5,000
6649000000	Equipment (<$5,000)
6649010000	Technology (<$5,000)
6649020000	Furniture (<$5,000)
6659000000	Capital Lease of Furniture, Equipment, Software
6669000000	Library Books And Media

CONTINUE TO NEXT PAGE

Funding Codes, *continued*

Commonly Used Budget Codes—page 2—Click the image to view it online.

Functional Area

PS	11	11	MAT	00	000	00
Services	TEA Function	TEA PIC	Process	Sub-Process	Activity	Sub-Activity

SERVICES

AD	Administrative Services
PS	Pupil Services

TEA FUNCTION

11	Instruction
12	Media Services
13	Staff Development
21	Instructional Leadership (Department Use Only)
23	School Leadership
31	Guidance & Counseling
32	Social Work Services
33	Health Services
34	Transportation
35	Food Services
36	Extracurricular Activities
41	General Administration (Departments)
51	Facilities - Maintenance & Operations
52	Security
53	Data Processing
61	Community Services
71	Debt Service
81	Facilities Acquisition & Construction

TEA PIC

11	Basic Services
21	Gifted & Talented
22	MS Lab Programs (VEH) & HS Agriculture, Co-op/Industrial Tech/Lab
23	Special Education
24	Accelerated Education (Non-Title I Schools)
25	Bilingual
26	Nondisciplinary Alternative Education
28	Disciplinary Alternative Education - Basic
29	Disciplinary Alternative Education - Supplemental
30	Title I Schoolwide (State Compensatory Education)
31	High School Allotment (High Schools Only)
32	Prekindergarten - Regular
33	Prekindergarten - Special Education
34	Prekindergarten - Compensatory Education
35	Prekindergarten - Bilingual Education
91	Athletics
99	Undistributed/Other

PROCESS

000	Regular
ACI	Accelerated Instruction
COL	College/Career Preparations
CUR	Curriculum
ELA	English Language Arts (ELA)
FIA	Fine Arts
MAT	Math
RDG	Reading
SAF	Safety
SCI	Science

Fund	Commitment Item	Fund Center/ Cost Center	Functional Area
10 digits	10 digits	10 digits	16 digits
199 101 0000	6119 01 0000	10 14 001 000	PS 11 11 MAT 00 000 00

Fund: TEA Fund Code, HISD Fund Code, HISD Initiative

Commitment Item: TEA Object, HISD Sub-Object, HISD Growth

Fund Center/ Cost Center: HISD Segment, HISD Group, TEA Org, HISD Sub-Org

Functional Area: Services, TEA Function, TEA PIC, Process, Sub-Process, Activity, Sub-Activity

Funding Codes, *continued*

6100 Personnel

Allowable and Unallowable Title I Positions

See next page for a list of allowable and unallowable Title I, Part A positions.

- All allowable Title I positions must be 100 percent paid with Title I funds. (Split-funded Title I positions will not be allowable in the 2022-2023 school year.)

- A job code will be assigned to each allowable position and will be provided during the preliminary budget conferences.

A Word About Vacant Positions

It is permissible to request positions, but the best practice is avoid opening a position until there is a candidate to fill that position. Review your budget regularly to ensure that you are not maintaining vacant positions!

For instructions on how to open or close a vacant position see **Process OPM Position Form through OneSource**.

Funding Codes, *continued*

6100 Personnel, continued

Allowable and Unallowable Title I Positions Form—Page 1

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS
Below is the list of allowable and unallowable Title I positions.
NOTE: All allowable positions must be paid 100% with Title I funds as *split-funded Title I positions are not allowable.*

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Curriculum Implementation Coach	30011636	
Curriculum Implementation Manager	30011637	
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002535 – 10-month 30002536 – 11-month 30002537 – 12-month	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	

Continued on the next page…

Rev. 06/21/2022

Click on the form image to open the online version.

Funding Codes, *continued*

6100 Personnel, continued

Allowable and Unallowable Title I Positions Form—Page 2

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS, *continued...*

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the **State's** standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Be sure to indicate Title I positions on the campus SIP Personnel Chart.

Rev. 06/21/2022

Funding Codes, *continued*

6100 Personnel, continued

Allowable Title I Stipends

The following stipends are approved to be paid out of Title I funds:

Job Title	Stipend #
Title I Campus Contact Person	018
Graduation Lab Teachers of Record	0033
Campus Instructional Technology Support	353
Other – Teachers Only/ PD	0034
Teacher Development Specialist Summer Projects	0040
Campus Induction Coordinators	127
Small Learning Community Coordinators	335
Intervention Assistance Team (IAT)	382
Opportunity Culture Stipend (RISE Transformation Campuses)	TBD

Funding Codes, *continued*

6100 Personnel, continued

Time and Effort Reporting

Split Funded Employees: Overview
The federal government mandates that any employee paid a salary charged directly to a combination of a grant program and other federal, state, or local fund source must maintain Time and Effort (T&E) documentation showing how each split-funded (or multi-funded) employee spent his/her compensated time.

Time and Effort hours must be recorded *after* the work has been completed.
For this reason, T&E cannot be estimated or budgeted, but must reflect time worked. In addition, the percentage of the employee's salary that is charged to a grant program may not exceed the percentage of time the employee works on the allowable activities for that grant program.

Split-funded employees are required to certify their Time and Effort hours in OneSource in Employee Self Service (ESS). Employees who are required to certify T&E hours will receive an email notification reminding them of this requirement every two weeks. The system allows a three-month window (or six pay periods) to certify and approve T&E hours in OneSource — if not certified and/ or approved within that time frame, the employee will need to certify their T&E hours manually using a Time and Effort Pay Period form
(see sample form on the next page). The campus principal will then be responsible for having the time certified and approved through Payroll or the ServiceDesk.

Responsibilities of Principals and Supervisors

It is the responsibility of the principal/manager to:

a) **Notify** all split-funded employees and the time recorder that the campus has split-funded employees who are required to meet this federal requirement.

b) **Ensure** that all split-funded employees certify their time and effort hours. This includes verifying that such employees have security access to certify their time in OneSource.
   <u>NOTE</u>**:**
   For new employees to certify their T&E hours in OneSource, a specific security access is required.
   Contact **Shirlene Alexander** in the External Funding Department to request access.

c) **Approve** all Time and Effort hours submitted in OneSource.

Funding Codes, *continued*

6100 Personnel, continued

Approving Time and Effort

Principals with split-funded personnel have access to their direct reports in OneSource in order to approve T&E (an email notification is sent after an employee certifies his or her T&E hours).

The system allows a three-month window or six pay periods to approve T&E hours online — if not approved within that time frame, then the principal will need to approve T&E hours manually using a **Time and Effort Pay Period form** that the employee must complete (see below).

This process can only be completed by contacting Payroll or the Service Desk. The campus principal will be responsible for having the time approved through Payroll or the ServiceDesk.

IMPORTANT: Principals must ensure that all split-funded employees are on schedule with certifying their T&E hours in Employee Self Service. By the same token, principals must be diligent with their approvals.

For more information, visit External Funding's **Time & Effort Reporting page**.

Time and Effort Log (Pay Period Form)

This is a filled-out sample.

Funding Codes, *continued*

6100 Personnel, continued

Class-Size Reduction (CSR) Teachers

Pupil-Teacher Ratio—State Requirements vs. District Recommendations

Before adding a class-size reduction (CSR) teacher, Title I, Part A schools must first meet the state's requirement for pupil-teacher ratio.

State Requirement

- K–4 = 22:1 (Education Code 25.112)
- With the exception of grades K–4, a school must maintain an average of not less than one teacher for every 20 students in average daily attendance (Education code 25.111).

District's Recommended Standards

- Grades K–4 = 20:1
- Grade 5 = 26:1
- Grades 6–8 = 28:1 or class load of 168 students (based on standard of 6 classes)
- Grades 9–12 = 30:1 or class load of 180 students (based on standard of 6 classes)

Opening a Class-Size Reduction (CSR) Teacher Position

Title I, Part A schools may hire a class-size reduction teacher to meet the district's recommended standards if the school is above the pupil-teacher ratio and the ratio is within State requirements. Below is a middle school example.

Middle School (Grades 6-8) Example

TOTAL # OF STUDENTS	DISTRICT'S RECOMMENDED STANDARD	AVAILABLE TEACHERS
400	28 per class or 168 class load (State requires minimal 20:1)	2

ACTUAL CLASS SIZE AVERAGE	# OF CSR TEACHERS QUALIFIED FOR HIRE	NEW CLASS SIZE AVERAGE WITH HIRED CSR TEACHER
33.33 (400 students ÷ 2 teachers ÷ 6 classes)	1	22.22 (400 Students ÷ 3 teachers ÷ 6 classes)

[Click HERE](#) to access a handy tool that can be used to make this determination.

This tool is found on the External Funding SharePoint site.

Funding Codes, *continued*

6100 Personnel, continued

Hiring a CSR Requires New Hire Rationale in OneSource

To open a class-size reduction (CSR) teacher position, you must access the OPM Request in OneSource and enter the following rationale information under "New Comments:"

- a snapshot of your most up-to-date **Membership Detail Report** (see next page), and

- the current number of teachers you have for that grade/subject to show that you meet the requirements.

NOTE:

To view your Membership Detail Report, you must log into Membership Reporting through the HISD Employee Portal (under Applications).

Sample Rationale

"As of 11/20/2020 there are 400 students in sixth grade. Currently there are 2 sixth grade math teachers. We are requesting to open a Class-Size Reduction Teacher to bring down the class size average of 33.33 (400s/2t/6c) to 22.22 (400s/3t/6c)." (See image below.)

Funding Codes, *continued*

6100 Personnel, continued

Keeping a CSR Teacher Position Open

To keep a Class-Size Reduction (CSR) Teacher position open for the next school year, principals must have an annual review of their Detailed Membership Report (after PEIMS snapshot) to determine if a CSR Teacher is needed.

Principals must determine if the pupil-teacher ratio is over the district's recommended standards *without* a CSR Teacher.

- If the pupil-teacher ratio meets the district's recommended standards without the CSR Teacher, Title I funds cannot be used for the CSR position — principals must either remove the CSR Teacher position or use another fund source for funding.

- If the pupil-teacher ratio is over the district's recommended standards and having a CSR Teacher reduces the pupil-teacher ratio to the district's recommended standards, then principals are allowed to keep the CSR position open.

Membership Reporting (MSHP)

To view the Membership Detail Report, authorized users must log to the HISD Employee Portal and click on **Membership Reporting** on the HISD Applications Links list to access the system.

Sample of Membership Detail Report

Membership Detail Report
2020-2021
Report Date: 11/20/2020 – Day #63

ID	School Name	Grade Level		
		6th	7th	8th
CSO SECONDARY SCHOOLS 1				
000	HATTIE MIDDLE SCHOOL	400	315	316
CSO SECONDARY SCHOOLS 1 TOTAL		400	315	316

Funding Codes, *continued*

6200 Contracted Services

6200 Funds Can be Used for Professional Development Training

Title I, Part A funds may be used to train school personnel who are paid with Title I funds — and even those who are not. This exception applies as long as the training is specifically related to the Title I, Part A Program and designed to meet the specific educational needs of those participants. Training opportunities paid from Title I funds must supplement, not supplant, state and local training.

Title I, Part A funds are not designed to meet the general needs of the school district — just the specific needs of Title I students. The 2022-2023 Title I, Part A funds are for expenses incurred from July 1, 2022 through June 30, 2023.

Requirements for Professional Development Training

The LEA should encourage all administrators and instructional staff to participate in relevant, high-quality, subject-specific professional development to ensure that teachers remain current in their respective content areas and to enhance their ability to align instruction with Texas Essential Knowledge and Skills (TEKS).

Professional development should include activities that:

a) improve and increase teachers' academic knowledge;

b) are an integral part of broad schoolwide and districtwide educational improvement plans;

c) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards;

d) improve classroom management skills;

e) are high-quality, intensive, and classroom-focused, with positive and lasting impact on classroom instruction and the teachers' performance in the classroom. (Some opportunities may be ongoing while others may be one-day, short-term workshops or conferences.);

f) support the recruiting, hiring, and training of effective teachers;

g) advance teacher understanding of effective instructional strategies that are:

- developed from evidence-based research / strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

- aligned with and directly related to state academic content standards, student academic achievement standards and assessments, and the curricula and programs tied to the standards;

- developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under ESSA; and

- designed to give teachers of Limited English Proficiency (LEP) children, and other teachers and instructional staff, knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments

Funding Codes, *continued*

6200 Contracted Services, continued

Requirements for Professional Development Training (continued)

h) to the extent appropriate, provide training for teachers and principals in how to use technology in the classroom to improve teaching;

i) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement, with the funding used to improve the quality of professional development;

j) provide instruction in methods of teaching special needs children;

k) include instruction in the usage of data and assessments to inform and instruct classroom practice; and

l) include instruction in how school staff can work more effectively with parents.

Extra Duty Pay for Teachers Attending PD Workshops

Teachers attending professional development (PD) opportunities before or after school hours may be compensated with extra duty pay for their time at the workshop. The extra duty pay should compensate only for the actual time of the training or in-service. Title I funds may be used to pay for this.

Substitutes for Teachers Attending PD Workshops

Title I, Part A funds may be used to pay associate teachers substituting for full-time teachers who are attending professional development paid for with Title I funds.

Web-Based Software

Web-based software should be charged to **Object Code 6200 – Contracted Services (6299).**
(*One-year contract only*)

Shopping Carts, POs, and Posting Goods Receipts

Whenever using Title I funds to purchase Contracted Services, follow the rules below:

• Shopping carts must be created as soon as the contract is finalized (to encumber funds), and a purchase order issued.

• Goods receipts should be posted immediately after services have been completed. This ensures that HISD vendors are paid in an accurate and timely manner. The department that originated the requisition for contracted services has the primary responsibility of posting goods receipts after services are completed.

Funding Codes, *continued*

6300 Materials and Supplies

Requirements for Supplies and Instructional Materials

Consumable supplies and instructional materials purchased with Title I, Part A funds must be validated by evidence-based research. The term "evidence-based research" means that the research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.

These funds must be used to supplement, not supplant, local or state funds.

Items That Do Not Require TEA Approval Prior to Purchase

The following is a description of items that can be charged to object code 6300 *without* prior TEA approval:

Consumable items that have a useful life of one year or less, and an acquisition cost of less than $5,000 per unit (EXAMPLES: instructional kits, workbooks, reading materials, paper supplies, etc.)

Funding Codes, *continued*

6300 Materials and Supplies, continued

Bus Cards/Passes — Application Form

Bus cards and/or bus passes can be purchased with Title I, Part A funds for those students who need to attend tutorials outside of the regular school day. An application (see below) must be completed stating the reason why the student requires this assistance. These are posted to object code 6399.

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

HOUSTON INDEPENDENT SCHOOL DISTRICT

BUS CARD / BUS PASS APPLICATION

All information MUST be completed by parent and/or student, school personnel, or community liaison.

School: _____ Date: _____

Student Name: _____

Current Address: _____

Student Information

Grade Level: _____ Student ID: _____

Reason(s)

☐ Homeless

☐ Foster Care

☐ Failing or at Risk of Failing

    ☐ Failing or at Risk of Failing Grades: Subjects (e.g., math, reading, etc.):

    _____

    ☐ Overall average is less than 70

    ☐ High Frequency Word Evaluation (HFWE)

    ☐ Failed STAAR Test: ☐ Reading ☐ Math ☐ Other: _____

    ☐ Failed EOC Test: ☐ Reading ☐ Math ☐ Other: _____

Recommended for Tutorials: ☐ Before School ☐ After School ☐ Saturday Tutorials ☐ Extended Learning (Camp Spark)

FOR SCHOOL ADMINISTRATOR USE ONLY
(Please retain for your records. Documentation MUST be saved/stored for seven (7) years.)

Approved for Bus Card / Bus Pass: ☐ YES ☐ NO

Complete Bus Card / Bus Pass Tracking Number: _____

Amount of Bus Card / Bus Pass: _____

Cost per Ride: _____

Dates of Bus Card / Bus Pass Issuance (mm/dd/yy – mm/dd/yy): _____

Signature of Student Accepting Bus Card / Bus Pass: _____
In signing this application, you acknowledge receipt of this bus card / bus pass and the dates of issuance listed above.

Signature of School Administrator: _____
In signing this application, you acknowledge issuance of this bus card and that it was purchased with federal funds.

Rev. 06/16/2021

Click on the form image to open the online version.

Funding Codes, *continued*

6300 Materials and Supplies, continued

Bus Cards/Passes—Guidelines and Procedures

Purchasing a Bus Card/Pass:

Passes (card) can only be purchased for students who meet the criteria listed on the Metro Bus Card/Bus Pass Application.

NOTE: Payment must be completed via Direct Pay ONLY. For detailed Direct Pay instructions **click HERE**.

Step	Description
1	**Parents and/or students** submit completed application to campus personnel.
2	**Campus** compiles a list of students with their ID Numbers.
3	**Campus** submits the list to Metro to obtain a quote. (Campus will submit a copy of the student applications to Metro only upon request)
4	**Campus** attaches the Direct Pay Cover Sheet (using Object Code: 6399000000) to the quote and submits this package to Accounts Payable. (The cover sheet is located under "Accounts Payable Forms" on **this page**.)
5	**Campus** maintains a copy of the student bus applications and (cumulative) list on file.
6	After Metro Bus Cards are received: • **Student** signs the bottom of the application form, indicating receipt of the Metro Bus Card. • **Campus administrator** also signs, indicating issuance of bus card/bus pass and that it was purchased using federal funds.
7	**Campus**: On the student list, records the tracking number for each Bus Card issued.

Returning a Bus Card/Pass:

Students must return cards:

- after they complete all Tutorials/ Extended Learning OR
- when funds loaded to the card have been exhausted.

Reporting a Lost Bus Card/Pass:

If a bus card is lost, students must report the lost card to designated campus staff - they will report the card number to Metro to be cancelled. (Campus staff decides whether to issue a replacement card.)

Funding Codes, *continued*

6400 Other Operating Expenses

In-State Travel

Policy:

When attending professional development or conferences, Title I, Part A funds can be utilized for in-state travel and related costs (e.g., mileage, rental car, parking, airfare, lodging, meals, etc.) for a maximum of five persons.   NOTE: Registration fees are considered related costs — See table below.

Reimbursements:

Original receipts, ticket stubs, and/or itinerary confirmations are required for reimbursement of expenses. These expenses may be paid via reimbursement or employee advance payment.
You must submit your receipts for reimbursable expenses within 10 days after completion of the trip.

Item	Reimbursable?	Additional Information
Airfare	Yes	Reimbursable only if purchased at the lowest available coach fare.
Automobile Mileage	Yes	Reimbursed at the current federal approved rate. An official road map and/or MapQuest shall be used for computing miles traveled by automobile. NOTE: Mileage will be reimbursed only up to the cost of plane fare.
Ground Transportation Costs	Yes	EXAMPLES: taxi, shuttle, or bus. Transportation expenses will be reimbursed for costs allowed for performing duties associated with the purpose of the travel only. Tips/gratuities for transportation cannot be reimbursed. NOTE: Cab fare to restaurants is not allowed.
Lodging	Yes	Reimbursement based on the single room rate in a moderately priced hotel based on the current allowable federal rate in Texas. The Hotel Occupancy Tax Exemption Certificate Form can be used to exempt guests from the Texas state tax. However, employees must pay any city taxes. Employees will be reimbursed for the city tax, but not for the Texas exempted state tax. A detailed hotel receipt must be submitted; the receipt must be itemized, with a zero balance. Expenses are only covered for the length of the event (conference, etc.).
Meals	Yes	Reimbursement based on guidelines stated in the Federal Register for Texas. Meals and lodging per diem rates are not flat per diem rates. Employees may be reimbursed ONLY for their actual meal and lodging expenses which cannot exceed the maximum rates specified in the location to which the employee is traveling. If an individual's trip begins at noon or ends before noon, the per diem allowance for the partial travel day(s) is one-half the daily per diem rate.
Parking	Yes	
Rental Car	Maybe	Reimbursement is allowable only if other transportation, such as taxi or shuttle, is not available for performing duties associated with the conference *and* there is documentation to show that it is more cost effective to rent a car than it is to take alternate travel. A rental car must be documented with a receipt. Also, a justification and a request letter should be submitted for prior approval. If these conditions are not met, another fund source must be used.
Tips/gratuities and alcoholic beverage	No	

Funding Codes, *continued*

6400 Other Operating Expenses, continued

Out-of-State Travel/Virtual PD

Policy

Out-of-state travel/virtual PD costs are allowable and always require prior TEA approval. Travel costs should be minimal, reasonable, and necessary to meet the intent and purpose of the Title I, Part A program. Out-of-state travel is not allowed if the same type and quality of training is available in-state. All requests for out-of-state travel/virtual PD should be linked to a need in the CNA/SIP.

HISD and the campus must retain written documentation showing that an individual's participation in a conference is necessary for the project. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of HISD and follow the district's regular business operations and written travel policy.

NOTE: Title I, Part A funds cannot be used for international travel.
Funds other than Title I, Part A will need to be expended for travel outside of the United States.

Requirements

Prior TEA approval is required in order to attend professional developments or conferences that are out of state.

- Out-of-state travel/virtual PD requests must be requested through the ESSA Consolidated Federal Grant Application or an amendment.

- Each out-of-state travel/virtual PD request requires a written justification form which must be approved by TEA prior to registering for a conference or virtual PD and/or booking travel plans.

- An out-of-state travel/virtual PD form (see next page) is required for each separate trip. All employees traveling for that specific trip may submit one form.

- Per TEA, no more than five travelers or virtual PD participant per trip are allowed. Based on guidance from TEA, campuses and the district should be using the train-the-trainer model for professional development activities.

Plan Ahead — Out-of-state travel and virtual PD requests should be made three to four months prior to the actual trip, to allow enough time for the application/amendment process.

Reimbursements

Original receipts, ticket stubs, and/or itinerary confirmations are required for reimbursement of expenses. Remember to submit your receipts for reimbursable expenses within 10 days after completion of the trip.

Funding Codes, *continued*

6400 Other Operating Expenses, continued

TEA Out-of-State Travel/Virtual PD Form 2022-2023

<div style="border: 1px solid black;">

TEA
Texas Education Agency

Division of Grants Administration Justification
of Specific Expenditure: Program-Related Out-
of-State Travel and Out-of-State/Virtual PD
2022-2023

The costs of program-related out-of-state travel and out-of-state/virtual PD has been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use these federal grant funds for program-related out-of-state travel and out-of-state virtual PD. Complete this form and submit it with your grant application to provide justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel.

Limit one justification per form.

Out-of-state travel and out-of-state/virtual PD may **not** be booked until the district receives the Notice of Grant Award (NOGA) from TEA.

Name of Federal Grant

Name of Grantee | County-District # 101912 | Date Submitted

Description of Proposed Program-Related Out-of-State Travel

Destination | # of travelers | Is travel a requirement of the federal grant program? | No

Describe the purpose of the program-related out-of-state travel.

Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).

Describe the specific need, as identified in your comprehensive needs assessment; that this out-of-state travel addresses.

</div>

Click on the form image to open the online version.

Funding Codes, *continued*

6400 Other Operating Expenses, continued

Viewing Approved Out-of-State Travel/Virtual PD

To view out-of-state travel/virtual PD that has been approved for your campus/ department for the Title I, Part A program, follow the steps below:

Step	Description
1	From the HISD Employee Portal, select **MyHISD > Department Sites > External Funding.**
2	Under Quick Links, click on **"[***current school year***] School Allocations, Approved Capital Outlay and Out-of-State Travel."**
3	Following the prompts, open the Excel spreadsheet.
4	Type your **campus number** in the "SCHOOL NUMBER" field and press ENTER. RESULT: The system populates your school's data.
5	View the information under **"[***current school year***]** Approved Travel Requests."

Unallowable Travel Expenses

The following are unallowable travel expenses:

- accommodations that are unreasonable (such as a suite or expensive hotel room)
- alcoholic beverages
- any expense for other persons
- entertainment/recreational/social events
- expenses related to the operation of an automobile **EXCEPTIONS:** valet fees (if no other option), gasoline (rental car only), parking, and toll charges
- first class airfare

- Meals that are unreasonable in cost
- mileage, parking, and toll-road expenses for purposes other than official business
- personal accident insurance or personal effects coverage for rental cars
- purchase of materials and supplies during a conference visit
- rental car for personal use or for purposes not associated with the performance of services specified in the contract
- tips/gratuities of any kind

Funding Codes, *continued*

6400 Other Operating Expenses, continued

Summary Chart—Out-of-State Travel/Virtual PD Guidance

CONCERNS	GUIDANCE
Out-of-state travel/virtual PD not verified on the External Funding website	Verify out-of-state travel/virtual PD has been approved, the number of travelers, and the fund source on the External Funding website.
Creating out-of-state travel/virtual PD requisitions prior to making the request through TEA/External Funding	International travel is not allowed using T1PA funds.
Exceeding the allowable number of travelers or virtual participants	For **approved** out-of-state travel/virtual PD, the requisition may be placed in SAP.
Charging approved out-of-state travel/virtual PD to the wrong fund source	For **unapproved** out-of-state travel/virtual PD, contact External Funding at 713-556-6928.
Requests not made 3 to 4 months prior to travel	Information will be emailed to make the request. The "Justification of Specific Expenditure: Out-of-State Travel/Virtual PD" form must be completed for each travel request.
"Justification of Specific Expenditure: Out-of-State Travel/Virtual PD" form completed by non-academic personnel	Per TEA, only a certain number of travelers per trip or virtual PD participants based on the federal program.
Request form incomplete and without all necessary details (e.g., conference title, dates of travel and destination)	Out-of-state travel/virtual PD registration may not take place until an application/amendment is submitted to TEA and the Notice of Grant Award (NOGA) received by the district.
"Justification of Specific Expenditure: Out-of-State Travel/Virtual PD" form responses are incomplete and do not answer the statements	Campuses will be notified via memo/email of approvals or denials.

Funding Codes, *continued*

6400 Other Operating Expenses, continued

ProCard Purchases

As of July 1, 2016, federal funds generally cannot be used with ProCard purchases. However, certain Title I, Part A expenditures may be paid with a ProCard (see guidelines below and on the pages following the form images).

Obtaining Approval for ProCard Purchases — Revised Procedure

The Purchasing Department has updated its policy for using the ProCard with respect to Title I federal funds. As always, campuses may only use their ProCard for allowable Title I purchases out of 6400.

Under new rules, campuses must obtain written approval from External Funding and attach that approval to the ProCard request. There are two versions of the approval form: One for **Title I, II or IV**, and one for **Comprehensive funds**.

All ProCard allocation requests must include the following information:

- Campus Name
- Vendor Name
- Amount
- Funds ("Title I")
- Brief description of the item being charged to the ProCard
- Copies of invoices/quotes/receipts

Upon approval the allocation request form will be returned to the requester. Once the approved ProCard Allocation Request Form is returned, attach copies of the invoices/quotes/receipts to the approved form and submit to Purchasing.

Funding Codes, *continued*

6400 Other Operating Expenses, continued

ProCard and Purchase Order Guidelines

ALLOWABLE PROCARD PURCHASES

Conference Registrations are Allowable

- Registration costs for either in-state or out-of-state conference fees cannot exceed $1,000 when using ProCard. If the amount exceeds $1,000, a purchase order must be used.

- Out-of-State conference registrations must have TEA approval.

  To obtain TEA approval:

  1) Complete all required forms. (The forms are accessed on the **External Funding SharePoint site**.

  2) Submit the completed forms via email to **EXT.FUNDING@houstonisd.org**.

  3) Await notification of approval or denial status from the External Funding Department prior to registration.

Registrations Budget Codes and Categories

- 6499010000 — Professional Development Conferences for HISD Personnel
- 6499010000 — Professional Development Conferences for HISD Parents/Guardians
- 6495000000 — (Campus) Dues and Memberships (can only be paid for the current school year)
- 6412000000 — Conferences for HISD Students

NOTE: A travel requisition must be created in OneSource for Purchasing Services to process if there will be travel-related expenses for the conference.

Contact the External Funding Department at 713-556-6928 for additional information and support.

UNALLOWABLE PROCARD PURCHASES

Unallowable Budget Codes and Categories

- 6300xxxxxx — Materials and Supplies
- 6499030000 — Refreshments (food and beverages – includes water)
- 6411000000 — Travel and Subsistence – Employee Only
- 6411010000 — Travel and Subsistence – Employee Only: In-District
- 6419000000 — Travel and Subsistence – Non-Employee

Funding Codes, *continued*

6400 Other Operating Expenses, continued

PROCARD FOR FIELD LESSONS

<u>Allowable</u>

Field lesson entry fees (selected from the pre-approved Title I, Part A Field Lesson List- see page xx.) are to be allocated to Budget Code 6412000000.

<u>Unallowable</u>

- Out-of-State Field Lessons
- Overnight Field Lessons

TRANSPORTATION EXPENDITURES

<u>Allowable</u>

Transportation budget codes for allowable Field Lessons from the pre-approved allowable list of field lessons:

- 6269000000 — Charter Bus Service (from approved HISD Vendor List*)
- 6269000000 — 12-Passenger Van (from approved HISD Vendor List*)
  - Approved vendors with fully executed contracts are found in the **Approved Vendor List** located at **https://houstonisd.sharepoint.com/sites/DEPTS/PDS**.

<u>Unallowable</u>
Transportation Purchase Orders

- 15-Passenger Van
- Private transportation (individual automobiles)
- Transportation cost for field lessons NOT included on the "Title I, Part A Pre-approved Field Lesson" list

Funding Codes, *continued*

6400 Other Operating Expenses, continued

Field Lessons—Allowable, but With Conditions

HISD allows field lessons to be paid for with Title I, Part A funds — but only if the field lessons are selected from a specific pre-approved list (see below). If the field lesson is not on the pre-approved list, another fund source must be used.

Title I, Part A Pre-Approved Field Lessons

African American Library	Houston Police Department
American Legion Post (Ellington Field)	Houston Public Library
Asia Society Museum	Houston Zoo
AT&T Building	Junior Achievement Biztown
Barnes and Noble Bookstore	JP Morgan Chase Bank
Battleship Texas	Katy Prairie Conservancy
Bayou Bend	KHOU 11 Station
Bayou Wildlife Zoo	KTSU Recording Studio
Bechtel Oil Gas and Chemicals	Lennar Company
Ben Taub Hospital	Little Beakers Science Lab for Kids
Buffalo Soldier Museum	Lone Star Flight Museum
Challenger 7 Memorial	Main Street Theater
Children's Museum	MD Anderson Hospital
Chinese Community Center	Metro Rail
City Hall	Moody Gardens
City of Houston Public Works Dept	Name That Book
College/University Tours	NASA Space Center (Space Center Houston)
Coastal Heritage Preserve	National Museum of the Pacific War
Dewberry Farm (PreK 4 – Grade 1)	Natural Science Museum
Ellington Field/Texas Starbase	Old MacDonald Farm (PreK 4 – Grade 1)
Energy Day	Outdoor Education Center at Camp Olympia
Express Children's Theatre	Renaissance Festival
Federal Reserve Bank	Rice Summer Program for Students
Fine Arts Museum	Robotics Competition
Fort Bend Museum	San Jacinto Battleground
Galveston Railroad Museum	San Jacinto Monument
Good Neighborhoods Health	Sea Center Texas
Gregory School	Sharpstown Int'l Asia Society
Harris County Civil Courts	Sheldon Lakes Science
Health Museum	Skills USA Leadership Conference
Herbert W. Gee Municipal Courts	Solar Farm
Hewlett Packard Enterprise	Spring Branch Memorial Library
Hobby Airport Terminal	St. Joseph Medical Center
Holocaust Museum	Storytelling at the Central Library
Houston Arboretum	Taste of Texas (Texas History Tour)
Houston Chronicle	Texas Children's Hospital
Houston Food Bank	Texas State Capitol
Houston Gem and Mineral Society	Texas Starbase
Houston Grand Opera	The Printing Museum
Houston Health Museum	University Interscholastic League (UIL) Academic Competitions
Houston Livestock and Rodeo	Water Works Center
Houston National Cemetery	Wings Over Houston
Houston Natural History Museum	

Rev. 8/2/2022

Last day to take Title I Field Trip is Friday, May 5, 2023

Funding Codes, *continued*

6400 Other Operating Expenses, continued

ProCard and Purchase Order Support

Contacts	Email
Alexis Licata, Officer, Business Logistics & Purchasing Services	TLICATA@houstonisd.org
Cristina Giacaman, Senior Category Manager	CGIACAMA@houstonisd.org
Helen Norman, PROCARD Representative	helen.norman@houstonisd.org
Lisa Muniz, Travel Representative	Lisa.Muniz2@houstonisd.org
Ivonne Curiel, ProCard Technical Support	icuriel@houstonisd.org

ProCard Direct line: 713-556-7766

ProCard email: Procard.travel@houstonisd.org

Funding Codes, *continued*

6500 Debt Service (Lease and Lease Purchases)

Requirements

Title I, Part A funds may be used to lease and/or lease-purchase equipment. Requested items must be:

- allowable expenditures under Title I, Part A statutes, regulations, and rules, and

- deemed necessary to carry out the objectives of the grant program.

NOTE: Items for lease or lease-purchase are considered debt services expenses.

Lease Agreement vs. Lease-Purchase Agreement

When an item is leased, ownership of the item remains with the leasing company and at the end of the lease, the item is returned to the leasing company. Typically, lease agreements expire within one year and must be renewed each year in order to continue to lease the item.

- **Title I lease agreements** do not need TEA approval prior to entering into the agreement. When an item is lease-purchased, the item becomes the property of the school district at the end of the lease agreement and remains with the school or department that purchased the item. In order for an item to be lease-purchased with Title I funds, the lease-purchase agreement must be for two or more years.

- **Title I lease-purchase agreements** must receive prior approval from TEA before entering into the agreement. Title I funds may be used to pay for the principal and interest on lease-purchase items; however, interest paid in a prior period may not be changed retroactively to the current grant period.

Funding Codes, *continued*

6600 Capital Outlay

Overview

All requests for capital outlay and campus library books should be linked to a need in the CNA/SIP. ALL capital outlay (including campus library books and media) requires specific TEA approval prior to purchase.

TEA approval is required regardless of the dollar amount -- all require specific TEA approval. Capital outlay and campus library books may not be purchased until the district receives the Notice of Grant Award (NOGA) from TEA. Schools are notified of TEA-approval for capital outlay and campus library books requests by External Funding via an Academic Service Memo for the June submission, and via email for amendment requests.

Allowable Capital Outlay Items

Capital Outlay encompasses items that have a useful life of one or more years, and are of a tangible, non-expendable nature.

There are two types of capital outlay purchases: **High-value technology** and **Low-Value technology** – see table below.

Type of Capital Outlay Purchase	Valued At:	Examples:
High-value technology	$500 and up	interactive whiteboards, laptops, desktops, or mobile computer carts
Low-value technology	less than $500	graphic calculators, e-readers, electronic notebooks, scanners, or document and digital cameras

ALL technology requests are being documented and tracked – even if valued at less than $500: These items must be charged to **Object Code 6600 > Technology Related Equipment (6649)** and requested through the ESSA Application.

Funding Codes, *continued*

6600 Capital Outlay, continued

What is Included in Capital Outlay Costs

Capital outlay costs are considered to be technology – regardless of the dollar amount – and include:

- software/site license – CD-ROM
- cost of the asset, including the cost to put it in place
- net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it was acquired
- anchor pads that should be purchased for all capital outlay costing $1,000 or more.

  NOTE: Anchor pads may be ordered from the capital outlay budget (6600).

Unallowable Capital Outlay Items

See below:

- multiple-year warranties
- site preparation for a portable building, including ground leveling, sidewalk installation, electrical wiring, plumbing, etc.
- land purchase and improvements to land
- building purchase, construction, or improvement costs

Funding Codes, *continued*

6600 Capital Outlay, continued

Requesting Capital Outlay Items

<u>High-level Process: A Bird's Eye View</u>

Requesting capital outlay items is a two-layer process:

1) First, the campus submits its request for capital outlay to the External Funding Department using the Capital Outlay List form and the Use of Funds Questions form (1-4, 5a and 6a).
   (For pictures of the forms, see the following pages.)

   - Campus library books are required to be listed on line 9 as a total dollar amount.
   - No "Use of Funds" questions are required to be completed for this specific request.

2) Then, the External Funding Department includes the capital outlay requests received from campuses in the ESSA Consolidated Federal Grant Application, or as part of an amendment, which is submitted to TEA for approval.

   New requests are submitted to the TEA as amendments.

<u>Submitting Capital Outlay Requests to External Funding</u>

To request capital outlay, a principal follows the steps below:

Step	Description
1	**Complete, sign, and date** the <u>Capital Outlay List form</u>. (List ALL requested items, quantities, and total estimated costs.)
2	**Scan** the completed, signed, and dated form.
3	**Complete** one <u>Use of Funds Questions form </u>for *each* capital outlay item being requested on the Capital Outlay List form (see Step 1). Save each completed form in Word format. NOTE: Questions 1–4, 5a and 6a are required.
4	Open an email and enter the subject line: **"CAPITAL OUTLAY REQUEST– [campus name and number]"** Attach the following: a. the scanned Capital Outlay List form, and b. all of the Use of Funds Questions forms (Word format) Email to: **ext.funding@HoustonISD.org**

Funding Codes, *continued*

6600 Capital Outlay, continued

Capital Outlay List Form

CAMPUS NAME: _____   CAMPUS #: ____

Title I, Part A
CAPITAL OUTLAY

- TEA and the district requires **electronic notebooks, EReaders and graphic calculators** to be requested through the application process for tracking purposes even though they may be under $500 per unit.
- Funds must be allocated from your Title I, Part A campus budget for 2022-2023 to purchase approved technology and library books.
- Indicate the number of generic **units** requested and the **total cost**. (Pricing for technology can be found on the HISD Purchasing Services website.)
- Briefly describe how *each* item will impact student achievement on your campus.
- LIBRARY BOOKS: If library books will be purchased during the year, give an estimated total dollar amount of how much will be expended on Line_9. The *"Use of Funds"* questions are not required for library books.
- Software that requires the use of a CD-ROM requires TEA approval prior to ordering.
- TEXAS EDUCATION AGENCY REQUIREMENT: All six (6) questions (1- 4, 5a and 6a) on the *"Use of Funds"* must be answered for EACH technology item requested, except for library books.

*REMINDER: Schools must annually complete the *Evidence-Based Research* form to *determine whether programs or instructional materials are research* based for all **substantial** purchases made with Title I funds (e.g., PLATO). The principal and vendor must sign the form, and a copy must be maintained at the campus. **The form may be downloaded from the External Funding Web site under Quick Links-Documents and Forms.**

Generic Item (s) Requested	Brief Description (Describe how this item will improve student learning.)	Number of Units	Total Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9. Library Books (Total Dollar Amount)	To upgrade the school's library inventory.		$

*Technology may only be purchased from approved HISD technology vendors.

Principal's Signature: _____   Date: _____

Note: Campuses may not purchase capital outlay and or library books until the district receives the Notice of Grant Award (NOGA).

Click on the form image to open the online version.

Funding Codes, *continued*

6600 Capital Outlay, continued

Use of Funds Questions Form—page 1

LEA Name: __Houston ISD__ CDN: __101912__

Campus Name: _____ Campus Number: _____

TITLE I, PART A
ESSA Consolidated Federal Grant
Use of Funds Questions

Title Fund Source: __Title I, Part A - Campus__

Expenditure Item Requested: _____ **Quantity Requested:** _____

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the grant program?
   _____
   _____

2. a. What need, as identified in the comprehensive needs assessment, does the expenditure address?
   _____

   b. Explain how the expenditure addresses this need.
   _____

3. a. Provide the description, as written in the campus or district improvement plan, of the program, activity or strategy that will be addressed by the expenditure.
   _____

   b. How will the program, activity, or strategy be funded if the Title I, Part A funds are not available?
   _____
   _____

4. If using **Title I, Part A funds for a schoolwide campus**, how will the expenditure upgrade the entire educational program on the campus? **Note:** For all other title fund sources, this question is not applicable.
   _____
   _____

Click on the form image to open the online version.

Funding Codes, *continued*

6600 Capital Outlay, continued

Use of Funds Questions Form—page 2

5. a. If using **Title I, Part C and/or Title III, Part A funds**, go to 5b. If using any other title fund source respond to:
   How is the expenditure supplemental to other nonfederal programs?

   _____

   _____

   b. If using **Title I, Part C and/or Title III, Part A funds**, how is the expenditure supplemental to other nonfederal and federal programs?

      • **Not Applicable**

6. a. If using **Title III, Part A funds, go to 6b.** If using any other title fund source respond to:
   How will the expenditure be evaluated to measure a positive impact on student achievement?

   _____

   _____

   b. If using **Title III, Part A funds**, how will the expenditure be evaluated to measure a positive impact on the English language acquisition and academic achievement of LEP students?

      • **Not Applicable**

Viewing Your Approved Capital Outlay

To view capital outlay and campus library books that has been approved for your campus for the Title I, Part A program, follow the steps below:

Step	Description
1	Access the **External Funding SharePoint page**.
2	Under **Quick Links**, click on *"[current school year]* School Allocations, Approved Capital Outlay and Out-of-State Travel." RESULT: Excel spreadsheet opens.
3	Type your **campus number** in the "SCHOOL NUMBER" field and press ENTER to populate your school's data.
4	View approved capital outlay under *"[current school year]* Approved Capital Outlay" (displays by fund code).

Funding Codes, *continued*

6600 Capital Outlay, continued

Summary Chart—Capital Outlay Guidance

(Examples of capital outlay: laptops, interactive whiteboards and mobile computer carts)

CONCERNS	GUIDANCE
Creating purchase orders before verifying that capital outlay and/or campus library books have been approved on the External Funding website.	Verify capital outlay and/or campus library books (items and count) have been approved and the fund source on the External Funding website.
Purchasing technology and/or library books prior to making the request through TEA/ External Funding.	For approved capital outlay and/or campus library books, the purchase order may be placed in SAP.
Purchasing capital outlay and/or campus library books out of the wrong fund source	For unapproved capital outlay and/or campus library books, contact External Funding at 713-556-6928.
Buying more capital outlay or exceeding the dollar amount on campus library books than approved for.	Information will be emailed to make the request. The department will need to complete the "Capital Outlay List" form and the "Use of Funds Questions."
"Use of Funds" questions completed by non-academic personnel	Answer questions 1 – 4, 5a, and 6a to request Title IA capital outlay.
All required questions for the specific federal program are not answered.	Capital outlay and campus library books may not be purchased until the application/ amendment is submitted to TEA and the Notice of Grant Award (NOGA) is received by the district.
Entering an incorrect response to 3b on the "Use of Funds Questions." **How will the program, activity, or strategy be funded if Title IA funds are not available?**	Campuses will be notified via memo/email of approvals or denials.

TRANSFER OF FUNDS

Overview

Before ordering goods and/or services, campuses must verify that their commitment line items (general ledger accounts) have sufficient budget -- if not, a budget transfer of funds may be necessary.

This section contains step-by-step instructions for:

1) verifying available funds, and

2) performing the actual transfer of funds
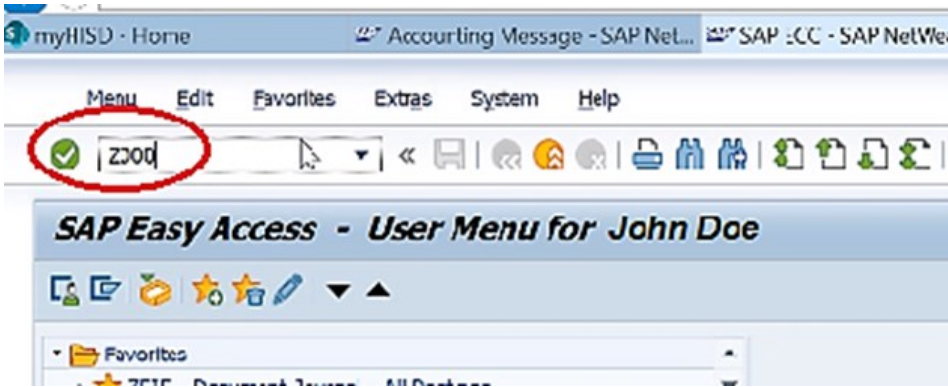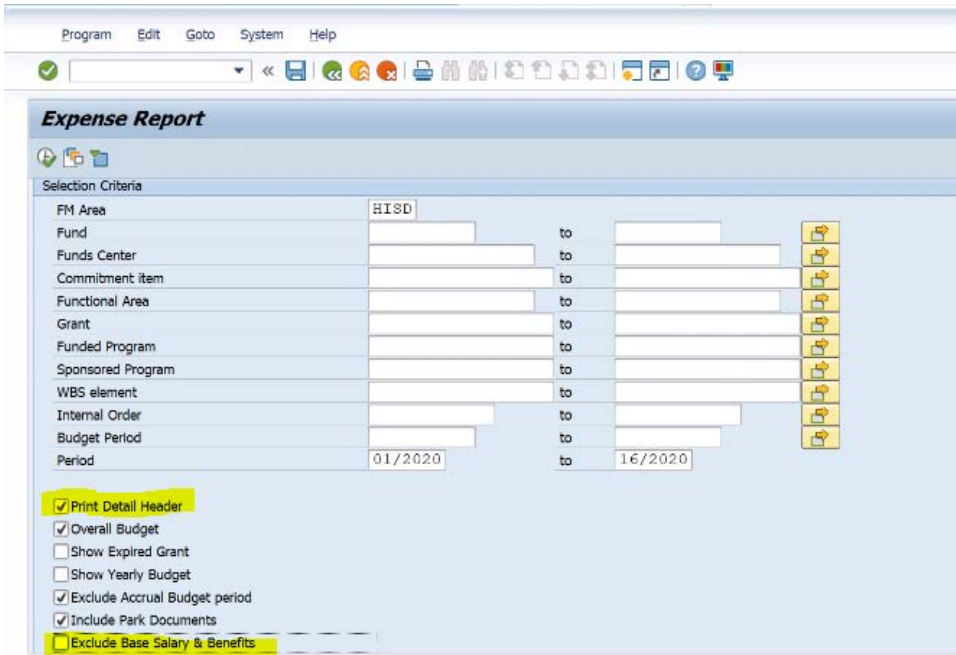
Step 1—Check for Available Funds

The first step in the transfer of funds process is to check your budget for available funds. Follow this procedure to check for available funds.

Step	Description
1	Log into OneSource and access the *SAP Easy Access-User Menu* screen by: • clicking on the **SAP ECC GUI** tab, and then • selecting **SAP ECC** from the resulting dropdown on the left.
2	On the resulting screen, click on the ⟫ icon at the top.

Continued on next page...

TRANSFER OF FUNDS, *continued*
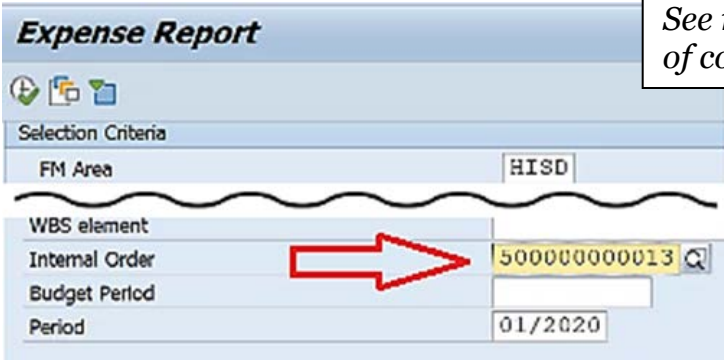
Step 1—Check for Available Funds, continued

Step	Description
3	Then, on the *SAP Easy Access-User Menu* screen, type **Z000** (and press ENTER) to access an expense report.
4	On the resulting *Expense Report* screen, do the following: • Checkmark the **Print Detail Header** box • Un-checkmark the **Exclude Base Salary & Benefits** box. **This is IMPORTANT.**

Continued on next page...

TRANSFER OF FUNDS, *continued*

Step 1—Check for Available Funds, continued

Step	Description
5	Next, enter your selection criteria (search parameters) by typing an **Internal Order Number**.* * If you need assistance with the internal order number, contact your School Grants Administrator. **Expense Report** Selection Criteria FM Area — HISD WBS element Internal Order — 500000000013 Budget Period Period — 01/2020 *See next page for samples of commitment items.* RESULT: System displays expense report for every commitment item associated with Schoolwide.
6	View the resulting information displayed by the system (example below) to confirm that the transfer to be done has budget in the **Sender** line. **IMPORTANT:** You may not see a **Receiver** line if there is no money in that account – the receiver line becomes visible once you transfer money into the designated commitment item(s).

Expense Report

Double click value for details
Houston Independent School District

**********************************Selection Criteria**********************************
Internal Order: I EQ 500000000013
Budget Period: E CP *_ACC
Period: 01/2020 to 16/2020
**********************************Selection Criteria**********************************

Year	Funds center Name	Fund	Name	Cmmt Item	Name	Functional Area	FundArea text	Order	Description	BP	Budget	Pre-Encumbrance	Encumbrance	Actual	Park	Available Budget
2020	101XXXXXXX Anyschool	2110000000	T-1, P-A-BASIC PROG	6142000000	Grp Health/Life	PS1130000000000	PUP-INS-T1--REG	500000000013	20-101XXXXXXX-T1PA- SCHOOLWIDE	NOT-REL	15,209.96	0.00	3,697.00	12,593.46	0.00	100.50-
2020	101XXXXXXX Anyschool	2110000000	T-1, P-A-BASIC PROG	6143000000	Workers' Comp	PS1130000000000	PUP-INS-T1--REG	500000000013	20-101XXXXXXX-T1PA- SCHOOLWIDE	NOT-REL	457.64	0.00	82.39	378.31	0.00	3.06-
2020	101XXXXXXX Anyschool	2110000000	T-1, P-A-BASIC PROG	6145000000	Unemployment	PS1130000000000	PUP-INS-T1--REG	500000000013	20-101XXXXXXX-T1PA- SCHOOLWIDE	NOT-REL	155.67	0.00	25.52	39.55	0.00	90.60
2020	101XXXXXXX Anyschool	2110000000	T-1, P-A-BASIC PROG	6146000000	TRS/TRS Care	PS1130000000000	PUP-INS-T1--REG	500000000013	20-101XXXXXXX-T1PA- SCHOOLWIDE	NOT-REL	11,656.40	0.00	1,976.24	9,764.43	0.00	84.27-
2020	101XXXXXXX Anyschool	2110000000	T-1, P-A-BASIC PROG	6146000100	TRS Care-RE's	PS1130000000000	PUP-INS-T1--REG	500000000013	20-101XXXXXXX-T1PA- SCHOOLWIDE	NOT-REL	1,006.67	0.00	169.41	844.51	0.00	7.25-
2020	101XXXXXXX Anyschool	2110000000	T-1, P-A-BASIC PROG	6329000000	Reading Materl	PS1130000000000	PUP-INS-T1--REG	500000000013	20-101XXXXXXX-T1PA- SCHOOLWIDE	NOT-REL	8,372.31	0.00	0.00	894.80	0.00	7,477.51
2020	101XXXXXXX Anyschool	2110000000	T-1, P-A-BASIC PROG	6399000000	General Suppl	PS1130000000000	PUP-INS-T1--REG	500000000013	20-101XXXXXXX-T1PA- SCHOOLWIDE	NOT-REL	23,896.91	6,092.22	3,409.42	12,403.37	0.00	1,991.90
											264,608.00	6,092.22	27,251.07	154,815.55	0.00	16,469.16

Continued on next page...

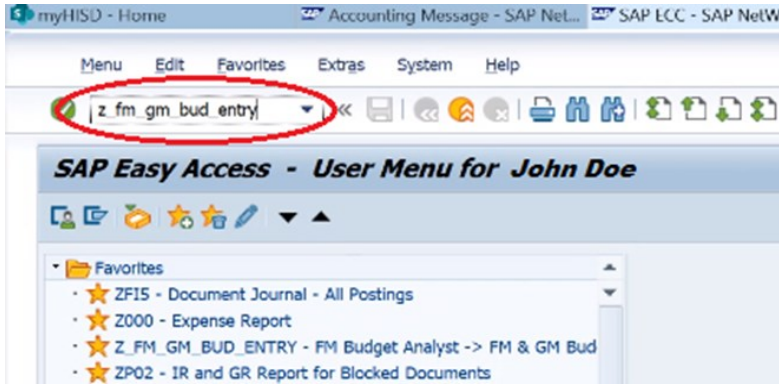## TRANSFER OF FUNDS, *continued*

Samples of Commitment Items

	G/L Account/Commitment Item/Object/Cost Element		
	6119	01	0000
	TEA Object	HISD Sub-Object	HISD Growth

G/L ACCOUNT/COMMITMENT ITEM/OBJECT/COST ELEMENT

PAYROLL (6100)

6112000000	Salaries or Wages for Substitute Teachers
6112010000	Salaries or Wages for Substitute Teachers-Long Term
6119000000	Salaries-Teachers
6119010000	Salaries Other Professionals
6119020000	Stipends-Teachers
6119030000	Stipends-Other Professionals
6119040000	Extra Pay-Teachers
6119050000	Extra Pay-Other Professionals
6119060000	Incentive/Bonus-Teachers
6119070000	Incentive/Bonus-Other Professionals
6121000000	Extra Duty Pay/Overtime-Support Personnel Salaried
6121010000	Extra Duty Pay/Overtime-Support Personnel Hourly
6121020000	Incentive/Bonus-Support Staff
6122000000	Salaries Or Wages For Substitute Support Personnel
6129000000	Salaries Or Wages For Support Personnel
6129010000	Hourly Pay
6139000000	Employee Allowances
6139010000	Car Allowance
6139020000	Cell Phone Allowance
6141000000	Medicare
6141010000	Social Security
6142000000	Group Health and Life Insurance
6143000000	Workers' Compensation
6144000000	Teacher Retirement/TRS Care-On-Behalf Payments
6145000000	Unemployment Compensation
6146000000	Teacher Retirement/TRS Care
6149000000	Other Employee Benefits

PURCHASED AND CONTRACTED SERVICES (6200)

6211000000	Legal Services-General
6212000000	Audit Services
6219000000	Professional Services
6221000000	Staff Tuition & Related Fees - Higher Education
6239000000	Education Service Center Services
6249000000	Contracted Maintenance & Repair
6259030000	Gas-Natural
6259010000	Electricity
6259020000	Water
6259040000	Telephones
6269000000	Rental - Operating Leases (copiers, pagers, buses, etc)
6269010000	Building Rental / Land Rental
6291000000	Consulting Services
6299000000	Miscellaneous Contracted Services
6299010000	Print Shop
6299020000	Athletics Buybacks
6299030000	UIL Buybacks

SUPPLIES AND MATERIALS (6300)

6319000000	Supplies For Maintenance And/Or Operations
6321000000	Textbooks
6329000000	Reading Materials
6339000000	Testing Materials
6399000000	General Supplies
6399010000	Promotional Materials

OTHER OPERATING EXPENSES (6400)

6411000000	Travel and Subsistence-Employee Only
6411010000	Travel and Subsistence-Employee Only In-District
6412000000	Travel and Subsistence-Students
6419000000	Travel and Subsistence-Non-Employees
6494000000	Reclassified Transportation Expenditures/Expenses
6495000000	Dues
6499000000	Miscellaneous Operating Costs
6499010000	Fees (non-travel)
6499030000	Refreshments/Food

CAPITAL OUTLAY (6600)

6629000000	Building Purchase, Construction Or Improvements (Always Use Fund 1991010001, Function 81)
6631000000	Vehicles (>$5,000)
6639000000	Equipment (>$5,000)
6639010000	Technology (>$5,000)
6639020000	Furniture (>$5,000)
6641000000	Vehicles Per-Unit Cost Of Less Than $5,000
6649000000	Equipment (<$5,000)
6649010000	Technology (<$5,000)
6649020000	Furniture (<$5,000)
6659000000	Capital Lease of Furniture, Equipment, Software
6669000000	Library Books And Media

Click on the image to view a version that can be enlarged.

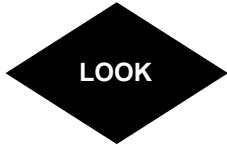## TRANSFER OF FUNDS, *continued*

Step 2—Perform Transfer of Funds

Once you have verified that funds are available to transfer, you are ready to make the transfer. Follow this procedure to transfer funds.

Step	Description
1	On the *SAP Easy Access-User Menu* screen, type **z_fm_gm_bud_entry** (and press ENTER) to begin the transfer process. RESULT: The *Fund or Grant Budget Document Creation* screen displays.
2	On the *Fund or Grant Budget Document Creation* screen (first section) complete the following fields:

Field	Input
Fiscal Year	Type the year
Document Type ▼	Select from dropdown
Header Text	Reason for the budget transfer
Budget ⦿	Choose **Grant**
Test Run ☑	Checkmark this box so that the system can validate your data

TRANSFER OF FUNDS, *continued*
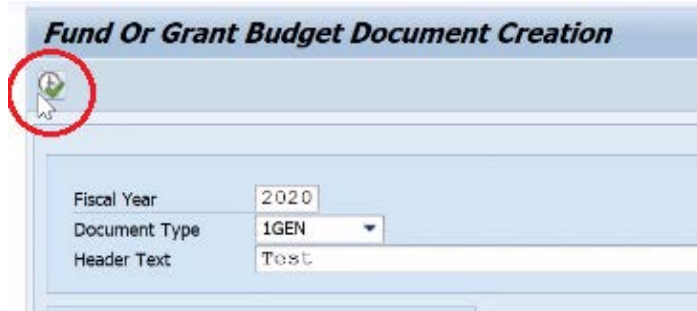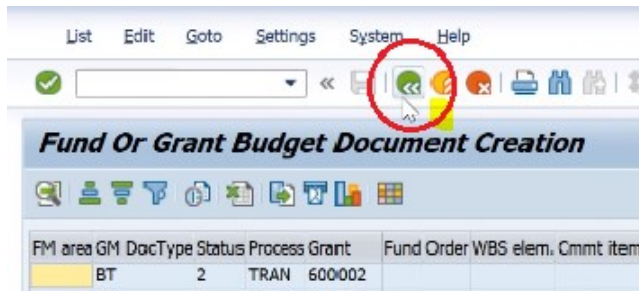
Step 2—Perform Transfer of Funds, continued

Step	Description
3	On the Sender and Receiver Line Items rows, complete the **Order, Commitment Item, Functional Area,** and **Amount** fields.
	• **Do not change the *DK* field -** The DK field is pre-populated for the user entering the budget transfer request and does NOT need to be changed.
	• **Enter something in the *Item Text* field -** It is helpful to include a brief reason for the transfer.
	LOOK — The **SENDER** line will be the commitment item whose budget will be **reduced** by the amount of the transfer. The **RECEIVER** line will be the commitment item whose budget will be **increased** by the amount of the transfer.
	IMPORTANT:
	Internal Order and **Amount** must match on both the Sender and Receiver rows.
	ADDITIONAL INFORMATION:
	• **Budgeted funds may NOT be transferred between two different internal order numbers.** A transfer must have the same internal order number for the Sender and Receiver commitment items.
	• **If the budget transfer amount totals are not equal for the sender and receiver commitment items, the user will receive an error message.** A budget transfer MUST be equal in total -- even if there are multiple commitment items for the Sender and/or Receiver.

Sender Line Items

Fund	Order	WBS element	Cost Center	Commitment Item	Functional Area	DK	Amount	Item Text
	500000000013			6399000000	PS11300000000000	1	1000	
						1	0.00	
						1	0.00	
						1	0.00	
						1	0.00	
						1	0.00	

Receiver Line Items

Fund	Order	WBS element	Cost Center	Commitment Item	Functional Area	DK	Amount	Item Text
	500000000013			6299000000	PS11300000000000	1	1000	
						1	0.00	
						1	0.00	

TRANSFER OF FUNDS, *continued*
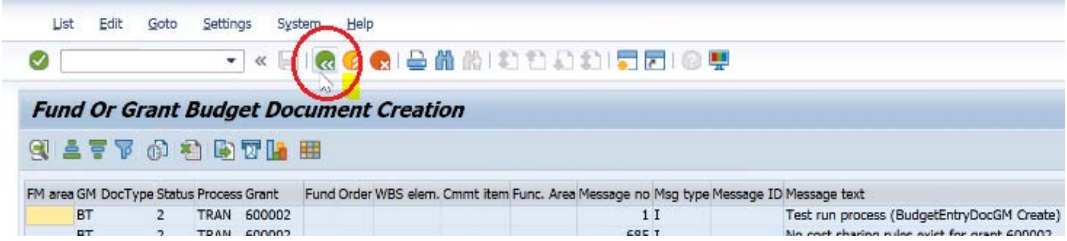
Step 2—Perform Transfer of Funds, continued

Step	Description
4	Click the "clock" icon in the upper left-hand corner of the screen. RESULT: System checks and validates the data entered.
5	Did you receive a "No errors" message? • If YES, then go to the next step. • If NO, then click the **green back button** (see image below) to return to the *Fund or Grant Budget Document Creation* screen and correct any noted errors, re-enter your data, and repeat Step 4.

Continued on next page...

TRANSFER OF FUNDS, *continued*

Step 2—Perform Transfer of Funds, continued

Step	Description
6	If the system returned a "No errors" message, click the **green back button** above the screen header. RESULT: System re-displays the *Fund or Grant Budget Document Creation* screen.
7	Uncheck the "Test Run" checkbox. Click the "clock" **icon** in the upper left-hand corner of the screen. RESULT: The transfer is now complete and OneSource will produce a document number for recordkeeping purposes. **Make a note of this number for your records.**

NEXT STEPS:

Transfer goes to Senior Manager for approval.

Principals must check in OneSource to see if the transfer has been approved – approval should be completed within two business days. If there is no response within that period of time, then contact the Senior Manager.

ORDERING AND RECEIVING GOODS AND/OR SERVICES

Shopping Carts, Purchase Orders, and Goods Receipts Confirmation

It is important to run a "tight ship" with respect to spending federal funds. Encumbered funds are monies that are set aside to pay for obligated expenditures. If obligations or encumbered funds are not liquidated, there will be unused leftover funds at the cut-off date. This is especially critical as there is no carryover.

Shopping Carts
Check your shopping cart frequently and delete unwanted items/carts.

Open Purchase Orders
In most cases, you should receive ordered items or services within 30 days. If more than 30 days has elapsed since the date of the PO, it's time to investigate (i.e., check with the vendor regarding delivery status).

Goods Receipts Confirmation
Be sure to access the Confirmation screen and post Goods Receipts (confirmations) immediately after receipt of supplies/materials/services. See procedure on page 133.

ORDERING AND RECEIVING GOODS AND/OR SERVICES, *continued*

Shopping Carts: Online Workflow

Shopping carts go through an online workflow as they are processed. Use the procedure below to check the status of a shopping cart.

The steps below are performed by the **campus requisitioner**:

Step	Description
1	a) Enter shopping cart (utilizing board-approved vendor) into the system. • A valid (non-expired) quote must be attached to the shopping cart for any/all goods/services. • **REGARDING OFFICE DEPOT:** Quote must be obtained directly from sales representative, Tim Schroeder. b) Click on "Order" button to move shopping cart to the next step in this process. RESULT: Shopping cart enters a workflow approval process.
2	a) Check the workflow to verify who needs to approve cart -- this is done immediately after clicking "Order." **NOTE:** Names will be listed in order, with Purchasing Department being the last name. b) Inform campus principal of workflow approval process. **IMPORTANT --** It is the responsibility of the campus to obtain all approvals in workflow. Depending on funding or nature of the purchase, some carts will require additional approvals in workflow.
3	When workflow shows that the shopping cart has been approved by all parties (in the workflow) , it will enter the "Pending Approval from the Purchasing Department" stage. Once approved by Purchasing, a purchase order will be generated for this shopping cart.

ORDERING AND RECEIVING GOODS AND/OR SERVICES, *continued*

How to Confirm Goods Receipt

The Confirmation screen represents *one* purchase order (PO) and lists all the items on that one purchase order. When goods/services are received in a school, it's usually the goods/services related to one purchase order. Online confirmation order screens are accessed by PO number.

NOTE: Goods receipts should be confirmed immediately after delivery of material goods or after services are rendered.

Procedure and Scenarios

To begin, ACCESS the online confirmation order screen by PO number.

Then, VERIFY the items received.

If ALL line items received are complete

1) Checkmark just the first "Last Delivery" box and ALL will be auto-checkmarked.

2) Then, click the **CONFIRM** button. (Click **YES** on the popup box that displays.)

RESULT: All items are confirmed.

ORDERING AND RECEIVING GOODS AND/OR SERVICES, *continued*

How to Confirm Goods Receipt, continued

If one or more line items on the screen are not complete

1) **Do the following:**

   - **For each <u>incomplete</u> item** – Change the quantity in the "Confirm Qty" column to reflect the actual quantity delivered.

   - **For each item that was <u>not received at all</u>** – Place a **0** in the "Confirm Qty" column.

   - **For <u>complete</u> items** – No action required.

     DO NOT checkmark any of the "Last Delivery" boxes on the screen.

2) **Then**, click the **CONFIRM** button. (Click **YES** on the popup box that displays)

   RESULTS:

   - COMPLETE items are confirmed.

   - INCOMPLETE items: System confirms the quantity actually received and recalculates to display the quantity still owing (per the original PO) -- The quantity owed will display in the "Confirm Qty" column for this incomplete item the next time you access this PO Confirm screen.

3) When the remaining items are delivered, you will access this Confirmation. screen again (using the PO number) in order to confirm the items received.

How to Cancel an Order

If the remainder of the order is not received within 30 days, check status with the vendor.
If you or the vendor prefer to cancel the remaining part, close the PO by following the steps below:

Step	Description
1	On the confirmation screen, **change the quantity** of the individual line item(s) to zero.
2	**Checkmark** the "Last Delivery" box.
3	Click **Confirm** button. (Click **YES** on the popup that displays.) RESULT**:** This posts confirmation of goods receipt zero quantity. ☛ **REMINDER:** You must also delete the item from shopping cart in order to release the funds.

ORDERING AND RECEIVING GOODS AND/OR SERVICES, *continued*

Receiving Low-Value Trackable Assets

Be Aware of Incoming Assets

Monitor the monthly list of incoming capital assets sent by the Fixed Assets Accounting Department so that you can anticipate their receipt.

Low-Value Capital Outlay Assets

"Low value Capital Outlay Assets" are defined as technology and musical instruments valued at less than $5,000. These are considered to be "trackable items" (i.e., they are small enough to "walk out the door.") EXAMPLES: tablets/ipad, smartboards, and printers.

Procedure – Receiving Low Value Technology Assets

When receiving low value technology assets, it is the responsibility of schools and departments to post confirmation and tag the received items as soon as possible. *See procedure below.*

LOOK

EXCEPTION: E-RATE ASSETS
This procedure DOES NOT apply to e-rate assets. E-rate assets are tagged by the vendor — the tags can either be green-colored or have tag numbers starting with "44xxxxxxxx." E-rate assets arrive at their destination already tagged, with applicable information already entered into the TIPWEB-IT asset tracking system.

Step	Description
1	Receive low value technology asset(s) and post the goods receipt/confirmation in SRM. RESULT: Within 24-48 hours, the Fixed Assets Department will create the asset in the TIPWEB-IT asset tracking system with a temporary asset tag number starting with filename **"FAA."**
2	**24-48 hours after confirming (posting goods receipt) in SRM:** Log into the TIPWEB-IT asset tracking system and run the list of asset tags starting with "FAAXXXXX" to retrieve the temporary asset tag number. Then do the following: • print the asset tag • affix the printed tags to the asset(s) • update the asset tag • enter a serial number (if applicable)
3	Update the asset's location.

ORDERING AND RECEIVING GOODS AND/OR SERVICES, *continued*

Receiving High-Value Assets

Be Aware of Incoming Assets

Monitor the list of incoming capital assets periodically sent by the Fixed Assets Accounting Department so that you can anticipate their receipt.

High-Value Capital Outlay Assets

"High value Capital Outlay Assets" are defined as technology, equipment, and furniture valued at $5,000 or more.

EXAMPLES: Computer switch or server, 3D printer or poster printer, NAO H25 Edition Robot, musical instruments, golf cart, milk cooler, etc.

Procedure – Receiving High Value Capital Outlay Equipment

When receiving high-value capital outlay equipment, it is VERY IMPORTANT to post confirmation and to tag the equipment (following the steps below). This ensures that HISD can track these high-value assets.

LOOK

EXCEPTION: E-RATE ASSETS
This procedure DOES NOT apply to e-rate assets. E-rate assets are tagged by the vendor. The tags can either be green-colored or have tag numbers starting with "44xxxxxxxx." E-rate assets arrive at their destination arrive at their destination already tagged, with applicable information already entered into the TIPWEB-IT asset tracking system.

Step	Description
1	Log into the TIPWEB-IT asset tracking system and print tag(s) using the "print tag" feature. Affix the tag to the items received.
2	Write an email to Fixed Assets Accounting Department. **Subject line:** [School Name] - Capital Asset Received In the email you must include: • The serial number(s) of high-value items received • The P.O. number(s) • Description and monetary value of the asset(s) received • Room location • The TIPWEB-IT asset tag number for each asset NOTE: The school will *not* receive an update from Fixed Assets.

ORDERING AND RECEIVING GOODS AND/OR SERVICES, *continued*

Assets Transfer

Fixed assets cannot be transferred to any physical location unless a site transfer has been properly completed in TIPWEB-IT by the user (school or department). For items purchased from restrictive funds (SR1, FD1, etc.), a written approval must be obtained from the project director or administrator. HISD technology assets equipment belong to an assigned school or department: Employees are not permitted to take technology equipment when they are transferred to another school or department.

Annual Inventory Audit

Conduct an inventory audit at least once a year. If equipment is relocated, create a transfer in the TIPWEB-IT system.

HISD Asset Usage Form – For Equipment That Will Be Checked Out

All technological assets issued to HISD personnel should be updated in TIPWeb-IT.
Any equipment not tracked in TIPWeb-IT must be checked out using the **HISD Asset Usage Form**.

An HISD Asset Usage Form must be completed if you have purchased capital outlay equipment that will be checked out by HISD personnel. This form must be signed by the employee whenever such equipment is checked out, and also by his or her immediate supervisor for approval. When the equipment is returned, the employee must date and sign the HISD Asset Usage Form.

Questions About the Asset Tracking System?

If you have questions regarding the TIPWEB-IT asset tracking system, please contact Fixed Assets Accounting:

      Website: **https://www.houstonisd.org/FixedAssetsAccounting**

      Email: FixedAssetsAccounting@HoustonISD.org

      Telephone: 713-556-6506

TITLE I, PART A FUNDS AND PURCHASE ORDERS / POSTING GOODS RECEIPTS

Steps to Obtaining a Purchase Order (High-Level)

1. When making purchases using federal funds, always verify that the vendor is on the Board-Approved HISD Vendor List. If you do not find the vendor, please contact Alexis Licata (**tlicata@houstonisd.org**).

   NOTE: ProCards should only be used with a **board-approved vendor** that does not accept a district purchase order (PO).

2. Next, the purchaser must create a shopping cart in SAP as a requisition. After this, Purchasing Services will generate a purchase order.

Posting Goods Receipts

Goods receipts should be posted immediately after items are received. This ensures that HISD vendors are paid in an accurate and timely manner. The department that originated the requisition for material purchases has the primary responsibility of posting goods receipts when the items are received.

For additional information regarding posting goods receipts, see page 133.

LOOK   **The above applies to ALL funding categories except 6100 — Payroll.**
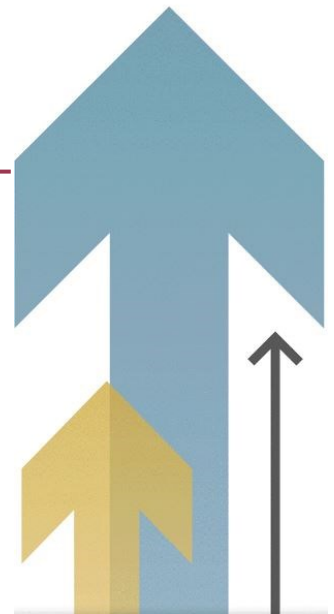
ALLOWABLE/UNALLOWABLE EXPENSES

TITLE I, PART A FUNDS

The External Funding Titles I, II & IV department has prepared this document as an OFFICIAL GUIDE for principals and all school personnel directly handling Title I, Part A funds when determining the allowability or unallowability of costs prior to expending funds. Use these guidelines for all Title I, Part A purchases.

CLICK HERE to download a copy of the Title I, Part A Allowable/Unallowable Expenses list that is searchable by key word (using Ctrl-F) .

NOTE   Schools MUST follow the most restrictive policy (regardless of whether state or district).

Title I, Part A Funds Usage

TEA Guidelines

TEA provides the following four guidelines with respect to using Title I, Part A funds:

1. LEAs/campuses must demonstrate that the Supplement Not Supplant methodology (see Statutory Reference for "Supplement Not Supplant" on the following page) used to allocate State/Local funds, prior to allocating federal funds, is equitable.

2. LEAs/campuses must ensure that activities and/or resources are:

   - Reasonable;

   - Allocable;

   - Necessary to carry out the intent and purpose of the Title I, Part A program;

   - Identified in the Comprehensive Needs Assessments; and

   - Included in the Campus Improvement Plan.

   Additionally, the Campus Improvement Plan must address the following:

   - how the identified activity/resource will be evaluated, and
   - how the needs of students at risk of not meeting State Standards are being met.

Title I, Part A Funds, *continued*

TEA Guidelines, continued

3. The LEA/campus must ensure that the expenditure(s) meet all EDGAR requirements.

4. The LEA/campus must ensure that all district policies and procedures were followed.

Statutory Reference for "Supplement Not Supplant"

1118(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA):

An LEA (Campus) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

When Funds Can Be Used

•   School year funds are to be used for the academic school year.

•   Summer School funds are reserved for early spring interventions and summer school.

School Administrators may contact a budgeting analyst or an External Funding contact to set up a budget structure.

Title I, Part A

ALLOWABLE/UNALLOWABLE EXPENSES CHART
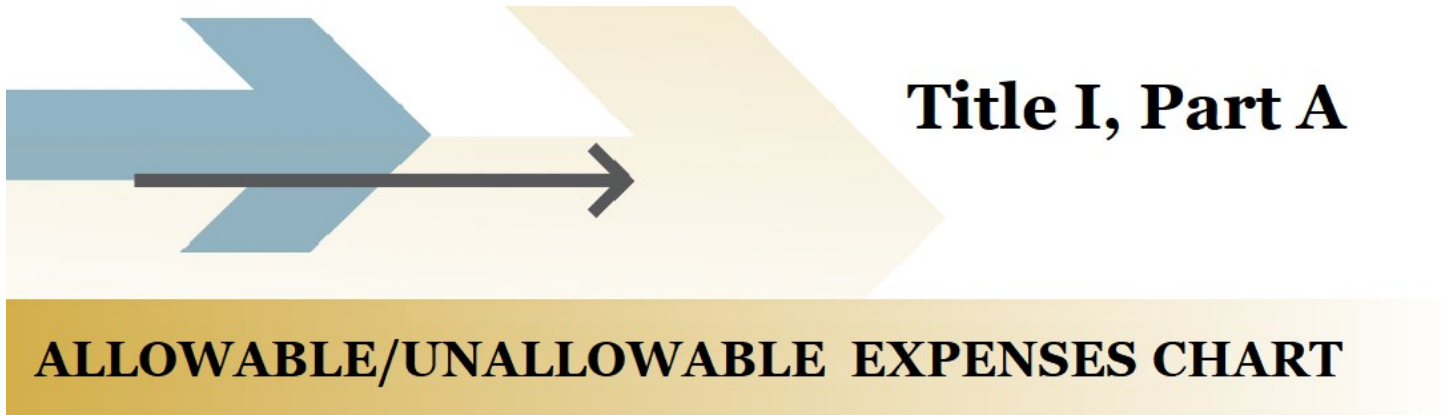
Click **HERE** to open the online pdf.

INTRODUCTION

ALLOWABLE/UNALLOWABLE EXPENSES
Title I, Part A

External Funding has prepared this document as an OFFICIAL GUIDE for principals and all school personnel directly handling Title I, Part A grant funds. Use this document to determine whether costs are allowable or unallowable prior to expending funds.

Schools MUST follow the most restrictive policy (regardless of whether state or district).

Campuses are allowed to transfer funds between object codes -- with the exception of Object Code 6100 (Payroll). To transfer funds in or out of Object Code 6100, contact your Budget Analyst.

[(CLICK HERE for instructions on funds transfer.)](#)

Object Codes	Descriptions	Can funds be transferred in or out of this object code?
6100 - Payroll 1	Salaries and wages, extra duty pay, workers compensation	NO
6200 - Purchased and Contracted Services	Building Rental/Land Rental, consultant Services	YES
6300 - Supplies and Materials	General supplies and testing materials	YES
6400 - Other Operating Expenses	In-district travel/in-state travel*, dues, fees, and out-of-state travel permitted for ASY with prior TEA approval	YES*
6600 - Capital Outlay	Technology related equipment, library books, other equipment - permitted for ASY with prior TEA approval	YES

* Out of state permitted for ASY with permission

Please contact your School Grants Administrator for further assistance.

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
1	Administration/Monitoring of Tests	Applies to ACT, PSAT, or SAT (whether virtual or face-to-face)	_	U
2	Advertising	For recruitment of grant personnel; procurement of goods and services, disposal of surplus materials	_	U
3		Items such as displays, campus marquees, demonstrations, and exhibits	_	U
4	Alcoholic Beverages	Alcoholic beverages of any kind	_	U
5	Alumni Activities	Alumni activities of any kind	_	U
6	Appliances	Includes home appliances under $500, such as refrigerators	_	U
7	Awards for Participation	Includes certificates, plaques, ribbons, and small trophies. (MAX PRICE PER UNIT: Certificates & Ribbons = $2 Plaques = $40 | Trophies = $35)	6399	A
8	Award Ceremonies	Includes any expenses related to unallowable ceremonies, such as graduations	_	U
9	Bus Cards [1]	For the METRO public transportation system	6399	A
10a	Capital Outlay and Equipment [2]	LESS THAN $500: Includes items that cost $499 or less per unit (e.g., cut-out makers, data projectors, fax machines, graphing calculators, laminators, poster makers, printers, scanners, and document or digital cameras) that require prior approval from TEA AND that are required by the district to be tagged. Includes shipping costs and ancillary charges for such items. NOTE: "Commonly Used Budget Codes" document specifies the TEA threshold of $5,000 -- however, HISD's threshold is $500.	6649	A
10b		$500 OR MORE: Includes items that cost $500 or more per unit (e.g., electrical charging towers or interactive whiteboards) that require approval from TEA AND that are required by the district to be tagged. Includes shipping costs and ancillary charges for such items. NOTE: "Commonly Used Budget Codes" document specifies the TEA threshold of $5,000 -- however, HISD's threshold is $500.	6639	A
11		Includes repair costs for capital outlay previously purchased with Title I, Part A Schoolwide funds.	6249	A
12		Includes replacement costs for capital outlay previously purchased with Title I, Part A Schoolwide funds (requires prior approval from Area Superintendent)	Same as when purchased	A
13		Includes cost of warranty at time of purchasing capital outlay with Title I, Part A funds; warranty can ONLY cover months in the 2022-2023 school year (The school year ends in June.)	6659	A
14		Includes the cost of renewing a warranty for capital outlay previously purchased with Title I, Part A funds. When renewing, warranty MUST only cover months that are within the 2022-2023 school year (The school year ends in June.)	6299	A
15		Library books (campus library only) - requires prior approval	6669	A

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
16	Car Allowance	Money received from an employer on a regular basis to lease and maintain a personal vehicle	_	U
17	Cell Phone	Cell phone purchase/lease or monthly service costs	_	U
18	Certification	Costs incurred in obtaining educator certification (including test prep course fees, registration fees for actual certification exam, and educator certification application fees)	_	U
19	Clothing	Uniforms	_	U
20		Uniforms for students coded as homeless in a Title I school	6399	A
21		Uniforms for students coded as homeless in a non-Title I school [3]	6399	A
22		Non-uniforms (spirit/college/professional sport team shirts - such as polo-style shirts or band uniforms)	_	U
23	College Textbooks (dual credit only)	Hard copies only - No ebooks - No rentals - Reading, Math, ELA, or Science only	6329	A
24	Commencement and Convocation Costs	Any type of commencement and convocation costs	_	U
25	Communication	Includes FAX service (not the FAX machine) and postage	6269	A
26	Compensation for Personnel Services [4]	Include salaries and wages, extra duty pay	6100s	A
27		Hourly approved positions only and extra duty pay	6100s	A
28		Fringe benefits	6100s	A
29		Stipends	6119	A
30		Performance Pay, such as for ASPIRE	_	U
31	Conferences / Meetings (Hosted by schools within the State of Texas)	Contract for HISD-approved facility/venue	6299	A
32		Contract for Speaker (can include speaker's fee, travel, and lodging)	6291	A
33		In-State Transportation for participants: Includes mileage reimbursement with supporting documentation if using personal vehicle OR Gas reimbursement if using district pre-paid rental car.	6419	A

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
34	Conferences / Meetings (Staff Development)	Refer to TRAVEL cost item category		
35	Construction (for hazard protection)	Construction required in response to a public health emergency (e.g., overhaul of HVAC systems, water fountains, infrastructure allowing for social distancing, etc.)	_	U
36	Decorations / Flowers	Office and events	_	U
37	Donations /Contributions to Others	Any kind of donations or distributions	_	U
38	Door Prizes	Movie tickets, gift certificates, passes to amusement parks, raffles, etc.	_	U
39	Dual-Credit Courses	For students taking dual-credit courses	_	U
40	Electronics	Includes small electronics, such as flash drives, DVDs/CDs for data storage	6399	A
41		Includes Technology Related Equipment, such as electrical charging towers, projectors, and document cameras [2]	6649	A
42		Includes accessories for Technology Related Equipment sold individually, such as a case or a stand.	_	U
43		Includes electronic devices sold as a bundle, such as Smart board bundled with Smart board stand or a mobile cart with laptop	6639	A
44		Entertainment Electronics, such as gaming consoles (X-boxes, Nintendo Wii)	_	U
45		Includes repair costs for capital outlay previously purchased with Title I, Part A Schoolwide funds.	6249	A
46		Includes replacement costs for capital outlay previously purchased with Title I, Part A Schoolwide funds (requires prior approval from Area Superintendent)	Same as when purchased	A
47		Includes cost of warranty at time of purchase with Title I, Part A funds; warranty can ONLY cover months in the **2022-2023** school year	6659	A
48		Includes the cost of renewing a warranty for electronic devices previously purchased with Title I, Part A funds. When renewing, warranty MUST only cover months that are within the **2022-2023** school year	6299	A
49	Employee Service Awards	Includes service pins	_	U
50	Entertainment	Includes amusement, amusement parks, diversion, social activities, skating rinks, ceremonials, and associated costs (Reference Title I Pre-approved field lessons for exceptions.)	_	U
51	Field Lessons/ Trips [6]	Selected from pre-approved list (requires prior approval from External Funding) *NOTE: Out-of-state field lessons for students are NOT ALLOWED.	6400	A*

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
52	Food and Beverage	Snacks for students participating in extended day programs or after-school tutorials	_	U
53		Food for instructional purposes	_	U
54		Refreshments during parent meetings/activities, including snacks for children receiving childcare while parents are participating in activities	_	U
55		Food necessary to conduct nutrition education programs for parents	_	U
56		Light lunch for participants clustered in an all-day training	_	U
57		Reasonable meal costs for overnight student/staff/ participant retreats	_	U
58		Light lunch during "working lunch" (must be supported by program agenda showing no other time for lunch)	_	U
59		Refreshment for staff meetings/trainings	_	U
60		Refreshments or meals at an awards banquet/function	_	U
61	Fringe benefits	Includes benefits for HISD employees such as TRS and workers compensation	6100s	A
62	Furniture	Any kind of furniture [e.g., magazine stands, bookshelves, rugs, partitions (room dividers or plexiglass partitions), desks, tables, drying racks, etc.]	_	U
63	Fundraising	Includes financial campaigns, solicitation of gifts, donations, contributions	_	U
64	Gratuities or Tips	Any kind of gratuities or tips	_	U
65	Gifts or Items that Appear to be Gifts	Any gifts for students, parents, or staff - Includes gift cards or employee incentives (e.g., Teacher of the Year, Teacher of the Month)	_	U
66	Goods and Services for Personal Use	Any kind of goods and services for personal use	_	U
67	Health Items	Includes feminine products, Band-Aids, cotton balls, first aid kits (up to $1500)	_	U
68	Homeless	Supplies & materials, activities, transportation, clothing/uniforms	6300	A
69	Honorariums	A payment for a service (such as making a speech) on which custom or propriety forbids a price to be set	_	U
70	Hospitality Rooms	Any type of hospitality rooms	_	U
71	Housing and Personal Living Expenses	Any kind of housing and personal living expenses	_	U
72	Instructional Rugs/Mats	Any kind of instructional rugs/mats (including ABCs rugs/mats for PK/K)	_	U

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
73	iTunes Cards	For educational apps	_	U
74	Leaf Blower	Leaf blower, or other similar gardening tools	_	U
75	Library Books	Library books [7] (permitted for ASY with prior TEA approval)	6669	A
76		Classroom library books	6329	A
77		Take home books	6329	A
78	Lighting Equipment	Includes any apparatus used to provide illumination for practical or aesthetic purposes	_	U
79	Maintenance (Structural Repairs)	Of building space	_	U
80		Of property and equipment, when budget has been approved by TEA (such as chillers, AC units, servers)	_	U
81		Warranties	_	U
82	Materials and Supplies (Custodial)	For custodial / janitorial supplies such as toilet paper, cleaning supplies, soap, paper towels, etc.	_	U
83	Materials and Supplies [8] (General)	General classroom materials directly relating to instruction, such as pens, paper, journals, ink cartridges	6399	A
84		<u>For Fine Arts</u> (Performing & Visual Arts): Includes items such as: musical instruments, paint, paper wristbands, tissue, yarn, looms, stage blood, Halloween mask kits, latex liquid, and model wax molds	_	U
85		<u>For Physical Education</u>: includes athletic equipment such as football equipment, nets, ball, sportswear, and bicycles, and water coolers or water systems (e.g., Ozarka, Sparkletts, etc.)	_	U
86	Materials and Supplies [8] (Reading and Testing)	For ELA/Reading. (Includes print material related to Fine Arts and Physical Education)	6329	A
87		For Mathematics	6329	A
88		For Science	(Reading)	A
89		For Social Studies	or	A
90		For Civics and Government	6339	A
91		For Economics	(Testing)	A
92		For History		A
93		For Geography		A
94		For Foreign Languages		A

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
95	Memberships	For professional, business, or technical organizations related to grant program (for the current academic school year only) NOTE: Membership must be in the name of "HISD" or campus - never in the name of an individual.	6495	A
96		For civic, community, political activities, or social organizations	_	U
97		For organizations substantially engaged in lobbying	_	U
98	Memorabilia	Any kind of memorabilia	_	U
99	Mirrors	For any purpose (ornamental, dance class, etc.)	_	U
100	Musical Instruments	For Fine Arts (Performing & Visual Arts)	_	U
101	Nursing Supplies	Any kind of nursing supplies (e.g., gauze, stethoscope, Band-Aids, etc.)	_	U
102	Personal Protective Equipment (PPE)	Equipment or clothing worn to minimize exposure to hazards that cause serious workplace injuries and illnesses (e.g., gowns, coveralls, gloves, face masks or shields, safety glasses, respirators, etc.)	_	U
103	Personnel	Refer to PERSONNEL section for all positions and corresponding object codes	6100s	A
104	Professional and Consultant Services	Consulting services delivered by an independent contractor (approved HISD vendors only)	6291	A
105	Promotional Items	Includes T-shirts, caps, tote bags, keychains, yearbooks, school calendars and school merchandise	_	U
106a	Proposal Costs/Preparing Grant Applications & Proposals	For continuing formula entitlement grant programs	_	U
106b		For competitive discretionary grants	_	U
107	Publications / Printing Costs	Includes distribution and mailing of publications	6299	A
108	Reference Materials	Items must relate to academic objectives of the grant program, such as encyclopedias and thesauruses	6329	A
109	Rental Costs of Buildings and Equipment	Facilities must be HISD-approved vendors; contact Procurement to obtain list of approved facilities	6299	A
110	Scanners	Devices for scanning campus visitors or student badges for security purposes	_	U
111	Security Guard/ Police officers	Protection and security of facilities, personnel, and students	6100	A
112a	Software	In physical form such as CDs [2] (Requires prior approval from TEA)	6649	A
112b		Web-based and downloaded	6299	A

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
113	Social Activities	Any kind of social activities	_	U
114	Souvenirs	Any kind of souvenirs	_	U
115	Speakers	Electrical device used to make sound for presentations or classroom large group content-area teaching	6649	A
116	Subscriptions [11]	For business, professional, and technical periodicals (when related to grant program) - for the current academic school year only NOTE: Subscription must be in the name of "HISD" or campus - never in the name of an individual.	6495	A
117		Includes e-subscriptions (web-based software) - for the current academic school year only	6299	A
118	Taxes	Any kind of taxes	_	U
119	Technology Related Equipment (Electronics) - *Permitted for ASY with prior TEA Approval*	Includes electrical charging towers, projectors, and document cameras [2]	6649	A
120		Includes accessories for Technology Related Equipment sold individually, such as a case or a stand	_	U
121		Includes electronic devices sold as a bundle, such as a Smart board bundled with a Smart board stand or a mobile cart with laptop	6639	A
122		Entertainment Electronics, such as gaming consoles (e.g., X-boxes, Nintendo Wii), televisions, or Apple TV	_	U
123		Includes repair costs for capital outlay previously purchased with Title I, Part A Schoolwide funds.	6249	A
124		Includes replacement costs for capital outlay previously purchased with Title I, Part A Schoolwide funds (requires prior approval from Area Superintendent)	Same as when purchased	A
125		Includes cost of warranty at time of purchasing electronic devices with Title I, Part A funds; warranty can ONLY cover months in the **2022-2023** school year (The school year ends in June.)	6659	A
126		Includes the cost of renewing a warranty for electronic devices previously purchased with Title I, Part A funds (when renewing, warranty MUST only cover months that are within the **2022-2023** school year, which ends in June).	6299	A
127	Test Administration/ Monitoring	Applies to ACT, PSAT, or SAT (whether virtual or face-to-face)	_	U
128	Textbooks	State-adopted textbooks	_	U
129	Training and Education	Training for employee development (Professional Development - PD) NOTE: All fees related to educator certification are unallowable expenditures.	6299	A
130	Translation Services	School notices and policies, parent notifications and parent-student conference translation services	6200	A

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
131	Transportation for Students	During academic school year	_	U
132		For after-school tutorials during academic school year	6494 or 6269	A
133		For Saturday tutorials during academic school year	6494 or 6269	A
134		Metro Bus Cards [1]	6399	A
135	Travel Costs for Employees for In- State Travel	Mileage (per diem rate)	6411	A
136		Airfare (lowest price)	6411	A
137		Car Rental with HISD-approved vendor	6411	A
138		Lodging (per diem rate)	6411	A
139		Meals (per diem rate)	6411	A
140		Registration Fees	649901	A
141		Gratuity or tips	_	U
142	Travel Costs for Employees for Out-of- State Travel [10] *(Permitted for ASY with prior TEA approval)*	Mileage (per diem rate)	6411	A
143		Airfare (lowest price)	6411	A
144		Car Rental with HISD-approved vendor	6411	A
145		Lodging (per diem rate)	6411	A
146		Meals (per diem rate)	6411	A
147		Registration Fees	649901	A
148		Gratuity or tips	_	U
149	Tuition and Fees for Students	Any tuition and fees for students	_	U
150	Tuition and Fees for Teachers [12]	Selected programs for specific content areas only	6221	A
151	Tuition Remission	Any tuition remission	_	U
152	Utilities	For grant activities conducted before or after school	_	U
153		For grant activities conducted during the weekends	_	U
154		For grant activities conducted during the summer	_	U

Title I, Part A: Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY
155	Video or Telephone Conferencing System	Any telephone or video conferencing technology that allows two or more people to talk to each other at the same time	_	U
156	Warranties	For maintenance (structural repairs)	_	U
157		Includes cost of warranty at time of purchasing capital outlay with Title I, Part A funds; warranty can ONLY cover months within the **2022-2023** school year (The school year ends in June.)	6659	A
158		Includes the cost of renewing a warranty for capital outlay purchased with Title I, Part A funds; when renewing, warranty MUST only cover months that are within that school year (The school year ends in June.)	6299	A
159		For capital outlay NOT purchased with Title I funds	_	U
160	Walkie-Talkies	Any portable two-way radio for receiving and sending messages	_	U

FOOTNOTES - General

Where Forms are Referenced:

Forms to submit can be found at: **www.HoustonISD.org/ExternalFunding > Employee Content**

1 (Bus Cards): Requires the HISD Bus Card/Bus Pass Application to be completed and submitted.

2 Per TEA guidance, all capital outlay, regardless of the dollar amount, requires specific TEA approval through ASY - ESSA Consolidated Grant Application. Also, specific forms are required:
(Title I, Part A Capital Outlay List Form & Use of Funds Questions Form)

3 Uniforms for students coded as homeless in a non-Title I school are an ALLOWABLE expense.
Non-Title I schools use their funds for homeless services or contact the Homeless Education Office to purchase uniforms for homeless students.

4 Compensation for Personnel: Requires that costs are reasonable and charges are supported with proper documentation. (Refer to PERSONNEL section for specifics.)

5 Contracted Services: Fund codes for the 2022-2023 school year can ONLY cover the contractual cost obligations for services provided during months in the 2022-2023 school year.

6 Field Lessons/Trips: HISD allows field lessons only if selected from a pre-approved list and the campus must have prior approval from the Department of External Funding. Specific forms are required.

7 All Library Book purchases require prior TEA approval and must be requested through the ESSA application.
- ASY - ESSA Consolidated Grant Application

8 Materials and supplies that serve instructional purposes MUST be supplemental resources for academic core subjects.

10 As of June 8, 2015, Out-of-State Travel must be approved by TEA prior to the trip. Campuses must request out-of-state travel using the Out-of-State Travel form.
NOTE: Paying for in-state and out-of-state travel for an employee on a non-Title I campus is not allowed.

11 Subscription/warranty duration and cost must ONLY cover the months within the 2022-2023 school year. (The school year ends in June.)
The cost of renewing a subscription (that was purchased with Title I, Part A funds) MUST only cover the months that are within that school year.

12 District sets aside funds that can be utilized--instead of campus funds--for teachers needing to become state certified.

Please contact your School Grants Administrator for further assistance.

Allowable/Unallowable - PERSONNEL

#	Employment status	Personnel Position	Obj. Code	ASY
1		Counselor	6119	A
2		Coach, Literacy	_	U
3		Coach, Graduation	6119	A
4		Coach, Play-It-Smart Academic	_	U
5		Coordinator	_	U
6		Instructional Specialist	6119	A
7		Librarian	_	U
8		Nurse	_	U
9		Parent Engagement Rep	6119	A
10		Licensed Specialist in School Psychology (LSSP)	6119	A
11		Teacher Assistant	_	U
12		Teacher Assistant – Pre-K Centers Only	6129	A
13	FULL TIME PERSONNEL EMPLOYED	Teacher, AVID	6119	A

14		Teacher, Class-Size Reduction 3
		
		- All elementary grade levels
		  ✓ General, Bilingual, ESL
		- All secondary grade levels
		  ✓ All core content areas
			6119	A

15		Teacher, Coach	6119	A

16		Teacher, Intervention all grade levels 4
		  ✓ Cannot be teacher of record
		  ✓ General, Math, Reading, Science
			6119	A

17		Teacher, Lead	_	U
18		Teacher, multi-grade	_	U
19		Teacher Development Specialist	6119	A
20		Teacher, Specialist	6119	A
21		Social Worker	6119	A
22		Clerk	6121	A
23		Custodian	6121	A
24		Nurse	_	U
25		Police/Security Guard	6119	A
26		Teacher 4	6119	A
27		Lecturer	_	U
28	EXTRA DUTY PAY / PERSONNEL OVERTIME / SUBSTITUTES	Tutor	6119	A
29		Substitute covering for the absence of a teacher, whose approved position is being paid by Title I, Part A funds	6112	A
30		Substitute covering for the absence of a teacher, whose approved position is NOT being paid by Title I, Part A funds	_	U
31		Substitute covering for a Core Subject Area Teacher attending a Professional Developmt	6112	A

Allowable/Unallowable - PERSONNEL

#	Employment status	Personnel Position	Obj. Code	ASY
32	HOURLY PERSONNEL	Clerk	6121	A
33		Counselor	6119	A
34		Counselor, Title I	6119	A
35		Custodian	6129	A
36		Lecturer	_	U
37		Librarian	_	U
38		Nurse	_	U
39		Parent Engagement Rep	6119	A
40		Police/Security Guard	6119	A
41		Social Worker	6119	A
42		Teacher, Developmental Specialist	6119	A
43		Teacher, Instructional Specialist	6119	A
44		Teacher, Intervention | all grade levels √ Cannot be teacher of record √ General, Math, Reading, Science	6119	A
45		Teacher Assistant – Pre-K Centers Only	6121	A
46		Tutor - academic, associate, etc.	6129	A
47		Hourly Supplemental Tutor - senior academic only	6129	A
48		Hourly Title I Tutor - senior academic only	6129	A

FOOTNOTES - Personnel

Where Forms are Referenced:

Forms to submit can be found on the **External Funding SharePoint site**.

3 Title I, Part A schools may hire a class-size reduction teacher to meet the district's recommended standards if the school is above the pupil-teacher ratio.
Grades K – 4 - 22:1; Grade 5 - 26:1; Grades 6 – 8- 28:1 or 168 students; Grades 9–12 = 30:1 or class load of 180 students.

4 Intervention teachers cannot be primary teacher of record for Title I purposes.

5 Check with the Human Resources Department for position approval.

Please contact your School Grants Administrator for further assistance.

PERSONNEL

SEMI-ANNUAL CERTIFICATIONS

Purpose

Semi-Annual Certification is required every six months for all HISD personnel whose compensation is paid with state or federal grant program funds (Special Revenue SR1). This includes salaried positions, extra duty pay, hourly pay, stipends, and extended year pay funded out of grant program funds (SR1). Certifications must be completed 'after the fact' (i.e., after the work has taken place).

Principals and department managers who have HISD employees compensated out of their state or federal programs budget will be required to certify these employees via the Semi-Annual Certification Form.

LOOK

REMEMBER:
Allowable Title I positions must be 100 percent paid with Title I funds.
Split-funded Title I positions are not permitted.

Dissemination via Academic Service Memos

External Funding publishes Academic Service Memos as notification that Semi-Annual Certifications are coming due. Principals and department managers who have employees compensated out of state or federal grant program fund codes - Special Revenue (SR1) - will certify the Semi-Annual Certification Form in OneSource—see procedures on the next page.

Semi-Annual Certifications, *continued*

Certifying the Semi-Annual Certification Form

The principal or department manager that certifies this form must be the immediate supervisor of the employee(s), with firsthand knowledge of the employee's time spent. Principals and supervisors that have HISD employees compensated out of their campus or department's federal programs budget will be required to certify these employees via the Semi-Annual Certification Form.

Procedure: Certifying the Semi-Annual Certification Form

Step	Description
1	Log in to OneSource.
2	Click on the following: a) **Manager Self-Service** tab. b) **Processes** c) **Semi-Annual Fund Certification** RESULT: System displays the Semi-Annual Certification Form for your campus.
3	In the top left corner of the screen, click **Check** and then click **Send**. RESULT: This certifies and submits the Semi-Annual Certification Form. Next Steps: You will receive an email confirming that the submitted form has been certified and submitted. **No further action is required**.

Procedure: Printing the Semi-Annual Certification Form

Step	Description
1	Log in to OneSource.
2	Click on the following: a) **Manager Self-Service** tab. b) **Processes** c) **Semi-Annual Certification Report** RESULT: System displays a screen with several fields to complete.
3	Enter the following data in appropriate fields: • Report year • Report period • Manager ID number. Then click **Execute**.
4	Click **Open** to display and print the Semi-Annual Certification Form. Next Steps: Principals must maintain a copy of the Semi-Annual Certification Form with their state or federal grant program funds documentation (Titles I, II, III, IV, Special Ed., etc.)

Semi-Annual Certifications, *continued*
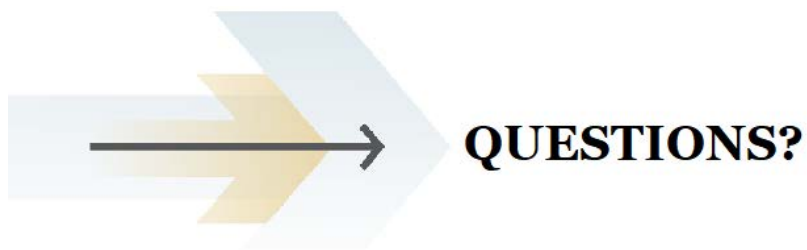
QUESTIONS?

If you have questions regarding the certification process, please contact your External Funding Grants Administrator — see chart below.

Grant	Grant Administrator	Email Address	Phone Number
Title I, Part A	Shirlene Haynes	shaynes@houstonisd.org	713-556-6938
Title II, Part A	Magda Galindo	mgalind2@houstonisd.org	713-556-6942
Title III, Part A	Sonya Monreal	sonya.monreal@houstonisd.org	713-556-6961
Title IV, Part A	Benjamin Jules	Benjamin.Jules@houstonisd.org	713-556-7039
Elementary Campuses (Title I)	Shirlene Haynes	SHAYNES@houstonisd.org	713-556-6938
Elementary and Middle School Campuses (Title I)	Karen Aubrey	KAUBREY@houstonisd.org	713-556-6929
High School Campuses (Title I)	Quiandine Jarrett	QJARRETT@houstonisd.org	713-556-6935

JOB DESCRIPTIONS

The Texas Education Agency (TEA) has mandated that all personnel whose compensation is paid with federal funds must maintain a signed and dated copy of their job description on file. The External Funding Department must maintain job descriptions of all personnel compensated with Title I, Part A, Title II, Part A, or Title IV, Part A program funds.

Principals and Department Managers: Accessing the Campus Authorization Position Report

To obtain a report of all employees compensated out of Title I, Part A, Title II, Part A, or Title IV, Part A program funds, you will need to access the Authorized Position Report in OneSource.

Employees: Accessing the Job Description Form

Follow the steps below to access job descriptions:

Step	Description
1	From the HISD Employee Portal, click **Department Sites.** Then select **External Funding** from the resulting list.
2	Click on the **Compliance Documents & Forms** icon.
3	On the resulting screen, click on **Title I, II and IV Part A Job Descriptions** icon.
4	Complete the eForm (see sample on the next page) and then print a copy of the completed form BEFORE submitting it. Retain the printed copy for your records.
5	**NEXT STEPS:** • Once the principal/supervisor receives the job description from the employee via email, they review for accuracy, approve and submit the job description. **The job description should be printed before submitting.** • Principals will maintain a copy of the job description on their campus with their Title I, Part A documentation. • Supervisors will maintain a copy of the job description in their department.

Job Descriptions, *continued*

Job Description eForm (completed sample)

ALLOWABLE/UNALLOWABLE TITLE I POSITIONS FOR THE 2022-2023 ACADEMIC SCHOOL YEAR, *continued*

List of Allowable/Unallowable Title I Positions—Page 1

Below is a list of allowable and unallowable Title I positions, with corresponding job codes.

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
NOTE: All allowable positions must be paid 100% with Title I funds as *split-funded Title I positions are not allowable.*

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Curriculum Implementation Coach	30011636	
Curriculum Implementation Manager	30011637	
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002535 – 10-month 30002536 – 11-month 30002537 – 12-month	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	

Continued on the next page…

Rev. 06/21/2022

ALLOWABLE/UNALLOWABLE TITLE I POSITIONS
FOR THE 2022-2023 ACADEMIC SCHOOL YEAR, *continued*

List of Allowable/Unallowable Title I Positions—Page 2

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS, *continued...*

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the **State's** standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Be sure to indicate Title I positions on the campus SIP Personnel Chart.

Rev. 06/21/2022

ALLOWABLE/UNALLOWABLE TITLE I POSITIONS
FOR THE 2022-2023 ACADEMIC SCHOOL YEAR, *continued*

Opening and Closing Positions

For instructions on how to open or close a vacant position see [Process OPM Position Form through OneSource](#) .

It is permissible to request positions, but the best practice is avoid opening a position until there is a candidate to fill that position. Review your budget regularly to ensure that you are not maintaining vacant positions!
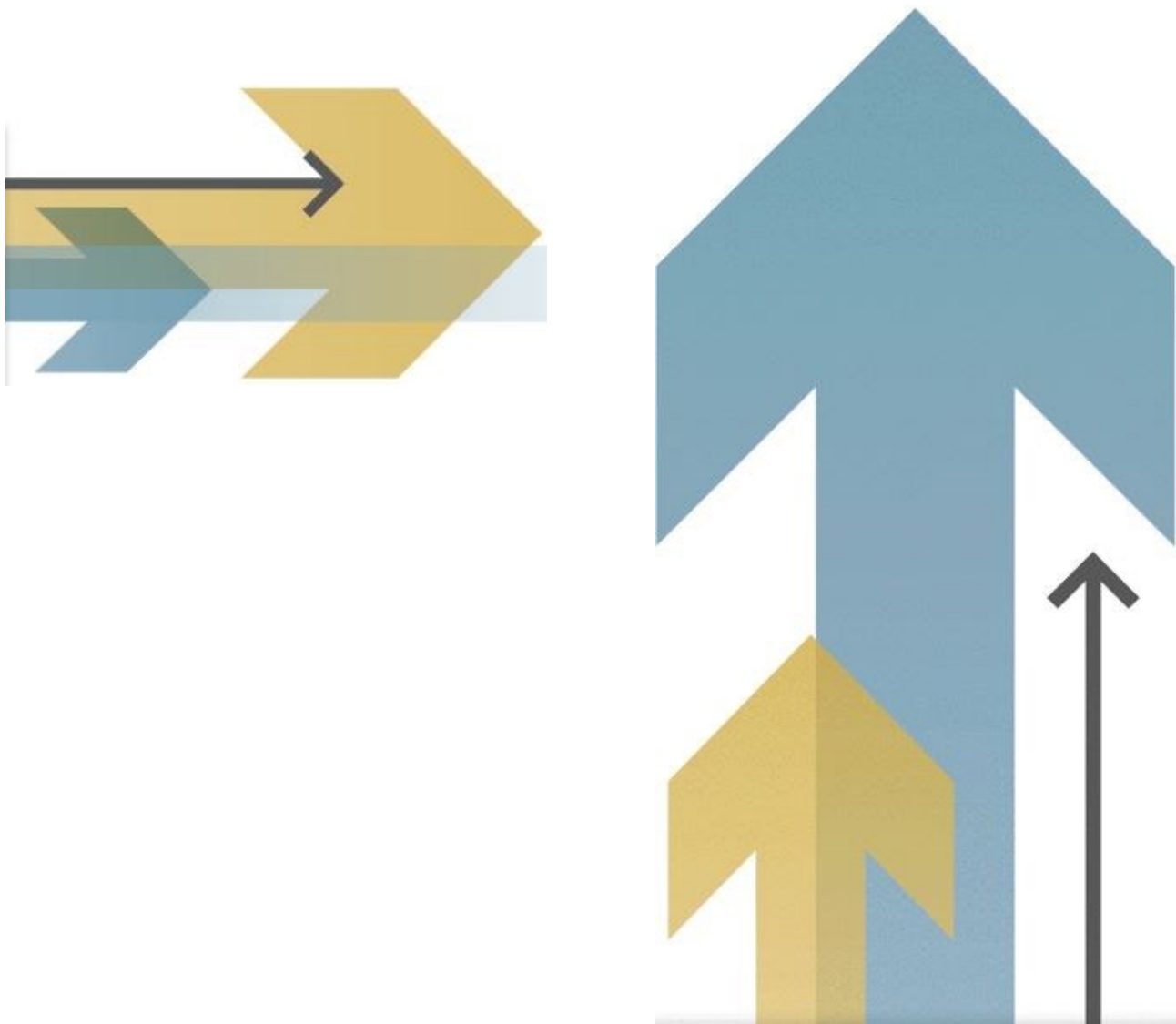
PARENT & FAMILY ENGAGEMENT

OVERVIEW

The goal of Title I, Part A's Parent and Family Engagement (PFE) provisions under ESSA is to actively involve parents of participating children in decisions relating to how Title I, Part A Program funds are used on the campus. Additionally, Title I, Part A should coordinate services with Title I, Part C (migrant), Title III, Part A (EL), IDEA, Head Start, and other pre-school and parent programs.

The Title I, Part A Parent and Family Engagement funds are to be used as a reasonable expense to enable parents and families of participating children in a Title I program to participate in school-related meetings and/or training sessions that will help increase student academic achievement. Use of funds should also be linked to the **School Improvement Plan** and the **Campus Needs Assessment**.

Allowable Expenditures: Criteria

An allowable expenditure must meet one of the following requirements:

- Helps parents and family members support their child in improving academically

- Helps parents and family members improve their literacy skills

- Helps parents and family members improve their parenting skills

Overview, *continued*

Ideas for Allowable Activities

School districts must reach out to parents and family members and must implement programs, activities, and procedures for involving parents and families in Title I-funded activities.

Parent and family engagement funds may be used for:

- training school staff in engagement strategies,
- programs that involve families at home, in the community, and at school,
- disseminating information on best practices as to engagement (especially those focused on economically disadvantaged families),
- collaboration with community-based organizations or businesses involved in improving family engagement, or

Other Allowable Parent and Family Engagement Expenditures:

- Literacy training
- Technology training
- Registration fees for parents to attend workshops
- School brochures highlighting Title I parents
- Reading materials
- GED Classes
- ESL or Spanish Classes
- Supplies for a parent resource center

Additionally, funds may be used to:

- pay reasonable and necessary costs associated with engagement activities, including transportation (to allow parents to participate),
- train parents to engage other parents in their children's Title I-funded activities;
- implement model approaches to improving parent and family engagement; or
- develop roles for community-based organizations and businesses in activities.

PARENT AND FAMILY ENGAGEMENT POLICY

Districts and schools are responsible for communicating with parents and families, and for implementing parent and family engagement-related programs and activities. In order to do this, districts and schools must work with parents and families to develop a **written parent and family engagement policy**. It is important that such policies include input from parents and families.

After being formulated, policies must be:

- distributed to students' families in a language they understand, and

- updated periodically to reflect changing circumstances.

Required Components of PFE Policies

The **Title I District Parent and Family Engagement Policy** must describe how the **district** will:

- involve parents and family members in developing the district plan;

- support schools in implementing effective parent and family engagement activities; and

- evaluate the policy's effectiveness in improving the academic quality of Title I schools. This includes:

    ◊ identifying barriers to better participation by families and using the findings to improve strategies; and

    ◊ possibly establishing an advisory board to develop, revise, and review the parent and family engagement policy.

The **Title I Schools Parent and Family Engagement Policy** must describe how the **school** will:

- convene an annual meeting, at a convenient time to which all parents of low-income students are invited and encouraged to attend, to inform them that their school receives Title I funds, that these funds come with requirements, and that parents have a right to be involved,

- offer a flexible number of engagement meetings at convenient times for families,

- provide parents and families with:

    ◊ help in understanding things such as state academic standards, state and local academic assessments, the Title I, Part A program, and how to monitor a child's progress and work with educators;

    ◊ if requested, opportunities for regular meetings to participate in decisions relating to the education of their child.

Parent and Family Engagement Policy, *continued*

Required Components (School Policy), continued**...**

- Provide opportunities for the informed participation of ALL family members and the community by:

  ◊ making available materials and training to help parents improve their child's achievement;

  ◊ educating school personnel as to parent/family outreach strategies;

  ◊ integrating engagement strategies with other federal/state programs (including pre-school);

  ◊ sending information to parents/families about programs, meetings, and other activities in a format and language they can understand (including migrant families); and

  ◊ providing other reasonable support for engagement activities.

- Develop a School-Parent Compact.

School-Parent Compact

Contents of School-Parent Compact

One aspect of the Title I Schools Parent and Family Engagement Policy is the School-Parent Compact (see sample on pages 179).

Like the rest of the policy, the Compact is developed jointly with parents of low-income students and does the following:

- Outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards

- Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards

Continued on next page...

Parent and Family Engagement Policy, *continued*

School-Parent Compact (Contents), continued...

- Describes the parent's responsibility for supporting learning (including volunteering in their child's classroom) and participating in decisions relating to the education of their children; and

- Addresses the importance of communication between families and staff through:

  ◊ at least one annual parent-teacher conference during which the compact will be discussed insofar as it relates to the individual child's achievement (applicable to elementary schools);

  ◊ frequent reports to parents on their children's progress; and

  ◊ opportunities to volunteer in or observe their child's class.

LOOK

The Compact DOES NOT need to be signed and returned.

The Compact DOES need to be posted to the campus website.

TITLE I PARENT MEETINGS (MANDATORY)

Annual Meeting

An Annual Title I Meeting should be convened by September 30, 2022 (or the first Open House and/or Annual Title I meeting) to inform parents and family members of their school's participation in Title I and to explain the requirements and parents' rights to be involved.

- The meeting should be hosted at a convenient time for the parents/families.

- Appropriate translations should be available for parents/families.

- This meeting should advise parents/families that the school is a Title I, Part A Schoolwide campus, along with explanations of the meaning and requirements of this program.

- This meeting should inform parents/families of their "Right to be Involved."

Additional Meetings

Also, a flexible number of meetings must be offered throughout the school year. The District requires at least four meetings a year. Each meeting must be offered twice to accommodate parents (for a total of eight meetings).

- Title I Parent Meeting – Fall annual meeting (September 2022)

- Title I Parent Meeting – December 2022

- Title I Parent Meeting – February 2023

- Title I Parent Meeting – Spring annual meeting (April 2023)

Be sure to communicate with your Title I School Grants Administrator as to the scheduled dates of your meetings. (*See Parent Meeting Information form on the next page.*)

Make the Meetings Convenient

Ensure that parent meetings are offered at a variety of times (morning and evening times).

LOOK
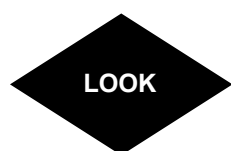
TIP: Try running an identical meeting during the morning and evening times as a way to reach out to ALL parents.

DON'T FORGET! Title I, Part A funds may be used to pay reasonable and necessary costs of parents'/families' transportation to Title I Parent Meetings.

Meeting Resources

Campuses may access presentation templates, sign in sheets and agenda templates in the External Funding Titles I, II & lV Department. Please visit External Funding's **Parent and Family Engagement SharePoint page**. (See samples beginning on the next page.)

Title I Parent Meetings (Mandatory), *continued*

Parent Meeting Information Form

This is an online form on External Funding's **Compliance Documents and Forms Page**.

Please complete and submit the form by **September 23, 2022**.

Title I Parent Meetings (Mandatory), *continued*

Title I Parent Meeting Minutes— Fall (Form)

(Found on External Funding's **Parent and Family Engagement SharePoint page**.)

ISSUES THAT MUST BE ADDRESSED

1. Briefly explain the school's participation in Title I (schoolwide or targeted)
2. Include:
   a. Title I entitlement/current budget
   b. Program Design
3. Distribute and review the Written Parent/Family Policy and the School-Parent Compact
4. Review the Title I program evaluation
5. Explain what participation in Title I Programming means, including:
   - A description and explanation of the school's curriculum;
   - Information on the forms of academic assessment used to measure student progress; and
   - Information on the proficiency levels students are expected to meet

6. Explain the right of parent to become involved in the school's programs and ways to do so.
7. Provide parent with parental training/session times & dates
8. Distribute materials for home activities

IMPORTANT: In the minutes, document any suggestions and responses from the parents.

TITLE I
PARENT & FAMILY ENGAGEMENT MEETING
Fall Meeting

MINUTES OF MEETING

SCHOOL DISTRICT/CAMPUS:_____
DATE:_____
MINUTES:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name of Interpreter Present_____
Principal/Superintendent's Signature_____

Title I Parent Meetings (Mandatory), *continued*

Title I Parent Meeting Minutes— Spring (Form)

(Found on External Funding's **Parent and Family Engagement SharePoint page**.)

ISSUES THAT MUST BE ADDRESSED

1. Share the parent/family engagement goal for program planning for Title I parent/family engagement
2. Discuss proposed changes in the program and/or budget for the upcoming year
3. Parent/family consultation and evaluation
   a. Review Title I Program
      i. Parents need to be involved in overall program evaluation
   b. Review Written PI Policy
   c. Distribute Survey
4. Allow time for questions and answers

Optional:
1. Provide recommended reading lists for summer.
2. Discuss Optional Extended Learning opportunities.
3. Provide lists of summer learning opportunities provided by community.

IMPORTANT: In the minutes, document any suggestions and responses from the parents.

TITLE I
PARENT & FAMILY ENGAGEMENT MEETING
Spring Meeting

MINUTES OF MEETING

SCHOOL DISTRICT/CAMPUS:_____
DATE:_____
MINUTES:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name of Interpreter Present_____
Principal/Superintendent's Signature_____

Title I Parent Meetings (Mandatory), *continued*

Title I Parent Meeting— Sample Agenda

(Found on External Funding's **Parent and Family Engagement SharePoint page**.)

**SAMPLE AGENDA
FOR
PARENT & FAMILY ENGAGEMENT
MEETING TITLE I**

Audience:

1. All personnel

2. Parents

3. Administrators

4. Students (grades 9-12 participating)

5. Representatives of participating agencies

A-F required for fall annual meeting

A. Explain funding, programs and activities.

B. Distribute/review – Written Parental/Family Policy & School-Parent Compact.

C. Disseminate information on program(s) (including previous years' evaluation results) and obtain parent and/or family input.

D. Parent/family training including materials and techniques for promoting student's education at home.

E. Explain ways/rights of parents and family to be involved.

F. Provide Parent/Family training dates & time.

G required for spring annual meeting

G. Parent consultation and evaluation
   - Review T-I Program (*FYI- Parents/families need to be involved in overall program evaluation*)
   - Review Written Parental & Family Engagement Policy
   - Distribute Surveys

****Items discussed at fall meeting may need to be reviewed and discussed at the spring meeting.*

DOCUMENTATION AND NOTIFICATIONS

ALL notifications and information to parents and family members must be disseminated and posted on the campus website by applicable notification deadlines (see chart below).

Notifications must be in an understandable and uniform format and available in a language that they can understand. The External Funding Titles I, II & IV Department provides instruction and letter templates via:

- HISD Academic Services Memos, and
- monthly newsletters

The documents listed below are located on the External Funding **Parent and Family Engagement SharePoint page**.

2022—2023 Notification Timetable

Date	Event
September 30, 2022	Title I, Part A Program Status
September 30, 2022	Teacher and Paraprofessional Qualifications
September 30, 2022	School-Parent Compact
September 30, 2022	School Parent and Family Engagement Policy (Sample Template)
September 30, 2022	Campus Title I, Part A Written Parent and Family Engagement Policy Checklist
December 16, 2022	Description and Explanation of Curriculum
December 16, 2022	Description and Explanation of Assessments
February 2023	Promotion Standards (Provided to Campuses by HISD)
February 2023	Federal School Report Card
April 2023	Annual Evaluation of the Title I, Part A Parent and Family Engagement Program

Documentation and Notifications, *continued*

Title I, Part A Status Notification

The annual Title I notification informs parents of participating children at a Title I campus that they have a right to be involved in their child's education.

This notification does the following:

- It describes how the campus uses Title I, Part A funds.
- It identifies the Title I contact or other designee who can assist with parents' concerns.

HOUSTON INDEPENDENT SCHOOL DISTRICT
TITLE I, PART A, PARENT AND FAMILY ENGAGEMENT PROGRAM

Insert school's name and address here

Insert date on or before Sept. 30, 2022.

TO: Parents of Students Attending Insert school name

SUBJECT: **2022–2023 TITLE I STATUS NOTIFICATION**

This is to inform you that Insert school name is a schoolwide Title I, Part A campus, and as a parent, you have the right to be involved in the planning, review, and improvement of the Title I program.

Title I, Part A, is a federally funded program that provides resources and opportunities to improve the academic achievement of economically disadvantaged students. Title I ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education based on the Texas Essential Knowledge and Skills (TEKS) and reach, at a minimum, proficiency on the State of Texas Assessments of Academic Readiness (STAAR).

Under the Every Student Succeeds Act (ESSA), Title I funds enable schools to employ and train highly qualified teachers and paraprofessionals, purchase instructional materials, update technology in the classroom, and sponsor parental involvement activities. To increase student academic achievement, Title I funds supplement the following programs offered at Insert school name:

- List names of programs

If you have any questions regarding this information, please contact insert the name and contact information (phone and e-mail) for the Title I contact person at your campus.

Sincerely,

Insert principal's name, Principal

Rev. 05/25/2022

Documentation and Notifications, *continued*

Title I, Part A Teacher and Paraprofessional Qualifications

This notification advises parents that they have the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals.

HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT & FAMILY ENGAGEMENT PROGRAM

School's name and address:

_____

_____

_____

Date: _____
(Must be on or before September 30, 2022)

TO: Parents of Students Attending _____ (School name)

SUBJECT: **TITLE I TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**

As a parent of a student attending _____ (School name) ,
you have the right to know the professional qualifications of your child's classroom teacher(s), and federal law requires the Houston Independent School District (HISD) to provide this information to you in a timely manner, **if you request it**. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- The teacher's certification in Texas for the grades and subjects he or she teaches.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- The teacher's certification status, such as emergency or provisional status because of special circumstances.
- Paraprofessionals' (teacher aides) qualifications if they provide services to your child.

To receive any of this information, please contact (Name) _____
at (Phone/email) _____ for the Title I contact person at your campus.

Sincerely,

_____
Principal |

Rev.05/25/2022

Documentation and Notifications, *continued*

Title I, Part A Notification to Parents – Teacher Certification

Use this notification to advise parents that their child is being taught by a teacher who does not currently hold an appropriate state teaching certificate in the area in which the teacher has been assigned.

HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A, PARENT AND FAMILY ENGAGEMENT PROGRAM

Insert school's name and address here

Date: Insert Date

TO: Parents/Guardians of Students enrolled in   course or grade level

SUBJECT: **NOTIFICATION TO PARENTS – TEACHER CERTIFICATION**

In accordance with the Every Student Succeeds Act (ESSA)/PARENTS' RIGHT-TO-KNOW [P.L. 114-95, Section 1112(e)(1)(B)(ii)], as a parent of a student at Insert school's name , you have the right to know if your child has been assigned to or has been taught for four or more consecutive weeks by a teacher who does not hold an appropriate state teaching certificate in the area in which the teacher has been assigned.

This notice is to inform you that your child has been assigned to or taught by the following teacher(s) who does not currently have the appropriate state teaching certificate or permit:

Teacher Name: Insert teacher's name

Although your child's teacher does not have the appropriate state teaching certificate, we do believe that Insert teacher's name is qualified to teach in this assignment.
Our staffing decisions are made to provide the best qualified person available for each class. In addition, the campus administrator will be evaluating each teacher's performance in the classroom to ensure that your child receives quality instruction.

If you have any questions regarding this information, please contact Insert the name and contact information (phone and e-mail) for the Title I contact person at your campus.
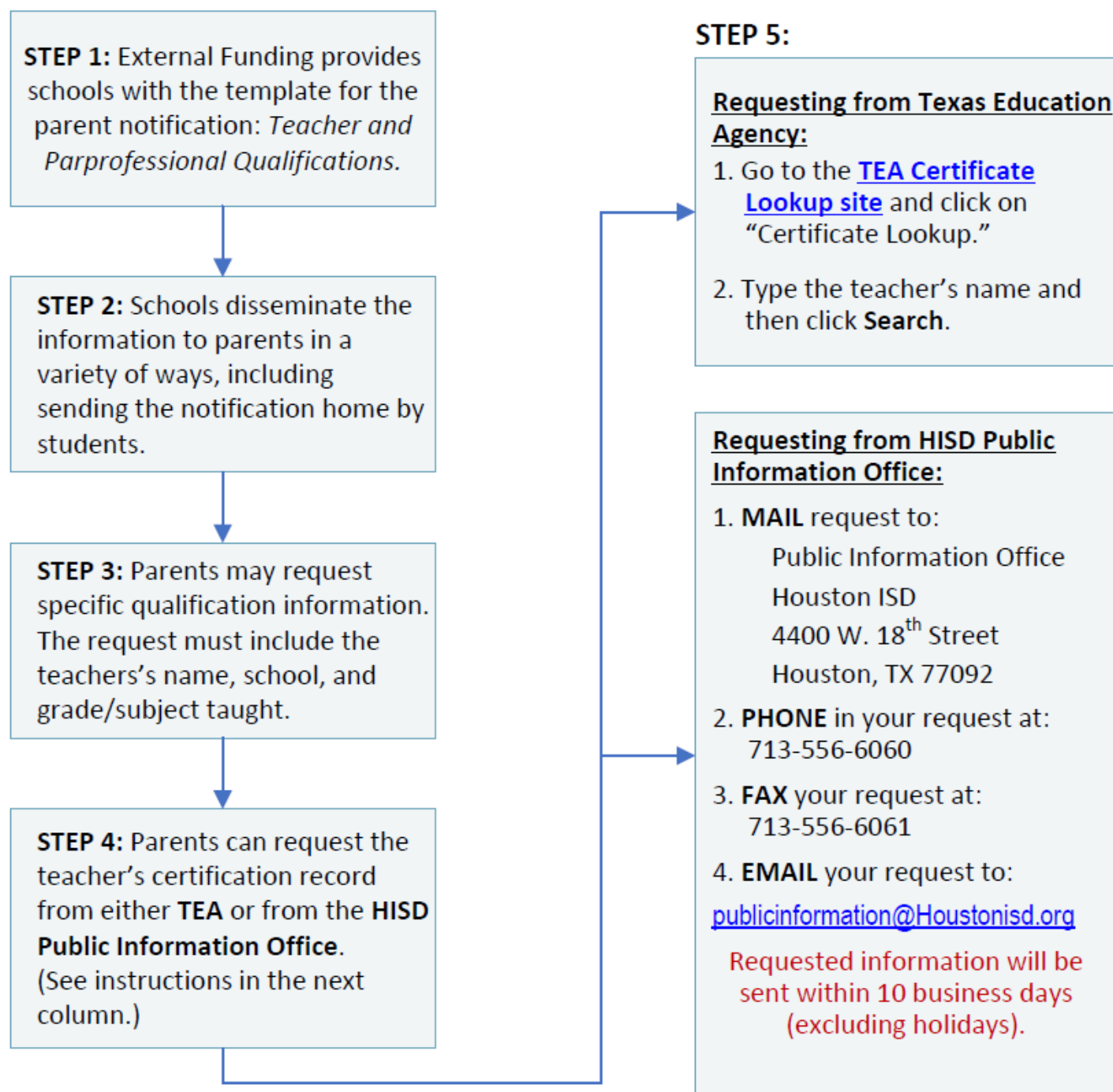
Sincerely,

Insert principal's name, Principal

Rev. 09/23/2019

Documentation and Notifications, *continued*

How to Obtain Teacher/Paraprofessional Qualifications (Flowchart)

STEP 1: External Funding provides schools with the template for the parent notification: *Teacher and Parprofessional Qualifications.*

↓

STEP 2: Schools disseminate the information to parents in a variety of ways, including sending the notification home by students.

↓

STEP 3: Parents may request specific qualification information. The request must include the teachers's name, school, and grade/subject taught.

↓

STEP 4: Parents can request the teacher's certification record from either **TEA** or from the **HISD Public Information Office**. (See instructions in the next column.)

STEP 5:

Requesting from Texas Education Agency:
1. Go to the **TEA Certificate Lookup site** and click on "Certificate Lookup."

2. Type the teacher's name and then click **Search**.

Requesting from HISD Public Information Office:

1. **MAIL** request to:

   Public Information Office
   Houston ISD
   4400 W. 18th Street
   Houston, TX 77092

2. **PHONE** in your request at: 713-556-6060

3. **FAX** your request at: 713-556-6061

4. **EMAIL** your request to:

publicinformation@Houstonisd.org

Requested information will be sent within 10 business days (excluding holidays).

Documentation and Notifications, *continued*

School-Parent Compact (Sample) - Page 1

School-Parent Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

*   *   *   *   *

SCHOOL-PARENT COMPACT

The _____name of school_____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to
be in the Title I, Part A school-parent compact)

School Responsibilities

The _____name of school_____ will:

Parental Involvement Guidance
1

Documentation and Notifications, *continued*

School-Parent Compact (Sample) - Page **2**

---

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

   [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

   [Describe when the parent-teacher conferences will be held.]

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

   [Describe when and how the school will provide reports to parents.]

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

   [Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

   [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:
- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Documentation and Notifications, *continued*

School-Parent Compact (Sample) - Page 3

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

> *[Describe the ways in which students will support their academic achievement, such as:*
> - *Do my homework every day and ask for help when I need to.*
> - *Read at least 30 minutes every day outside of school time.*
> - *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The ____ name of school ____ will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Documentation and Notifications, *continued*

School-Parent Compact (Sample) - Page 4

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the _____ name of school _____ will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____   _____   _____
School   Parent(s)   Student

_____   _____   _____
Date   Date   Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

*This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.

Documentation and Notifications, *continued*

Parent and Family Engagement Policy Templates

Each school must develop, jointly with parents and family members of children participating in Title I, Part A services, a written school Parent and Family Engagement Policy that describes how the school will implement the parent and family engagement requirements per SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT. See a sample policy on the following pages.

A separate version of the Parent and Family Engagement Policy is also developed at the district level. The campus policy must be updated every 2-3 years to meet the changing needs of parents/families and the school. Additionally, you must:

- Post the Parent and Family Engagement Policy to the campus website
  (both district and campus versions).

- Notify parents about the Parent and Family Engagement Policy
  (provide both the district and the campus versions).

Continued on next
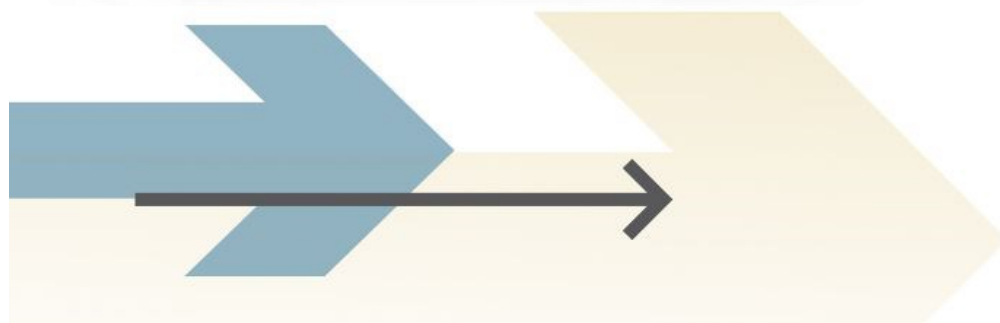
Documentation and Notifications, *continued*

Parent and Family Engagement District Policy Template - Page **1**

HOUSTON INDEPENDENT SCHOOL DISTRICT

2022–2023 TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Houston Independent School District (HISD) will implement the following Every Student Succeeds Act requirements:

1. Conduct a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to parents of participating children the district's written Parent and Family Engagement Policy. The district will incorporate this policy into the district's plan.
3. Provide technical assistance for all Title I, Part A schools to develop jointly with parents the school's written Parent and Family Engagement Policy including the school-parent compact.
4. Provide the coordination, technical assistance, and other support necessary to assist its Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
5. Support its Title I, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement.
6. Coordinate and integrate parental involvement strategies for the Title I, Part A program with parental involvement strategies under other programs when feasible.
7. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy and Program in improving the academic quality of its Title I, Part A schools. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
8. Identify any barriers to greater participation by parents in activities of participating children at its Title I, Part A schools with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
9. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

STATEMENT OF MISSON, VISION, AND BELIEFS

MISSION

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

VISION

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Page 1

Documentation and Notifications, *continued*

Parent and Family Engagement District Policy Template - **Page 2**

HOUSTON INDEPENDENT SCHOOL DISTRICT

BELIEFS

- We believe that equity is a/the lens through which all policy decisions are made.
- We believe that there should be no achievement gap among socio-economic groups or children of ethnic diversity.
- We believe that the district must meet the needs of the whole child, providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, and English Language Learners, so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the district in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision-making.

PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY

All school and district activities will promote and encourage parental involvement. The district will offer Parent Consultation Meetings to collaborate with parents and other stakeholders about the policy. Parent Consultation Meetings will consist of volunteers such as parents, guardians, Title I Campus Contacts or other campus staff members, administrators, members of the community and central office staff to update the District Parent and Family Engagement Policy. The goal is to have parent participation in the decision-making process regarding the Title I, Part A program.

SCHOOL-PARENT COMPACTS

A School-Parent Compact is an agreement that outlines how parents, staff, and students will share responsibility for improved academic achievement. Each school must share the responsibility with parents for high student academic performance by developing a School-Parent Compact cooperatively and collaboratively with parents.

Parents will receive the School-Parent Compact from their child's school with a list of responsibilities. Teachers, parents, and students will each have specific responsibilities for helping students achieve their goals. Student responsibilities may vary by grade level. Communication between parents and school personnel must be in the language parents understand.

The School-Parent Compact is strongly encouraged to be discussed at all school events. Per the United States Department of Education (USDE) statue, in elementary schools the School-Parent Compact shall be discussed, at least annually, at parent-teacher conferences as the compact relates to the individual child's achievement.

Page 2

Documentation and Notifications, *continued*

Parent and Family Engagement District Policy Template - **Page 3**

HOUSTON INDEPENDENT SCHOOL DISTRICT

SCHOOL SUPPORT SERVICES PROVIDED BY THE PARENT AND FAMILY ENGAGEMENT DEPARTMENT

The Houston Independent School District values parents as partners in preparing our students to succeed in college, career, and beyond. The Family and Community Engagement (FACE) Department is dedicated to building intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning. FACE offers many services to help all HISD schools improve their unique engagement programs. The services are designed to give school staff and faculty the tools they need to build relationships with parents, link family events to learning, address differences on their campuses, support parent advocacy, and share power with their communities.

STAFF-PARENT COMMUNICATION

For Title I, Part A campuses, communication with parents is important. To facilitate excellent communication between parent and school personnel, the school may utilize the following strategies: monthly newsletters, written notifications, phone calls, emails, social media engines and podcasts. Communication between parents and school personnel must be in the language parents understand. To better assist campus-parent communication, the district may provide trainings for school personnel on beneficial communication skills with parents.

ANNUAL MEETING FOR TITLE I, PART A PARENTS (TO BE HELD DISTRICTWIDE AND IN EACH SCHOOL)

An Annual Meeting for Title I, Part A parents will be held as a stand-alone campus meeting separate from Open House or any other school/parent meeting. The district will provide trainings for schools on Title I, Part A Section 1116, and best practices in conducting the Title I, Part A Annual Meetings where parents are informed on how funds are used on their child's campus for parental involvement activities. A flexible number of meetings must be offered throughout the school year. The district has mandated at least <u>eight</u> meetings a year. Four meetings in the Fall and four meetings in the Spring. Two of the meetings in the Fall will be the Fall Annual Title I Meeting. Two of the meetings in the Spring will be the Spring Annual Title I Meeting.

EVALUATION

In collaboration with parents, HISD will conduct an Annual Consultation Meeting to review the content and effectiveness of all federal programs, and parents will be asked for their input. The district will evaluate the Title I, Part A Parent and Family Engagement Program by collecting information from parent surveys. The parent survey results will measure any increase in parental involvement and identify any barriers to effective parental participation. Annually, HISD will review and revise, as necessary, the District Parent and Family Engagement Policy based on this annual review.

CONCLUSION

Everything we do as a district must be done alongside the community – from our efforts to transform schools to the way we engage with parents navigating the special education process. We recognize the need to streamline communications and build stronger relationships with parents and the community. We will create clear, easy pathways for parents to contact campus and district staff to gather information and address concerns. We will host listening sessions, build partnerships, and provide leadership development opportunities for parents across the district to ensure their voices inform and influence decision-making. Through our efforts, we will remain laser focused on providing "best-in-class" customer service to our community.

Page 3

Documentation and Notifications, *continued*

Parent and Family Engagement School Policy Template, Page 1

Template for SCHOOL Parent and Family Engagement Policy

<Insert School logo or place document on letterhead>
<Name of School>
School Parent and Family Engagement Policy
ESSA Section 1116
<School Year>

NOTE: This is a sample template for developing the school parent and family engagement policy. Although schools are not required to follow this sample; this sample demonstrates the topics of information that must be included in order to meet the requirements in Section 1116 (b), (c), and (e). Schools are required to include parents in the process of developing, reviewing, revising, and agreeing upon the parent and family engagement policy.

NOTE: The statutory references do not need to be included in the policy, but the activities, examples, actions, etc. must meet the requirements of the statute.

1. *<Name of school>* shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116 (b)(1) & (e)(5)

   Describe when the PFE policy is typically reviewed and revised, the role of parents in this process, when the revised policy is usually distributed and explained to parents. Identify the various formats used to distribute the policy. You may want to include a vision statement or mission statement about your PFE program. Also, list some of the documents that will be provided in Spanish or other languages as needed.

2. *<Name of school>* shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

   Describe where and when the two annual meetings in the fall – the meeting is repeated (two per TEA – a new requirement for schools, training or guidance is needed) will convene, how parents will be notified, and what person(s) is responsible for conducting those meetings.

1

Documentation and Notifications, *continued*

Parent and Family Engagement School Policy Template, Page 2

3. *<Name of school>* shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

Describe the kinds of meetings and flexible meeting schedule the school will offer parents, and how the school may assist with transportation, childcare, or home visits when requested.

4. *<Name of school>* shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

Describe how parents participate in developing the PFE program and activities, when the PFE policy is usually reviewed and revised, and the role of parents when developing the CIP. Adequate representation means the parents represent the demographic of the school community, as well as including parents of migrant students and/or parents of special education students.

5. *<Name of school>* shall provide parents of participating children—
   (A) timely information about programs under this part;
   (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
   (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;
   Section 1116 (c)(4)

Describe the various ways parents are informed about the PFE program and activities and list some of the program activities. Explain how the curriculum and assessment information is provided to parents and families.

6. If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
   Section 1116 (c)(5)

NOTE: Briefly describe how and when the CIP is explained to parents. If the parents have negative comments, give the comments to the principal who will present them to the LEA office.

2

Documentation and Notifications, *continued*

Parent and Family Engagement School Policy Template, Page 3

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, *<Name of school>* shall: <u>Section 1116 (e)</u>

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; <u>Section 1116 (e)(1)</u>

List resources and actions provided to assist parents.

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; <u>Section 1116 (e)(2)</u>

List resources and actions provided to assist parents.

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; <u>Section 1116 (e)(3)</u>

List activities such as book studies and PLCs focusing on parent and family engagement, professional development opportunities on-site or at other training venues. Describe the role of parents when developing training sessions.

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; <u>Section 1116 (e)(4)</u>

List examples where parent and family engagement were coordinated and integrated with other programs.

(v) provide such other reasonable support for parental involvement activities as parents may request. <u>Section 1116 (e)(14)</u>

Describe other types of PFE programs or services provided by the school or frequently requested by parents and families, such as: high school equivalency programs, English classes, access to computers.

3

Documentation and Notifications, *continued*

Parent and Family Engagement School Policy Template, Page 4

Although ESSA statute does not require the School Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your "policy on policies" and follow the more restrictive requirement.

If required… This policy was approved by *<Name of LEA> on <mm/dd/yy>*.

Signed by Authorized Official: _____

Date: _____

IMPORTANT NOTE: This template will assist a school when developing a school parent and family engagement policy. For purposes of TEA validation, the school policy validation will review the items in this template as well as items that are a part of the school-parent compact. For more details contact your title I, Part A ESC contact.

4

Documentation and Notifications, *continued*

Parent and Family Engagement School Policy Template – Another Sample : Elementary School - Page 1

Family Engagement Policy
Youens Elementary School
Title I, Part A School-Wide
2019-2020

Purpose
A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. Youens Elementary School is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, parents are actively recruited as our partners for success. Parents will be invited to participate in the annual revision of the campus School-Family Compact, Family Engagement Policy, Campus Improvement Plan and Comprehensive Needs Assessment. An updated copy of the Family Engagement policy will be posted annually on the campus web page. Two annual meetings will be held to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the rights of parents to be involved in Title I, Part A programs. The meeting will be held at a time that is convenient for parents to attend.

Goals
- The school will work to ensure that the required school levels of parent involvement policies meet the requirements of section 1116 ESEA(Elementary and Secondary Education Act).

- The school will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, in the value of parental contribution and in how to communicate with parents and build school-family connections.

- The school will communicate with parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand(English/Spanish). The school will use the following modes to communicate with parents:
  - Tuesday Take Home Folders
  - Homework/conduct sheets
  - School Flyers
  - Positive notes home to parents of student success
  - Parent/Teacher Conference Forms
  - Youens Gator Gram
  - School Marquee
  - Alief ISD Web Page
  - Youens Elementary Web Page (link from Alief ISD Home Page)
  - Youens Elementary Student Handbook
  - Translators Provided
  - Automated Mass Calling System Through District Schedule
  - Automated call-out system (campus)
  - Schoology
  - Parent Home Access Center Via District Web Page
  - Smartphone Apps

- The school and parents will work collaboratively to ensure strong family engagement, and to support a partnership among the school, parents, and the community to improve student academic achievement. The following is a list of opportunities that have been created to inform and involve parents, not limited to other reasonable support for family engagement activities as parents may request:

  Communities in School Coordinator-work with and communicates with parents
  Flyers/Notices Home (Outlining school curriculum, forms of academic assessment)
  Student Parent Handbook (Outlines End of Year Grade Level Expectations)
  Progress Reports and Report Cards
  Meet the Teacher Night – First Visit w/Child's New Teacher in August
  Open House Night (Review Title I Budget/Programs)

Documentation and Notifications, *continued*

Parent and Family Engagement School Policy Template – Another Sample : Elementary School - Page 2

Parent Center Volunteer Opportunities – 4 Days a Week
Parent Center Workshops/Support/Resources – 4 Days a Week
Family Fall Festival – Held in October
SDC Committee Meetings – Four parent representatives
Content Nights (One in the Fall and one in the Spring)
Go Texans Day –Pre-K-5th
Music Programs on campus
Sharing of school report card(open forum/campus website/school newsletter)
Elementary Promotional Ceremony for Kinder and 5th Grade,
STAAR End of Year Student/Parent Reports
TELPAS End of Year Student/Parent Reports
Kindergarten Round-Up (PK Visits Kindergarten Classes in May)
Pre-Kindergarten Round-Up
Title I, Part A Annual Meeting Held in Conjunction with another Parent Event
Dual Language Parent Nights-Held in the Fall and Spring
Read to Ride (2nd Grade)
Wellness Night in the Spring
Brighter Bites
Fine Arts Club (Choir, Dance, and Cheer
Field Day
4th/5th Grade Girls Start Program Showcase in the Fall and Spring

- The school will mandate that teachers hold at least 2 parent teacher conferences annually where the teachers will review grade level content standards, student assessments, and progress data with parents. The teachers will provide parents with support on how to work with their child to improve their child's academic achievement. Parents will also have opportunities for regular meetings relating to their children's education, when requested.

- The school will educate, coordinate, and integrate family engagement programs and activities with other Federal, State, and local programs, and conduct other activities, such as family engagement centers, that support parents in fully participating in their children's education.

- Academic nights for Reading, Science, and Math will be developed with the purpose of providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- Parents are encouraged to provide the school feedback on all its Title I, Part A school-wide program activities. Feedback is welcome at all parent involvement activities and on climate survey.

ANNUAL EVALUATION
Youens Elementary will hold annual meetings to review the Family Engagement Policy and the School-Family Compact. The Family Engagement Policy ensures that there is a strong partnership between the school and the parent. A School-Family Compact will describe school and parent responsibilities.

MANDATED CHECKLISTS

Campus Title I, Part A Written Parent/Family Engagement Policy Checklist - page 1

(Found on External Funding's **Parent and Family Engagement SharePoint page**.)

Campus Title I, Part A Written Parent/Family Engagement Policy Checklist

Campus Name: _____ Campus #: _____

Date Policy was Updated: _____ Date Distributed to Parents: _____

Evidence that the school parent involvement policy - SEC. 1116. [20 U.S.C. 6318]	Documentation Needed:
☐ was jointly developed with parents	Sign in sheet, agenda, minutes
☐ was distributed to parents of participating children, to the extent practicable, in a format and language parents can understand	Written Policy
☐ was provided to the local community	Website, Newsletter, and/or Community Newspaper
☐ will be periodically reviewed and revised as necessary	Sign in sheet, agenda, minutes

CAMPUS POLICY REQUIREMENTS - SEC. 1116. [20 U.S.C. 6318] The parent/family engagement policy states how the school…	By checking **yes,** the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the **paragraph** (P) and page **number** (#) of the location of the required component:
1 **will convene an annual meeting**, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents/families to be involved.	☐ Y ☐ N	P: _____ #: _____
2 **Will offer four (4) required meetings and four alternate meetings – eight (8) meetings total. Each of these meetings should be scheduled in the morning and the afternoon on different days to accommodate parents.**	☐ Y ☐ N	P: _____ #: _____
3 **will involve parents & families,** in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, & improvement of the school parent & family engagement policy. The involvement of parents/families must include an adequate representation of parents/families of participating children.	☐ Y ☐ N	P: _____ #: _____
4 **will provide parents/families of participating children –** ✓ timely information about programs under this part;	☐ Y ☐ N	P: _____ #: _____
✓ a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;	☐ Y ☐ N	P: _____ #: _____
✓ if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.	☐ Y ☐ N	P: _____ #: _____
5 **If the schoolwide program plan (campus improvement plan) is not satisfactory** to the parents/families of participating children, the school will submit parents' /families' comments on the plan to the External Funding Titles I, II & IV Dept. and revise the plan as advised by the HISD Title I, Part A Parent & Family Engagement Program Administrator and other district designees as advised.	☐ Y ☐ N	P: _____ #: _____

1

Rev. 07/09/2020

Mandated Checklists, *continued*

Campus Title I, Part A Written Parent/Family Engagement Policy Checklist - page **2**

CAMPUS POLICY REQUIREMENTS [SEC. 1116. [20 U.S.C. 6318]]: The parent/family engagement policy states how the school…	By checking **yes**, the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the **paragraph** (P) and page **number** (#) of the location of the required component:
6 SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENTS –a component of the school level parent/family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. **Such Compact Shall-**		
✓ **Describe the school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards (STAAR);	☐ Y ☐ N	P: ____ #: ____
✓ **Ways in which each parent** will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom;	☐ Y ☐ N	P: ____ #: ____
✓ **Ways in which parents will** participate, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.	☐ Y ☐ N	P: ____ #: ____
✓ **Address the importance of communication** between teachers and parents/families on an ongoing basis through, at a minimum-	☐ Y ☐ N	P: ____ #: ____
Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's academic achievement;	☐ Y ☐ N	P: ____ #: ____
Frequent Reports to parents on their children's progress;	☐ Y ☐ N	P: ____ #: ____
Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	☐ Y ☐ N	P: ____ #: ____
7 BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective engagement of parents/families & to support a partnership among the school, parents, families, and the community to improve student academic achievement, the campus will build the schools' and parents' capacity for strong parent/family engagement by implementing the **REQUIRED POLICY ACTIVITIES, the school:**		
✓ **will assist parents** of the children being served in understanding the TEKS, STAAR, and the district's and school's assessments, and how to monitor a child's progress, and work with educators to improve achievement of their children;	☐ Y ☐ N	P: ____ #: ____
✓ **will provide materials and training** to help parents work with their children, such as literacy training and using technology to foster parent/family engagement;	☐ Y ☐ N	P: ____ #: ____
✓ **will educate teachers, pupil services personnel**, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, & work with parents/families as equal partners, implement / coordinate parent programs, and build ties between parents, families, and school;	☐ Y ☐ N	P: ____ #: ____
✓ **will, to the extent feasible and appropriate, coordinate** and integrate parental involvement programs and activities with other programs, such as the Head Start program, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Programs, and public preschool and other programs;	☐ Y ☐ N	P: ____ #: ____
✓ **will ensure that information related to** school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;	☐ Y ☐ N	P: ____ #: ____
✓ **will provide reasonable support** for parent/family engagement activities such as parent resource centers that encourage and support parents to be involved.	☐ Y ☐ N	P: ____ #: ____

2

Rev. 07/09/2020

Mandated Checklists, *continued*

**Campus Title I, Part A Written Parent/Family Engagement Policy Checklist -
page 3**

CAMPUS POLICY REQUIREMENTS- SEC. 1116. [20 U.S.C. 6318] The parent / family engagement policy states how the school…	By checking **yes,** the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the **paragraph** (P) and page **number** (#) of the location of the required component:
8 **BUILDING CAPACITY FOR ENGAGEMENT** – To ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement, the campus **will build** the schools' and parents' capacity for strong parent/family engagement by implementing **OPTIONAL POLICY ACTIVITIES and the school:**		
✓ **may** involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;	☐ Y ☐ N	P: _____ #: _____
✓ **may** provide necessary literacy training from funds received under this part if the school district has exhausted all other reasonably available sources of funding for such training;	☐ Y ☐ N	P: _____ #: _____
✓ **may** pay reasonable and necessary expenses associated with local parent/family engagement activities (including transportation) to enable parents/families to participate in school-related meetings and training sessions;	☐ Y ☐ N	P: _____ #: _____
✓ **may** train parents to enhance the engagement of other parents/family members;	☐ Y ☐ N	P: _____ #: _____
✓ **may** arrange school meetings at a variety of times, or conduct in-home conferences between teachers (or other educators who work directly with participating children) and parents who are unable to attend such conferences at school, in order to maximize parent/family engagement and participation;	☐ Y ☐ N	P: _____ #: _____
✓ **may** adopt and implement model approaches to improving parent/family engagement;	☐ Y ☐ N	P: _____ #: _____
✓ **may** develop appropriate roles for community-based organizations and businesses in parent/family engagement activities.	☐ Y ☐ N	P: _____ #: _____
9 **Parent Accessibility** – To ensure full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and to the extent practicable, in a language that parents can understand.	☐ Y ☐ N	P: _____ #: _____
10 **Sign-In sheet and Meeting Minutes** – Documentation of parents who jointly developed and agreed with the school's parent/family engagement policy.	☐ Y ☐ N	P: _____ #: _____

3

Rev. 07/09/2020

Mandated Checklists, *continued*

Mandated Parent Notification Checklist

This is an online form on External Funding's **Compliance Documents and Forms Page**.

EXPLANATIONS OF CURRICULUM, ASSESSMENTS, AND PROMOTION STANDARDS

Title I, Part A Parent/Family Explanation and Description of Curriculum

Each school must provide to parents an explanation and description of:

- the curriculum used at the local campus
- the assessments used at the local campus
- HISD's promotion standards

HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM

DATE: _____

TO: Parents of Students Attending _____

SUBJECT: **Explanation of HISD Curriculum**

The Every Student Succeeds Act (ESSA) requires all Title I schools to provide to parents a description and explanation of the curriculum in use at the campus. The State Board of Education adopted the Texas Essential Knowledge and Skills (TEKS) as the official K–12 curriculum for all Texas schools. The TEKS identifies what students should know and be able to do at every grade level and in every course in the foundation and enrichment subjects as they move successfully through schools. These learning standards will help ensure that all students can meet the following challenges of the 21st Century:

- Each student must become a more effective reader.
- Each student will have to know and apply more complex mathematics.
- Each student needs to develop a stronger understanding of science concepts, especially in biology, chemistry, and physics.
- Each student must master social studies skills and content necessary to be a responsible adult citizen.
- Each student must master a wider range of technology.

To view a description of the TEKS online, visit: http://www.tea.state.tx.us/index2.aspx?id=6148. If you do not have access to the Internet, please call the contact person listed at the end of this letter and this information will be provided to you. The HISD curriculum, which is based on the TEKS, includes non-negotiable objectives that must be taught at every grade level; however, individual schools are held accountable for innovative, instructional programs and results. Every student will be provided equal access to rigorous instruction and academic programs. HISD recognizes, however, that some students may need extra assistance to obtain high academic achievement, and this assistance is available through the Title I program. HISD will include parents in appropriate decision-making opportunities to support student academic achievement. If you have questions concerning this letter or need paper copies of the material referenced on the web site, contact the school's Title I Campus Contact Person, _____ at _____ during school hours, or e-mail _____.

Sincerely,

_____, Principal

Rev. 05/31/2022

Explanations of Curriculum, Assessments, and Promotion Standards, *continued*

Title I, Part A Parent/Family Explanation and Description of Assessments - page **1**

The Explanation and Description of Assessments Parent Notification letter will be updated in August 2022 to reflect current guidance from TEA. (You may use the **2021-22** version as a reference.) **Do not disseminate the Assessments Notification Letter until the 2022-23 version has been posted to the External Funding website.**

HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM

Date: _____

TO: Parents of Students Attending _____

SUBJECT: **Explanation and Description of Assessments**

The Every Student Succeeds Act (ESSA) requires all Title I schools to provide to parents a description and explanation of the forms of academic assessment used to measure student progress. Below are various assessments that HISD and its schools use throughout the year. In addition, local assessments that are used at _____ to measure student progress are also included at the end of this letter.

In the Spring of 2012, the State of Texas Assessments of Academic Readiness (STAAR™) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 will assess the same subjects and grades that were previously assessed on TAKS. At the high school level, however, grade-specific assessments will be replaced with 5 end-of-course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. History.

The Texas Assessment of Knowledge and Skills (TAKS) assessments will no longer be administered. Students for whom TAKS is a graduation requirement, including former TAAS and TEAMS examinees, may pursue the following options to receive a Texas high school diploma.

1. _Request a district decision_. An examinee should contact the school district where he or she was last enrolled to request a district decision regarding whether the examinee qualifies to graduate and receive a high school diploma. More details about this option can be found in Senate Bill 463, 85th Texas Legislature, Regular Session, 2017. More information about this option can be found in Texas Administrative Code (TAC) §74.1027.
2. _Achieve satisfactory performance on an alternate assessment_. The alternate assessments allowed for TAKS are SAT, ACT, TSI, and STAAR. Former TAKS, TAAS, and TEAMS examinees should take only the appropriate part of the alternate assessment he or she needs to fulfill testing graduation requirements. More information is available in the Texas Administrative Code §101.4003.

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (**STAAR™ Alternate 2**) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law reauthorized as the No Child Left Behind law. STAAR Alternate 2 is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

IOWA is a norm-referenced achievement test that measures students' academic achievement in reading, writing, language arts, mathematics, science, and social studies.

Logramos is a norm-referenced achievement test for students whose primary language of instruction is Spanish. It measures students' academic achievement in reading, language arts, mathematics, science, and social studies.

TELPAS is designed to measure the English language proficiency of K–12 English Language Learners in four language domains: listening, speaking, reading and writing.

TEA has developed the TELPAS Alternate (**TELPAS Alt**) assessment to meet the federal requirements mandated under the Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling. CogAT does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.

1 of 2

Rev. 05/31/2022

Explanations of Curriculum, Assessments, and Promotion Standards, *continued*

**Title I, Part A Parent/Family Explanation and Description of Assessments** - page **2**

HOUSTON INDEPENDENT SCHOOL DISTRICT
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM

To find out more about the STAAR study guides and released tests, visit the Texas Education Agency's Web site at www.tea.texas.gov/student.assessment/staar/ . If you do not have access to the Internet, please call the contact person listed at the end of this letter and this information will be provided to you.

In addition to the assessments above, _____ also uses the following assessment(s) to measure student progress:

If you have questions concerning this letter or need paper copies of the material referenced on the Web site, contact the school's Title I Campus Contact Person, _____ at _____, or e-mail _____.

Sincerely,

_____, Principal

Rev. 05/31/2022

2 of 2

Explanations of Curriculum, Assessments, and Promotion Standards, *continued*

Explanation of HISD Promotion Standards

Each school must provide to parents an explanation and description of HISD's promotion

standards.

Click here to view HISD promotion standards for the current school year.
(Best if viewed in Chrome.)
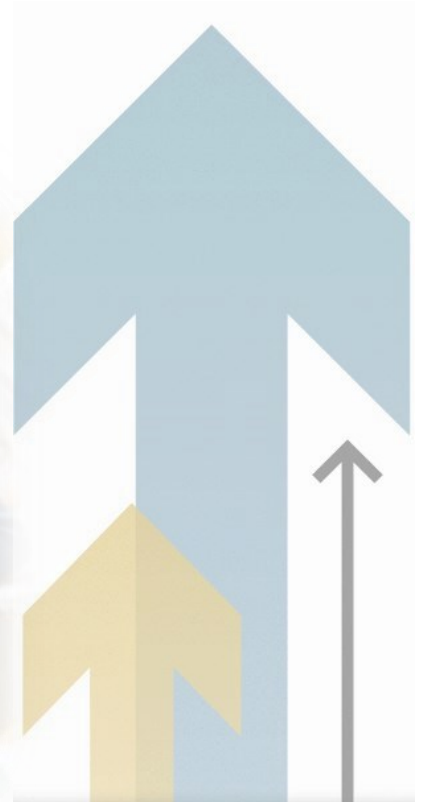
MONITORING AND EVALUATION

Federal Report Card

Federal law requires each LEA that receives Title I, Part A funds to prepare and distribute an annual report card which includes information about a wide variety of:

- student and school performance metrics,

- accountability,

- per-pupil expenditures,

- educator qualifications, and

- any other information that the LEA deems relevant.

LEA report cards must be concise, presented in an understandable and uniform format, and accessible to the public. Beginning with information from the 2019-2020 school year, report cards must be posted annually on the campus website Print a copy of the Federal Report Card and make it available in the front office. Notify parents about the Federal Report Card and its information regarding student academic achievement, school improvement status, and teacher quality.

Parent Notification—Federal Report Card– page 1

Parent Notification – Federal Report Card

Date: _____

Dear Parent:

_____ is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the Texas Education Agency's website at: https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards.

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System
On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-2021 school year are reported.

Part (ii): Student Achievement by Proficiency Level
Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-2020 school year.

Part (iii)(I): Academic Growth
Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-2020 school year

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2019.

Part (iv): English Language Proficiency
Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-2020 school year.

Part (v): School Quality or Student Success (SQSS)
Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-2020 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

Continued on next page…

Rev. January 2021   1

Monitoring and Evaluation, *continued*

Parent Notification—Federal Report Card– page 2

Parent Notification – Federal Report Card

Part (vi): Goal Meeting Status
Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-2020 school year.

Part (vii): STAAR Participation
Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-2020 school year.

Part (viii): Civil Rights Data
Part (viii)(I): The section provides information from the 2017-2018 Civil Rights Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2017-2018 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data
This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Part (x): Per-pupil Expenditure
This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

> *To be updated by June 30th, 2021.*

Part (xi): STAAR Alternate 2 Participation
Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-2020 school year.

Continued on next page...

Rev. January 2021

2

Monitoring and Evaluation, *continued*

Parent Notification—Federal Report Card– page 3

Parent Notification – Federal Report Card

Part (xii): Statewide National Assessment of Educational Progress (NAEP)
This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education
This section provides information on the cohort rate at which students who graduated from high school in the 2017-2018 school year enrolled in a Texas public postsecondary education institution in the 2018-2019 academic year.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact:

Name: _____

Phone: _____

Email: _____

Sincerely,

_____, Principal

Rev. January 2021

3

Annual Evaluation of Title I, Part A Parent and Family Engagement Program

According to SEC. 1116. [20 U.S.C. 6318], school districts are required to conduct an annual survey to evaluate parent/family engagement efforts related to Title I funding. The purpose of this survey is to obtain parents' and guardians' perceptions about how well schools are involving them in educational activities related to their children. The Title I, Part A Parent and Family Engagement Survey will be disseminated in spring 2023.

THE FAMILY AND COMMUNITY ENGAGEMENT DEPARTMENT (FACE)

Department Mission

The Houston Independent School District values parents as partners in preparing our students to succeed in college, career, and beyond. The Family and Community Engagement (FACE) Department is dedicated to building intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning. FACE is dedicated to advancing student achievement by building parent and community engagement. We invite you to partner with us in building a strong program to support student achievement in your community. Call us at 713-556-7290 (or email at **FACE@HoustonISD.org**)

Our Focus: Promote, sustain, and support partnerships among schools, families, and community members via FACE's programs such as Family Friendly Schools, Parent University, parent workshop sessions, and other resources. This will build positive partnerships while giving families a voice to become advocates for their children's education.

Parent and School Programs

The Family and Community Engagement (FACE) Department offers many services to help Title I Contacts plan and build their school's parent empowerment programs in accordance with the Every Student Succeeds Act of 2015 (ESSA).

Family-Friendly Schools Certification

The Family-Friendly Schools Certification program helps schools improve relationships with their families and communities. Through analysis of the school environment, faculty and staff trainings, and consultation and coaching on family and community empowerment, schools earn certification as a family-friendly school. For more information, visit the **FACE website**.

Parent University

Parent University supports parents and families in the education of their children, providing an introduction to district programs, community resources, and parent-engagement strategies. Sessions are held at geographically dispersed locations on the same evening throughout the school year, with dinner, resource fair, childcare, and translation services included.

Family Workshops

FACE offers a series of workshops for families and school-based staff to help them with research-based strategies to support learning at home, as well as other topics to foster healthy community and family interaction. Visit HoustonISD.org/FACEPD for a list of professional development sessions and/or contact a specialist to present to your staff and/or parents.

NOTE: Visit **https://www.houstonisd.org/Page/96233** to find your FACE specialist.

The Family and Community Engagement Department (FACE), *continued*

Consultations

Parent Organizations Consultation

FACE will meet with interested parent leaders and administrators and help explain the resources contained in the Parent Organization Toolkit, which contains guidelines for families to build a PTA or PTO at their school: **https://www.houstonisd.org/Page/122249**

Family Event Consultation

The Family and Community Engagement (FACE) Department offers many services to help Title I Contacts plan and build their school's parent empowerment programs in accordance with the Every Student Succeeds Act of 2015 (ESSA).

Other Resources

Resource	Description
Community Resource Guide	Find local community organizations that provide services to schools, families, and communities: **https://www.houstonisd.org/communityresource**
Parent Organization Toolkit	Follow six steps to develop an effective parent organization at your school (information in English and Spanish): **https://www.houstonisd.org/Page/122249**
Community Meeting Toolkit	Download a checklist and all the signage you need to host a family-friendly community meeting: **https://www.houstonisd.org/domain/8339**
Back to School Toolkit	Use the Back to School Toolkit to plan your parent empowerment program after summer break: **https://www.houstonisd.org/domain/8339**
Twitter	Follow us at **twitter.com/@HISDFACE**

The Family and Community Engagement Department (FACE), *continued*

Why Invest in Family and Community Engagement?

There are many reasons to invest in Family and Community Engagement:

- School partnerships with families and higher student achievement are closely linked. Years of research tells us that students whose families are involved in their learning earn better grades and are more likely to graduate from high school and go to college.

- Partnerships help build support for public schools.

- Schools that embrace their families and communities enjoy respect, trust, and better reputations in the community, higher teacher morale and ratings, and success at implementing reform initiatives.

- Families can help students overcome challenges.

- Collaboration with the community helps schools identify challenges, discuss approaches, and design and implement real and sustainable solutions.

- Teachers benefit from partnerships. Educators can learn a great deal from parents: knowledge and perspective about their children, families' cultures and values, and the strengths and challenges in their communities.

- It's required by law. The Every Student Succeeds Act (ESSA) Title I, Section 1010 requires that every school receiving Title I funds:

  ◊ conducts outreach to all parents and family members,

  ◊ has a written parent and family engagement policy,

  ◊ ensures that strong plans are in place to effectively implement programs to involve parent and family members, and

  ◊ conducts an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools (including identifying barriers to greater participation by parents and family members).

EVERY STUDENT SUCCEEDS ACT (ESSA)

SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL – A local educational agency may receive funds under t his part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY – Each local educational agency that receives funds under this part shall

develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

Continued on next page...

Every Student Succeeds Act (ESSA), *continued*

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.''; and (C) in paragraph (3) —

(3) RESERVATION

(A) IN GENERAL – Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart, 2 for the fiscal year for which the determination is made is $5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT – Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS – Not less than 90 percent of the funds reserved subparagraph (A) shall be distributed to schools served under this part with priority given to high need schools.

(D) USE OF FUNDS – Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.'';

Every Student Succeeds Act (ESSA), *continued*

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

(1) IN GENERAL – Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE – If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT – If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS – If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT– Each school served under this part shall:

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

Every Student Succeeds Act (ESSA), *continued*

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)is not satisfactory to the parents of partici-pating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT – As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as ap-propriate, in decisions relating to the
education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Every Student Succeeds Act (ESSA), *continued*

(e) BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

(3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

Every Student Succeeds Act (ESSA), *continued*

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY — In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS — In a State operating a program under part E of Title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

(h) REVIEW — The State educational agency shall review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

STATE COMPENSATORY EDUCATION

PURPOSE / GOALS

State Compensatory Education (SCE) is defined in the law as programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students.

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rate of high school completion between students at risk of dropping out of school and all other district students . *Texas Education Code (TEC) §29.081*

LEGAL DEFINITIONS AND CITATIONS

Subchapter C. Compensatory Education Programs

<u>UPDATE</u>:

Students who meet one of the 15 state criteria are eligible for the same supplemental services they received before the passage of House Bill 3 (HB 3). Additionally, students who are designated as educationally disadvantaged are now eligible to receive supplemental services paid for with SCE Funds.
TEC §48.104.

Education Code §29.081

COMPENSATORY, INTENSIVE, AND ACCELERATED INSTRUCTION

(a) Each school district shall use the student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39 (Public School System Accountability), to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

(b) Each district shall provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under Section 39.023(c) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

   (b-1) Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

   (b-2) A district that is required to provide accelerated instruction under Subsection (b-1) shall separately budget sufficient funds, including funds under Section 48.104, for that purpose.

   (b-3) A district shall evaluate the effectiveness of accelerated instruction programs under Subsection (b-1) and annually hold a public hearing to consider the results.

(c) Each school district shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (Public School System Accountability), or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

Legal Definitions and Citations, *continued*

(d) For purposes of this section, "student at risk of dropping out of school" includes each student **who**
1) is under 26 years of age and who:

1. was not advanced from one grade level to the next for one or more school years;

2. if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5. is pregnant or is a parent;

6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

7. has been expelled in accordance with Section 37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. is an emergent bilingual student, as defined by Section 29.052;

11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. is homeless;

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or

15. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or

2) regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.

Legal Definitions and Citations, *continued*

(d-1) Notwithstanding Subsection (d)(1)(A), a student is not considered a student at risk of dropping out of school if the student did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parent.

(e) A school district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school.

The program may be offered:

(1) at a campus, or

(2) through the use of an Internet online program that leads to a high school diploma and prepares the student to enter the workforce.

(e-1) A campus-based dropout recovery education program must:

1) provide not less than four hours of instructional time per day;

2) employ as faculty and administrators, persons with baccalaureate or advanced degrees;

3) provide at least one instructor for each 28 students;

4) perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and

5) comply with this title and rules adopted under this title except as otherwise provided by this subsection.

(e-2) An Internet online dropout recovery education program must:

1) include as a part of its curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state;

2) employ as faculty and administrators, persons with baccalaureate or advanced degrees;

3) provide an academic coach and local advocate for each student;

4) use an individual learning plan to monitor each students progress;

5) establish satisfactory requirements for the monthly progress of students according to standards set by the commissioner;

6) provide a monthly report to the students' school district regarding the students' progress;

7) perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and

8) comply with this title and rules adopted under this title except as otherwise provided by this subsection.

Legal Definitions and Citations, *continued*

(f) The commissioner shall include students in attendance in a program under Subsection (e) in the computation of the district's average daily attendance for funding purposes.

(g) In addition to students described by Subsection (d), a student who satisfies local eligibility criteria adopted by the board of trustees of a school district may receive instructional services under this section. The number of students receiving services under this subsection during a school year may not exceed 10 percent of the number of students described by Subsection (d) who received services from the district during the preceding school year.

(h) The agency shall study whether students retained under Section 28.02124 should be considered at-risk. The commissioner may adopt a rule excluding students retained by a parent or guardian under Section 28.02124 from being considered a "student at risk of dropping out of school" under Subsection (d)(1)(A).

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1588, Sec. 1, eff. Aug. 30, 1999; Acts 2001, 77th Leg., ch. 725, Sec. 1, 2, eff. June 13, 2001.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1312 (S.B. 1031), Sec. 4, eff. September 1, 2007.

Acts 2009, 81st Leg., R.S., Ch. 690 (H.B. 2703), Sec. 1, eff. June 19, 2009.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 20, eff. June 10, 2013.

Acts 2017, 85th Leg., R.S., Ch. 317 (H.B. 7), Sec. 2, eff. September 1, 2017.

Acts 2017, 85th Leg., R.S., Ch. 1094 (H.B. 3706), Sec. 1, eff. June 15, 2017.

Acts 2019, 86th Leg., R.S., Ch. 403 (S.B. 1746), Sec. 1, eff. June 2, 2019.

Acts 2019, 86th Leg., R.S., Ch. 597 (S.B. 668), Sec. 1.06, eff. June 10, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 3.029, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 1060 (H.B. 1051), Sec. 2, eff. June 14, 2019

https://statutes.capitol.texas.gov/Docs/ED/htm/ED.48.htm#48.153
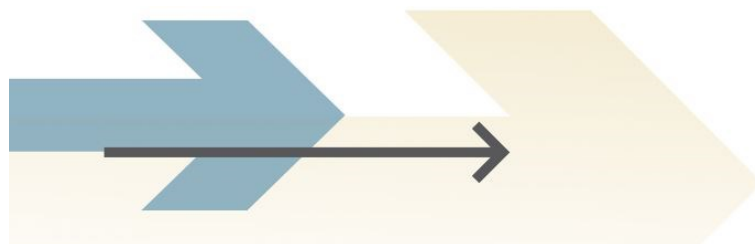
AT RISK CRITERIA

State Eligibility Criteria for Being At Risk of Dropping Out of School

	According to the TX Education Code (TEC) §29.081 a "student at risk of dropping out of school" includes each student who is under 26 years of age and who:	"At Risk" status permanent?
1	… was not advanced from one grade level to the next for one or more school years, unless the student did not advance from pre-kindergarten or kindergarten to the next grade level solely as a result of the request of the student's parent.	YES
2	… is in grades 7–12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.	NO
3	… did not perform satisfactorily on a state assessment instrument and who has not, in the previous or current school year, subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.	NO
4	… is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.	NO
5	… is pregnant or is a parent (as long as the student continues to parent the child). This applies to either male or female student.	NO
6	… has been placed in a Disciplinary Alternative Education Program (DAEP) in accordance with Education Code 37.006 during the preceding or current school year.	NO
7	… has been expelled during the preceding or current school year.	NO
8	… is currently on parole, probation, deferred prosecution, or other conditional release.	NO
9	… was previously reported through PEIMS to have dropped out of school.	YES
10	… is an emergent bilingual student, as defined by §29.052.	NO
11	… is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official.	NO
12	… is homeless;	NO
13	… resided (in the preceding school year or the current school year) in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential	NO
14	…has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code;	YES
15	…is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.	NO

At Risk Criteria, *continued*

At-Risk Criteria (Local Eligibility vs. State Eligibility)

Because State Compensatory Education (SCE) funds cannot be used to serve students who are not identified as at risk of dropping out of school, "incidental inclusion" does not apply to the use of this grant. Therefore, if the district wants to serve additional students who do not meet State criteria, then the district may establish local criteria to serve those additional students. Thus, in addition to serving students at risk of dropping out of school defined by state criteria, the LEA may serve students who meet local eligibility criteria (if the local criteria have been adopted by the LEA's board of trustees).

Requirements for Applying Local Criteria

- The adopted criteria must be clearly defined in the district improvement plan (for districts) or the instructional plan (for charter schools).

- The number of students receiving services under this subsection during a school year may not exceed 10 percent of the number of students who met the State criteria under Section 29.081 who received services from the LEA during the preceding school year.

- The LEA must maintain current auditable documentation regarding the locally identified at-risk students. Furthermore, documentation indicating compliance with the 10 percent cap must be maintained at the LEA level and addressed in the district/charter improvement plan. *This is auditable data.*

- The LEA must also be able to explain that children identified under local criteria were added to a listing of children identified under TEC §29.081.

This means that the State Compensatory Education allotment may not be used to serve students on a particular campus if the LEA has not identified any students on that campus who meet any of the state criteria under TEC §29.081(d).

Who is Covered by Local At-Risk Criteria?

HISD's local at-risk criteria cover students who are:

- identified as dyslexic under general education; and,
- placed in a Disciplinary Alternative Education Program for reasons other than those in Education Code §37.006, such as continued misbehavior in the classroom.

Adopted by the HISD Board of Education, September 10, 2009

PEIMS Reporting: State vs. Local

Students identified as at risk of dropping out of school per state criteria are reported through the Public Education Information Management System (PEIMS). Students identified using local criteria are not reported through PEIMS.

FUNDING AND SERVICES

Services

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the SCE program is to improve student performance through **direct instructional service to students** who meet at least one of the 15 state criteria and two of the local criteria for being considered at risk of dropping out of school.

State law requires the school district to use student performance data to design and implement appropriate compensatory, intensive, or accelerated instructional services that enable students to be performing at grade level at the conclusion of the next regular school term.

The more removed services are from directly affecting the student, the more the resources are diluted, and the more difficult it becomes for the school district to defend the use of the SCE funds and justify the effectiveness of the program in improving student performance.

Funds Usage

Expenditures of SCE funds must:

- support the intent and purpose of the program,

- be allowable under statute and guidance, and

- be directly related to specific interventions identified in the School Improvement Plan

Supplement, Not Supplant

SCE funds must be used to provide direct instructional services that SUPPLEMENT the regular education program so that students who are at risk of dropping out of school can succeed in school. These funds were authorized by the legislature to provide financial support for programs/ services designed by school districts to increase the academic achievement of at-risk students through direct instructional services.

- SCE funds MAY be used to support a Title I, Part A program at a campus.

- SCE funds MAY be used to support a Title I Targeted Assistance campus (per TEC §48.104).

- SCE funds MAY also be used to support a program eligible under Title I. (Students served must meet the Title I eligibility criteria, as specified in the School Improvement Plan.)

- Any program activities, personnel, or materials that are required by federal law, state law, or State Board of Education rule MAY NOT be funded with SCE funds.

NOTE: LEAs are prohibited from using Foundation School Program (FSP) resource allocations intended for students at risk of dropping out of school to supplant resource allocations for the regular education program.

Funding and Services, *continued*

Funds Usage, continued

Reasonable and Necessary

In determining whether an expenditure is reasonable, it is helpful to imagine the district having to justify the expenditure to an auditor. Therefore, school personnel must ensure that all requests for incentives meet the guidelines listed above to refrain from having an audit concern and being required to repay funds for inappropriate expenditures.

Other Restrictions

- Funds must be budgeted to provide SSI Accelerated Instruction for students who failed a required EOC and for statutory at-risk students – funds must be allocated for this purpose *before* budgeting for anything else.

- SCE funds may not be used to cover costs for basic services/regular education programs for non-disciplinary alternative-education programs/schools.

Allowable/Unallowable Costs

All expenditures using SCE funds must be reasonable and necessary. This also applies for the use of SCE funds to support a Title I program.

Allowable Supplemental Instructional Costs

Allowable Supplemental instructional costs include:
- tutorials
- class size reduction (for supplemental use only)
- additional, supplemental staff (see also Positions Funded Through SCE)
- computer-assisted instruction
- specialized software
- specialized staff development to train personnel who are working with students at risk of dropping out of school
- specialized reading and mathematics programs
- specialized materials for reading or mathematics
- STAAR and STAAR End-of-Course remediation
- extended day sessions for prekindergarten
- accelerated instruction
- extended day, week, or year

Funding and Services, *continued*

Funds Usage, continued

Unallowable Uses

Funds should not be spent on non-instructional positions and/or services (i.e., administrative or clerical positions or programs that do not directly impact instruction).

EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO:

- assistant principals, deans of instruction, etc.
- office clerks, data clerks/SIMS personnel
- band instruments or office equipment
- promotional items (t-shirts, caps, keychains, etc.), memorabilia
- entertainment (amusement, social activities, ceremonials, etc.)
- other non-instructional activities/purchases/personnel that do not directly impact the instructional, educational program
- food and refreshments for staff and parent activities, including working lunches
- door prizes, movie tickets, gift certificates, etc.
- ceremonies, banquets or celebrations
- professional development provided through stand-alone, one-day, or short-term workshops not aligned to the SCE program
- staff stipends
- central office salaries
- field trips for entertainment or recreational purposed only
- construction, remodeling or renovations
- costs for administering, scoring, and reporting results for mandated state
- assessments
- dual enrollment and dual credit courses
- costs that do not meet the intent and purpose of the SCE program

SCE Program Effectiveness Must Be Evaluated

LEAs are required to evaluate the effectiveness of their designated SCE program and must include the results of the evaluation in the school district's district improvement plan and campus improvement plan (or charter school instructional plan).

- You must determine which funded strategies are successful at raising academic standards.
- SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

POSITIONS FUNDED THROUGH SCE

Auditable documentation must substantiate the cost of all SCE-funded positions, supplemental staff, and extra duty pay.

Requirements for Positions Funded Through SCE

Positions may be provided via SCE if they:

- provide direct instruction/services to at-risk students tied to foundation curriculum;
- are supplemental to the basic instructional program;
- are identified in the district and campus improvement plan; and
- meet a need identified in the Comprehensive Needs Assessment (CNA).

A staff member fully funded by SCE must work with students who meet at least one of the at-risk criteria – this should be stipulated in the job description and acknowledged by the staff member. Time and Effort documentation (via class schedules or job descriptions for SCE-funded positions) is required for any position partially funded (split-funded) by SCE.

NOTE: Any program/service or personnel funded with SCE funds must be included in the School Improvement Plan.

Make Sure the Position is Supplemental

A position might NOT always be considered supplemental to an SCE program just because the district may need more of a certain position, or the position may appear "supplemental" to the district's budget.
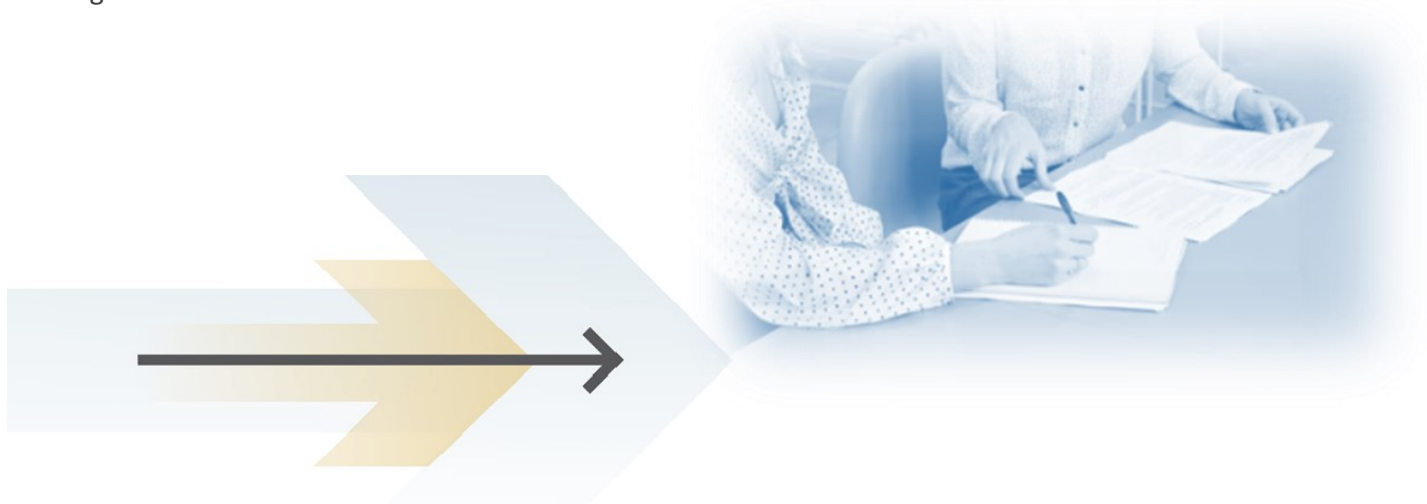
Positions Funded Through SCE, *continued*

Social Workers as Supplemental Staff

When School Improvement Plan documents indicate a need for school social worker services based on a school/campus needs assessment, school districts may employ social workers as supplemental staff to the regular education program.

School social workers may be employed with SCE funds on a campus or in an alternative setting, such as a credit recovery program, to address identified student needs including social, emotional or societal factors that impact the student's academic success. SCE-funded school social worker services must be provided in coordination with academic instruction to improve student achievement for at-risk students who are struggling to succeed in school – this includes serving former dropouts who return to complete an academic program.

Benefits of Hiring a Social Worker

A social worker is licensed by the Texas State Board of Social Work Examiners and is bound by a professional Code of Ethics. A school social worker may provide supplemental social worker services to increase the capacity of at-risk students to benefit from an instructional program, to help students meet state academic standards, and to assist the school with implementing evidence-based strategies to improve student achievement.

Social workers can help at-risk students by:

- working collaboratively with faculty on a student support team addressing social and emotional needs of at-risk students;

- connecting students with community mental health and behavioral health services, and providing related supportive services to remove barriers to academic success;

- providing direct individual and group counseling or crisis intervention services based on identified student needs which impact student performance;

- conducting related consultation with instructional staff regarding student strengths and needs in the academic program;

- conducting home visitations to engage parents in improving at-risk student academic achievement;

- coordinating with community organizations to access evidence-based resources for at-risk students such as adult advocates, academic support services, mentoring, tutoring or services to improve social skills in the classroom; and,

- implementing related evidence-based strategies (documented in a campus needs assessment and campus plan) which are designed to prevent at-risk students from dropping out of school.

Positions Funded Through SCE, *continued*

School Social Workers : Duties

School social workers are supplemental: They do not hold state-mandated roles in schools.

Allowable Duties

The primary responsibility of the school social worker must be to provide direct services to students at risk of dropping out of school. School social workers may participate in school/campus needs assessment for at-risk students, direct program planning, and development activities that supplement the instructional program for at-risk students.

Unallowable Duties

Care must be taken to ensure that school social workers do not perform administrative duties in the school building.

School social workers funded with 100 percent SCE funds may NOT perform functions which are unallowable with the 55 percent direct cost category for the SCE program, including:

- working collaboratively with faculty on a student support team addressing social and emotional needs of at-risk students;

- connecting students with community mental health and behavioral health services, and providing related supportive services to remove barriers to academic success;

- providing direct individual and group counseling or crisis intervention services based on identified student needs which impact student performance;

- conducting related consultation with instructional staff regarding student strengths and needs in the academic program;

- conducting home visitations to engage parents in improving at-risk student academic achievement;

- coordinating with community organizations to access evidence-based resources for at-risk students, such as: adult advocates, academic support services, mentoring, tutoring or services to improve social skills in the classroom; and,

- implementing related evidence-based strategies (documented in a campus needs assessment and campus plan) which are designed to prevent at-risk students from dropping out of school.

Positions Funded Through SCE, *continued*

School Social Workers: Other Requirements

Aligned with state auditing requirements for all other SCE funded positions, a Job Description is required for school social workers. The position description must indicate that the SCE-funded school social worker has the primary duty of working with students at risk of dropping out of school. The district must prove that school social worker services paid for by SCE funds are provided to at-risk students and are supplemental to other available guidance and counseling services (proof could be in the form of a personnel activity report, for example).

Time and effort documentation must be on file if the school social worker position is not 100 percent SCE-funded. Auditable supporting documentation for payroll is required in accordance with the TEA Financial Accountability System Resource Guide.

Resources

- Texas Education Code Section 29.081
- Financial Accountability Resource Guide – Update 16, Module 6 , *State Compensatory Education Guidelines, Financial Treatment, and an Auditing and Reporting System*

INFORMATION CONTACTS

Topic	Contact Information
SCE Program, student identification & the 110% calculation	Consult with your ESC SCE contact
D/SIPs	Consult with your ESC SCE contact
SCE audits	Contact the Division of Financial Compliance at 512-463-9095
D/SIPs submission	Contact Paul Moreno in Financial Desk Reviews at 512-475-2228
SCE Funding Allocations	Contact the Division of State Funding at 512-463-9238
Questions regarding the SCE program	Contact your ESC SCE contact or the Division of Financial Compliance at 512-463-9127
Questions regarding the Title I program	Consult with your ESC Title I contact

WEB LINKS

State Compensatory Education	https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/State_Compensatory_Education/#main-content
Summary of Finances	https://tea.texas.gov/Finance_and_Grants/State_Funding/Foundation_School_Program/summary_of_Finances/
Transition to ESSA	https://tea.texas.gov/Finance_and_Grants/Grants/Transition_to_ESSA/#main-content
Financial Accountability System Resource Guide Version 17.0	https://tea.texas.gov/finance-and-grants/financial-accountability/financial-accountability-system-resource-guide
High School Allotment Program	http://www.tea.state.tx.us/index4.aspx?id=4181
Texas Education Code	http://www.statutes.legis.state.tx.us/?link=ED
Texas Homeless Education Office	http://www.utdanacenter.org/theo/
Dropout Prevention Site	http://tea.texas.gov/Dropout_Resources.html
TEA	https://tea.texas.gov/
Regional Education Service Centers (ESCs)	https://tea.texas.gov/About_TEA/Other_Services/Education_Service_Centers/Education_Service_Centers/#main-content
Chapter 37 / Discipline – Safe Schools	Click here to access page
TEA Division of Financial Compliance Webpage	http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/

STUDENT SUCCESS INITIATIVE & ACCELERATED INSTRUCTION

Purpose

School districts are required to offer additional accelerated instruction in any subject required for graduation that a student failed in an end-of-course (EOC) assessment test. Such instruction must be provided free of cost to the student.

NOTE: SCE funds cannot be used for another supplemental instructional allowable cost until additional accelerated instruction has been fully funded.

The document below (**Click HERE** to view the PDF) summarizes the Student Success Initiative and Acceleration Instruction program:

TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

Michael L. Williams
Commissioner

April 9, 2014

To The Administrator Addressed:

SUBJECT: Student Success Initiative and Accelerated Instruction

The purpose of this letter is to inform school districts and open-enrollment charter schools of new accelerated instruction requirements and of certification of the Student Success Initiative (SSI).

New Accelerated Instruction Requirements
House Bill 5, 83rd Legislative Session, added new TEC §28.0217 to require each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

House Bill 5 also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation. Your district or charter school is required to *separately* budget and prioritize state compensatory education funding and any other funding necessary to sufficiently support the cost of additional accelerated instruction for students who fail to perform satisfactorily on an EOC assessment instrument. State compensatory education funds cannot be used for any other purpose until your district or charter school has sufficiently funded additional accelerated instruction. Your school district or charter school must use program intent code 24 when coding additional accelerated instruction expenditures.

TEC §29.081 as amended by HB 5 also requires each school district to evaluate the effectiveness of accelerated instruction programs for high school students and to hold an annual public hearing to consider the results of the evaluation.

Certification
This letter serves as my certification that sufficient funds have been appropriated to support implementation of accelerated instruction programs for grades three through eight as well as for high school for the 2013-2014 and 2014-2015 school years as specified under Texas Education Code (TEC) §§28.0211 and 28.0217, the Student Success Initiative.

If you have any questions regarding budgeting of compensatory education funding, please contact the Financial Accountability Division in the Office of School Finance by email at financialaccountability@tea.state.tx.us or by phone at (512) 463-9238.

If you have any questions regarding accelerated instruction, please contact the Curriculum Division by email at curriculum@tea.state.tx.us or by phone at (512) 463-9581.

Sincerely,

Michael Williams
Commissioner of Education

Continued on next page...

Student Success Initiative & Accelerated Instruction, *continued*

SSI Educator Guide

[Click here](#) to access a useful educator guide that provides detailed information and instructions regarding the SSI process.

This guide offers a chronological explanation/timeline of SSI activities and requirements occurring throughout the school year and can be a valuable resource to campus-level personnel in their roles with respect to accelerated instruction.
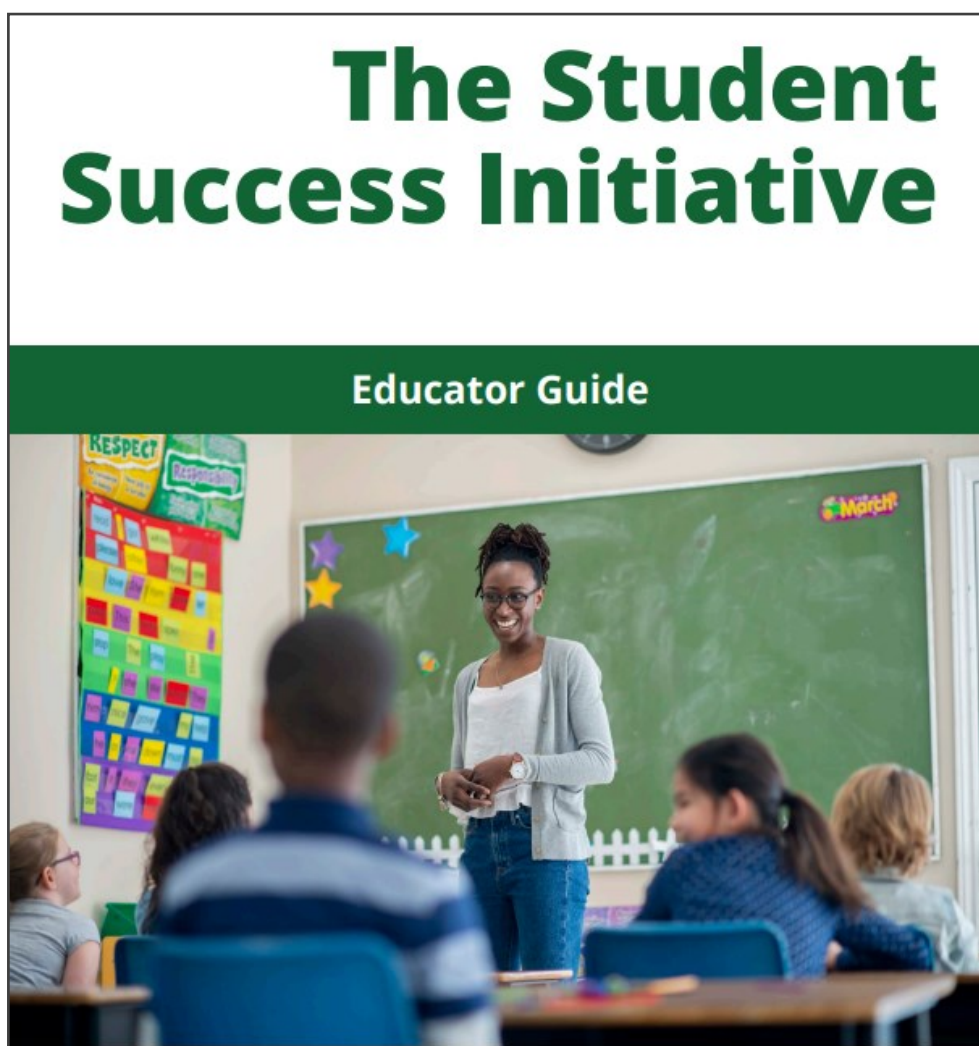
SCE AND CAMPUS/DISTRICT IMPROVEMENT PLANS

Per State law, Section 29.081, Texas Education Code: Districts must use student performance data from the state's legislatively mandated assessment tests (and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code) to provide accelerated, intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

Based on this needs assessment, district and campus staff shall design appropriate strategies and include them in their District/School Improvement Plans.

Campus/District Improvement Plan is a Record of SCE Expenditures

The Campus/District Improvement Plan is the primary record documenting expenditures attributed to the State Compensatory Education program.

- Strategies that are related to SCE funds must be incorporated into the School Improvement Plan.
- Under Goal Area: State Compensatory Education – Be sure to include a description of how these funds are utilized on your campus.

(For a list of what to include in a Campus/District Improvement Plan, see *Campus/District Improvement Plan Includes SCE Information* section that follows.)

Supporting a Title I Program with SCE Funds

SCE is a state mandated program. TEC §48.104 provides flexibility with the use of SCE funds when supporting a Title I program. When SCE funds are used to support a Title I program, these funds must be part of the campus budget. That is, all SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

As with Title I funds, SCE funds used to support the educational program must also meet the same guidelines required by the Elementary and Secondary Education Act (ESEA), as amended by ESSA.
This means that SCE funds may only be used to incorporate instructional strategies shown by evidence-based research to be effective with teaching low-achieving students.

Reminder

State law does not create a schoolwide SCE program. Instead, LEAs can use SCE funds "to support a Title I program eligible under Title I of the Elementary and Secondary Education Act of 1965." (TEC §48.104). Note the use of the term "support." This means that the district may use SCE funds to act with (i.e., coordinate) Title I to implement the Title I program. However, the district is still required to adhere to both the fiscal requirements stipulated in TEC §48.104, and the program requirements mandated in TEC §29.081.

> **Any changes made to the budget or State Compensatory Education program/service at the campus during the school year must also be added or changed in the School Improvement Plan.**

SCE and Campus/District Improvement Plans, *continued*

CNA and Campus/District Improvement Plans Include SCE Program Information

A Comprehensive Needs Assessment (CNA) identifies the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures that the use of resources is carefully planned, supplemental, and cost effective. Plans for evaluating and monitoring improvement efforts are a critical component of the CNA.

The effectiveness of strategies and interventions can be assessed more accurately if you can confirm that those strategies have been implemented as designed. By analyzing what is working and what is not working, LEAs can focus resources on those strategies that have the most impact on student achievement.

The State Compensatory Education (SCE) program must be addressed in a school's/district's Comprehensive Needs Assessment as well as in the School/District Improvement Plan.

IF THE SCE IS IMPLEMENTED AT THIS LEVEL...	...THEN IT MUST ALSO BE DESCRIBED IN THE:
School/Campus	School/Campus improvement plan
Districtwide	District improvement plan

School / District Improvement Plan Includes SCE Information
The campus/district improvement plan must include the following:

WHAT MUST BE INCLUDED:	DESCRIPTION:
Total amount of State Compensatory Education funds allocated for resources and staff	
Identified strategies	Specific strategies aligned with the CNA.
Supplemental financial resources for SCE	Including approximate dollar amounts for activities and/or strategies
Supplemental FTEs for State Compensatory Education	For SCE activities, involving personnel at both the district and campus level
Measurable performance objectives	Based on needs assessment data to ensure that the plan is resulting in academic improvement (includes what the student is expected to do in terms of measurable and/or observable behavior)
Timelines for monitoring strategies and reaching goals	Schedule for data collection during the school year, written in incremental units, such as "every three weeks," "every month," "each semester," etc. (not "August through May" or "ongoing")
Formative and summative evaluation	See next page.

SCE and Campus/District Improvement Plans, *continued*

Formative and Summative Evaluations

	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
DEFINITION	Formative evaluation is the assessment of progress DURING instruction to determine whether students are learning or whether the instruction needs to be modified. Formative evaluation answers the question: *Is the student learning, and if not, what needs to be changed?*	Summative evaluation takes place AFTER instruction. Summative evaluation answers the question: *Has the student learned?*
PURPOSE	The purpose of formative evaluation is to inform instruction and enable intervention when a student is not progressing. This evaluation strategy is especially important for at-risk students.	The purpose of summative evaluation is to judge or grade the success of the strategy.

SCE and Campus/District Improvement Plans, *continued*

Components of an SCE School Improvement Plan

IDENTFIED STRATEGIES
Are aligned with the comprehensive needs assessment – strategies developed to meet identified needs

A strategy is a plan of action designed to achieve a particular goal. This can be defined as planned methods or techniques for facilitating and enhancing learning. Activities/strategies should be specific. A specific strategy includes the criteria you will use to evaluate your success. Activities/strategies should be evaluated. (formatively) at increments during the school year.
(**NOTE**: August-May is not an increment.)

SUPPLEMENTAL FINANCIAL RESOURCES
What is the funding source?

Indicate the actual dollar amounts for activities and/or strategies. Indicate HOW these specified funds are supplemental and how the intended benefit will be measured for effectiveness. *The aggregate amount must be disclosed for each campus in accordance with State Board of Education rule, Title 19, Texas Administrative Code (TAC), and Section 109.25.

SUPPLEMENTAL FULL-TIME EQUIVALENT (FTEs)*

FTEs must be shown for SCE activities involving personnel at both the district and campus level. Indicate how each position is supplemental to the basic instructional program. Indicate HOW these specified positions are supplemental and how the intended benefit will be measured for effectiveness. *Aggregate amount must be disclosed for each campus in accordance with State Board of Education rule, Title 19, Texas Administrative Code (TAC), and Section 109.25.

MEASURABLE PERFORMANCE OBJECTIVES
based on identified need

Measurable student performance objectives based on the needs assessment data. Objectives stated in terms of what the **student/learner** will do, rather than what the campus or instructor will do. Measurable goals do not contain words that cannot be measured, such as demonstrate, understand, comprehend, improve, etc. How will you know if a child has improved or comprehends material? You will measure it by observing a behavior – therefore, the behavior should be stated in the goal.

TIMELINES FOR MONITORING STRATEGIES
for completing the activity

Schedule for data collection during the school year. Timelines should indicate when progress toward the objective will be monitored. This should be written in incremental units, such as every three weeks, every month (not August through May or "ongoing"), each semester, etc. Effective strategies are key.

FORMATIVE EVALUATION
Informs both teachers and students about student understanding at a point when timely adjustments can be made.

Used to control, assure, or improve the quality of performance or delivery. Includes periodic measures that are utilized during the actual implementation of the interventions or strategies, such as collecting continuous feedback from participants in a program in order to revise the program as needed – and monitoring program improvement. EXAMPLES: weekly check of lesson plans, weekly and/or six weeks' evaluation of student projects and/or subject grades, regular inspection of attendance records, examination of semester passing rates, etc. The formative evaluation and the time increments should be specified, as well as the identity of the person(s) responsible for monitoring the activity.

SUMMATIVE EVALUATION
Has the finalized need been met? What was analyzed to measure the results?

Summative evaluations provide overall effects and program accountability. These measures summarize the cumulative results for the year; this is a method of judging the worth of a program at the end of the program activities. Analysis of the outcome is conducted – resulting in a final judgment of success.
EXAMPLES: summaries of annual performance reports, summaries of parent surveys, summaries of staff development evaluations, pass/failure rates, attendance/drop summary reports, etc.
NOTE: The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.

SCE—FREQUENTLY ASKED QUESTIONS (FAQs)
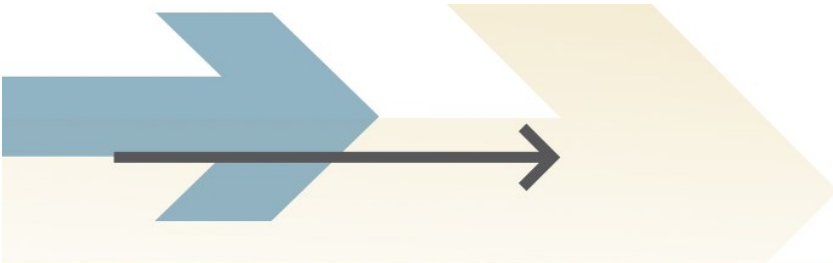
[Click HERE](#) to view State Compensation Education FAQs from TEA.

STUDENT ASSISTANCE

HOMELESS EDUCATION

Children and youth experiencing homelessness often do not have the documents ordinarily required for school enrollment. School may be the only opportunity for these children and youth to benefit from a stable environment, uninterrupted adult attention, peer relations, academic stimulation, and reliable meals. Enrolling homeless students in school immediately provides them with needed stability and avoids disconnecting them from school for days or weeks while documents are gathered.

How are the Rights of the Homeless Protected in Texas?

The federal McKinney-Vento Homeless Education Assistance Improvements Act and Texas State Law protect the rights of homeless children and youth to receive a free and appropriate public education. Nearly everyone in Texas, who is between the ages of 5 and 21 on September 1 of the school Year, and has not been expelled has the right to attend school, even if they:

- do not have a permanent address;
- have a previous address in another town or state;
- do not live with a parent or legal guardian;
- live temporarily doubled-up with friends or family;
- sleep in a shelter;
- sleep in a campground, car, abandoned building, or other facility not designated for, or ordinarily used as regular accommodations for human beings;
- do not have school records; or
- do not have immunizations.

Homeless Education, *continued*

Houston ISD Homeless Education Program

The HISD Homeless Education Program does the following:

- Provides support and guidance to homeless children and youth who are in transition, who lack a "fixed, regular, and adequate nighttime residence."

- Provides uniforms, school supplies, undergarments, and personal hygiene items for identified students who qualify.

- Assists with enrollment, obtaining school and medical records, and immunizations.

- Provides guidance for school-based personnel in identifying students and increasing community awareness.

- Collaborates with other district personnel to provide transportation, free breakfast/lunch, tutorial programs, referrals to mental health and social service agencies, and resources.

- Collaborates with surrounding school district liaisons to coordinate transportation and other resources for homeless and unaccompanied youth.

Serving Homeless Students in Title I Schools

After assessing the needs of homeless students, the Homeless Education Program and Title I program staff, along with other district-level administrators, may consider funding the following basic needs such as:

- school uniforms,
- school supplies, and
- health-related needs

Homeless students who attend Title I, Part A Program Schoolwide or Targeted Assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I, Part A Programs and defeat the goal of helping all students meet challenging state standards.

When Title I, Part A operates in conjunction with a McKinney-Vento sub grant, homeless students can take part in services that enable them to benefit more from a school's Title I program.

Homeless Education, *continued*

The McKinney-Vento Homeless Assistance Act

Purpose

The education provisions of the McKinney-Vento Act — which are now incorporated within the Every Student Succeeds Act (ESSA) — ensure educational rights and protections for children and youth experiencing homelessness. The law directly applies to homeless unaccompanied youth, who also receive some special attention within the Act.

Key Provisions

The McKinney-Vento Act (Section 725) specifies and protects the rights of children and youth in homeless situations. Highlights include:

- **Immediate Enrollment - The** right to be enrolled immediately in school, without immunization or academic records, and birth certificate — regardless of district policy. (Unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship.)

- **Choice of Schools -** A student experiencing homelessness has two choices in deciding which school to attend:

  ◊ the school of origin (the school the student attended when he/she became homeless), or

  ◊ the school in the zone where the student is currently residing.

- **Transportation -** Students in highly mobile or homeless situations are entitled to transportation to and from the school of origin if it is feasible, in the student's best interest, and requested by the parent, guardian, or unaccompanied youth.

- **Services -** Homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education programs, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care.

  Homeless students are automatically eligible for Title I services and Districts must set aside funds as necessary to provide services.

- **Dispute Resolution -** If problems arise between the school and parents or between districts, the parent shall be referred to the district's homeless liaison. In the meantime, the student must remain enrolled in school and receive transportation (if eligible).

More... **Please contact Lisa Jackson at 713-556-7237 for additional information.**

Homeless Education, *continued*

Definition of "Homeless" (McKinney-Vento)

(McKinney-Vento Homeless Assistance Act of 2001 – The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act [ESSA]).

The term "homeless children and youth" —

A.   Means individuals who lack a fixed, regular, and adequate nighttime residence; and

B.   Includes —

    i.   Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

    ii.   Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings…

    iii.   Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

    iv.   Migrant children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

MCKINNEY-VENTO ACT: ENROLLMENT

Overview

This section explains the key provisions in the McKinney-Vento Act concerning school enrollment and offers strategies for implementing the Act in a school district.

NOTE: The terms "enroll" and "enrollment" encompass attending classes and participating fully in school activities.

URL   For additional information, see **https://nche.ed.gov/enrolling/**

Rights of the Homeless

SEAs and LEAs must develop, review, and revise their policies to remove barriers to the enrollment and retention of children and youth in homeless situations.

- Children and youth experiencing homelessness have the right to attend either the school of origin (if this is in the student's best interest) or the local attendance area school.

  ◊ **School of origin —** The school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

  ◊ **Local attendance area school —** Any public school that non-homeless students who live in the attendance area (in which the child or youth is actually living) are eligible to attend.

- Homeless students have the right to enroll in school immediately, even if lacking documentation normally required for enrollment, such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents.

Enrollment Documentation/Records

- State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) — otherwise known as school districts — must address problems resulting from enrollment delays caused by immunization and medical records requirements; residency requirements; lack of birth certificates, school records or other documentation; guardianship issues; or uniform or dress code requirements.

- If a student does not have immunizations or immunization or medical records, the local homeless liaison must assist in obtaining them immediately. In the interim, the student must be enrolled in school.

- The enrolling school must contact the student's previous school to obtain school records; the student must be enrolled in school while records are obtained.

- Schools must maintain records for homeless students so that they are available quickly and can be transferred promptly, as necessary.

McKinney-Vento Act: ENROLLMENT, *continued*

Additional General Provisions

- Local liaisons must help unaccompanied youth select and enroll in a school, after considering the youth's wishes.

- If a student is sent to a school other than that requested by a parent, guardian, or unaccompanied youth, the school must provide a written explanation of its decision to send the student to a different school. The parent(s), guardian(s), or youth must also be notified of their right to appeal this decision.

Strategies for Implementing McKinney-Vento (ENROLLMENT)

How Districts Can Help
Districts can follow the guidelines below to implement McKinney-Vento:

- **Review all state laws and regulations and district policies** and bring them into compliance with federal law.

- **Train all school enrollment staff,** secretaries, school counselors, school social workers, and principals on the legal requirements for enrolling homeless students.

- **Develop affidavits to serve as alternative forms** of documentation normally required for enrollment, such as proof of guardianship or proof of residence.

    Such forms should be crafted carefully so that they do not create further barriers or delay enrollment.

URL Sample affidavits can be found in Appendix D of NCHE's Local Homeless Education Liaison Toolkit, which can be downloaded at:
https://nche.ed.gov/homeless-liaison-toolkit/

- **Establish school-based immunization clinics** or other opportunities for on-site immunizations.

- **Collaborate with community-based or public agencies** to provide homeless students with school uniforms; this will ensure that an inability to purchase a school uniform does not create an enrollment barrier.

- **Inform families and youth of the student's right to attend** either the school of origin, if this is in the student's best interest, or the local school — and to be enrolled immediately.

- **Inform families and youth of the student's right to receive transportation** to and from the school of origin.

- **Develop clear, understandable forms** to use when providing written explanations of decisions and explaining the parent's, guardian's, or youth's right to appeal the school's decision.

McKinney-Vento Act: ENROLLMENT, *continued*

Strategies for Implementing McKinney-Vento (ENROLLMENT),
continued

How Schools Can Help

Schools can help provide educational continuity by:

- **Providing short educational assessments** to place students immediately while awaiting the arrival of complete academic records.

For more information on this topic, download **Prompt and Proper Placement: Enrolling Students Without Records** at :
https://nche.ed.gov/wp-content/uploads/2018/11/tool_app10.pdf

- **Accepting previous school records** directly from families and youth.

- **Contacting the previous school for records** and assistance with placement decisions.

- **Following up quickly on** any special education referrals or services.

- Providing needed **remediation/tutoring**.

- **Having counselors meet** with parents and students when registering.

- **Including information on the educational rights** guaranteed under the McKinney-Vento Act in parent handbooks so that parents will understand their children's options in the event that they become homeless.

- **Establishing school-level and classroom level routines** for incoming and departing student transfers.

McKinney-Vento Act: ENROLLMENT, *continued*

Strategies for Implementing McKinney-Vento (ENROLLMENT),
continued

How Teachers Can Help

Teachers can help support students experiencing homelessness by:

- **Getting to know new students** with a "getting-know-you" questionnaire or journal assignment.

- **Taking time** to talk to and welcome new students individually.

- **Giving new students a "welcome gift"** (e.g., school supplies, school clothes).

- **Introducing new students** to the class.

- **Identifying faculty** and peer mentors/buddies.

- Keeping a short, simple **written list of classroom rules** and procedures.

- Starting a **"New Students" club**.

- Making sure all students have a chance to have a **class job/role and to participate in extracurricular activities.**

- **Starting files and a portfolio of classwork** for students to take with them when leaving the school.

- **Maintaining a relationship** with departing students by providing them with stamped, self-addressed envelopes and stationery.

Resource Material

Ideas for providing educational continuity and teacher support for students experiencing homelessness were taken from:

- Virginia Education for Homeless Children and Youth Program, Project

- HOPE Information Brief No. 2, *What Educators Can Do: Homeless Children and Youth*

- Policy Analysis for California Education (PACE), *Educational Consequences of Mobility for California Students and Schools.*

EXCERPTS FROM THE MCKINNEY-VENTO ACT (ENROLLMENT)

McKinney-Vento Act Sec. 725(3); 42 U.S.C. §11435(3)

(g) STATE PLAN-

(1) IN GENERAL- Each State shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following:

(H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by—

(i) immunization and medical records requirements;

(ii) residency requirements;

(iii) lack of birth certificates, school records, or other documentation;

(iv) guardianship issues; or

(v) uniform or dress code requirements;

(vi) A demonstration that the State educational agency and local educational

agencies in the State have developed, and shall review and revise, policies to

remove barriers to the enrollment and retention of homeless children and youths in schools in the State …

(3) Local Educational Agency Requirements—

(A) IN GENERAL- Each State shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following:

(i) continue the child's or youth's education in the school of origin, or

(ii) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

McKinney-Vento Act: Excerpts (ENROLLMENT), *continued*

McKinney-Vento Act Sec. 725(3); 42 U.S.C. §11435(3), *continued*

(B) Best Interest—In determining the best interest of the child or youth, the local educational agency shall:

(i) to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;

(ii) provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and

(iii) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

(C) Enrollment —

(i) The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

(ii) The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D).

(D) Records—Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained—

(i) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district."

McKinney-Vento Act Sec. 722(g); 42 U.S.C. 11432(g).

"The terms 'enroll' and 'enrollment'" include attending classes and participating fully in school activities." McKinney-Vento Act Sec. 725(3); 42 U.S.C. 11435(3).

McKinney‑Vento Act: Excerpts (ENROLLMENT), *continued*

THIS BRIEF WAS DEVELOPED COLLABORATIVELY BY:

- National Center for Homeless Education
  800-308-2145 (Toll-free Helpline)
  http://www.serve.org/nche

- National Association for the Education of Homeless Children and Youth
  http://www.naehcy.org

- National Homelessness Law Center
  https://homelesslaw.org/

NCHE is supported by the U.S. Department of Education Student Achievement and School Accountability Programs.

Every state is required to have a coordinator for the education of homeless children and youth, and every school district is required to have a liaison for homeless students. These individuals will assist you with the implementation of the McKinney-Vento Act.

MORE...

For information on the education of children and youth experiencing homelessness in Texas and to obtain contact information for the liaison in your district, please contact:

Cal Lopez

McKinney-Vento Homeless Education State Coordinator

Highly Mobile and At-Risk Student Programs Division

Texas Education for Homeless Children and Youth (TEHCY) Program

TEHCY Texas Education for Homeless Children and Youth

(512) 463-9017

HomelessEducation@tea.texas.gov

MCKINNEY-VENTO ACT: UNACCOMPANIED HOMELESS YOUTH

Who is Classified as Unaccompanied Homeless Youth?

The term "unaccompanied youth" includes youth in homeless situations who are not in the physical custody of a parent or guardian. Unaccompanied youth include young people who have run away from home, been thrown out of their homes, and/or been abandoned by parents or guardians. These young people are separated from their parents for a variety of reasons.

- Over half report being physically abused at home, and over one-third report sexual abuse.

- Over two-thirds report that at least one of their parents abuses drugs or alcohol. For many of these young people, leaving home is a survival issue.

- Other youth are thrown out of their homes because they are pregnant, or they identify as LGBTQIA+, or because their parents believe they are old enough to take care of themselves.

- Over half of youth living in shelters report that their parents either told them to leave or knew they were leaving and did not care.

Once out of the home, unaccompanied youth are frequently victimized. As many as half have been assaulted or robbed; and one in 10 runaways reports being raped. School may be the only safe and stable environment available to unaccompanied youth.

Yet unaccompanied youth often face unique barriers to enrolling and succeeding in school. Without a parent or guardian to advocate for them and exercise parental rights, they are sometimes denied enrollment and remain out of school for extended periods of time. Unaccompanied youth also may not understand their educational rights or know how to acquire this information.

McKinney-Vento Act: UNACCOMPANIED HOMELESS YOUTH, *continued*

Rights of Unaccompanied Homeless Youth

The education provisions of the McKinney-Vento Act, which are now incorporated within the Every Student Succeeds Act (ESSA), ensure educational rights and protections for children and youth experiencing homelessness. The law directly applies to homeless unaccompanied youth who also receive some special attention within the Act.

Unaccompanied youth have the same rights as other students experiencing homelessness.

Specifically, they have the right to:

- Remain in their school of origin (to the extent feasible);

- Receive transportation to and from the school of origin;

- Immediately enroll in a new school serving the area in which they are currently living even if they don't have typically required documents (e.g., proof of guardianship); and

- Equal access to programs and services such as gifted and talented education, special education, vocational education, and English Language Learner services.

Assisting Unaccompanied Homeless Youth—Districts

To assist unaccompanied homeless youth, districts must take the following actions:

- Each local education agency (LEA) must appoint a homeless liaison, whose duties include:
  - ◊ helping unaccompanied youth choose and enroll in a school, after considering the youth's wishes.
  - ◊ informing unaccompanied youth of their rights to transportation and assisting youth in accessing transportation.
  - ◊ providing unaccompanied youth with notice of their right to appeal school or school district decisions and ensuring that youth are immediately enrolled in school pending resolution of disputes.

- School personnel must be made aware of the specific needs of runaway and homeless youth.

- McKinney-Vento state plans must:
  - ◊ Address problems caused by enrollment delays due to guardianship issues.
  - ◊ Describe how homeless youth and youth separated from the public schools are identified and accorded equal access to appropriate secondary education and support services.

- McKinney-Vento sub-grants can be used for services and assistance to attract, engage, and retain unaccompanied youth in public school programs and services.

MORE...

See other issue briefs for more information on school selection, enrollment, transportation, disputes, and subgrants. (See legislative references for the text of the law.)

McKinney-Vento Act: UNACCOMPANIED HOMELESS YOUTH, *continued*

Strategies for Assisting Unaccompanied Homeless Youth

Disseminate Information

- Develop materials such as posters, brochures, pamphlets, and fliers that explain McKinney-Vento rights information to youth. Make these items available in school attendance offices and distribute them to youth service providers.

- Train school and school district personnel on the education rights of unaccompanied youth.

- Require them to distribute informational materials and discuss their contents with the unaccompanied youth they identify.

Develop Enrollment Procedures

- Revise LEA policies immediately to accommodate unaccompanied youth and comply with the McKinney-Vento Act.

- Decide who will be allowed to enroll youth and assist with basic educational needs.
  One option is to allow youth to enroll themselves while having the school district Homeless Liaison monitor academic progress and assist youth in making basic educational decisions.

  Another common option is to try to identify an adult in the youth's life who can act as a caretaker. Schools and districts may decide to ask such adults to fill out caretaker forms establishing their responsibilities and providing their contact information.

- Ensure that the enrollment staff in all schools is familiar with McKinney-Vento requirements and procedures related to enrolling unaccompanied youth:
  ◊ Train school and school district staff to distinguish between **"throwaway"** and **runaway** youth. If your state has runaway reporting requirements designed to reconnect youth with their parents, try to avoid the trauma of police arrest by developing youth-centered approaches of achieving family reunification. (For instance, try to get youth to call home or consent to school personnel calling their parents and letting them know where they are.)
  ◊ Refer youth to federally financed youth shelters or other programs that focus on reconnecting runaways and families.
  ◊ Develop partnerships with your local social services agency and refer youth to that agency first (rather than to law enforcement).

- Ensure that all of the above enrollment procedures are carefully crafted so they do not create further barriers or delay enrollment. For example, policy statements should clarify that identifying a caregiver is not a prerequisite to enrollment.

McKinney-Vento Act: UNACCOMPANIED HOMELESS YOUTH, *continued*

Strategies for Assisting Unaccompanied Homeless Youth, continued

Ensure Appropriate Educational Services

To ensure appropriate educational services for unaccompanied homeless youth, districts can do the following:

- Revise LEA policies, such as those related to attendance and credit accrual, to ensure that they remove barriers to academic success for unaccompanied youth.

- Revise or develop LEA policies to address issues related to who signs for unaccompanied youth to participate in field trips or extracurricular activities. Work with legal staff to eliminate any fears about potential liability.

- Provide unaccompanied youth the opportunity to enroll in diversified learning opportunities such as vocational education, credit-for-work programs, and flexible school hours, yet ensure that they are integrated with the mainstream school environment (including extracurricular activities) as much as possible.

- Maintain a listing of available surrogate parents to assist unaccompanied youth with their special education needs.

- Develop strategies to continue educating students who have been suspended or expelled from school.

Assist with Non-Educational Needs

- Provide a "safe place" at school that includes trained mentors, school counselors, or social workers that unaccompanied youth can access as needed.

- Contact relevant social service agencies and gather information, pamphlets, and applications concerning valuable services such as food stamps. Make such materials available to identified unaccompanied youth.

- Meet with and coordinate with relevant social service and medical agencies to develop policies and procedures to facilitate an unaccompanied youth's access to services and treatment with sensitivity and urgency.

- Develop a list of referrals that includes shelters, youth hotlines, and other youth services providers (see *Resources for Homeless Unaccompanied Youth* on the next page).

- Develop strategies to continue educating students who have been suspended or expelled from school.

McKinney-Vento Act: UNACCOMPANIED HOMELESS YOUTH, *continued*

Resources for Homeless Unaccompanied Youth

Various national organizations and agencies are useful resources for youth and those trying to assist them:

- **Covenant House**
  Crisis Hotline: 713-529-8336
  www.covenanthouse.org

  1111 Lovett Boulevard | Houston, Texas 77006
  Phone: 713-523-2231

- **National Network for Youth**
  202-783-7949
  www.nn4youth.org

- **National Runaway Safeline**
  Runaway Hotline: 1-800-RUNAWAY (1-800-786-2929)
  www.1800runaway.org/

- **Stand Up for Kids**
  1-800-365-4543
  www.standupforkids.org

- **Salvation Army – Young Adult Resource Center (YARC) Program**

  1500 Austin St.   16201 McGowen St.
  Houston, TX 77002   Houston, TX 77004
  713-752-0677

  www.salvationarmyhouston.org

EXCERPTS FROM THE MCKINNEY-VENTO ACT (UNACCOMPANIED HOMELESS YOUTH)

"The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian."

McKinney-Vento Act Sec. 725(6).

"[T]he State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin…."

McKinney-Vento Act Sec. 722(g)(1)(J)(iii)

"Each local educational agency liaison…shall ensure that… (vii)…any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin as described in (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A)."

McKinney-Vento Act Sec. 722(g)(6)(A).

"In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall— …
(iii) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)

(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E)."

McKinney-Vento Act Sec. 722(g)(3)(B)

"If a dispute arises over school selection or enrollment in a school—

…(iv) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute."

McKinney-Vento Act Sec. 722(g)(3)(E)

McKinney-Vento Act: Excerpts
(UNACCOMPANIED HOMELESS YOUTH), *continued*

"Such plan shall include the following:

(D) A description of programs for school personnel (including principals, attendance officers, teachers, enrollment personnel, and pupil services personnel) to heighten the awareness of such personnel of the specific needs of runaway and homeless youths…

(F) A description of procedures that ensure that— …(ii) homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services….

(H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by (iv) guardianship issues …."

McKinney-Vento Act Sec. 722(g)(1)

"In determining the quality of applications under paragraph (1), the State educational agency shall consider the following: (G) Such other measures as the State educational agency considers indicative of a high-quality program, such as the extent to which the local educational agency will provide case management or related services to unaccompanied youths."

McKinney-Vento Act Sec. 723(c)(3)(G)

"A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:
(7) The provision of services and assistance to attract, engage and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to non-homeless children and youths."

McKinney-Vento Act Sec. 723(d)(7)

McKinney-Vento Act: Excerpts (UNACCOMPANIED HOMELESS YOUTH), *continued*

This Section/Document was Developed Collaboratively By:

- **National Association for the Education of Homeless Children and Youth (NAEHCY)**
  404-530-9538
  www.naehcy.org

- **National Center for Homeless Education (NCHE)**
  800-308-2145
  nche.ed.gov/

- **National Homelessness Law Center (NHLC)**
  202-638-2535
  homelesslaw.org/
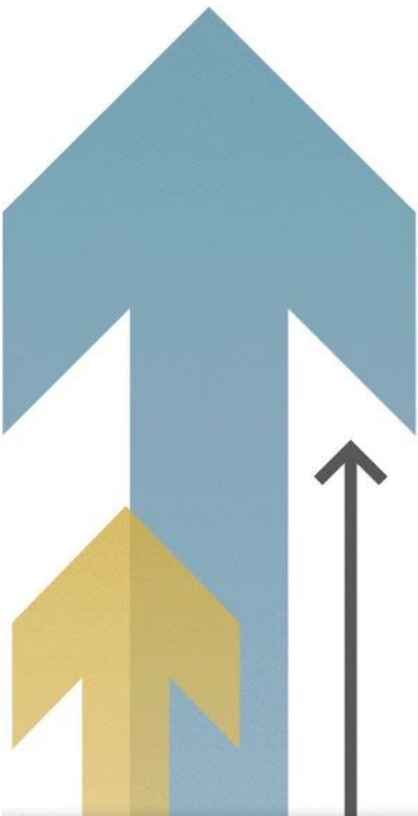
STUDENT RESIDENCY QUESTIONNAIRE

HOUSTON INDEPENDENT SCHOOL DISTRICT

2022 - 2023 STUDENT RESIDENCY QUESTIONNAIRE (SRQ)
All information MUST be completed by parent, school personnel or community liaison.

School _____   Date _____

Student Name _____ Date of Birth _____ HISD ID _____

Current Address _____ Grade _____ ☐ Male   ☐ Female

Lives with: ☐ Both Parents, ☐ Mother, ☐ Father, ☐ Legal Guardian, ☐ Caretaker/Relative without legal guardianship, ☐ Other: _____
(relationship)

Is the student currently in the conservatorship of the Department of Family & Protective Services (Foster Care)?   ☐ Yes   ☐ No

If Yes – name of DFPS Case Manager: _____ Contact Information : _____

Was the student previously in the conservatorship of the Department of Family & Protective Services (Foster Care)?   ☐ Yes ☐ No

Does the student reside at a residential treatment center?   ☐ Yes   ☐ No

Facility Name: _____ Case Manager: _____ Contact Information: _____

Please complete the Current Housing Situation AND Background Situation sections below to determine McKinney-Vento eligibility:

Part A: CURRENT HOUSING SITUATION – Check the student's current housing situation:

I CURRENTLY LIVE:

☐ In my own home or apartment, in Section 8 housing, HUD Subsidized housing or in military housing with parent(s), legal guardian(s), or caregiver(s)

☐ In my own home or apartment, in Section 8 housing, HUD Subsidized Housing or in military housing with parent(s) with parent(s) but lacks

   ☐ My home has no electricity   ☐   My home has no running water

OR I CURRENTLY LIVE IN A TRANSITIONAL HOUSING SITUATION:

☐ Living in a shelter   ☐ Living in a motel or hotel

☐ Living with more than one family in a house or apartment (Doubled-up) due to economic hardship

Unsheltered

☐ Moving from place to place   ☐ Living in a structure not usually used for housing   ☐ Living in a car, park, campsite, camper, or outside

UNACCOMPANIED YOUTH: ☐ Yes ☐ No (An unaccompanied youth is a student who is not in the physical custody of a parent or legal guardian. This would   include students living with non-custodial relatives or friends without a parent or legal guardian).

Part B: BACKGROUND SITUATION (If a Transitional Housing Situation is checked above – please check any below that apply)

☐ Catastrophic illness/ Medical expenses / disability	☐ House fire or other destruction	☐ Parent(s) involved in military
☐ New to Town	☐ Natural disaster/evacuation	☐ Parent Incarcerated/Recently released
☐ Loss of Employment	☐ Domestic Issue	☐ Student has been previously incarcerated
☐ Economic hardship/low earnings	☐ Migrant work in fishing or agriculture	☐ Awaiting placement in foster care/CPS custody
☐ Evicted/kicked out	☐ COVID-19 impacted: _____	

Part C: NEEDED SERVICES – based on availability (Check services needed and call 713-556-7237 to speak to an Outreach Worker)

☐ Enrollment Assistance	☐ Transportation	☐ Emergency Clothing, Uniforms	☐ School Supplies	☐ Personal Hygiene Items
☐ Free Lunch/ Breakfast	☐ Immunizations	☐ SNAP/Medicaid/ TANF/CHIP	☐ Housing	☐ Food
☐ Homeless Verification Letter for FAFSA	☐ Other: _____			

To the best of my knowledge this information is true and correct.

Name (PLEASE PRINT): _____   Signature: _____   Phone #'s _____

School Personnel: This form is intended to address the McKinney-Vento Act U.S.C. 11435. If any "Transitional Housing Situation" is checked under "Current Housing Situation" AND the family has indicated one of the "Background Situations" (1) immediately add PEIMS Coding in HISD Connect under the Homeless tab (2) Code all of the McKinney-Vento Panels on that screen (the start date should be the date the form was completed and also add the end date, and (3) Add requested services under the Services Tab (4) Email forms to HomelessEducation@houstonisd.org. If information is missing, please follow-up with the parent/guardian/school personnel who completed the form to make sure each section is completed, as needed.

THE UNINTERRUPTED SCHOLARS ACT:
How FERPA Helps Child Welfare Agencies Access School Records

FAQs

The **Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that affords parents the right to have access to their children's educational records.

However, FERPA can be instrumental in helping child welfare agencies obtain access to school records.

Q: Why is sharing education information between child welfare, education, and court systems important?

A: Child welfare workers need accurate information about a child's education history and need to make informed placement recommendations to the court. Selecting a placement that is close to the child's current school and which provides the proper education supports (including special education if necessary) will improve the child's well-being, increase permanency, and help prepare older youth to transition successfully to adulthood. Sharing education records also increases transparency and accountability across different state and local agencies, and reliable data helps stakeholders advocate for better laws and policies as well as increased funding. Moreover, federal law requires child welfare agencies to maintain education records in each child's case plan file.

Q: What is FERPA and how does FERPA affect education agencies' ability to share education records with child welfare agencies?

A: Schools must comply with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student's education records. "Education records" are all the materials maintained by an education agency or institution containing information directly related to a student. FERPA clarifies what information from a student's records can beshared, with whom, and under what circumstances.

Generally, FERPA prohibits schools from disclosing a student's education records to a third party unless the parent (or the student at age 18) gives written consent. However, this law contains a number of important exceptions: An amendment to FERPA has made it much easier for child welfare agencies to obtain children's education records from schools.

FAQS, *continued*

Q: **What has changed in FERPA that affects children in foster care?**

A: The **Uninterrupted Scholars Act (USA)** passed Congress with bipartisan support. Amendments to FERPA became effective on January 14, 2013. These events resulted in two very important changes to FERPA:

- USA created a new exception under FERPA that makes it easier for schools to release a child's education records to child welfare agencies without the prior written consent of the parents. *(This does not mean that child welfare agencies should leave out parents. In fact, good practice dictates that child welfare agencies should make efforts to keep parents informed and involved at all times.)*

- USA eliminated the requirement that education agencies notify parents before education records are released pursuant to a court order to any individual, when the parent is a party to the case where that order was issued.

Q: **Why were these changes needed?**

A: Previously, FERPA had caused delays and problems for child welfare agency representatives in getting critical education records. Children and youth in foster care are among the most educationally at-risk of all student populations. Child welfare law requires that child welfare agencies maintain education records as part of the child's case plan.

The Fostering Connections to Success and Increasing Adoptions Act of 2008 now also requires agencies to make sure that children are enrolled in school, that their school placements are as stable as possible, and that children who change schools are promptly enrolled with all school records. To meet these requirements– and to ensure informed and timely judicial decisions – child welfare agencies need quick access to the child's education record.

Continued on next page...

FAQS, *continued*

Q: **To whom can schools release records under the new exception?**

A: The latest amendment permits schools to release education records to "an agency caseworker or other representative of a State or local child welfare agency, or tribal organization" who has the right to access a student's case plan, and when the agency or organization is "legally responsible" for the child's "care and protection." While this will clearly include all children placed in out-of-home care by the agency, states may vary as to which other students fall into this category. Remember, even for children that are not in this category, the child welfare agency may nonetheless be able to get records through other means.

For more information visit **www.fostercareandeducation.org** .

Q: **When and with whom can the child welfare agency share the education records?**

A: While the new exception does facilitate information sharing with child welfare agencies, it still protects the confidentiality of students' records. Child welfare agencies can only disclose education records obtained through this exception to "an individual or entity engaged in addressing the student's education needs" who is authorized by the child welfare agency to receive the records, and consistent with other state confidentiality laws. Of course, the child welfare agency may also share the records with any individual who meets another FERPA exception. **www.fostercareandeducation.org**

Q: **How did the new law change the notice requirements under FERPA's "court order" exception?**

A: Another important exception to FERPA's parental consent requirement is when education records are shared with a third party to comply with a judicial order or subpoena. A school can release education records to any party listed on a court order, such as the child welfare agency or caseworker, caretaker, children's attorney, or court-appointed special advocate. Under the new law, schools do not need to provide notice to parents prior to the release of records pursuant to the court order exception when the parents are parties to the child welfare case and are already on notice that the school records will be shared.

FAQS, *continued*

Q: Where can I learn more about this topic?

A: The Legal Center for Foster Care and Education provides training and technical assistance to states and jurisdictions to improve their data collection and information sharing across agencies.
We provide examples of what has worked in other jurisdictions, assess legal strategies, and assist in drafting memoranda of understanding (MOUs) that delineate the role of each stakeholder, protect children's and families' privacy rights, and ensure quality and reliability. For training and technical assistance requests, please email **ccleducation@americanbar.org.** For a manual and tools about information sharing between child welfare and education, please download *Solving the Data Puzzle* at **www.fostercareandeducation.org**.

FOSTER CARE AND STUDENT SUCCESS: EDUCATION, LAWS, AND GUIDANCE

There are many federal and state laws that exist to advance the education of students in foster care. Knowledge of the laws and how to apply them is critical so these laws are understood and followed.

Numerous links to more information and law references are included below. Chapter and page numbers from the **Texas Foster Care & Student Success Resource Guide** provide quick access to information and support local training efforts.

For the benefit of students, we encourage local education agencies (LEAs) to be familiar with this information. School boards and district administrators ensure that local policies and practices are in alignment and promote opportunities to increase awareness among school staff.

Key Provisions

"Substitute Care" is the umbrella term used by Texas Child Protective Services (CPS) for the care of children outside of their immediate family situation. This can be accomplished through formal or informal processes.

Formal Substitute Care: Foster Care

Children and youth who are placed by CPS in formal substitute care through a court order, with conservatorship retained by CPS, are not identified as homeless by the McKinney-Vento definition (Title IX, Part A, of the Every Student Succeeds Act). "Foster child" as defined in the Texas Family Code identifies the child as being in the managing conservatorship of CPS and in a foster-care placement (see Texas Family Code, Section 263.001 (4)).

Type of Homes

- **Foster (Family) Home Placement –** The foster home may be a relative's home (if they are a licensed/ certified foster home), but is usually an unrelated, and most frequently an unconnected family home that has gone through training and been licensed by Residential Community Care Licensing (RCCL). The placements in this home are court-ordered and CP retains conservatorship. CPS provides financial and casework services.

- **Foster Group Homes –** Foster group homes are licensed by Residential Community Care Licensing (RCCL). Children/youth are placed by CPS through a court order, while CPS retains conservatorship. CPS provides financial and casework services.

Foster Care and Student Success, Education, Laws, and Guidance, *continued*

Formal Substitute Care: Foster Care, continued

Other Types of Formal Care

- **Cottage Homes –** Under state regulations, these are places where 12 or fewer kids live, with adult caregivers who act as substitutes for parents on the premises at least half or more of the time.

- **Residential Treatment Centers –** These residential facilities provide treatment programs to children and youth. They are licensed by RCCL. Children and youth are placed through a court order, and CPS retains conservatorship. CPS provides financial and casework services.

- **Kinship Care –** These homes are relative family homes approved by CPS but not licensed or certified as foster homes. Children are placed by a court order, while CPS retains conservatorship. There is some financial and casework support provided by CPS.

- **Legal Guardianship or Adoption –** Legal guardianship and adoption are permanent legal placements that do not qualify the child for McKinney- Vento services based on their placement situation. However it is possible that an adoptive or legal-guardianship family may be homeless depending upon their living situation, separate and apart from child placement issues. Each situation must be looked at individually to decide eligibility for McKinney-Vento services.

Services for Children in Formal Substitute Care

While children in the above formal substitute-care situations generally are not eligible for homeless services under McKinney-Vento, they are eligible for the following services through legislation aimed at serving children in state conservatorship:

- **Enrollment –** Foster children in the conservatorship of the state are to be enrolled immediately in school. The school district of enrollment should send for the child's records from the previous district of attendance. There is a 30-day window of time for receiving these records.

- **School Nutrition –** Foster children must apply for the free meals program as a household of one using only those resources at their immediate disposal (i.e., an allowance). They are not required to use the income of the foster parent or birth parent when applying for free nutritional services at the school.

- **Title I Services –** Foster children are eligible for Title I services in the same manner as other children on their campus.

- **Unaccompanied Youth –** MAY be eligible for food stamps, housing and other financial assistance from the state.

- **Unaccompanied Youth Parent of a Child –** MAY be eligible for Temporary Assistance for Needy Families (TANF), food stamps, section 8 housing or transitional housing assistance, and day-care assistance.

- **Disabled Child –** Supplemental Security Income (SSI)

- **Child with a Deceased Parent –** Social Security

Foster Care and Student Success, Education, Laws, and Guidance, *continued*

Informal Processes

Children and youth are also frequently placed through more informal means, without court order or CPS conservatorship. These children are generally considered to be eligible for homeless services under McKinney-Vento. The situations listed below meet the definition of informal placements.

- **Relative Care –** This is a relative's home where placement is made in one of several ways:
    ◊ Placement may be voluntary and made by the parents of a child, with or without CPS suggestion to do so.

    ◊ Placement may also be made temporarily by CPS while continuing an investigation, or while seeking court order and a more formal placement situation, or while providing Family-Based Safety Services (FBSS) to the family prior to the child's return.

    ◊ Placement may occur by the child/youth voluntarily going to stay with a relative. There is no home study completed by the state.

    The home is not certified or licensed for the child's care. There is no court order for placement, and CPS does not seek or retain conservatorship. This is considered a "doubled-up" situation under McKinney-Vento.

- **Non-Relative Care –** Non-relative care may also occur when a family friend agrees to care for a child voluntarily placed with them by the parent, or the unaccompanied youth voluntarily seeks permission to stay with the non-relative family, or CPS permits the child to remain with the family friend while they either continue an investigation, provide FBSS to the family, or seek a court-order and conservatorship. This may include situations as informal as "couch surfing," where youth move from one friend's home to that of another, without any formal agreement for care by the adults in the home. This is considered a "doubled-up" situation under McKinney-Vento.

- **Emergency Shelter Care –** Placement of a child/youth in an emergency shelter may be made temporarily by CPS to "await" foster (family) home, or foster group home placement, voluntarily by the parents of children/youth through an agreement with the shelter – sometimes at the suggestion of CPS, or by the child/youth voluntarily going to the shelter to seek services. Domestic violence shelters, runaway youth shelters, children's shelters and homeless shelters are included in this definition. There may or may not be a court order for placement, and CPS may or may not retain custody; however, the nature of emergency shelter care is temporary whether CPS places the child there or not. Residence in temporary shelter situations qualifies a child for McKinney-Vento services.

- **Transitional Living –** Children and youth in transitional living situations are eligible for services under McKinney-Vento as long as there is not placement through a court order, with CPS conservatorship.

- **Unaccompanied Youth –** Unaccompanied youth who stay with relatives or friends are eligible for McKinney-Vento services.

Children in the above informal placement situations have the same rights under McKinney-Vento as other students experiencing homelessness, including the right to enroll, participate, and succeed in public school.

Foster Care and Student Success, Education, Laws, and Guidance, *continued*

Other Resources

Other fact sheets and resources outlining specific provisions for children and youth experiencing homelessness :

- **Texas Education Agency Contact Information**

  - **Cal Lopez**
    Texas Education Agency
    McKinney-Vento Homeless Education State Coordinator
    Highly Mobile and At-Risk Student Programs Division
    512-463-9414

    HomelessEducation@tea.texas.gov

  - **General Inquiries**
    512-463-9290
    generalinquiry@tea.texas.gov

- **State contact:**
  Foster Care Education & Policy State Coordinator
  512-463-9414
  fostercareliaison@tea.texas.gov

- **Local contacts:**

  - **Lisa Jackson**
    Sr. Manager & Homeless Liaison
    Office of Student Assistance
    713-556-7237
    Ljacks14@HoustonISD.org

  - **Ilka J. Rosado**
    Manager & Foster Care Liaison
    Office of Student Assistance
    713-556-7237
    Irosado@HoustonISD.org

Foster Care and Student Success, Education, Laws, and Guidance, *continued*

Eligibility Chart for Determining McKinney-Vento or Substitute/Foster Care Eligibility

	McKinney-Vento Eligible	CPS/Substitute Care
Children who are wards of the state, in foster homes, residential homes, treatment centers, or juvenile justice placements are NOT considered homeless under the Federal McKinney-Vento Homeless Education Assistance Act (ESSA reauthorization) – below are some common scenarios to assist the caseworker and liaison to determine whether the student is considered in Foster Care/Substitute Care as a ward of the state of Texas, and/or is considered homeless under McKinney-Vento. Most situations must be assessed on a case- by-case basis.		
Child is in state court ordered custody, placed in a licensed or certified foster or kinship home (home study, training, licensed/certified, financially supported, 2085 form).		**X**
Child is in state court ordered custody, placed with the Texas Juvenile Justice Department (TJJD). X		X
Child is in state court ordered custody, placed in a Neglect or Delinquent Center. X		**X**
Child is in state court ordered custody, placed in a Residential Treatment Centers (RTC).		X
Child is in state court ordered custody, placed in an emergency shelter or transitional living Program.	**X**	**X**
Child is in state court ordered custody, but child ran away from the foster home and returned to stay with their birth family. Child is not considered homeless unless the birth family is living in a homeless situation.		X
Child is in state court ordered custody, but child ran away from the foster home and is living with extended family or friends. Child is considered "doubled-up" and homeless as well as a ward of the state.	**X**	**X**
Child is in state court ordered custody but is living in a McKinney-Vento defined situation that might include staying in: a hotel/motel, CPS office, or with a caretaker who meets the MV definition of homeless.	X	X
Child is CPS involved but CPS has NOT taken custody. CPS requires the parent to identify a safe family member or friend for the child to stay with while an investigation or services take place in the child's home. This situation is viewed as a loss of housing for the child, who is then doubled-up in a home with caretakers that are not legally responsible. Sometimes a Power of Attorney is given to the caretaker. This does not provide legal guardianship of the child.	**X**	
Child was identified as homeless previously in the school year and was subsequently taken into state custody and placed in a foster or kinship home. (Once identified as MV the child remains identified the duration of the school year.)	X	X
Child is in state court ordered custody. CPS moves the child from one foster family to another -perhaps multiple times.		**X**
Child in court ordered custody is placed with and custody transferred to a legal guardian or pre-adoptive home. (As long as the legal guardian is not living in a homeless situation.)		X

HISD | Student Assistance
PUTTING GRADUATION IN REACH

Foster Care Facts

➤ Students in foster care experience educational instability and lag the general student population in high school completion

➤ Students in foster care are almost 2.5 times more likely to receive special education services compared to students in the general population

➤ Students in foster care are much more likely to be disciplined in school than other children; they receive out-of-school suspension at more than two times the rate of their peers

➤ 1,212 young adults aged out of foster care in 2019 and lived, on average, in six different placements

EDUCATIONAL OUTCOMES

GRADUATION RATES

In 2019, high school graduation rates for students in foster care decreased from 63.4% to 62.6%. These rates are significantly behind their peers statewide, which have held steady at 90.0%.[15]

Students in foster care are **graduating at lower rates** than their peers statewide.

Students in foster care: **=62.6%**

All students: **=90%**

DROPOUT RATES

In 2019, 25.0% percent of students in foster care dropped out of school, while less than 6.0% of their peers in the same graduation class cohort dropped out of school.[16]

In Texas **1 out of every 4 students,**

25% in foster care dropped **out of school,** compared to 5.9% of their peers in 2019.

✓ African American children and youth are the most overrepresented racial group in the foster care system. Of the 20,540 children and youth removed from their homes in 2018 by DFPS, 4373 were African American, totaling 21% of all children removed

✓ 8,280 Hispanic children and youth were removed from their homes, totaling 40% of all children removed from their homes. Hispanic students are disproportionally underrepresented, considering they represent 51% of the total child population in Texas

DEMOGRAPHICS OF TEXAS STUDENTS IN FOSTER CARE[17]

Students in Foster Care:

Hispanic = 40% (8,280) Non-Hispanic white = 32% (6,463) African American = 21% (4,373) Other = 7%

Total Population of Students in Texas:

Hispanic = 51% Non-Hispanic white = 31% African American = 11% Other = 7%
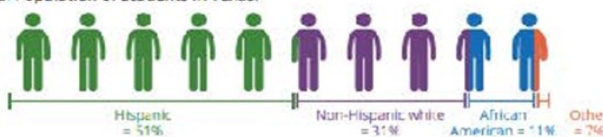
Source: Foster Care & Student Success, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://tea.texas.gov/sites/default/files/2022-fcss-resource-guide-cover-preface.pdf, July 21, 2022

TRANSLATION SERVICES

HISD TRANSLATION SERVICES

Services Provided

Translation Services provides written translations to support Spanish-speaking HISD students and their families. Translation Services can help support other foreign languages needs by providing information on external, district-approved service providers on an as-needed basis.

Services include translating the following:

- school and district forms that parents need to complete, read, and respond to;

- important school and district letters, newsletters, announcements, etc.;

- school and district handbooks for parents; and

- any other type of documents that district or school personnel consider essential and vital to parents.

Requesting Translation Services

Contact Information

- **Translation Services (translations@HoustonISD.org)**

- **Special Education —** Interpretation and translation for Special Needs Students
  (e.g., ARD meetings): 713-556-7025

- **Multilingual Programs —** Interpretation for immigrant, migrant, refugee, and newcomers: 713-556-6961

URL   For additional information, please access Translation Services' webpage (http://www.HoustonISD.org/Page/68308) via the HISD employee portal.

HISD Translation Services, *continued*

Criteria for Submitting Content for Translation

- Documents provided should be final versions — drafts are not translated.

- Content should be provided as an original Microsoft Word document; conversions and any other types of files may not be accepted or may result in delays.

- When submitting a revised document that has previously been translated, the document must show the revisions and/or updates as tracked changes.

- Translation Services CANNOT translate copyrighted materials unless the proper permissions have been obtained.

- Translation Services does NOT translate third party documents.

School Improvement Plan (SIP) Translations

A requirement of the Every Student Succeeds Act (ESSA), is that Title I Campuses must make their School Improvement Plan (SIP) available to the public in an understandable and uniform format.

The entire SIP – including the Executive Summary – must be translated into the language(s) of parents of enrolled students.   **However, due to the scope of this districtwide requirement, HISD Translation Services IS NOT able to assist with this process.**

Rule of Thumb

The External Funding Department strongly suggests that if at least 10% of parents of enrolled students speak a language other than English, the SIP or other material must be translated into those languages. However, every effort should be made to translate content for any student/family who needs specific-language translations.

Options

Consider using one of the options below to have this documentation translated:

- Make use of vendors via contracted services: Access the **Purchasing Department site** and use key word **Translation** in the Search tool to display a current list of approved vendors (or call the department at 713-556-6515).

    ◊ The campus should receive at least two quotes for translating the document.

    ◊ General Funds as well as Title I Funds can be used to pay for this expenditure. (See additional information on the following page.)

HISD Translation Services, *continued*

School Improvement Plan (SIP) Translations—Options, *continued*

- Enlist the services of campus staff with native fluency in the required language(s) and familiar with our educational system and academic terminology.

  If this choice is selected, be sure to add the following disclaimer to the document:
  DISCLAIMER: The (identify language) version is a translation of the original document for information purposes only. In case of any discrepancies, the original version in English will prevail.

- Consider using "Google Translate" – But the document MUST BE reviewed by professional staff members who have native fluency in the language to ensure that the vocabulary represents the English content accurately.
  (Google Translate does a literal translation and may not capture and reflect certain terminology, expressions, and nuances.)

Translation Costs

Campus Title I funds CAN be used to pay for this service.

If using contracted services, Campuses are encouraged to obtain at least *two* quotes.

Campuses will receive a bill following completion of the job.

HISD MULTI-LANGUAGE TERMINOLOGY LIST

The HISD terminology list was developed by Translation Services as a tool for translating and interpreting the most commonly used words in the District in an educational setting. It is important to note that this resource uniquely reflects the terminology used in HISD and might not always apply to other school districts or settings.

This is an in-house terminology list developed to encourage more consistent use of words and terms in translations/interpretations throughout HISD. Due to the richness of the languages, the list may include several options for one specific English term: All options are deemed to be correct and may be used according to the text. Translation Services acknowledges that there might be acceptable alternatives that are not included in this list.

The following considerations or guidelines apply:

- The list does not contain all possible regional, dialectical, or colloquial variations.

- For many terms, more than one translation is provided. In those cases, the options are separated by a slash (/) and listed in order of preference – but overall context should be taken into account.

- Italics are occasionally used in the translations to indicate terms for which no appropriate term was available; in such cases, the English language term should be used.

- When an English term is known by an acronym, the translation provided is followed by an explanation stating that in English the term is known by the acronym. The reference to the English acronym needs to be noted only the first time that the term is used in a document .

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
ability test	examen de aptitudes/ examen de habilidad	xác nghiệm khả năng	إختبار القدرة
abnormality	irregularidad/ anomalía	khác thường	خَلَل
above average	superior al promedio	trên trung bình	فوق المتوسط
above test norms	superior a los parámetros del examen	trên chỉ tiêu thi cử	فوق قواعد الإختبار
absence (s)	inasistencia, inasistencias/ ausencia, ausencias	vắng mặt	غياب
absence rate	índice de absentismo	tỉ lệ vắng mặt	معدل الغياب
academic achievement goals	metas de rendimiento académico/ metas de logros académicos	mục tiêu thành tích học vấn	أهداف الإنجاز/ التحصيل الأكاديمي
academic course credit	crédito de un curso académico	tín chỉ môn học	الساعات الأكاديمية المعتمدة
academic education	enseñanza académica	giáo dục	التعليم الأكاديمي
Academic Performance Index (API)	Índice de Rendimiento Académico	Chỉ Số Học Vấn	مؤشر الأداء الأكاديمي (API)
academic standars	estándares académicos	các tiêu chuẩn học vấn	المعايير الأكاديمية
accelerated courses	cursos intensivos	các môn cấp tốc	دورات تسريعية (تعجيلية)
accommodations	adaptaciones/ modificaciones/ adaptaciones por discapacidad	những thích nghi	أماكن الإقامة
accountability	responsabilidad/ rendición de cuentas	trách nhiệm	المساءلة
accuracy	exactitud/ precisión	chính xác	دقة
achievement	logro/ rendimiento	thành tích	إنجاز

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
achievement gap	brecha de rendimiento/ brecha de logros	khoảng cách thành tích	التفاوت في الأاء الأكاديمي بين الطلاب
acquisition	aprendizaje/ adquisición	lĩnh hội	الإكتساب
active learning	aprendizaje activo	tích cực học hành	التعلم الفعّال/ النشط
allowable expenditure	gasto permisible	phí tổn được cho phép	الإنفاق المسموح به
annual customer satisfaction survey	encuesta anual de satisfacción del cliente	thăm dò thường niên về sự hài lòng của khách	استطلاع رضا العملاء السنوي
annual meeting	reunión anual/ junta anual	họp thường niên	الأجتماع السنوي
Annual Progress Report (APR)	Informe Anual del Progreso	Báo cáo sự tiến bộ hàng năm	تقرير الأداء المدرسي
Arabic	árabe	Tiếng Ả Rập	اللغة العربية
ARDs (Admission, Review and Dismissal)	Comité de Admisión, Revisión y Retiro	Tiểu Ban Thu Nhận, Duyệt Xét và Ra Khỏi	القبول (ARDs) والمراجعة والطرد/ المغادرة
assessment	evaluación/ prueba/ examen/ análisis	thẩm định, thi	التقييم
assistant principal	subdirector/ subdirectora	hiệu phó	مُساعد المدير
assistant teacher	maestro auxiliar, maestra auxiliar	phụ giáo	مُساعد المعلم
at-risk students	estudiantes en riesgo de fracasar	học sinh có nguy cơ bỏ học	الطلاب المعرضين للخطر (لفشلهم دراسيا أو التسرب من المدرسة)
attendance	asistencia	đi học	الحضور
audit	auditoría/ auditorías	kiểm tra	التدقيق

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
Average Daily Attendance (ADA)	Promedio de Asistencia Diaria	số trung bình đi học hàng ngày	معدل الحضور اليومي (ADA)
back-to-school night	noche de orientación para la familia, encuentro de regreso a clases	tối trở lại trường	ليلة العودة الى المدرسة (لقاء الاسرة التعليمية بأولياء أمور الطلاب)
baseline data	datos de referencia	dữ kiện nền tảng	بيانات الأساس
basic skills	destrezas básicas / habilidades básicas	các khả năng căn bản	المهارات الأساسية
behavioral objective	objetivo de conducta	hành vi khách quan	الغاية أو الهدف السلوكي
below average	inferior al promedio	dưới trung bình	تحت المعدل
benchmark	punto de referencia/índice de referencia	điểm chuẩn cao	المؤشر
benchmark test	evaluación comparativa	bài thi tiêu chuẩn cao	إختبار قياس الأداء
biculturalism	biculturalismo	hai văn hóa	الإزدواج الثقافي
bilingual education	educación bilingüe	giáo dục song ngữ	تعليم ثنائي اللغة
bilingualism	bilingüismo	song ngữ	ثنائية اللغة
biliteracy	bialfabetización	biết hai thứ tiếng	تعليم القراءة والكتابة
biliteracy	capacidad de leer y escribir en dos idiomas		القدرة على تعلم القراءة والكتابة
book report	informe de un libro/ informe	sổ báo cáo	تقرير عن كتاب
brochure	folleto	tập sách mỏng	كراسة / منشور
budget policy	normativa/política presupuestaria	chính sách về ngân sách	سياسة الميزانية
bully	intimidar/ acosar	ức hiếp	التنمر/ الترهيب / البلطجة

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
campus	escuela, instalaciones escolares, edificio escolar (nunca campus pues se usa para universidades)	trường	حرم المدرسة أو الجامعة
campus parent involvement policy	normativa de la escuela para la participación de los padres	chính sách phụ huynh tham dự sinh hoạt trường	سياسة المشاركة بين المدرسة والوالدين
cap and gown	toga y birrete	mũ và áo	غطاء الرأس والعباءة
capability	aptitud/capacidad/ habilidad	khả năng	القُدرة
career	carrera	ngành nghề	المهنة
career adviser	consejero	cố vấn ngành nghề	مستشار وظيفي
career and college guidance	orientación universitaria y preuniversitaria	hướng dẫn nghề và đại học	المهنة والدليل الجامعي
career and continuing education	educación y cursos de actualización	ngành nghề và học tiếp	المهنة والتعليم المستمر
certificate of educational achievement	certificado de rendimiento educativo	chứng nhận thành tích học vấn	شهادة التحصيل العلمي
charter school	escuela chárter	trường *charter* (chuyên biệt)	مدرسة مستقلة
child abuse	abuso de menores, maltrato de menores	lạm dụng trẻ em	سوء معاملة الأطفال
child advocate	defensor de menores	bênh vực trẻ em	حماية الطفل
children with disabilities	niños con discapacidades	trẻ em có phế tật	الأطفال المعوقين
collaborative learning	aprendizaje colaborativo	học chung	التعلم التعاوني
college	universidad/ instituto de enseñanza superior	đại học	كُلية
college preparatory program	programa de preparación preuniversitaria	chương trình chuẩn bị đại học	برنامج الكلية التحضيري

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
community advisory committee	comité asesor comunitario	tiểu ban cố vấn cộng đồng	اللجنة الإستشارية للمجتمع
community college	instituto de enseñanza superior de la comunidad/ institución de estudios superiores preuniversitarios	đại học cộng đồng	كلية المجتمع
competency	capacidad/aptitudes/ competencia	có khả năng	الكفاءة
computer literacy	conocimientos básicos de computación/computadora	hiểu biết điện toán	محو امية الحاسوب/ معرفة إستعمال الحاسوب
compliance review	evaluación de cumplimiento de las normas/ evaluación de la conformidad con los reglamentos	duyệt xét sự phù hợp	مراجعة الإمتثال
core curriculum	currículo básico	học trình cốt yếu	المناهج الدراسية الأساسية
core subjects	materias básicas	các môn chính	المواد الأساسية / المواضيع الرئيسية
counselor	consejero	cố vấn	مستشار
cross-cultural awareness	conciencia transcultural/ conocimientos interculturales	ý thức giao thoa văn hóa	وعيّ عابر للثقافات
daily living skills	habilidades de la vida diaria/aptitudes necesarias para la vida cotidiana	khả năng hàng ngày	مهارات الحياة اليومية
decoding skills	habilidades de descodificación	khả năng giải mã	مهارات حل الرموز
description and explanation of curriculum	descripción y explicación del currículo	diễn tả và giải thích học trình	وصف وشرح المناهج الدراسية

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
description and explanation of assessments	descripción y explicación de las evaluaciones	diễn tả và giải thích bài thi	وصف وشرح التقييم
district parent involvement policy	normativa del distrito para la participación de los padres	chính sách phụ huynh tham dự sinh hoạt học khu	سياسة المنطقة التعليمية لمشاركة الوالدين
download	bajar/ descargar	lấy xuống	تحميل
dropout rate	tasa de deserción/ índice de deserción escolar	tỉ lệ bỏ học	معدل التسرب من المدرسة (ترك المدرسة)
Dual Language Program	Programa de Doble Vía	Chương Trình Hai Ngôn Ngữ	برنامج ثنائي (مزدوج)اللغة
elected officers	funcionarios/representantes elegidos	các viên chức được bầu	الموظفين المنتخبين
elective classes	materias optativas	các lớp nhiệm ý	دروس إختيارية
elementary school	escuela primaria	trường tiểu học	المدرسة الإبتدائية
eleventh	undécimo. Si se refiere a los *juniors*, dar la opción de decir *juniors* en itálicas	thứ mười một	الحادي عشر
empower	habilitar/ potenciar/ equipar	thêm sức / tăng cường	تمكَين
English	inglés	Anh văn	اللغة الإنجليزية
English language learner or ELL	aprendiz del idioma inglés o ELL	người học Anh văn hay ELL	متعلم (طالب) اللغة الإنجليزية ELL
enrolled	matriculado/ inscrito	ghi danh	مسجل
expedite	acelerar/ agilizar	khẩn cấp	الاسراع
extended learning	clases suplementarias	học thêm	تعليم الفصول الأضافية
facility	plantel escolar/ instalación	cơ sở	تسهيل

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
Family and Community Engagement Department (FACE)	Departamento para la Participación Activa de las Familias y la Comunidad	Sở Sinh Hoạt Gia Đình và Cộng Đồng	قسم مشاركة العائلة والمجتمع (FACE)
field trip	excursión escolar	đi xa	رحلة ميدانية
freshman	alumno del noveno grado/ de primer año de la preparatoria/ *freshman*	học sinh lớp chín	المبتدئ
funds	fondos	ngân quỹ	مال/ تمويل
GED clases	clases de GED	lớp GED	الدروس التعليمية للكبار
Global Graduate	Graduado Global	Tốt Nghiệp Toàn Cầu	الخريج "المؤهل" عالمياً
graduation rates	tasas de graduación/ índices de graduación	tỉ lệ tốt nghiệp	معدلات التخرج
grant	subvención/ subvenciones	tài trợ	منحة
guardian	tutor	giám hộ	ولي الأمر/ الوصي
hand outs	volantes/folletos	tờ phân phát	النشرات/ الكتيبات/ الملخصات
heritage month	mes de la herencia cultural/ mes del patrimonio cultural	tháng di sản	شهر التراث 15 ايلول(سبتمبر)- 15 تشرين الأول(اكتوبر) (الشهر القومي)
high school	escuela preparatoria	trung học II cấp	المدرسة الثانوية
highly qualified	altamente cualificado	tiêu chuẩn cao	درجة عالية من الكفاءة
illiteracy	analfabetismo	mù chữ	أمية
immigrant	inmigrante	di dân	مُهاجر
internship	pasantía	thực tập	التدريب

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
IEP (Individualized Education Program)	Plan Educativo Individualizado	Chương Trình Giáo Dục Cá Biệt	برنامج التعليم الفردي IEP
Kindergarten	Jardín de niños/ Kínder/ Kindergarten	Mẫu Giáo	روضة الأطفال
language acquisition	adquisición del idioma	hiểu ngôn ngữ	إكتساب اللغة
language program	programa de lenguas/ programa de idiomas	chương trình ngôn ngữ	برنامج اللغة
language speech impaired	deficiencia del habla y el lenguaje	nói không thạo	خطاب اللغة ضعيف
LEP	LEP/ con dominio limitado de inglés	LEP (không thạo Anh Ngữ)	إجادة اللغة الإنجليزية محدودة
liaision	persona de enlace/ persona de contacto	liên lạc viên	إتصال
listening comprehension	comprensión auditiva	nghe hiểu	الإستماع والفهم
literacy skills	habilidades de lectoescritura / nivel de alfabetización	khả năng biết đọc biết viết	مهارات القراءة والكتابة
literacy training	capacitación para la alfabetización/ nivel de alfabetización	huấn luyện để biết đọc biết vi	محو الأمية
low incidence	baja incidencia/ poco común	tỉ lệ thấp	إنخفاض معدل الأصابة
low-income families	familias de bajos ingresos	gia đình lợi tức thấp / nghèo	العوائل ذات الدخل المنخفض/الدخل المحدود
Magnet school	escuela *Magnet*	trường *Magnet*	مدرسة الجذب
make-up-dates	fechas (de examen) extraordinarias	những ngày học bù	تحديد المواعيد
master schedule	horario maestro/ horario básico	thời khóa biểu chính	الجدول الزمني الأساسي
measurable objectives	objetivos medibles	các môn có thể đo lường	اهداف قابلة للقياس

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
media center	centro de recursos didácticos/ centros de multimedia	trung tâm truyền thông	مركز إعلامي
middle school	escuela secundaria	trung học I cấp	المدرسة المتوسطة
migrant education	educación para migrantes	giáo dục người di dân	تعليم المهاجرين
native language	lengua materna, idioma materno	tiếng mẹ đẻ	اللغة الأم
NCLB School Report Card	Informe NCLB del Desempeño de la Escuela	Phiếu Điểm NCLB	تقرير الأداء المدرسي
needs assessment	evaluación de las necesidades	cần thẩm định	تقييم الإحتياجات
newcomers	recién llegados	người mới đến	القادميين الجُدد
ninth	noveno. Si se refiere a los *freshman*, dar la opción de decir *freshman* en itálicas	lớp chín	التاسع
no Child Left Behing Act	Ley Que Ningún Niño se Quede Atrás	Luật Không Trẻ Nào Bị Bỏ Rơi	عدم ترك أي طفل
non verbal	sin uso del habla/ no verbal	không lời	شفهي
non-english proficient	sin dominio del inglés	không thông thạo tiếng Anh	دون إتقان اللغة الإنجليزية
non-english speaker	no habla inglés	người không nói tiếng Anh	لا يتلكلم اللغة الإنجليزية
norm-referenced results	resultados con referencia a las normas de rendimiento académico	kết quả quy chiếu	معيار النتائج المشار اليها
nurse's office	enfermería	văn phòng y tá	مكتب الممرضة
open house	recepción escolar de apertura para las familias/ sesión informativa, función de puertas abiertas	giới thiệu trường	حفل إفتتاح المدرسة للعوائل

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
oral language skills	aptitud de expresión oral	khả năng nói	المهارات اللغوية الشفوية
overall performance level	nivel general de rendimiento	trình độ thành tích nói chung	مستوى الأداء العام
paraprofessional	paraprofesional	bán chuyên môn	المساعدين
Parent Advisory Council (PAC)	Consejo Asesor para Padres	Ủy Ban Cố Vấn Phụ Huynh	المجلس الإستشاري للآباء (PAC)
parent notifications	avisos/notificaciones para los padres	thông cáo cho phụ huynh	إشعار الوالدين / إبلاغ الأباء
parent resource center	centro de recursos para padres	trung tâm sinh hoạt phụ huynh	مركز موارد الأباء
parental Involvement	participación de los padres	phụ huynh tham dự	مشاركة الأهل
parenting skills	habilidades de crianza para los hijos	khả năng nuôi dậy con	مهارات الوالدين
parents' rights	derechos de los padres	quyền lợi phụ huynh	حقوق الوالدين
pattern	patrón	khuôn mẫu	إسلوب/ نمط/ نموذج
performance level	nivel de rendimiento	học lực	مستوى الأداء
policy	norma/ política/ normativa	chính sách	سياسة
post to the school website	publicar en el sitio de internet de la escuela	đăng trong trang mạng trường	نشر في موقع المدرسة الألكتروني
post-secondary	postsecundario/ después de la preparatoria	hậu trung học	فوق الثانوي
primary language	idioma principal/ idioma materno/ lengua materna	ngôn ngữ chính	اللغة الأساسية
principal	director / directora	hiệu trưởng	المدير / المديرة
printing/mailing expenses	gastos de imprenta y envío por correo postal	chi phí in / gửi bưu điện	نفقات الطباعة / البريد

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
program status	situación del programa/estatus del programa	tình trạng chương trình	وضع/ حال البرنامج
promotion standards	normas/estándares de promoción	tiêu chuẩn lên lớp	معايير الترقية
rate	índice/ tasa	tỉ lệ	معدل
reading materials	materiales de lectura	tài liệu để đọc	مواد القراءة
reclassification	reclasificación	tái phân loại	إعادة تصنيف
register	matricular/ inscribir	đăng ký/ ghi danh	تسجيل
registration fees	cuotas de inscripción	lệ phí ghi danh	رسوم تسجيل
School Improvement Plan	Plan de Mejoramiento Escolar	kế hoạch cải tiến học đường	خطة تحسين المدرسة
school-based	con sede en la escuela / de la escuela	nền tảng học đường	قائم على المدرسة
school-parent compact	convenio de la escuela y los padres	kết ước trường-phụ huynh	الترابط العائلي - المدرسي
scholarship	beca	học bổng	بعثة / منحة دراسية
Spanish	español	Tây Ban Nha	اللغة الأسبانية
Spanish-speaking English Language Learners	hispanohablantes aprendices del idioma inglés	Người nói tiếng Tây Ban Nha học tiếng Anh	الأسبان متعلمي اللغة الإنجليزية
student academic achievement	rendimiento académico estudiantil/del estudiante	thành tích học vấn	الإنجاز/ التحصيل الأكاديمي للطالب
supplies	útiles escolares / materiales escolares	học cụ	تجهزات
technology training	capacitación en tecnología	huấn luyện kỹ thuật	التدريب التقني
tenth	décimo. Si se refiere a los *sophmores*, dar la opción de decir *sophmore* en itálicas	thứ mười, lớp mười	العاشر

HISD Multi-Language Terminology List, *continued*

ENGLISH	SPANISH	VIETNAMESE	ARABIC
Title I, Part A	Título I, Parte A	Title I, Part A (Danh Mục I, Phần A)	العنوان/ الباب الآول الجزء أ
Title I, Part A school-wide campus	escuela de participación total en el programa Título I, Parte A	trường thuộc "Title I, Part A"	الباب الأول الجزء الف/ مشاركة كاملة للمدرسة
training sessions	sesiones de capacitación	các khóa huấn luyện	دورات تدريبية
transitional Bilingual Program	Programa Bilingüe de Transición	chương trình song ngữ chuyển tiếp	برنامج انتقالي مزدوج / ثنائي اللغة
transportation	transporte	chuyên chở	النقل/المواصلات
two-way classroom	aula/ salón de doble vía	lớp học hai chiều	فصل دراسي ذو إتجاهين
twelveth	duodécimo. Si se refiere a los *seniors,* dar la opción de decir *senior* en itálicas	thứ mười hai, lớp mười hai	الثاني عشر
Vanguard	*Vanguard*	"Vanguard"	الطليعة / القدوة
Vietnamese	vietnamita	Tiếng Việt	الفيتناميون
workshop	taller	hội thảo	ورشة عمل
Your Voice Survey	Encuesta Su Voz	Thăm Dò Ý Kiến "Your Voice"	المسح الصوتي(صوتك)

CODING

INTRODUCTION TO HISD CONNECT

Chapter Contents

The purpose of this guide is to provide consistent procedures to all HISD campuses for coding Title I, Part A data in HISD Connect . It also provides descriptions of data elements and the codes used in HISD Connect for Title I, Part A.

This chapter shows you how to:

- Obtain access to HISD Connect

- Create/Edit Title I participation records

- Create/Edit Title I service records

- Create/Edit Title School-Parent Compact records

- Mass Code Title I School-Parent Compact records

- Create/Edit Parent & Family Engagement records

- Code Socioeconomic status for students

- Navigate reports related to Socioeconomic Disadvantage

It is important to have appropriate documentation such as sign-in sheets, minutes, agendas, flyers, letters, etc. prior to entering data into HISD Connect. Documentation must be maintained in the Title I bin on the campus — even after data is entered.

Introduction to HISD Connect, *continued*

Roles and Responsibilities: Data Entry

Title I Campus Contact

- All Title I Campus Contacts must be trained in entering Title I data into HISD Connect.
  NOTE: The Title I Campus Contact may use the assistance of the Student Information Management Specialist (SIMS).

- The Title I Campus Contact must provide the Student Information Representative (SIR) with appropriate information for coding, such as names and coding information of students who are being served in the program.

LOOK

IMPORTANT!

The Title I Campus Contact must approve all data entered by the SIR.

Principals must ensure that reports from the Texas Education Agency (TEA) —which reflect actual Public Education Information Management System (PEIMS) data — are compared to campus reports for reasonableness and accuracy.

For more information on data quality, please refer to the *HISD Federal and State Compliance* site.
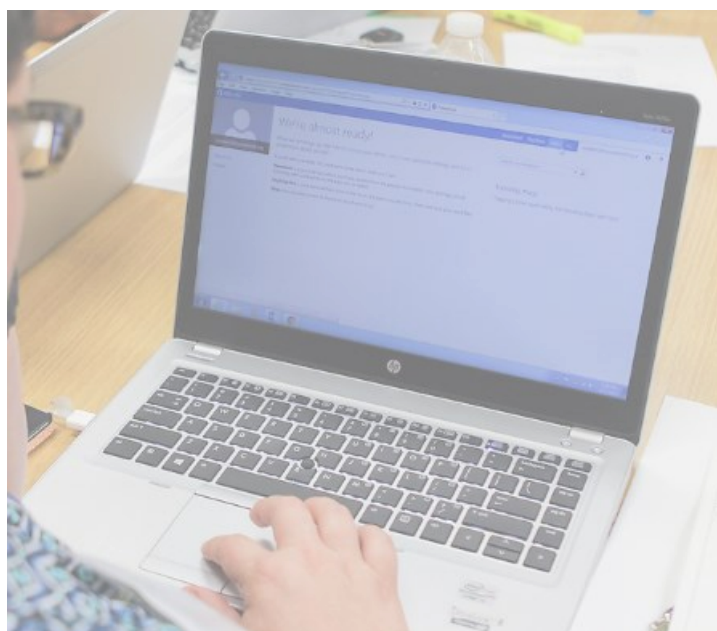
OBTAINING ACCESS TO HISD CONNECT

1-View Mandatory Online Training

To obtain HISD Connect Coding access, Campus Title I Contacts or SIRs (who will be coding socioeconomic data)* must complete specific online OneSource training within two (2) weeks of receiving this role. Follow the steps below to access the online training. This must be done PRIOR to submitting the SIS Security form.

* The campus role that is required to input the economic disadvantaged coding is the R/E/W role (Registration/Enroll/Withdraw).

At this time, only the online course **HC_HISD Connect Overview (1441044)** in OneSource is required before completing the SIS Security Access Request Form.

Aside from that, External Funding will conduct routine trainings in the areas of Title I Coding and Socioeconomic data entry.

2-Complete the HISD SIS Security Access Request Form

After completing the online training, Campus Title I

Contacts or SIRs must complete sections I and II of the HISD SIS Security Access Request Form.
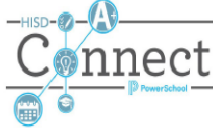
HISD SIS SECURITY REQUEST FORM

Submit to: Student Management Systems (Attn: SIS Security)
Route 10 · 4400 West 18th St · Level 3NW · Houston, TX 77092
or fax to (713) 556-8870 or email SISSecurity@houstonisd.org

I. Complete this section for ALL SIS requests.

Employee ID: _____ (8 digits)   Network Username: _____ (NOT password)

Last Name: _____   First Name: _____   MI: _____

Current Work Location: Campus/Dept #: _____   Campus/Dept Name: _____

Work Location Telephone #: _____   Position/Title: _____

II. Complete Section I and Section II to ADD or REMOVE a role assignment.
When requesting Campus Level access, also specify the campus number and campus name. Additional forms are required for access to additional campuses. School Area Level access requires the Area Superintendent's approval.

District Level – [A]dd/[R]emove
A/R (check appropriate box)
- District View Only
- Other: _____
- REMOVE ALL ROLES

School Area Level – [A]dd/[R]emove
(check appropriate box)
- North - Northwest - South - East
- West - Achieve 180 - All Schools
- Other (specify campuses): _____

A/R (check appropriate box)
- View Only
- Discipline View
- Other: _____
- REMOVE ALL ROLES

Campus Level – [A]dd/[R]emove
Location #: _____   Campus: _____
A/R (check approp. box) | A/R (check approp. box) | A/R (check approp. box)
- View Only | - Student Sched. | - TREx
- School Enrollment | - Master Sched. | - Health
- Office Attendance | - English Learner | - Socioeconomic
- Ofc. Grade Reporting | - Gifted & Talented | - IAT Liaison
- Discipline View | - Career Tech Ed. | - Interventionist
- Discipline Editor | - At-Risk | - Special Ed View
- Magnet | - Title I | - Teacher
- Other: _____
- REMOVE ALL ROLES

INTERNAL USE ONLY

III. Complete ALL sections to request a change of location. Failing to do so may prevent access.
All role assignments will be removed from the *Previous Work Location* specified below. Previous role assignments are not transferred. Only the roles selected in Section II are applied.

Previous Work Location: Campus/Dept #: _____   Location Name: _____

Current Work Location: Campus/Dept #: _____   Location Name: _____

The Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C., Section 1232g, its implementing regulations (34 CFR Part 99), and amendments, the Texas Public Information Act (TPIA), Texas Government Code Section 552.001 et seq., and Houston Independent School District (HISD) Board Policies provide for the security, confidentiality, review, and disclosure of student educational records. All persons who access HISD student records hold a position of trust relative to this information and must recognize and acknowledge their responsibilities for preserving the security and confidentiality of this information. The requestor is aware of the state and federal laws pertaining to records tampering and the requestor is aware of the penalties under the law related to records tampering.

Access will not be granted without signatures and dates.

Requestor's Signature _____   Date: _____

Approver's Printed Name: _____
(please print legibly)   (Principal, Executive Principal, SSO, CSO, or Superintendent)

Approver's Signature _____   Date: _____
SIS-PS-20210422

OBTAINING ACCESS TO HISD CONNECT, *continued*

When completing the SIS Security Access Request Form:

- Make sure that in Section II—Campus Level you are requesting access to "Title I" or "Socioeconomic."

- Obtain the necessary signatures and follow the instructions on how to submit (located in the top right-hand corner of the form).

You may either email the form to **SISSecurity@HoustonISD.org** OR fax to 713-556-8870.

CODING FOR TITLE I, PART A — GENERAL INFORMATION

Title I Information in this Chapter

This section contains instructions for the following tasks:

Recording Title I, Part A Status

Schoolwide Title I School

- **If a campus is designated as a Schoolwide Title I school,** EVERY STUDENT enrolled in that school will be AUTOMATICALLY coded as "6" (Title I) – there is no need to create a Title I record. NOTE: The record will be closed if the student transfers out.

- **When a student transfers from a non-Title I school to a Schoolwide Title I school,** the system AUTOMATICALLY creates a Title I "6" record as the new student enrolls in the schoolwide Title I school – there is no need to create a Title I record.

Targeted Assistance School

- When a student transfers to a Targeted Assistance Title I school: school personnel must MANUALLY assign that student a Title I participation code "7" to create a Title I record for this individual student.

Continued on next page...

CODING FOR TITLE I, PART A — GENERAL INFORMATION, *continued*

<u>School-Parent Compact</u> **(Schoolwide or Individual)**
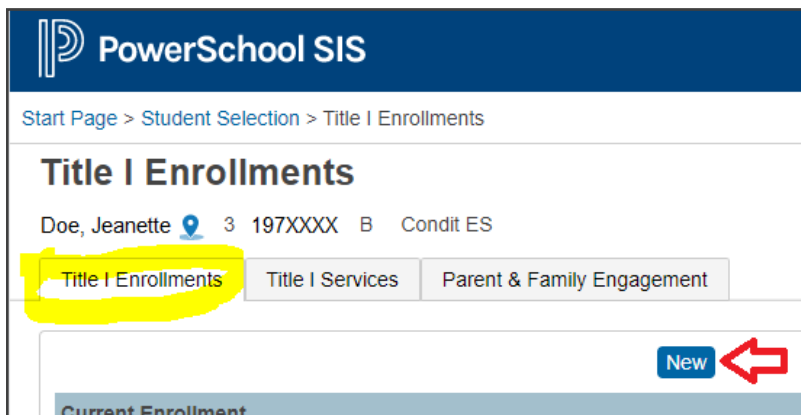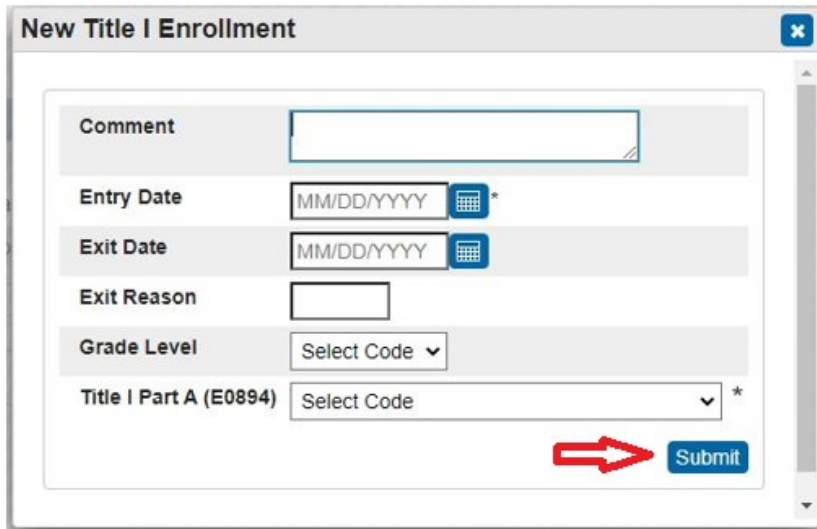
- **Users can select all students and mass-assign the School-Parent Compact.**

- **When a student transfers from a Title I campus to another Title I campus,** that student should receive a School-Parent Compact from the new campus. The new campus can view — but not edit — the record created at any previous campus.

    Records of successive School-Parent Compacts will be retained for students, corresponding to the campuses they attended.
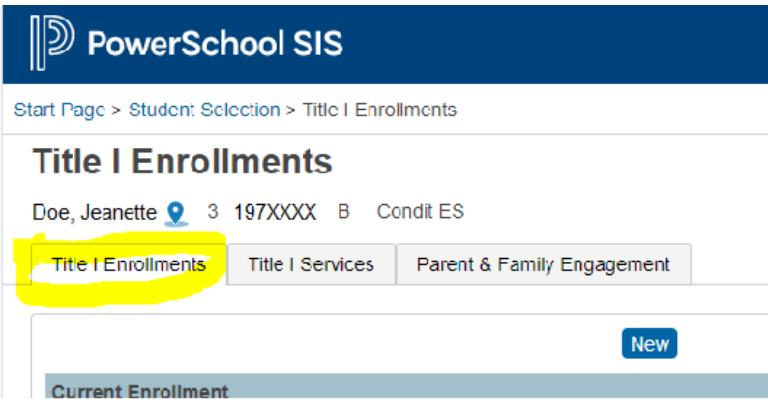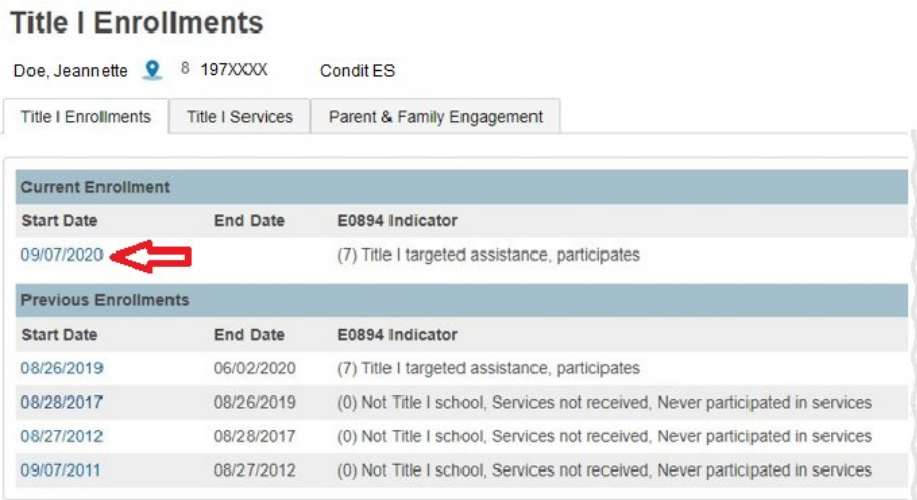
TITLE I, PART A CODING PROCEDURES—ENROLLMENT

Create a Title I Participation Record for an Individual Student (Targeted Assistance)

Step	Description
1	Select the student on the Start Page (his or her schedule will display). Then, on the left side of the screen, under **Special Populations,** click **Title I.**
2	On the resulting page, select the **Title I Enrollments** tab. Then click **New.**
3	On the resulting data entry screen, enter data as appropriate. Then click **Submit**.
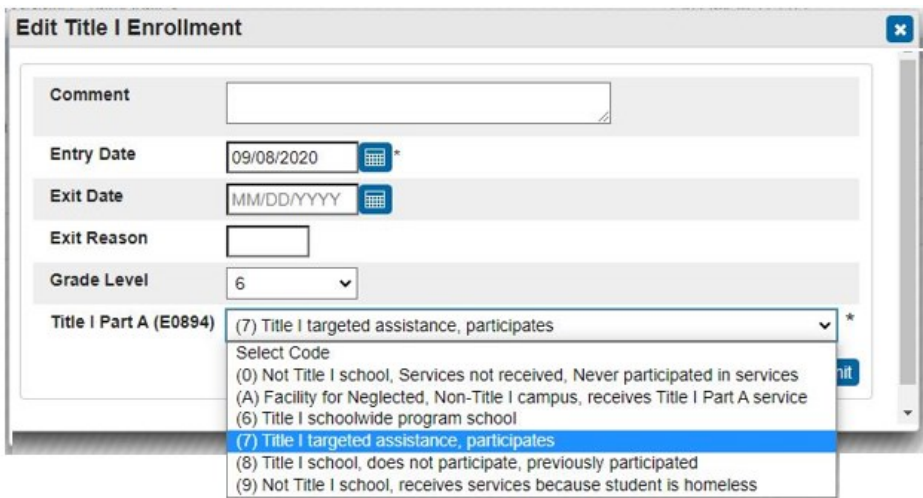
Edit/Update a Title I Participation Record for an Individual Student (Targeted Assistance)

Step	Description
1	Select the student on the Start Page (his or her schedule will display). Then, on the left side of the screen, under **Special Populations** click **Title I.**
2	On the resulting page, select the **Title I Enrollments** tab.
3	Click on the **Start Date link** (under Current Enrollment).

TITLE I, PART A CODING PROCEDURES—ENROLLMENT, *continued*

Edit/Update a Title I Participation Record for an Individual Student (Targeted Assistance), continued

Step	Description
4	Update the Edit Title I screen.
5	Click **Submit**.

TITLE I, PART A CODING PROCEDURES—SERVICES
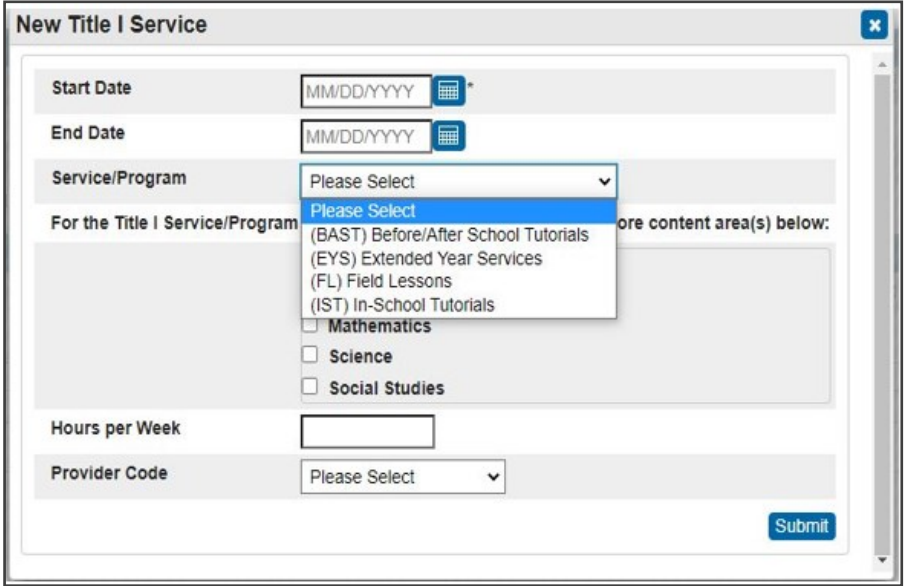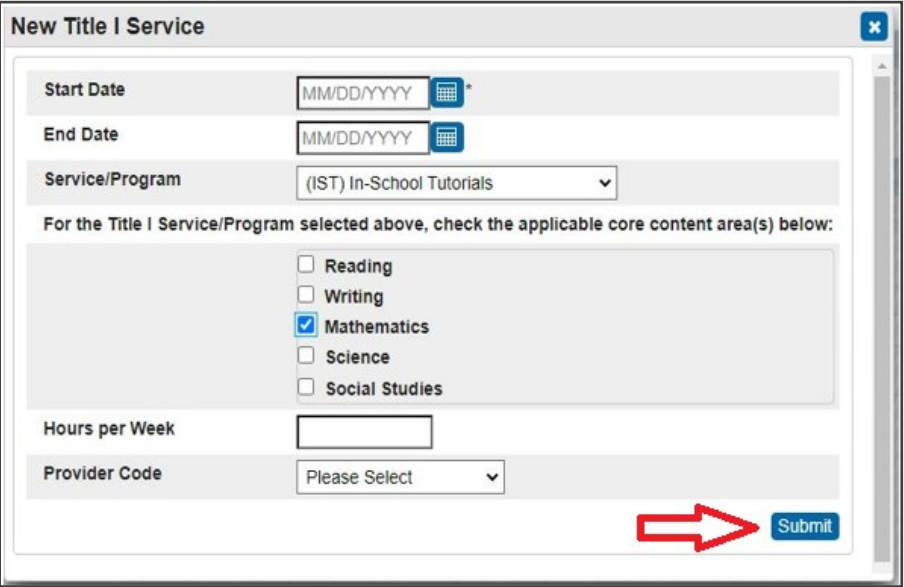
Create a Title I Service Record (Targeted Assistance)

Step	Description
1	Select the student on the Start Page (his or her schedule will display). Then, under **Special Populations** on the left side of the screen, click **Title I.**
2	On the resulting page, select the **Title I Services** tab. Then click **New**. PowerSchool SIS Start Page > Student Selection > Title I Services **Title I Services** Jones, John 197XXXX B Condit ES Title I Enrollments | Title I Services | Parent & Family Engagement New Current Services

Continued on next page...
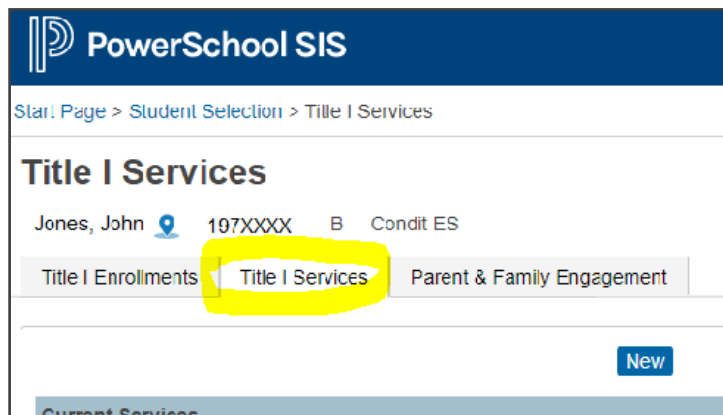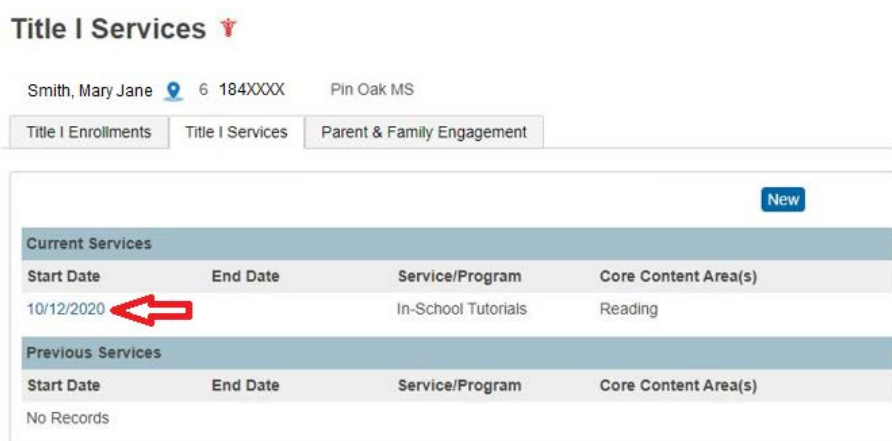
TITLE I, PART A CODING PROCEDURES—SERVICES, *continued*

Create a Title I Service Record (Targeted Assistance), continued

Step	Description
3	Complete New Title I Service screen.

Then click **Submit**.

TITLE I, PART A CODING PROCEDURES—SERVICES, *continued*
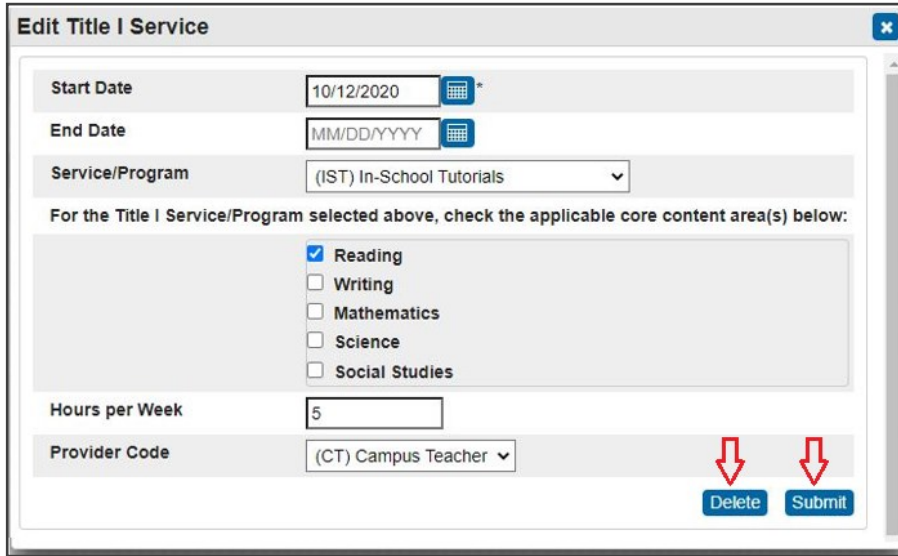
Edit/Update a Title I Service Record

Step	Description
1	Select the student on the Start Page (his or her schedule will display). Then, under **Special Populations** on the left side of the screen, click **Title I.**
2	On the resulting page, select the **Title I Services** tab.
3	Click the **Start Date** under Current Services.

Continued on next page...

Edit/Update a Title I Service Record , continued

Step	Description
4	On the Edit Title I Service screen: • **Update** by revising data and then clicking **Submit**, or • **Delete** the service record by clicking **Delete**.

TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY
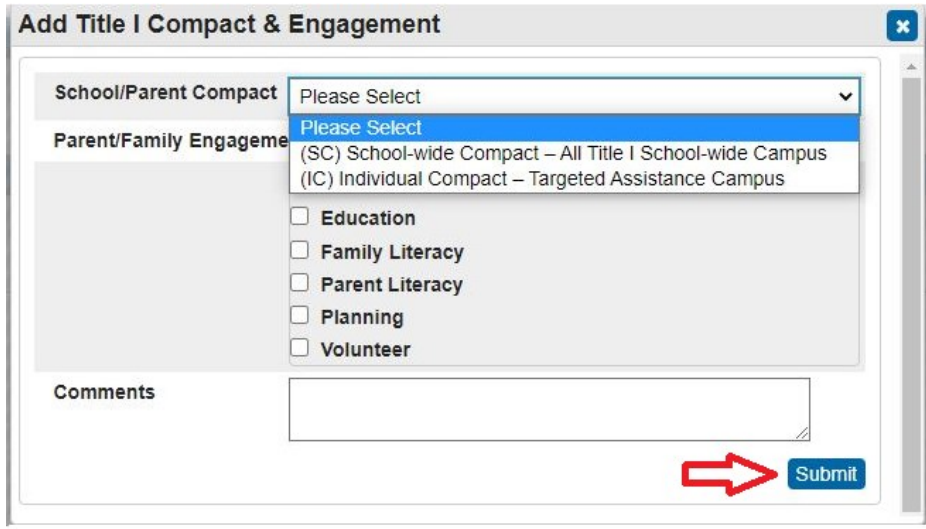
Create a Title I School-Parent Compact Record

Step	Description
1	Select the student on the Start Page (his or her schedule will display). Then, under **Special Populations** on the left side of the screen, click **Title I.**
2	On the resulting page, select the **Parent and Family Engagement** tab. Then click **New**. RESULT: The **Add Title I Compact & Engagement** screen displays.

TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY, *continued*

Create a Title I School-Parent Compact Record, continued

Step	Description
3	Choose the correct School-Parent Compact. Then click **Submit**. **Add Title I Compact & Engagement** School/Parent Compact — Please Select Please Select (SC) School-wide Compact – All Title I School-wide Campus (IC) Individual Compact – Targeted Assistance Campus Parent/Family Engageme... ☐ Education ☐ Family Literacy ☐ Parent Literacy ☐ Planning ☐ Volunteer Comments Submit

TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY, *continued*

Mass Code Title I School-Parent Compact Record

Follow the steps below to mass code a Title I School-Parent compact record for all enrolled students at one time.

Step	Description
1	Select all enrolled students by clicking "All" at the top of the Start Page. Then click the right-most button on the bottom, which should be entitled **Title I - Parent Engagement Compact.** **Start Page** Students ✕ All ✕ 🔍 ❓ 9 10 11 12 F M All ☐ Include Remote Enrollments Stored Searches Stored Selections View Field List Advanced MultiSelect District Search Current Selection Clear All Grade Level: 10 ⓧ **Current Student Selection (225)** | Student	Student Number	Date of Birth	Grade Level
---	---	---	---
Adder, Frederick	1634212	2/26/2004	10
Aguilar, Lara	1641651	11/14/2004	10
Alder, Annie	1560363	4/30/2005	10
Alexander, Mary	1629847	6/9/2005	10
Allen, Marie	1760363	8/22/2003	10
Andrusar, Irena A	1623384	3/27/2003	10	 < 1 2 3 > >> Select By Hand Title I - Parent Engagement Compact ▾ **NOTE:** If this button does not display that title, you can select it from a menu by clicking the down arrow.
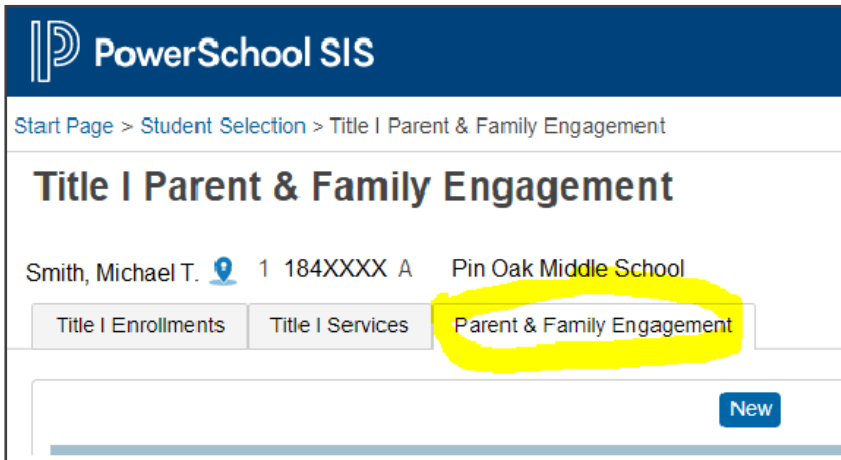
TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY, *continued*

Mass Code Title I School-Parent Compact Records, continued

Step	Description
2	Complete the Title I-Mass Assign Parent & Family Engagement screen. Click **Submit**.
3	Then click **Confirm Submit.** RESULT: The selected School/Parent Compact is applied to all enrolled students.

TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY, *continued*
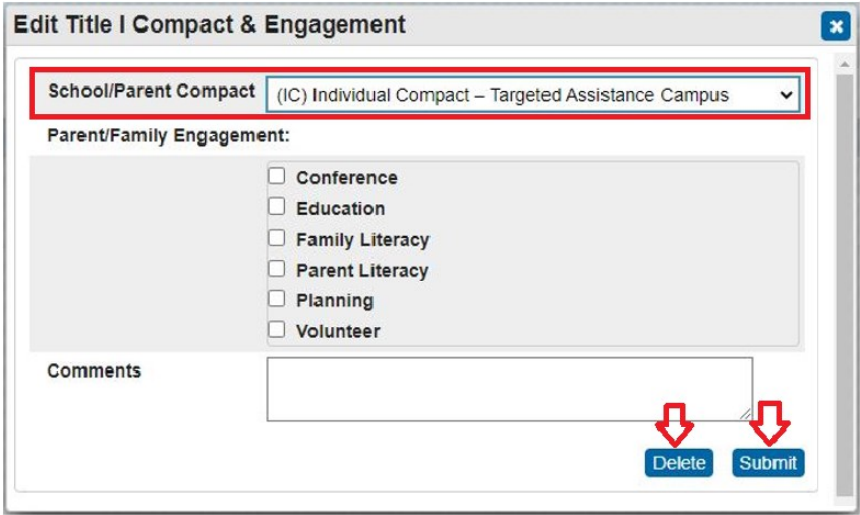
Edit/Update a School-Parent Compact Record

Step	Description
1	Select the student on the Start Page (his or her schedule will display). Then, under **Special Populations** on the left side of the screen, click **Title I.**
2	On the resulting page, select the Parent and Family Engagement tab.
3	Click the Current School Year (under "Current Engagements").
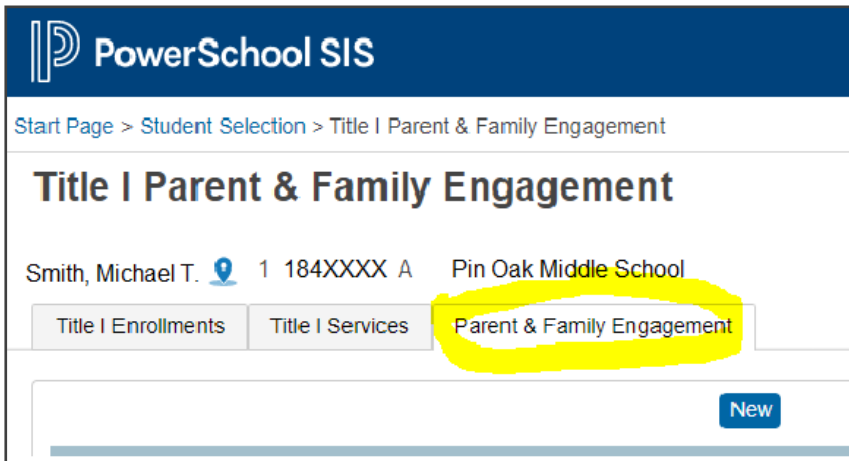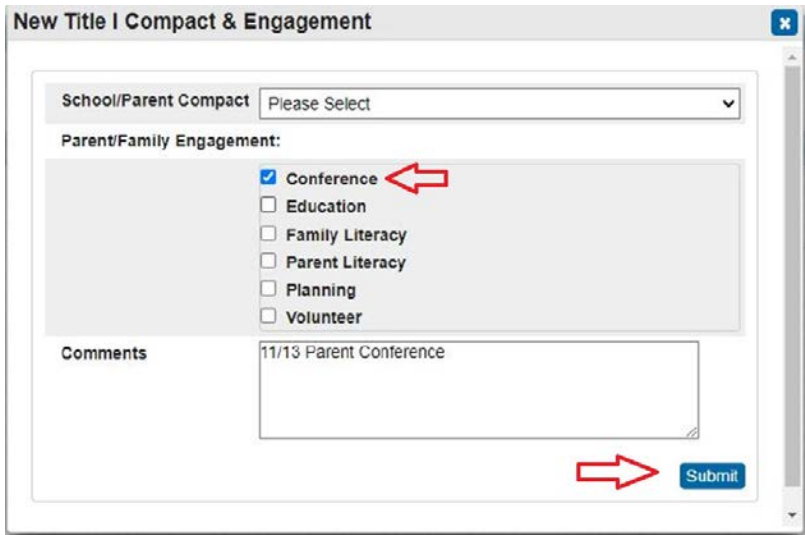
Edit/Update a School-Parent Compact Record, continued

Step	Description
4	On the resulting Edit Title I Compact & Engagement screen, either: • Make edits and click **Submit**, or • Click **Delete** to eliminate the record (this should only be done if the student never received Title I services). ![Edit Title I Compact & Engagement dialog] **Edit Title I Compact & Engagement** School/Parent Compact: (IC) Individual Compact – Targeted Assistance Campus Parent/Family Engagement: ☐ Conference ☐ Education ☐ Family Literacy ☐ Parent Literacy ☐ Planning ☐ Volunteer Comments Delete Submit
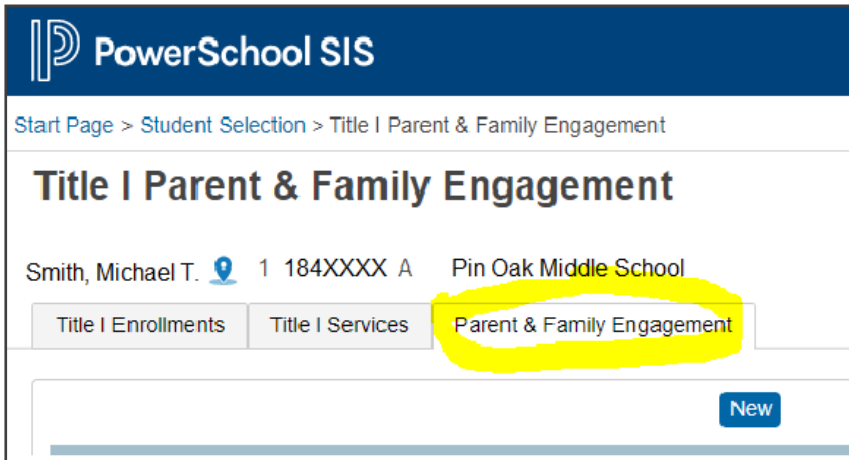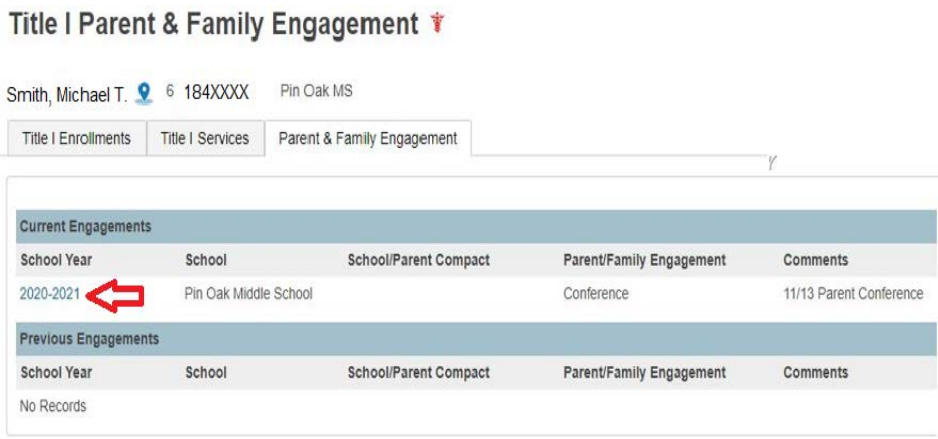
TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY, *continued*

Create a Parent & Family Engagement Record

Step	Description
1	Select the student on the Start Page (his or her schedule will display). Then, under **Special Populations** on the left side of the screen, click **Title I.**
2	On the resulting page, select the Parent and Family Engagement tab.
3	Choose the Parent/Family Engagement Activity(ies). NOTE: See PFE Coding Checklist on page 303. Then click **Submit**.

TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY, *continued*

Edit/Update a Parent & Family Engagement Record

Step	Description
1	Select the student on the Start Page (his or her schedule will display).
	Then, under **Special Populations** on the left side of the screen, click **Title I.**
2	On the resulting page, select the Parent and Family Engagement tab.
3	Click the Current School Year (under "Current Engagements").

TITLE I, PART A CODING PROCEDURES—PARENT & FAMILY, *continued*

Edit/Update a Parent & Family Engagement Record, continued

Step	Description
4	On the resulting Edit Title I Compact & Engagement screen, either: • Make edits/updates and click **Submit**, or • Click **Delete** to eliminate the record NOTES: **You may only code one occurrence <u>per category</u>.** Example: If parents attended several Parent Literacy events, you can only code it once. See also the *PFE Coding Checklist* on the next page.

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Title I Parent and Family Engagement PowerSchool Coding Checklist

Types of Parental Involvement	Conference	Education /Training	Family Literacy	Parent Literacy	Planning	Volunteer
Events						
Campus Volunteer						✓
Computer Literacy Training				✓		
Donuts with Dads (Boy's Day Planning Meeting)					✓	
Fall Carnival/Festivals						✓
Family Matters			✓			
Field Lessons Chaperone (*Field lessons are an unallowable expense)						✓
G.E.D. Classes				✓		
Holiday Program						✓
Literacy Night (Math & Science Night)			✓			
Meet the Teacher		✓				
Muffins with Moms (How to educate your daughters on self-esteem and hygiene)		✓				
Noche Latina						✓
Open House		✓				
Parent Conferences	✓					
Parent Orientation		✓				
Project Graduation						✓
Prom						✓
School-Parent Compact Planning Meeting					✓	
SDMC Meeting					✓	
STAAR Lock-In						✓
Test Taking 101 (How to Prep you child for STAAR)		✓				

REPORTS RELATED TO THE TITLE I, PART A PROGRAM

Report Location(s) / Name	PURPOSE
Start Page > sql Reports > Title I > District Title I Participation Click **Submit** to view the report.	**Title I Participation (DISTRICT)** This report displays district Title I Participation numbers for each campus. **District Title I Participation** 	School Name	Enrollment	Schoolwide (6)	Targeted Assistance (7)
---	---	---	---
School A	324	320	4
School B	120		40
School C	656	656	
School D	745	745	
School E	825	825	
School F	167		50
	Total	Total	Total
District Totals:	**2837**	**2546**	**94**	
Start Page> sql Reports > Title I > Campus Title I Participation Click **Submit** to view the report.	**Title I Participation (CAMPUS)** This report displays campus Title I Participation for each student. **Campus Title I Participation** | ID #	Student Name	Grade	Schoolwide (6)	Targeted Assistance (7)
---	---	---	---	---
XXXX001	Student A	1		X
XXXX002	Student B	2		X
XXXX003	Student C	3		X
XXXX004	Student D	4		X
XXXX005	Student E	5	X	
XXXX006	Student F	6	X	
			Total	Total
Campus Totals:			**2**	**4**	

Continued on next page...

REPORTS RELATED TO THE TITLE I, PART A PROGRAM, *continued*

Report Location(s) / Name	PURPOSE
Start Page > sql Reports > Title I > District Title I Services Click **Submit** to view the report.	**Title I Services (DISTRICT)** This report displays the Title I services that students received at the campus level.

District Title I Services

School Name	Service/Program	Reading	Writing	Mathematics	Science	Social Studies
School A	Before/After School	75	10	30	20	10
School A	Extended Year Services	40	20	25	0	0
School A	Field Lessons	0	0	0	60	50
School A	In-School Tutorials	40	60	77	10	5
School C	Before/After School	150	20	60	40	20
School C	Extended Year Services	80	40	50	30	15
School C	Field Lessons	30	40	50	120	100
School C	In-School Tutorials	300	120	144	20	10
		Total	Total	Total	Total	Total
District Totals:		715	310	436	300	210

This report will be very long because each school offers (4) different Service/Program(s). You would have the ability to filter by School at the District Level.

Start Page> sql Reports > Title I > Campus Title I Services Click **Submit** to view the report.	**Title I Services (CAMPUS)** This report displays Title I services provided to students.

Campus Title I Services

ID #	Student Name	Sevice/Program	Reading	Writing	Mathematics	Science	Social Studies
XXXX001	Student A	Before/After School			X		
XXXX002	Student A	Extended Year Services		X	X		
XXXX003	Student A	Field Lessons				·X	
XXXX004	Student B	In-School Tutorials	.	. X	X		
XXXX005	Student C	Field Lessons					X
XXXX006	Student D	Extended Year Services	X	X			
			Total	Total	Total	Total	Total
Campus Totals:			1	3	3	1	1

This report will be very long because each student can have multiple records with the change.
Student A have received 3 different services in 3 different areas. You will be able to filter by student name if needed.

Continued on next page...

REPORTS RELATED TO THE TITLE I, PART A PROGRAM, *continued*

Report Location(s) / Name	PURPOSE
Start Page> sql Reports > Title I > District Parent and Family Engagement Click **Submit** to view the report.	**Parent and Family Engagement (DISTRICT)** This report displays Parent and Family Engagement activities per campus.

District Parent and Family Engagement

School Name	Head Count	Compact		Activities					
		Individual	Schoolwide	Conference	Education	Family Literacy	Parent Literacy	Planning	Volunteer
School A	325		324	150	10	30	20	70	25
School B	850	120		600	20	25	40	60	45
School C	656		656	200	30	20	60	50	35
School D	745		745	300	40	15	80	40	55
School E	1342		1342	825	50	10	100	30	65
School F	1010	167		700	60	5	120	20	75
	Total	Total	Total	Total	Total	Total	Total	Total	Total
District Totals:	4928	287	3067	2775	210	105	420	270	300

Report Location(s) / Name	PURPOSE
Start Page> sql Reports > Title I > Campus Parent and Family Engagement Click **Submit** to view the report.	**Parent and Family Engagement (CAMPUS)** This report displays Parent and Family Engagement activities per student.

Campus Parent and Family Engagement

ID #	Name	Grade	Home Room	Compact		Activities					
				Individual	Schoolwide	Conference	Education	Family Literacy	Parental Literacy	Planning	Volunteer
XXXX001	Student A	1			X	X			X		
XXXX002	Student B	2			X				X		X
XXXX003	Student C	3			X	X					
XXXX004	Student D	4			X			X		X	
XXXX005	Student E	5			X	X					X
XXXX006	Student F	6			X	X	X				X
				Total	Total	Total	Total	Total	Total	Total	Total
Campus Totals:				0	6	4	1	1	2	1	3

CODING FOR SOCIOECONOMIC STATUS—BACKGROUND

Collecting Socioeconomic Information

For the 2022-2023 school year, Houston ISD will offer free meals to all students in the Community Eligibility Provision Program (CEP). HISD is required to collect the socioeconomic status of each such student as a performance indicator for student achievement (TEC § 39 for Texas state requirements and ESEA §§1111 and 1116 for U.S. Department of Education requirements) and for use in disbursement of federal funds (ESEA §1113). This information is not shared with outside agencies.

It is very important for HISD to obtain socioeconomic information on these CEP students in order for schools to receive Title I and State Compensatory Education funding. Students' parents or guardians must provide specific socioeconomic information to the campus.

Socioeconomic information forms are collected either as:

- Hand-completed **blue paper Socioeconomic Information Forms** (SIFs) or

- **Online SIFs** completed by parents/guardians on the HISD Parent Portal
  (The completed online forms must be printed for documentation.)
  See pages 311 and 312 for a description of how parents access/complete online SIFs through the HISD Parent Portal and how school personnel can retrieve those completed online forms.

CODING FOR SOCIOECONOMIC STATUS—BACKGROUND
continued

How Socioeconomic Information is Processed in HISD Connect

1. First, the **parent or guardian provides specific information** regarding the family's socioeconomic status. The information goes into the HISD Connect system.

IF socioeconomic information is provided by parents/guardians this way:	THEN this information is entered into HISD Connect in the following manner…
Completed on the blue paper SIF	Manually entered into the system by the Student Information Representative (SIR) or the campus registrar. **EXCEPTION**: Students who are pre-certified by Food Services do NOT need to be coded manually. *For instructions, see page 314.*
Input online via the HISD Parent Portal	Transferred into the system automatically.

2. After the information is entered into HISD Connect, **the system assigns a Socioeconomic code** for the student (based on the current Income Eligibility Chart, which is embedded in the system's logic).

3. **The system-assigned code must be handwritten on the student's SIF** -- either on the blue paper SIF or on a printed copy of the online SIF. (These documents are stored for five years.)
See a list of system-assigned codes on the following page.

   NOTE: Although pre-certified students are not coded manually, you must still write the "A," "1," "2"or "3" code on the SIF.

4. Aggregated socioeconomic data is used for reporting and funding purposes.

   ### What the Food Services Codes Mean

   - A - Pre-certified
   - 1 - Free Meals under the National School Lunch & Child Nutrition Program
   - 2 - Reduced Meal under the National School & Child Nutrition Program
   - 3 - PAID

   ### Deadline for Input of Socioeconomic Data

   As a general rule, all socioeconomic information must be entered into the system by the PEIMS snapshot date —the last Friday in October. For the current school year, that date is **October 28, 2022**.

How Socioeconomic Information is Processed in HISD Connect, continued

Socioeconomic Codes

The following are codes that may be assigned as a result of entering socioeconomic data into the HISD Connect system. These codes are auto-assigned by the system.

NOTE:
"Not Received" (NR) data input should only be used after efforts to obtain information from the parent/guardian have proven unsuccessful.

Campus ECO Code	Description	Corresponding State PEIMS Code
0	**Returned form but declined to provide information.** Use this code when parents did not enter any information on the SIF.	**00**
NQ	**Not Qualified –** Household income entered on the SIF does not qualify as economically disadvantaged per the Income Eligibility Chart.	**00**
NR	**SIF not returned.**	**00**
SIF	**Socioeconomic Information form qualified –** Use this code if parents return this form and qualify as econom-ically disadvantaged based on household income.	**99**

CODING FOR SOCIOECONOMIC STATUS—BACKGROUND *continued*

Socioeconomic Information Form (SIF)

HOUSTON INDEPENDENT SCHOOL DISTRICT

SOCIOECONOMIC INFORMATION FORM

Complete and return one form to each school where you have a child enrolled. **Print using a pen.**

CONFIDENTIAL - For HISD purposes only

Houston ISD is required to collect the socioeconomic status of each student as a performance indicator for student achievement (TEC § 39 for Texas state requirements and ESEA §§1111 and 1116 for U.S. Department of Education requirements) and for use in disbursement of federal funds (ESEA §1113). This information is not shared with outside agencies.

It is very important that families complete this socioeconomic form in order for schools to receive Title I and State Compensatory Education funding. This funding will directly benefit your child's school. Title I and State Compensatory Education funding can be used to hire personnel, provide tutoring services, order technology, and provide professional development for teachers. We want to continue to provide these necessary learning supports, but without your assistance we may not be able to.

Campus ECO Code:_____
For office use only

STEP 1 (List all Houston ISD students in the household)

Student ID (office use only)	First Name	Last Name	MI	Date of Birth	School Name	Grade Level

STEP 2

Do you receive Supplemental Nutrition Assistance (SNAP)?   ☐ YES   ☐ NO

Do you receive Temporary Assistance to Needy Families (TANF)?   ☐ YES   ☐ NO

If you answered YES on either of the above, skip Step 3 and continue to Step 4.
If you answered NO on both of the above, you must complete Steps 3 *and* 4.

STEP 3 (Complete only if all answers in Step 2 are NO)

How many total members are in the household (include all adults and children)? _____

TOTAL YEARLY INCOME BEFORE DEDUCTIONS OF *ALL* HOUSEHOLD MEMBERS _____
Include wages, salary, welfare payments, child support, alimony, pensions, Social Security, worker's compensation, unemployment, and all other sources of income *(before any type of deductions)*

STEP 4 (Check one of the following two boxes as appropriate and sign below.)

In accordance with the provisions of the Protection of Pupil Rights Amendment (PPRA) no student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis, or evaluation that reveals information concerning income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior written consent of the adult student, parent, or legal guardian.

☐ I certify that all the information on this form is true. I understand the school will receive federal funds and will be rated for accountability based on the information I provide.

☐ I choose not to provide this information. I understand that the school's disbursement of federal funds and accountability rating may be affected by my choice.

_____   _____   _____
Parent/Guardian Name (Print)   Parent/Guardian Signature   Date

HISD External Funding Department | June 2022

CODING FOR SOCIOECONOMIC STATUS—ONLINE FORMS

How Parents/Guardians Access and Complete Online SIFs

To complete online Socioeconomic Information forms from the HISD Parent Portal, parents would follow the steps below after logging in:

Step	Description
1	The parent clicks on [Forms icon] **Forms** (on the left side of the screen).
2	On the resulting screen, the parent scrolls down and clicks on **Socioeconomic Information Form** (this opens the page where data is entered).
3	The parent/guardian enters information and then clicks **SUBMIT**. RESULT: Socioeconomic data entered online is automatically transferred into HISD Connect and the system assigns an eco code for this student.

Parent can select form language

(English, Spanish, or Vietnamese)
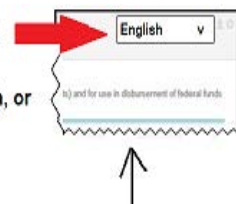
[Houston] Socioeconomic Information Form
Complete and return one form to each school where you have a child enrolled.

"CONFIDENTIAL"

Houston ISD is required to collect the socioeconomic status of each student as a performance indicator for student achievement (TEC 39 for Texas state requirements and ESEA sections 1111 and 1116 for U.S. Department of Education requirements) and for use in disbursement of federal funds (ESEA section 1113).

It is very important that families complete this socioeconomic form in order for schools to receive Title I and State Compensatory Education funding. This funding will directly benefit your child's school. Title I and State Compensatory Education funding can be used to hire personnel, provide tutoring services, order technology, and provide professional development for teachers. We want to continue to provide these necessary learning supports, but without your assistance, we may not be able to.

Step 1

List all Houston ISD students in the household

Add Row

Step 2

Do you receive Supplemental Nutrition Assistance (SNAP)? *
☐ Yes   ☐ No

Do you receive Temporary Assistance to Needy Families (TANF)? *
☐ Yes   ☐ No

Step 3

How many total members are in the household (include all adults and children) *

TOTAL YEARLY INCOME BEFORE DEDUCTIONS OF ALL HOUSEHOLD MEMBERS *
Include wages, salary, welfare payments, child support, alimony, pensions, Social Security, worker's compensation, unemployment and all other sources of income (before any type of deductions)

Step 4 (Check one of the following two boxes as appropriate and sign below.)

In accordance with the provisions of the Protection of Pupil Rights Amendment (PPRA) no student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis, or evaluation that reveals information concerning income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior written consent of the adult student, parent or legal guardian.

○ I certify that all the information on this form is true. I understand the school will receive federal funds and will be rated for accountability based on the information I provide.
○ I choose not to provide this information. I understand that the school's disbursement of federal funds and accountability rating may be affected by my choice.

I consent to the use of electronic signatures. *
☐ I consent

Parent/Guardian Signature *   Date *

Submit

CODING FOR SOCIOECONOMIC STATUS—ONLINE FORMS *continued*

How to Retrieve/Print Completed Online SIFs

This procedure should be performed 2-3 times per week.

Step	Description
1	Select **Reports > Form Reports** from the left side of the HISD Connect screen.
2	Click **[Houston] Socioeconomic Information Form** on the resulting screen. RESULT: A list of online SIFs completed by parents/guardians displays .
3	Open each SIF by clicking on the **Student Number** for that row**.**. RESULT: The completed SIF for this student displays.
4	Click **Ctrl-P** to open the Print dialog box (verify that print destination is your PRINTER) and click **Print**.
5	Following the steps above, print each online SIF.
6	Save the pile of printed SIFs so that you can handwrite the eco code on each one. (See steps 7-9).
7	Go to **Reports > District Reports**.
8	Under the **PEIMS** section, click on **Student Economic Disadvantage Report**. RESULT: An alphabetical list of students displays, together with relevant data.
9	Find each student and write their assigned eco code on the printed SIF – either from the **Meal code** column (students pre-certified by Food Services) or the **Campus ecocode** column (system-assigned eco code).

CODING FOR SOCIOECONOMIC STATUS FOR PAPER SIFs

Getting Ready to Code Socioeconomic Status

To streamline the process of coding paper SIFs, do the following:

1. Collect the blue paper SIFs.

2. Run the Student Economic Disadvantage Report located under District Reports > PEIMS > Student Economic Disadvantage Report.

> **Note that listed student records will have various codes:**
>
> - **A , 1, 2 & 3** — These students have already been coded by Food Services. No coding needed, but you still need to write the code on the SIF.
>
> - **P , blank (-)** — These students must be coded.

3. **For students pre-coded as A, 1, or 2:**
   No coding is required — You can simply write the assigned code on the blue SIF and set it aside.

   For students who display P or blank: These students must be coded.
   See coding instructions beginning on page 314.

CODING FOR SOCIOECONOMIC STATUS FOR PAPER SIFs *continued*

Who Inputs Socioeconomic Data into HISD Connect?

These instructions apply to campus personnel who are inputting data based on paper SIFs submitted by parents/guardians. **The campus role that is required to input economic disadvantaged coding is the R/E/W role (Registration/Enroll/Withdraw).**

Coding Socioeconomic Data into HISD Connect

Follow the steps below to code a student's socioeconomic data into HISD Connect based on information provided on the blue paper Socioeconomic Information Form.
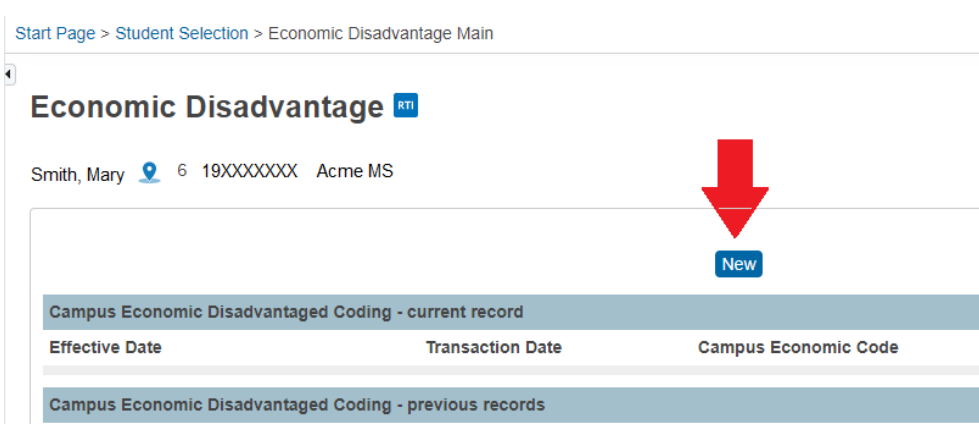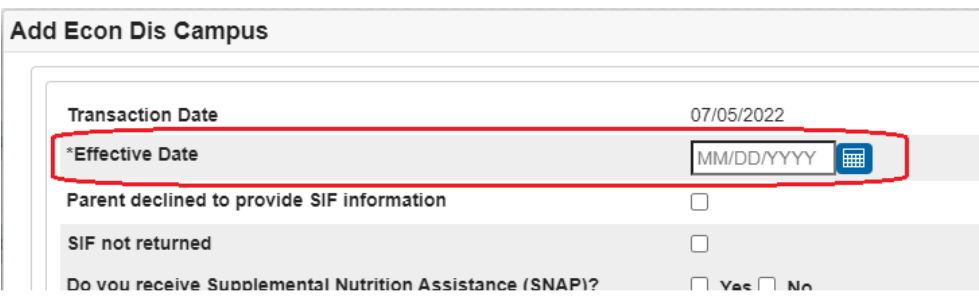
IMPORTANT—If the student is coded as A, 1, or 2, you do not need to perform this procedure BUT you must write that code on this student's SIF.

Step	Description
1	Access HISD Connect, on the Start Page and select your **campus**.
2	On the Start page, select the **grade level** and then select the **student**.
3	On the left-hand green panel, click **Special Populations**, and then **Economic Disadvantage**.

CODING FOR SOCIOECONOMIC STATUS FOR PAPER SIFs *continued*

Coding Socioeconomic Data into HISD Connect, continued

Step	Description
4	On the Economic Disadvantage page for this student, click on the **New** button. Start Page > Student Selection > Economic Disadvantage Main **Economic Disadvantage** RTI Smith, Mary 6 19XXXXXXX Acme MS New Campus Economic Disadvantaged Coding - current record Effective Date Transaction Date Campus Economic Code Campus Economic Disadvantaged Coding - previous records RESULT: A pop-up data entry screen ("Add Econ Dis Campus") displays.
5	Enter the requested date: • Transaction Date – This is auto-populated with today's date. • **Effective Date –** Enter the date that the parent signed the SIF. **Add Econ Dis Campus** Transaction Date 07/05/2022 *Effective Date MM/DD/YYYY Parent declined to provide SIF information ☐ SIF not returned ☐ Do you receive Supplemental Nutrition Assistance (SNAP)? ☐ Yes ☐ No

Continued on next page...

CODING FOR SOCIOECONOMIC STATUS FOR PAPER SIFs *continued*
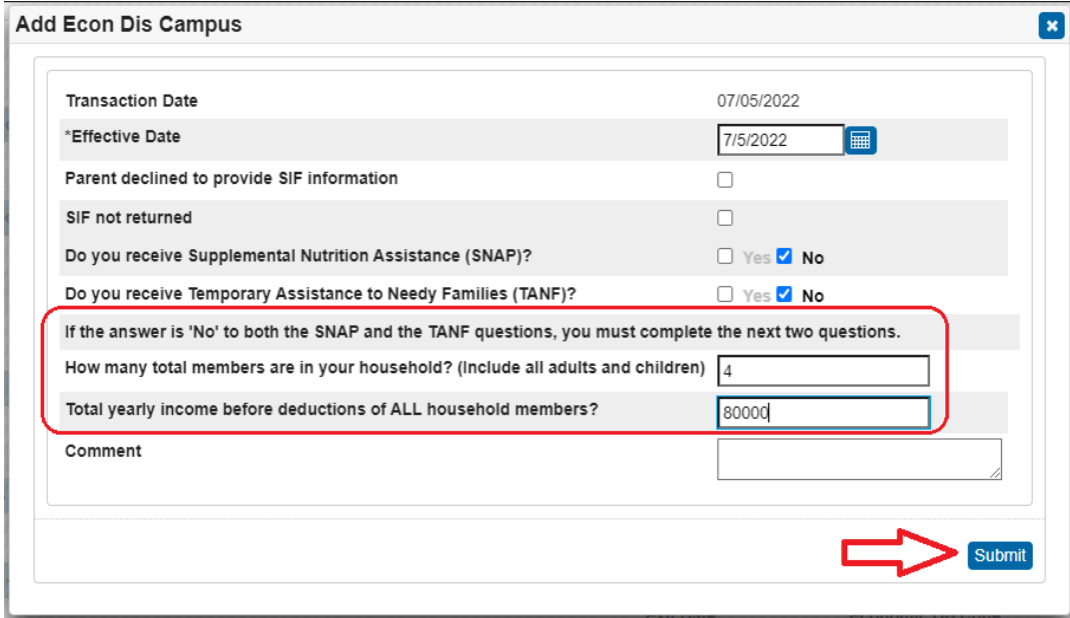
Coding Socioeconomic Data into HISD Connect, continued

Step	Description
6	**If applicable,** checkmark one of the boxes shown below on the form. After marking any of these boxes, click **SUBMIT**. **Add Econ Dis Campus** Transaction Date — 07/05/2022 *Effective Date — 7/5/2022 Parent declined to provide SIF information ☐ SIF not returned ☐ Do you receive Supplemental Nutrition Assistance (SNAP)? ☐ Yes ☐ No **X STOP** -- You are finished with this student and the system will assign the appropriate code. (in this example, 0). Go to Step 9. **If not applicable,** go to the next step.
7	Does this family receive federal assistance (Step 2 on the SIF)? • **If YES** (either SNAP or TANF—or both—are YES), checkmark YES as appropriate. Then click **SUBMIT**. **X STOP** -- You are finished with this student. The system will assign an "SIF" code. Go to Step 9. **Add Econ Dis Campus** Transaction Date — 07/05/2022 *Effective Date — 7/5/2022 Parent declined to provide SIF information ☐ SIF not returned ☐ Do you receive Supplemental Nutrition Assistance (SNAP)? ☑ Yes ☐ No Do you receive Temporary Assistance to Needy Families (TANF)? ☑ Yes ☐ No If the answer is 'No' to both the SNAP and the TANF questions, you must complete the next two questions. • **If NO** (i.e., both SNAP and TANF are marked NO), go to the next step.

Continued on next page...

CODING FOR SOCIOECONOMIC STATUS FOR PAPER SIFs
continued

Coding Socioeconomic Data into HISD Connect, continued

Step	Description
8	If no federal assistance is being received, then enter **total members in the household** and **total yearly income** (Step 3 of the SIF). NOTE: If the parent/guardian has left this blank, you may need to return to Step 6 and checkmark "Parent declined to provide information." Then click **SUBMIT**. RESULT: System assigns the appropriate code based on the data entered (i.e., SIF, NQ). Go to Step 9.
9	Write the system-generated socioeconomic code on the blue SIF . **You have now coded this student — proceed to the next student.**

REPORTS RELATED TO SOCIOECONOMIC DISADVANTAGE

Report Location(s) / Name	PURPOSE
Reports > Form Reports [Houston] Socioeconomic Information Form	This screen is the repository of online SIFs completed by guardians/parents. Print each one in preparation for coding.
Reports > **sql Reports > Economic Disadvantaged** -and- Reports > **District Reports > PEIMS** District Campus Coding Completed Report	This report displays a list of campuses and their **completed coding percentage.** NOTE: This report displays only the percentage, based on what the campus has coded.

Continued on next page...

REPORTS RELATED TO SOCIOECONOMIC DISADVANTAGE *continued*

Report Location(s) / Name	PURPOSE
Reports > **sql Reports > Economic Disadvantaged** -and- Reports > **District Reports > PEIMS** • **Economic Disadvantage Survey – Campus** • **Economic Disadvantage Survey - District**	**Economic Disadvantage Survey** The report displays a count of students eligible for each coding under economic disadvantage. Economic Disadvantage Survey - All Campu Copy CSV TAB Print PDF 	School	Number of students eligible for free meals under the National School Lunch and Child Nutrition Program (Code 01)	Number of students eligible for reduced-price meals under the National School Lunch and Child Nutrition Program (Code 02)	Other Economic Disadvantage (Code 99)
---	---	---	---
Alcott Elementary School	3	0	367
Almeda Elementary School	3	13	1339
Anderson Elementary School	2	6	969
Arabic Immersion Magnet School	1	1	384	
Reports > **District Reports > PEIMS** **Student Economic Disadvantaged Report**	**Student Economic Disadvantaged Report** This report lists socioeconomic status information for each student. Student Economic Disadvantaged Parameters - **Cmp#1:** 105 **Cmp#2:** 105 Copy CSV TAB Print PDF | Name	ID	GR	GEN	Eth	DOB	FD SVC MEAL CD	POSTED DATE	Campus	START DATE	END DATE	CAMPUS ECO CODE	CAMPUS ECO EFF DATE	PEIMS ECO CODE	PEIMS ECO EFF DATE
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Alder, Matt	2114211	-3	M	5	01/20/2016	A	08/27/2020	Anderson Elementary School	07/07/2020	06/30/2021			99	07/07/2020
Allen, Anna	0000333	-1	F	3	05/25/2015	A	09/19/2020	Anderson Elementary School	09/17/2020	06/30/2021			99	09/17/2020
Ames, John	7502750	-1	M	H	01/15/2015			Anderson Elementary School							

2022-2023 Title I Handbook: Corrections and Updates

<mark>Click on the page number to access the revised page.</mark>   Updated pages / chapters will reflect latest "Rev" date.

Chapter	Page	Description	Date
ESSA Requirements	54	**Requesting Approval for a Field Lesson** Added link and image for Purchasing Dept. ProCard Exception Request Form.	8/17/2022
Coding	283	**1-View Mandatory Online Training** Corrected the online course that is required to be taken for HISD Connect security access.	8/17/2022
Campus Contact Responsibilities	71	**Stipend for Title I Campus Contacts** Added list of campus positions that are NOT eligible for stipend.	8/22/2022
Budget Information	94	**Allowable Title I Stipends** Re Opportunity Culture Stipend: Added parentheses (RISE Transformation Campuses).	8/29/2022