2016 – 2017
Title I, Part A Program
HANDBOOK

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

2016 BOARD OF EDUCATION

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HOW SCHOOLS QUALIFY

1. Title I funds should upgrade **part of** the educational program of a schoolwide campus.

   ☐ True
   ☐ False

2. Campuses with 30-34 percent of students enrolled in free and reduced lunch qualify in the Targeted Assistance program.

   ☐ True
   ☐ False

3. Schools qualify in the Title I Schoolwide or Targeted Assistance programs according to the percentage of students who qualify for free and reduced lunch.

   ☐ True
   ☐ False

4. Match the correct percentage to the correct Title I program:

0%-34%	Title I Schoolwide Program
35%-39%	Targeted Assistance
40%-100%	Non-Title I Campus

5. Do Tier I campuses receive $300 per student and Tier II receive $269?

   ☐ True
   ☐ False

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BUDGET INFORMATION

6. The internal order number is linked to your Fund and Fund Center?
   - ☐ True
   - ☐ False

7. Match the grade level to the correct teacher-student ratio:

PK - 4	26:1
Grade 5	30:1
Grades 6 – 8	28:1
Grades 9 - 12	22:1

8. The 2016-2017 Title I Grant end date will be June 30, 2017 except for:
   - ☐ A. Payroll (6100)
   - ☐ B. Contracted Services (6200)
   - ☐ C. Materials and Supplies (6300)
   - ☐ D. Travel (6400)
   - ☐ E. Capital Outlay (6600)

9. If your campus enrollment increases significantly mid-year, will you received additional Title I funds for the same school year?
   - ☐ Yes
   - ☐ No

10. If a campus adds a grade level for the next school year, will you receive additional Title I funds?
   - ☐ Yes
   - ☐ No

11. Can a new campus that enters HISD for the 2016-2017 school year receive Title I funds?
   - ☐ Yes
   - ☐ No

Notes: _____

12. Which destinations need TEA approval prior to traveling?

    ☐ A. Austin, TX
    ☐ B. Washington, D.C.
    ☐ C. Denver, CO
    ☐ D. Dallas, TX

13. Campuses can purchase capital outlay without permission from TEA.

    ☐ True
    ☐ False

14. Which of the following items are required to have TEA approval before purchase?

    ☐ A. iPads
    ☐ B. Laptops
    ☐ C. Laminators
    ☐ D. All of the above

15. You are allowed to fund field lessons with Title I funds.

    ☐ True
    ☐ False

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ALLOWABLE/ UNALLOWABLE EXPENSES

16. For the listed expenditures, write (A) for allowable or (U) for unallowable under each Title I program.

Items	Academic School Year		Summer School		Focus & Priority	
	A	U	A	U	A	U
Award Ceremonies (i.e. graduations)						
Aquariums						
Aquarium Maintenance						
Batteries						
Bus Cards						
Bus Transportation						
Candles						
Candy/Cookies/ Crackers/Chips						
Classroom Partition						
Clothing						
Cotton Candy/Popcorn/ Snow Cone Machine						
Custodial Supplies						
Decorations for Ceremonies						
Field Lessons						
Furniture						
Gift Cards						
Graphic Calculators						
Hygiene Products						
Incentives for Ceremonies						
(Certificates, ribbons, small trophies etc.)						
Laptops						
Light bulbs						
Liquor						
Memberships						
Moonwalk Rentals						
Movies						
Paint						
Pre-K Instructional Rugs						
Textbooks						
Water/Soda						

17. For the listed personnel positions, write (A) for allowable or (U) for unallowable under each Title I program

Personnel Position	Academic School Year		Summer School		Focus & Priority	
	A	U	A	U	A	U
Coordinator						
Counselor						
Coach, Graduation						
Crossing Guard						
Instructional Specialist						
Librarian						
Parent Engagement						
Psychologist						
Police / Security Guard						
Teacher Assistant in PK Center						

CALENDAR AT-A-GLANCE

18. The spring semester Semi-Annual Certification form will be completed in March 2017?

☐ True
☐ False

19. What month are job descriptions for 2016-2017 Title I personnel due to the External Funding Department?

☐ A. August 2016
☐ B. October 2016
☐ C. January 2017
☐ D. May 2017

20. What course is required to receive security access to Chancery?

☐ A. Summer school training
☐ B. SAP budget
☐ C. PeopleSoft
☐ D. Online special populations

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HIGHLY–QUALIFIED TEACHERS

21. Are teachers required to be highly qualified for the 2016-2017 School Year?

    ☐ Yes
    ☐ No

22. Title I campuses are required to complete the Principal Attestation form.

    ☐ True
    ☐ False

SEMI–ANNUAL CERTIFICATION

23. The Semi-Annual Certification is completed _____times a year.
    ☐ A. 4
    ☐ B. 2
    ☐ C. 1
    ☐ D. Bi-monthly

24. When completing the Semi-Annual Certification form, the principal and the teacher must sign and date the form.
    ☐ True
    ☐ False

25. An employee who is paid 100 percent from Title I funds should capture which of the following fund codes on the Semi-Annual Certification form?
    ☐ A. Summer School
    ☐ B. Academic School Year
    ☐ C. Focus and Priority
    ☐ D. All of the above

JOB DESCRIPTIONS

26. A Job Description must be signed and kept on file for each employee who is paid 100 percent with Title I funds.
    ☐ True
    ☐ False

27. Job Descriptions are signed and submitted during the month of October.
    ☐ True
    ☐ False

28. A copy of the employees' Job Descriptions must be filed in the Title I bin..
    ☐ True
    ☐ False

STATE COMPENSATORY EDUCATION

29. State Compensatory Education funds can be spent on clerical and administrative positions as long as they work with at-risk students.
    ☐ True
    ☐ False

30. Parents who are in Homeless situations must submit what kind of proof of residency?

    _____

    _____

    _____

31. Foster Care student records **cannot** be released to Child Protective Services caseworkers and educational specialists.
    ☐ True
    ☐ False

32. Foster Care coding only needs to be put in Chancery one time.
    ☐ True
    ☐ False

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Title I, Part A Test

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TITLE I CAMPUS CONTACT RESPONSIBILITIES

33. Title I documents must be filed accurately and timely.
    - ☐ True
    - ☐ False

34. A Title I Campus Contact coordinates the parental involvement activities for the campus including (but not limited to) the Annual Title I meeting and the four required parent meetings, such as the Parental Advisory Council (PAC) meetings.
    - ☐ True
    - ☐ False

35. Besides sharing Title I information with your principal, list the other three types of information below that must be communicated?
    1. _____
    2. _____
    3. _____

COMMUNITY ELIGIBILITY PROVISION (CEP) PROGRAM

36. Must families complete a free and reduced lunch application for their child to participate in the CEP Program?
    - ☐ Yes
    - ☐ No

PARENTAL INVOLVEMENT

37. The Parent Involvement Policy and the School-Parent Compact should both be developed jointly with parents of children participating in Title I, Part A services.
    - ☐ True
    - ☐ False

38. In addition to the required Annual Title I meeting, how many parent meetings should a Title I campus conduct annually to meet Title I policy requirements? (i.e. PAC, PTO, PTA etc.)
    - ☐ A. 3
    - ☐ B. 4
    - ☐ C. 2
    - ☐ D. 5

39. Which of the following parent notifications should be distributed before December 1, 2016?
    - ☐ A. Title I, Part A Program Status
    - ☐ B. Parent-School Compact
    - ☐ C. Parent Involvement Policy
    - ☐ D. A & B

40. If I have questions regarding how to plan my school's parent involvement efforts for the year for maximum effect, I can:

    - ☐ A. Look at the research literature on parent involvement and best practices

    - ☐ B. Get to know someone today who occupies a similar professional role to mine and create a relationship of mutual support for great ideas and sharing

    - ☐ C. Contact HISD's Family and Community Engagement department (FACE) at 713-556-7290 to determine who my school's FACE Specialist is, and make an appointment with him or her

    - ☐ D. Contact the Specialist assigned to me with External Funding for support, ideas and tools.

    - ☐ E. All of the above.

CHANCERY CODING

41. Which of the following should be coded into Chancery for Parental Involvement?
    - ☐ A. Conferences, volunteering
    - ☐ B. Education/training, planning
    - ☐ C. Family literacy, parent literacy
    - ☐ D. All of the above

42. If a campus is identified as a Title I schoolwide campus, which of the following compacts should be coded?
    - ☐ Individual Compact
    - ☐ Schoolwide Compact

43. Where should you code extended year services (summer school)?
    - ☐ Summer Chancery
    - ☐ Academic School Year Chancery

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EIGHT COMPONENTS

44. Which two components are not required by NCLB for the 2016-2017?

    ☐ A. Comprehensive Needs Assessments & Ensure Smooth Transition for Students

    ☐ B. Schoolwide Reform Strategies & Effectively, Timely Additional Assistance

    ☐ C. Instruction by Highly Qualified Teachers & Strategies to Attract High-Quality Qualified Teachers to High-Need Schools

    ☐ D. Strategies to Increase Parental Involvement & Coordinating and Integration of Federal, State, and Local Services and Programs

45. The completed Eight Required Components of Schoolwide Planning form (part 3 of the School Improvement Plan) should look the same for ALL schoolwide campuses?

    ☐ True, why? _____

    _____

    ☐ False, why? _____

    _____

46. To complete the Eight Components SIP document (specific for each campus), information can be obtained from:

    ☐ A. Administrators and staff
    ☐ B. Various campus data
    ☐ C. External Funding Department staff
    ☐ D. All of the above

47. Where can information be obtained to complete the Eight Components SIP document?

    _____
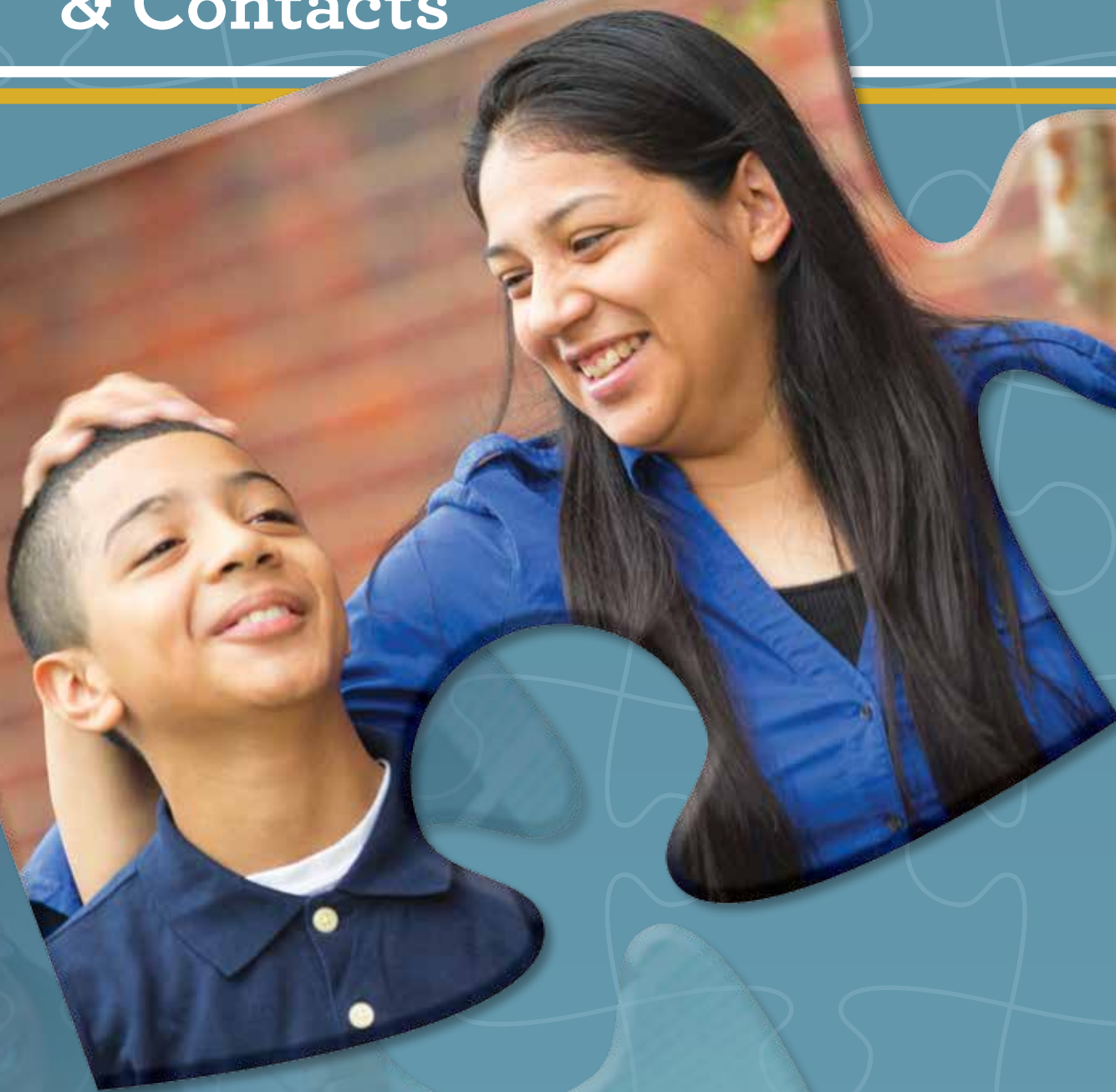
    _____

    _____

Calendar & Contacts

2016 – 2017
Title I, Part A Program
HANDBOOK

Calendar & Contacts

CALENDAR AT-A-GLANCE

ALL Coding refers to: Coding (Participation Code), Services and Parental Involvement

EF: External Funding Titles I & II Department
ONGOING: Title I Campus Contacts should continue with this the entire school year

** CALENDAR SUBJECT TO CHANGE**

MONTH	ACTIVITIES
AUGUST	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 2016-2017 Title I Handbook Complete the online Special Populations Chancery course to gain security access • Must obtain edit and view access Set up your 2016-2017 Title I bin • Follow instructions from your Title I Specialist • Utilize the items given by the EF (i.e. bin, colored hanging folders, manila folders, tab names etc.) • Follow the Title I documentation checklist Read and learn the 2016-2017 Title I, Part A Handbook Contact the Parent Advisory Council (PAC) Leaders • Complete the Title I, Part A PAC Meeting Information form

SEPTEMBER	**ONGOING:** Monitor Title I campus budgets, Chancery Coding, Maintain the Title I bin
	ONGOING: Begin coding in Chancery
	• Participation Code (6 or 7) by PEIMS Snapshot
	• Schoolwide Compact or Individual Compact (for Targeted Assistance)
	9/23/16: Submit the Title I, Part A PAC Meeting Information form to your Title I Specialist
	• Appoint Chairperson or elect president for the Parent Advisory Council (PAC)
	Register for the Parental Involvement Title I Statewide Conference
	9/30/16: Hold the Annual Title I Meeting on or before this date
	• Obtain templates for presentation, sign-in sheets, agendas by visiting www.HoustonISD.org/ExternalFunding > Employee Content
	9/30/16: Send the following parent notifications and upload to your campus website:
	• 2016-2017 Title I Program Status Notification
	• 2016-2017 School-Parent Compact
	  - Must be jointly developed by school and parents
	  - Submit electronically to your Title I Specialist by 9/30/16
	REMINDER: The EF distributes these parent notifications via HISDAcademics.org to principals and via email.
	Contact HISD's Family and Community Engagement department (FACE) at 713-556-7290 to determine who my school's FACE Specialist is, and make an appointment with him or her to discuss FACE services and support.

Continued

Calendar & Contacts

CALENDAR AT-A-GLANCE

MONTH	ACTIVITIES
OCTOBER	**ONGOING:** Monitor budgets Chancery coding, Maintain the Title I bin
	10/7/16: Job Description distributed to Principals via HISDAcademics.org
	10/21/16: Submit the 2016-2017 Job Descriptions form to your Title I Specialist
	10/21/16: Deadline to submit the Title I Campus Contact Stipend form
	10/30/16: PEIMS Date, Chancery Coding - All students coded "6" (Schoolwide) - Content indicators as needed (Targeted) - **ONGOING:** Coding as needed (all schools)
	Meet with parents to create / update the Parent Involvement Policy (due by 12/2016) • Information should be updated each year
	Hold first required parent meeting (i.e. PAC, PTO, PTA)
	REMINDER: Register for the Parental Involvement Title I Statewide Conference
NOVEMBER	**ONGOING:** Monitor budgets, Chancery coding, Maintain the Title I bin
	Continue to create / update the Parent Involvement Policy (due by 12/2016) • Information should be updated each year
	Release of the first Parental Involvement Interim Report • EF will distribute this report via email
	11/11/16: Submit the Eight Required Components of Schoolwide Planning form (part 3 of the School Improvement Plan) to your Title I Specialist
	REMINDER: Register for the Parental Involvement Title I Statewide Conference
DECEMBER	**ONGOING:** Monitor budgets, Chancery coding, Maintain the Title I bin
	Chancery – <u>ALL</u> coding areas completed for the fall semester
	COMPLIANCE: Documentation bin review with your Title I Specialist
	12/16/16: Send the following parent notifications and upload to your campus website: • Explanation of HISD Curriculum • Explanation and Description of Assessments • 2016-2017 Campus Parent Involvement Policy - Submit electronically to your Title I Specialist • 2016-2017 District Parent Involvement Policy
	REMINDER: The EF distributes these parent notifications via HISDAcademics.org to principals and via email to Title I Campus Contacts
	Attend the Parent Involvement Title I Statewide Conference
	Hold second required parent meeting (i.e. PAC, PTO, PTA)
JANUARY	**ONGOING:** Monitor budgets, Chancery coding, Maintain the Title I bin
	Complete Semi-Annual Certification (fall semester) • Statement that 100 percent of employee's times worked on the federal program
	SUMMER SCHOOL: Release of partial Summer School funds for Spring intervention • Not all schools are eligible to receive this release of partial SS funds

12   HOUSTON INDEPENDENT SCHOOL DISTRICT

CALENDAR AT–A–GLANCE

MONTH	ACTIVITIES
FEBRUARY	**ONGOING:** Monitor budgets, Chancery coding, Maintain the Title I bin
	TENTATIVE: **Send and upload to your campus website the 2016-2017 District Promotion Standards to parents**
	Hold third required parent meeting (i.e. PAC, PTO, PTA)
	Release of the second Parental Involvement Interim Report
	• EF will distribute this report via email
MARCH	**ONGOING:** Monitor budgets, Chancery coding, Maintain the Title I bin
	TENTATIVE: Send Federal Report Card Information
	• EF will distribute this report via email
APRIL	**ONGOING:** Monitor budgets, Chancery coding, Maintain the Title I bin
	Attend Summer School Training
	COMPLIANCE: Documentation bin review with your Title I Specialist
	Hold fourth required parent meeting (i.e. PAC, PTO, PTA)
	SUMMER SCHOOL:
	• Attend Summer School Training
	• Complete – Survey/Program Description
	• Release of all Summer School funds. Complete - Budget Template
MAY	**ONGOING:** Monitor budgets, Chancery coding, Maintain the Title I bin
	Chancery – <u>ALL</u> coding areas completed for the spring semester
	COMPLIANCE: Documentation bin review with your Title I Specialist
	Release of the third Parental Involvement Interim Report
	• EF will distribute this report via email
	Federal Programs Parent Consultation Meeting
	5/12/17: Submit Documentation Storage Form and Mandated Parent Notification Checklist to your Title I Specialist
JUNE	Summer School begins
	Chancery – <u>ALL</u> coding areas completed for Summer School
	SAS Program Description
	Training for New / Entering Title I Schools for 2017-2018
JULY	Submit End-of-Summer Checklist to your Title I Specialist
	7/2017 *TENTATIVE:* Complete Semi-Annual Certification

DEPARTMENT CONTACT LIST

Department	Contact name	Contact phone & email
EXTERNAL FUNDING TITLES I & II DEPARTMENT		
Manager	Pamela Evans	713-556-6928 | PEVANS
Grants Administrator	Carla Holmes	713-556-6941 | CHOLMES2
	Martha Medina	713-556-6934 | MMEDINA1
	Ngoc Tram "Candice" Tran	713-556-6942 | NTRAN4
	Shirlene Alexander	713-556-6959 | SALEXAN1
	Tiffany Green	713-556-6945 | TGREEN9
	TBA	713-556-6990 | TBA
Title I Instructional Specialist:		
Elementary Schools	Darcele Lofton	713-556-7039 | DLOFTON
	Shirlene Haynes	713-556-6938 | SHAYNES
Title I Instructional Specialist: Middle Schools	Karen Aubrey	713-556-6929 | KAUBREY
Title I Instructional Specialist: High Schools	Quiandine Jarrett	713-556-6935 | QJARRETT
Support Staff	Noblette Grant	713-556-6944 | NGRANT
	Sherry Harris	713-556-6933 | SHARRIS
	Darlene Sparks	713-556-6943 | DSPARKS
CONTRACTED SERVICES		
Procurement Department	Everlynn Goff	713-556-6515 | EGOFF
CHANCERY CODING		
IT Student Management Systems	Carolina Bernal	713-556-6195 | CBERNAL
FAMILY & COMMUNITY ENGAGEMENT (FACE)		
FACE Contact	Elizabeth R. "Lisi" Cocina, Ed.D	713-556-7290 | ECOCINA1
STATE COMPENSATORY EDUCATION		
Homeless Education Office	Located at Peck ES @ 5001 MLK BLVD, RT 2, 77021	
Officer, Student Support Services	Annvi Utter	713-556-6800 | AUTTER
HISD Homeless Liaison	Lisa Jackson	713-556-7237 | LJACKS14
Outreach Workers	Ilka Rosado	713-556-7237 | IROSADO
	Carl Green	713-556-7237 | CGREEN10
	Tanya Hinojosa	713-556-7237 | THINOJOS
	Joe Rollins	713-556-7237 | JROLLINS
HISD TRANSLATIONS SERVICES		
Communications & Publications	Liliana McKean	713-556-6380 | LMCKEAN
		Translations@HoustonISD.org

DEPARTMENT CONTACT LIST

Department	Contact name	Contact phone & email
STUDENT ASSESSMENTS		
Student Assessment	Julia Amponsah-Gilder	713-349-7460 | JAMPONSA
	Sharon Bauknight (Test Materials)	713-349-7460 | SBAUKNIG
	Christina Wehde-Roddiger (Ed Plan)	713-349-7460 | CWEHDE
	Raluca "Diana" Bidulescu (Online Testing)	713-349-7460 | RBIDULES
OTHER HISD DEPARTMENTS		
Accounts Payable	Carmen Rodriguez	713-556-6426 | CRODRIG2
Counseling and Guidance	Sherelle Foust	713-556-7387 | SFOUST
"Federal & State Compliance (Promotion Standards / Guidelines)"	Wanda Thomas	713-556-6753 | WTHOMAS1
Finance General Accounting / Tuition	Malinda Sims	713-556-6411 | MSIMS
Health and Medical Services	Gwendolyn Johnson	713-556-7280 | GJOHNS10
	Lynda Robertson	713-556-7280 | LROBERTS
Migrant Education	M. Maria Galindo	713-556-6961 | MGALIND2
"Newcomer Summer School Program (not at HCC)"	Virginia Elizondo	713-556-6961 | VELIZON2
Office of Inspector General	Betty Elam	713-556-6325 | BELAM
Office of Special Education Services	Sharon Cole-Braxton	713-556-7025 | SCOLEBRA
	Ardalia Idlebird	713-556-7025 | AIDLEBIR
	Sowmya Kumar	713-556-7025 | SKUMAR
Virtual School	Kristin Escamilla	713-556-7295 | KESCAMIL
Crossing Guards	Christian Cabello	713-845-5065 | CCABELLO
Facility Management	Cheryl Smith	713-556-6150 | CSMITH67
Police Department	Raul Garivey	713-842-3715 | RGARIVE1
	Michael Benford	713-842-3715 | MBENFORD
Staffing Procedures HR Operations	HR Employee Services	713-556-7406 | HRANSWERLINE
Student Records (IGC)	Cynthia Nemons	713-556-7285 | CNEMONS
Nutrition Services – SEA	Mark Allen	713-491-5700 | MALLEN2
Transportation Services	Olivia Salazar	713-613-3040 | OSALA1

IMPORTANT LINKS

External Funding	www.HoustonISD.org/ExternalFunding
Service Desk	713-892-7378
	ServiceDesk@HoustonISD.org

2016 – 2017 TITLE I, PART A CAMPUSES (262)

ELEMENTARY SCHOOLS (160)

SHIRLENE HAYNES, TITLE I SPECIALIST (80)

102 Alcott	203 Mading
105 Anderson	298 Martinez, R.
273 Ashford	480 Marshall
274 Askew	179 McGowen
107 Barrick	227 McNamara
108 Bastian	204 Memorial
295 Benavidez	211 Oak Forest
268 Benbrook	212 Oates
110 Blackshear	213 Osborne
121 Bruce	113 Paige
125 Burrus	215 Parker
130 Condit (TA)	217 Peck
358 Cook	220 Pleasantville
132 Coop	222 Port Houston
136 Cunningham	223 Pugh
396 Daily	224 Red
297 Davila	186 Robinson
115 Durham	372 Rodriguez
147 Eliot	231 Roosevelt
148 Elrod	237 Scarborough
475 Elmore	353 School at
149 Emerson	St. George Place
152 Field	269 Scroggins
154 Foster	276 Shadowbriar
156 Frost	479 Shadydale
283 Garcia	239 Shearn
167 Harris, R. P.	241 Sinclair
168 Hartsfield	242 Smith, K.
170 Helms	245 Stevens
172 Henderson, N.Q.	248 Sutton
173 Herod	243 Thompson
174 Highland Heights	374 Tinsley
473 Hilliard	252 Wainwright
180 Isaacs	253 Walnut Bend
182 Jefferson	254 Wesley
185 Kashmere Gardens	257 Whidby
187 Kelso	267 White, Ed
188 Kennedy	258 Whittier
195 Lockhart	247 Young
196 Longfellow	
128 Lyons	
201 MacGregor	

DARCELE LOFTON, TITLE I SPECIALIST (80)

104 Almeda	171 Henderson, J. P.
478 Arabic Immersion	286 Herrera
106 Atherton	395 Hines-Caldwell
151 Bell	175 Hobby
360 Bellfort ECC	181 Janowski
109 Berry	378 Kandy Stripe
111 Bonham	Academy
112 Bonner	389 Ketelsen
114 Braeburn	355 King ECC
117 Briscoe	192 Lantrip
119 Brookline	357 Laurenzo ECC
120 Browning	263 Law
122 Burbank	194 Lewis
124 Burnet	197 Looscan
287 Cage	198 Love
292 Carrillo	289 Martinez, C.
123 Codwell	299 Milne
133 Cornelius	354 Mistral ECC
290 Crespo	264 Mitchell
135 Crockett	207 Montgomery
383 DeAnda	359 Moreno
137 DeChaumes	209 Neff ECC
138 DeZavala	394 Neff ES
140 Dogan	210 Northline
144 Durkee	214 Park Place
350 Energized for Excellence	216 Patterson
Academy ECC	265 Petersen
364 Energized for Excellence	219 Piney Point
Academy	225 Reynolds
352 Farias ECC	232 Ross
271 Foerster	233 Rucker
153 Fondren	281 Sanchez
470 Fonwood ECC	373 Seguin
155 Franklin	240 Sherman
291 Gallegos	244 Southmayd
158 Garden Villas	279 Tijerina
159 Golfcrest	328 TSU Charter Lab
162 Gregg	School
262 Grissom	285 Valley West
369 Gross	483 White, Mark
131 Halpin ECC	260 Windsor Village
166 Harris, J. R.	392 Young Learners

2016 – 2017 TITLE I, PART A CAMPUSES (262)

MIDDLE SCHOOLS (52)

KAREN AUBREY, TITLE I SPECIALIST

041 Attucks	047 Fonville	064 Pershing
467 Baylor College of Medicine Academy at Ryan	476 Forest Brook	218 Pilgrim
042 Black	157 Garden Oaks	071 Project Chrysalis
054 Black Navarro (formerly Jackson)	058 Gregory-Lincoln Ed. Ctr.	382 Reagan K-8 Education Center
344 Briarmeadow Charter	049 Hamilton	060 Revere
043 Burbank	051 Hartman	080 Rice School
048 Clifton	052 Henry	234 Rusk School
044 Cullen	053 Hogg	098 Stevenson
045 Deady	050 Holland	163 Sugar Grove Academy
046 Edison	456 High School Ahead Academy	068 Tanglewood (formerly Grady)
342 Energized for Excellence Academy	300 Inspired for Excellence Academy West	077 Thomas
459 Energized for STEM Academy Central	079 Key	489 Victory Prep K-8 Academy
390 Energized for STEM Academy West	340 Las Americas	056 Welch
078 Fleming	075 Lawson (formerly Dowling)	099 West Briar
072 Fondren	061 Marshall	256 Wharton
	062 McReynolds	082 Williams, M. C.
	055 Meyerland PVA (formerly Johnston	259 Wilson Montessori
	338 Ortiz	127 Woodson School
		371 Young Scholars Academy for Excellence

HIGH SCHOOLS (50)

QUIANDINE JARRETT, TITLE I SPECIALIST

462 Advanced Virtual Academy	007 Kashmere	081 Sharpstown International
001 Austin	034 Law Enforcement Criminal Justice	486 South Early College
002 Bellaire	008 Lamar	014 Sterling
323 Challenge Early College	324 Liberty	100 Texas Connections Academy at Houston (TA)
027 Chavez	059 Long Academy	487 Victory Prep Academy South
026 DeBakey HS for Health Professions	009 Long Wisdom (formerly Lee)	488 Victory Prep Academy North
345 East Early College	010 Madison	015 Waltrip
301 Eastwood Academy	458 Mikey Leeland College Prep Academy for Young Men	016 Washington
468 Energy Institute	485 Middle College HS at HCC Fraga	017 Westbury
321 Energized for STEM Academy Central	484 Middle College HS at HCC Gulfton	036 Westside
455 Energized for STEM Academy West	011 Milby	018 Wheatley
004 Furr	311 Mt. Carmel Academy	019 Worthing
094 Harper Alternative School	477 North Forest	020 Yates
012 Heights (formerly Reagan)	308 North Houston Early College	463 Young Women's College Prep. Academy
348 Houston Academy for International Studies	003 Northside (formerly Davis)	
310 Houston Math/Science & Technology Ctr.	349 REACH Charter	
006 Jones	024 Scarborough	
033 Jordan	023 Sharpstown	

2016 – 2017 TITLE I, PART A CAMPUSES (262)

NON-TITLE I CAMPUSES (18)

ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
116 Briargrove	057 Lanier	322 Carnegie Vanguard
275 Bush	337 Pin Oak	025 Performing & Visual Arts
169 Harvard		
178 Horn		
189 Kolter		
199 Lovett		
460 Mandarin Immersion		
221 Poe		
228 River Oaks		
229 Roberts		
039 TH Rogers School		
249 Travis		
251 Twain		
255 West University		

The district must complete negotiations and receive Notice of Grant Award (NOGA) prior to schools being designated as Title I campuses.

T or F

The Semi-Annual Certification forms are completed and submitted twice a year.

True. Campuses must submit the Semi-Annual Certification form on January 2017 and on July 2017 to document July 1, 2016 – December 31, 2016 and January 1, 2017 – June 30, 2017, respectively.

TITLE I, PART A PROGRAM
FOCUS AND PRIORITY GRANT SCHOOLS CONTACT LIST

FOCUS SCHOOLS

Ngoc Tram "Candice" Tran
(713)556-6942
NTran4
▼

104	Almeda ES
123	Codwell ES
383	DeAnda ES
271	Foerster ES
155	Franklin ES
262	Grissom ES
369	Gross ES
194	Lewis ES
210	Northline ES
225	Reynolds ES

Shirlene Haynes
(713)556-6938
SHaynes
▼

358	Cook ES
115	Durham ES
470	Fonwood ECC
174	Highland Heights ES
187	Kelso ES
298	R. Martinez ES
227	McNamara ES
223	Pugh ES
257	Whidby ES
127	Woodson School

Karen Aubrey
(713)556-6929
KAubrey
▼

358	Burrus ES
132	Coop ES
144	Durkee ES
283	Garcia ES
170	Helms ES
042	Black MS
047	Fonville MS
058	Gregory-Lincoln Ctr.
052	Henry MS
053	Hogg MS

Darcele Lofton
(713)556-7039
DLofton
▼

041	Attucks MS
045	Deady MS
046	Edison MS
078	Fleming MS
072	Fondren MS
054	Jackson MS
340	Las Americas MS
059	Long Academy
056	Welch MS
082	MC Williams MS

Quiandine Jarrett
(713)556-6935
QJarrett
▼

001	Austin HS
048	Houston Math Science & Tech. Ctr. HS
011	Milby HS
012	Reagan K-8 Ed. Ctr.
024	Scarborough HS
023	Sharpstown HS
014	Sterling HS (TTIPS)
017	Westbury HS

PRIORITY SCHOOLS

Tiffany Green
(713)556-6945
TGreen9
▼

102	Alcott ES
110	Blackshear ES (TTIPS)
140	Dogan ES
154	Foster ES
180	Isaacs Es
378	Kandy Stripe Academy
185	Kashmere Gardens ES
323	Ross ES
243	Thompson ES
247	Young ES

Carla Holmes
(713)556-6941
CHolmes2
▼

475	Elmore ES
168	Hartsfield ES
473	Hillard ES
179	McGowen ES
479	Shadydale ES
476	Forest Brook MS
456	High School Ahead Academy
300	Inspired For Excellence Academy West
163	Sugar Grove Academy
371	Young Scholars Academy For Excellence

Martha Medina
(713)556-6934
MMedina1
▼

094	Harper Alternative School
006	Jones HS
007	Kashmere HS Campus
009	Lee HS
477	North Forest HS
349	Reach Charter HS
018	Wheatley HS (TTIPS)
019	Worthing HS

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

NCLB
Requirement

2016 – 2017
Title I, Part A
Program
HANDBOOK

NCLB Requirements

SUMMARY OF THE
EIGHT COMPONENTS OF A TITLE I, PART A PROGRAM

1. COMPREHENSIVE NEEDS ASSESSMENT | A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2. SCHOOLWIDE REFORM STRATEGIES | Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT | In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

4. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT | Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

5. ENSURE SMOOTH TRANSITION FOR STUDENTS | Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

6. MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS | Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

7. EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE | Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

8. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS | Including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

*Please visit **www2.ed.gov/policy** for more information

1. COMPREHENSIVE NEEDS ASSESSMENT All data was reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards. PL 107-110 §1114(b)(1)(A) ; PL 107-110 §1115(d)(2)(A)

- **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment:**

2. SCHOOLWIDE REFORM STRATEGIES List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on scientifically-based research to increase achievement for each sub-group on state tests. PL107-110 §1114(b)(1)(B) ; PL 107-110 §1001(9)

1) _____
2) _____
3) _____
4) _____

3. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. PL 107-110 §3115(c)(2)(D) ; PL 107-110 §1114(b)(1)(D)

- **Process of high-quality professional development:**

- **Process of ongoing professional development:**

4. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT Identify at least four (4) strategies specific to your campus to increase parental involvement activities. PL 107-110 §1118

1) _____
2) _____
3) _____
4) _____

5. ENSURE SMOOTH TRANSITION FOR STUDENTS (PRIMARY/ES) Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education) PL 107-110 §1114(b)(1)(G) ; PL 107-110 §1115(c)(1)(D)

- **(PRIMARY/ES) Preschool transition:**

- **(SECONDARY) Transition activities:**

6. MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. PL 107-110 §1114(a)(1)(H)

- **Describe measures:**

7. EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE Address activities to identify and ensure effective, timely assistance for all students not meeting state standards. PL 107-110 §1115(b)(2)(B) ; PL 107-110 §1114(b)(1)(I)

- **Process to identify students:**

- **Activities to ensure effective and timely assistance:**

8. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES PROGRAMS State the strategies to coordinate programs/services/funds under NCLB to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met. PL 107-110 §1112(b)(1)(E) ; PL 107-110 §1114(b)(1)(J)

- **Strategies to increase program effectiveness:**

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

NCLB Requirements

PART 3: CAMPUS COMPLIANCE | SEVEN REQUIRED COMPONENTS OF TARGETED ASSISTANCE PLANNING

1. RESOURCES MUST BE USED TO HELP ELIGIBLE STUDENTS MEET STANDARDS. Identification of eligible students, their academic needs, and what must be done to address those needs are based on data from a comprehensive needs assessment (NCLB Sec. 1115(c)(1)(A)).

2. ENSURE THAT PLANNING FOR STUDENTS SERVED UNDER THIS PART IS INCORPORATED INTO EXISTING SCHOOL PLANNING (NCLB SEC.1115(C)(1)(B))

Explain how your TA Plan is a part of your overall process for improving your school. Describe:

- How you prioritize your needs and identify your goals

- How you establish high expectations for all learners

- How you involve teachers and parents of Title I-eligible students in your planning process (e.g., leadership teams, advisory councils)

- How you establish and maintain a positive learning environment

3. EFFECTIVE METHODS AND INSTRUCTIONAL STRATEGIES MUST BE BASED ON SCIENTIFICALLY-BASED RESEARCH THAT STRENGTHENS THE CORE ACADEMIC PROGRAM OF THE SCHOOL and that— "(i) give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities; "(ii) help provide an accelerated, high-quality curriculum, including applied learning; and "(iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this part (NCLB Sec.1115(c)(1)(C)).

Questions to consider as you identify your instructional methods and strategies and develop your Action Plan to address student needs:

- Have you identified core and intervention materials that will address your students' needs?

- Does your schedule create time for students in need of additional instruction and support?

- Are teachers organized to collaborate and support one another and to assist in planning the most appropriate intervention?

- Are your most skillful teachers working with students most at risk?

- Have you aligned paraprofessionals and specialists to support at-risk students in the school?

- Do you have clear procedures that allow you to determine when Tier 2 interventions (additional practice, time and/or instruction) would be appropriate?

- Do you have clear procedures that allow you to determine when students should be moved to Tier 3 to receive intensive interventions that will accelerate their achievement, bring them to grade level, and allow them to maintain their achievement?

4. ENSURE SMOOTH TRANSITION FOR STUDENTS. COORDINATE WITH AND SUPPORT THE REGULAR EDUCATION PROGRAM, WHICH MAY INCLUDE SERVICES TO ASSIST PRESCHOOL CHILDREN IN THE TRANSITION FROM EARLY CHILDHOOD PROGRAMS SUCH AS HEAD START, EVEN START, EARLY READING FIRST OR STATE–RUN PRESCHOOL PROGRAMS TO ELEMENTARY SCHOOL PROGRAMS. (NCLB SEC.1115(C)(1)(D))

Explain how you coordinate with and support the regular education program.
- Identify how the Title I teacher(s) help coordinate the regular education programs in the school.

- Explain how they coordinate their program with classroom teachers.

- Describe how Title I teachers collaborate with classroom teachers to ensure that eligible students receive the support they need to meet state standards.

Explain how the Title I Program supports the transition from early childhood programs to the school.
- Describe the early childhood programs in your school and/or district. (e.g., Even Start, Head Start, pre-schools)

- Describe how the Title I program collaborates with school staff and with early childhood programs to assure a smooth transition to kindergarten.

2016–2017 SCHOOL IMPROVEMENT PLAN (SIP)
PART 3: CAMPUS COMPLIANCE | SEVEN REQUIRED COMPONENTS OF TARGETED ASSISTANCE PLANNING *(continued)*

5. PROFESSIONAL DEVELOPMENT MUST BE SUSTAINED, JOB–EMBEDDED, AND TIED TO STUDENT ACHIEVEMENT. (NCLB SEC.1115(C)(1)(F)) All professional development must be focused on meeting student academic achievement standards associated with your goal(s) to ensure quality services for all children/students. Your plan should identify what teachers and paraprofessionals need to know and be able to do proficiently to implement scientifically-research based methods and strategies you identified in Requirement #3.

- Identify teachers and paraprofessionals:

- List the effective professional development and their focus:

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT Identify at least four (4) strategies specific to your campus to increase parental involvement activities. (NCLB Sec.1115(c)(1)(G)) and 1118(b)(1)

1) _____

2) _____

3) _____

4) _____

7. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES PROGRAMS State the strategies to coordinate programs/services/funds under NCLB to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met. (NCLB Sec.1115(c)(1)(H))

- Strategies to increase program effectiveness:

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

FORM TO IDENTIFY PERSONNEL & CAPITAL OUTLAY ITEMS FUNDED OUT OF 2016–2017 TITLE I BUDGET

POSITIONS FUNDED OUT OF TITLE I FUNDS
(Please indicate the QUANTITY of each position selected for the academic school year.)

_____ Parent Engagement Rep
_____ Tutor, Academic (Hourly)
_____ Tutor, Associate (Hourly)
_____ Tutor, Sr. Academic
_____ Counselor (must have rationale that shows duties are supplemental to the regular school program)
_____ Social Worker (must have rationale that shows duties are supplemental to the regular school program)
_____ Coach, Graduation
_____ Teacher, Intervention (Hourly) All grade levels - [General]
_____ Teacher, Intervention (Hourly) All grade levels – [Math]
_____ Teacher, Intervention (Hourly) All grade levels – [Reading]
_____ Teacher, Intervention (Hourly) All grade levels – [Science]
_____ Phychologist
_____ Teacher Assistant(s) for Pre-K Centers ONLY

_____ Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)
_____ Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)
_____ Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)
_____ Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)
_____ *Teacher, Class-Size Reduction [General] All elementary grade levels
_____ *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels
_____ *Teacher, Class-Size Reduction [ESL] All elementary grade levels
_____ *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

*Title I, Part A schools must first meet the state's requirement for pupil-teacher ratio prior to adding a class-size reduction teacher.

CAPITAL OUTLAY ITEMS FUNDED OUT OF 2016–2017 TITLE I BUDGET

CAPITAL OUTLAY REQUESTED? ☐ YES ☐ NO
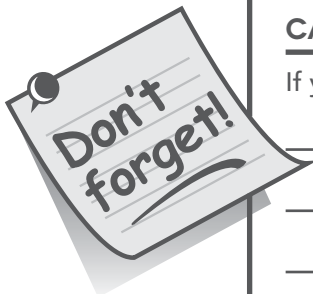
If yes, please list the items below:

_____

_____

_____

_____

Don't forget!

Perforated form available in the **Removable Forms** section

PROGRAM DESCRIPTIONS

Under the No Child Left Behind (NCLB) Act of 2001 each local educational agency (LEA) is required to submit the consolidated application annually to the Texas Department of Education (TEA) in order to receive federal funds under NCLB. The application consolidates information on various federal programs into one application and serves as a contract between the LEA and the state. **A condition of receiving approval of the NCLB Consolidated Application is the completion and approval of this application.**

All Title I, Part A and non-Title I schools that receive funding or services from **at least one** of the programs listed below must complete a program description for the 2016 – 2017 school year. These program schedules must be completed without regard to the fund sources (federal, state, or local) used to implement the activity.

Schedule Status: New	**FORMULA**		Application ID: 0019070276380001
éGrants Application TEXAS EDUCATION AGENCY	**Organization:** Houston ISD	**County District:** 101912	
	Campus/Site: N/A	**ESC Region:** 04	
SAS#: NCLBAA17	**Vendor ID:** 1746001255	**School Year:** 2016-2017	

2016-2017 NCLB Consolidated Federal Grant Application

Program Description

PS3211 - Program Coordination

Part 1: Program Coordination - Check all that apply   [Help]

☐ **N/A-REAP 100% of Title II, Part A Funds.**		☐ **N/A-REAP 100% of Title IV, Part A Funds.**

#		
1.	☐	Collaboration with Local, State and Federal Agencies to Identify Potential Eligible Migrant Youth and to Provide Appropriate and Timely Services to Migrant Children and Their Families (Migrant Services Coordination) **(Title I, Part C)**
2.	☐	Coordination with Staff from Schools and Education Programs in NGS Consortium States, as well as non-NGS Consortium States, to Transfer Migrant Student Achievement and Health Records **(Title I, Part C)**
3.	☐	Coordination with Staff in States That Receive the LEA's Migrant Students in Order to Ensure Course Placement and Credit Accrual for On-Time Graduation **(Title I, Part C)**
4.	☐	Referrals for Migrant 3- & 4-Year Old Students Not Being Served by the LEA to an Outside Agency Such As Head Start, Even Start, or Teaching and Mentoring Communities (TMC) **(Title I, Part C)**
5.	☐	Coordination of Professional Development Activities with Professional Development Activities Provided through Other Federal, State, and Local Programs **(Title II, Part A)**
6.	☐	Integration of Title II, Part A, Funds with Title II, Part D, Funds for Professional Development to Train Teachers to Integrate Technology into Curricula and Instruction to Improve Teaching, Learning, and Technology Literacy **(Title II, Part A)**
7.	☐	Federal, State, and Local Programs for Drug-Use Prevention **(Title IV, Part A)**
8.	☐	Comprehensive Program Needs Assessment included in the Campus Improvement Plan/Planning Process **(TEC)**
9.	☐	Inclusion of Federal Planning Requirements in the District and Campus Improvement Plans **(TEC)**
10.	☐	Information on Program Rules and Regulations to Principals and Other Appropriate Staff **(TEC)**
11.	☐	Integration of ESEA with State and Local Educational Activities **(TEC)**
12.	☐	Multihazard Emergency Operations Plan; Security Audit **(TEC)**
13.	☐	Principals and Other Appropriate Staff on the Development of the Application for Federal Funding **(TEC)**
14.	☐	Principals and Other Appropriate Staff on How Federal Program Funds Are Allocated within the LEA **(TEC)**
15.	☐	Community Partnership (such as with local businesses, libraries, museums, community-based organizations,etc.)
16.	☐	Community-Wide Efforts to Achieve LEA Goals for Drug-Use and Violence Prevention
17.	☐	Cross-Program Parent Meetings
18.	☐	Cross-Program Planning Sessions
19.	☐	Cross-Program Workshops
20.	☐	Grades, Grade-Span Groupings, Campuses, and Programs
21.	☐	Institutions of Higher Education
22.	☐	Integrated Program Advisory Council
23.	☐	Integrated Program Communication and Information Sharing (i.e., newsletters, forums, awareness sessions, conferences)
24.	☐	Law Enforcement (local)
25.	☐	LEA Homeless Liaison
26.	☐	Parent Organizations Such As PTA/PTO
27.	☐	Principals and Other Appropriate Staff on Services Provided by Program Funds Centralized at the LEA
28.	☐	Program Evaluation Process
29.	☐	Program Evaluation **(all programs)**
30.	☐	School Safety Choice Option Policy
31.	☐	Shelters for the Homeless
32.	☐	Staff Development Activities between Programs

NCLB Requirements

PROCESS FOR TITLE I, PART A FUNDING AFTER A CAMPUS CLOSURE

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 students who completed their free and reduced lunch application.

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); and
- Other district decisions

Capital outlay items purchased with Title I, Part A funds, <u>MUST</u> remain at Title I, Part A schools. Therefore, should a school close, schools <u>MUST</u> 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 on the Printing Services website under Records Management. 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,
- The personnel and departments responsible for completing the activities, and
- A timeline for completion.

T or F

Title I funds should upgrade part of the educational program of a schoolwide campus.

False. Title I funds should upgrade the entire educational program of a schoolwide campus. All students qualify to receive Title I assistance, even if some students are not part of the free and reduced lunch program.

NCLB Requirements

THE COMMUNITY ELIGIBILITY PROVISION (CEP) PROGRAM – FAQS

Q **What is CEP?**

A 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 **Who is participating in this program?**

A There are 170 campuses participating in this program. Please see the next page of the handbook for the complete list of schools.

Q **How does a school qualify for CEP?**

A Schools qualified with a combination of the following:
  • 51 percent of their students direct-certified* through participation in federal programs
  • Free and reduced percentage of at least 90 percent of students attending
  • Feeder patterns that accommodate all students in a household
  • Ensure Title I and state compensatory funding is not impacted

Q **What are the advantages?**

A • Encourage more students to take advantage of nutritious meals
  • Reduce stigma associated with free meals
  • Eliminate the problem of uncollected student meal balances

Q **What happens if a student leaves a CEP school and enrolls in a non-CEP school (in or out of HISD)?**

A Inform parents they must complete the free and reduced lunch application. The new school will honor the existing status of the student for 10 days only.

Q **What districts are participating in the CEP program in Texas?**

A Dallas ISD, Houston ISD and Laredo ISD.

Q **Is a free and reduced lunch application needed for CEP schools?**

A CEP, a federal program, does not require the collection of free and reduced lunch applications. However, at HISD we ask that families complete the CEP survey form in order to maximize school site funding (Title I funding) that requires this socioeconomic data. It is imperative that we continue to collect this information in order to keep compensatory funding in place.

Q **What is the purpose of the CEP Survey Form?**

A HISD must still collect economic data from students in CEP schools for the purposes of PEIMS data.

Q **Will the CEP survey and free and reduced lunch application be separate documents?**

A NO. This year (2016-2017) there will be ONE application that will serve both purposes.

Q **Where can I access more information?**

A Please visit the Nutrition Services website at **www.HoustonISD.org**

*Direct Certification – Census Data, directly certified (recipients of Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) and Food Distribution Program on Indian Reservations (FDPIR) and categorically eligible including Foster, Migrant, Head Start, and Runaway children.

THE COMMUNITY ELIGIBILITY PROVISION (CEP) PROGRAM

The Community Eligibility Provision 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.

HISD has already offered free breakfast to all students since 2010. This push to expand the free lunch program is just the latest step to ensure students don't go hungry. During the 2014-2015 academic school year, 166 HISD campuses participated in the CEP Program. For the 2016-2017 academic school year, HISD is able to offer free lunch for students at 170 schools. HISD has been working with the state to ensure as many students as possible benefit. The 170 campuses identified to participate in the program during this school year were selected based on a formula that includes a variety of economic data.

Our main goal is to ensure students eat healthy meals so they can stay focused on learning throughout the school day. While this program has been piloted in only a few states since 2011, the U.S. Department of Agriculture has expanded it to all states as of July 1, 2014 for any schools that meet the eligibility requirements.

CEP, a federal program, does not require the collection of free/reduced applications. However, at HISD we ask that families complete the CEP survey form in order to maximize school site funding (Title I funding) that requires this socioeconomic data. **It is imperative that we continue to collect this information in order to keep compensatory funding in place.**

T OR F

Campuses with 35-39 percent of students enrolled in free and reduced lunch qualify in the targeted assistance program.

True. 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.

SCHOOLS PARTICIPATING IN THE 2016–2017 COMMUNITY ELIGIBILITY PROVISION (CEP) PROGRAM

ELEMENTARY SCHOOLS

Alcott
Almeda
Anderson
Atherton
Barrick
Bastian
Bellfort
Benavidez
Berry
Blackshear
Bonham
Bonner
Braeburn
Briscoe
Brookline
Browning
Bruce
Burbank
Burnet
Burrus
Cage
Carrillo
Codwell
Cook
Coop
Crespo
Crockett
Cunningham
Davila
Dechaumes
Dogan
Durkee
Eliot
Elmore
Elrod
Emerson
Farias Early Childhood
Foerster
Fondren
Fonwood
Foster
Franklin
Frost
Gallegos
Garcia
Golfrest
Gregg
Grissom

Gross
Halpin
Harper Alternative
Harris, J.R.
Harris, R.P.
Hartsfield
Helms
Henderson, J.P.
Henderson, N.Q.
Herrera
Highland Heights
Hilliard
Hobby
Inspired for Excellence West
Isaacs
Janowski
Jefferson
Kandy Stripe Academy
Kashmere Gardens
Kelso
Kennedy
Ketelsen
Laurenzo Early Childhood
Law
Lewis
Lockhart
Looscan
MacGregor
Mading
Marshall
Martinez, C.
Martinez, R
Martin Luther King Early
    Childhood
McGowan
McNamara
Milne
Mistral Early Childhood
Mitchell
Montgomery
Moreno
Neff
Neff Early Childhood
    Center
Northline
Osborne
Paige
Peck

Petersen
Pilgrim Academy
Piney Point
Pleasantville
Port of Houston
Pugh
Reagan
Reynolds
Robinson
Rodriguez
Ross
Rusk
Sanchez
Scarborough
Scroggins
Seguin
Shearn
Sherman
Smith
Southmayd
Stevens
Sutton
Thompson
Tijerina
Tinsley
TSU Charter Lab
Valley West
Wesley
Whidby
White
Windsor Village
Woodson
Young
Young Scholars

MIDDLE SCHOOLS			

MIDDLE SCHOOLS

Attucks	Gregory-Lincoln	Ortiz
Burbank	Hartman	Stevenson
Cullen	Henry	Sugar Grove Academy
Chrysalis	Hogg	Thomas
Deady	Holland	Welch
Dowling	Jackson	Williams
Fleming	Key	
Fondren	Marshall	
FonvilleForest Brook	McReynolds	

HIGH SCHOOLS

Beechnut Academy	Kashmere	SterlingWashington
Furr	Lee	Wheatley
Hope Academy	Milby	Worthing
High School Ahead Academy	North Forest	Yates
Jones	Reach Charter	
	South Early College	

Q&A

Must families complete a free and reduced lunch application for their child to participate in the CEP Program?

No; however, HISD highly encourages participating campuses to request the families to complete the CEP Survey / Free and Reduced Lunch Application in order to maximize school site funding (including Title I funds) for the following year.

Campus Contact Responsibilities

2016 – 2017
Title I, Part A Program

Campus Contact Responsibilities

RESPONSIBILITIES OF THE TITLE I CAMPUS CONTACT

THE TITLE I, PART A CAMPUS CONTACT PERSON MUST HOLD A TEACHER CERTIFICATION. ***PLEASE PREPARE TO WORK BEYOND THE REGULAR SCHOOL DAY TO COMPLETE ANY SPECIAL TITLE I REQUIREMENTS. *

The responsibilities of the Title I, Part A Campus Contact includes but is not limited to the following (please read the bolded responsibilities very closely):

	TITLE I CONTACT RESPONSIBILITY	TIPS / BEST PRACTICES
ATTEND	**Attend campus and district Title I meetings, trainings, open labs, and bin/Chancery reviews.**	• Mark all Title I, Part A deadlines on your outlook express calendar and set reminders.
CHANCERY CODING	**Complete online training to receive security access to Chancery. Access this online training via HISD Solution Center at https://solutioncenter.houstonisd.org**	• Must obtain edit and view access.
CHANCERY CODING	**Enter campus Title I, Part A coding in Chancery (participation, parental involvement and services.)**	• Must have Chancery access.
COORDINATE	**Coordinate the parental involvement activities for the campus including the Annual Title I Meeting and the four required parent meetings.**	• Consider administering a needs survey to your parents in September to better plan your PAC meetings. • Hold your PAC 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 PAC meeting when possible. • Review Parental Involvement section of the handbook. • Utilize presentation, agenda, and sign-in sheet templates located at www.HoustonISD.org > Employee Content • Contact HISD's Family and Community Engagement 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 and support.

Continued

Campus Contact Responsibilities

TITLE I CONTACT RESPONSIBILITY	TIPS / BEST PRACTICES
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 and summer school.	• 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 or the person that handles your Title I, Part A budget.	• Review the Budget Information and the Allowable/Unallowable Expenses sections.
• Meet with teachers during the beginning of the school faculty meeting / PLC / professional development to review the compliance documentation needed throughout the year.	• Distribute the Title I, Part A Documentation Checklist to all attendees. • List the campus staff that can provide information requested on the checklist. • Maintain a file folder in a common faculty area for appropriate school personnel to provide monthly documentation. • Choose one day a month (payday, 1st Monday of the month, snow cone day) to remind school personnel to file documentation in the file folder maintained in a common faculty area.
Become informed of other federal and state grant programs your campus is participating in (Focus and Priority, TTIPPS, Race to the Top/ Linked Learning etc.)	• Keep an open dialogue with your principal and/or other campus administrators involved in these grants. • Learn the campus and budget information pertaining to each grant.

COMMUNICATE

	TITLE I CONTACT RESPONSIBILITY		TIPS / BEST PRACTICES
DOCUMENTATION / TITLE I BIN	**Adhere to scheduled due dates for submitting various items that are required under this program** (i.e. Parent Notification letters, Semi-Annual Certification, Time & Effort documentation etc.)	▶	• Reference the Calendar-at-a-Glance located in the Calendar & Contacts section. • Reference the Mandated Parent Notification Checklist.
	Gather Title I documentation throughout the academic school year (i.e. Title I budget, parent meetings, agendas, sign-in sheets, scientifically-researched documen-tation, intervention program descriptions etc.)	▶	• Set aside one day a week for Title I responsibilities; Make sure to add these to your outlook calendar. • Mark all Title I, Part A deadlines on your outlook express calendar and set reminders. • Enlist the help of a school staff member to take pictures of the marquee when pertinent Title I information is posted and send to you on e-mail or text. File these pictures behind component 4. • Create a folder on your desktop for all communication from your Title I Specialist and any documents pertaining to Title I, Part A. • Request an external hard drive to save all Title I, Part A documents and keep with your Title I bin.
	Keep documentation bin up-to-date. Required documentation for the Title I, Part A program will be reviewed by the Title I Instructional Specialist throughout the year. TEA/USDE conducts random validations (audits) of the Title I documentation.	▶	• Set up your Title I bin by September 30th. • Reference the Title I, Part A Documentation Checklist for guidance.
	Complete the Documentation Storage Form located at the end of this tab. This storage form serves to assist auditors in your absence.	▶	• Keep information relevant.

Continued

Campus Contact Responsibilities

FAMILIARIZE YOURSELF WITH TITLE I	TITLE I CONTACT RESPONSIBILITY	TIPS / BEST PRACTICES
	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. • Remember that all activities should align with the 8 Components. • Become familiar with Title I, Part A law.
	Become familiar with the Title I, Part A Handbook and also the External Funding website www.HoustonISD.org/ExternalFunding > Employee Content	• Learn the 8 Components, the meaning of each Component and how it pertains to your campus plan. • Learn the answers to the Title I pre-test located in the handbook and also learn the answers for the audit questions. • Learn the Title I wording (i.e. 8 Components, Title I, Part A, Section 1118, PAC, etc).

STIPEND FOR TITLE I CAMPUS CONTACTS

■ Recipient must have a teacher certification. Eligible positions include:

- Assistant Principal
- Counselor
- Dean of Instruction
- Evaluation Specialist
- Graduation Coach (campus-based only)
- Instructional Coordinator
- Instructional Specialist regardless of pay grade (campus-based only)

- Intervention Teacher
- Magnet Coordinator
- Nurse
- Registrar
- Social Worker
- Teacher Specialist regardless of pay grade (campus-based only)
- Teacher
- Title I Coordinator

■ Budget String in CA funds: 11-6120
- Stipend Amount: $2,400/year
- Paid in 2 installments (Dec 2016 and May 2017)
- If Title I Campus Contact changes, please submit the Stipend form with changes to your TI Specialist.

■ Stipend disbursement requires a **Title I, Part A Request for Campus Contact Stipend Form.**

2016-2017
Title I Documentation Storage Form

School Information	Name of School	
	Name of Principal	
	Name of Secretary	
	School Phone Number	
	School Fax Number	
Primary Designee The person who will serve as the **PRIMARY** contact for the Title I stored documentation.	First Name	
	Last Name	
	Email	
Alternate Designee The person who will serve as the **ALTERNATE** contact for your Title I stored documentation.	First Name	
	Last Name	
	Email	
Location Place where the Title I Bin/Binders will be stored.	Primary Location	
	Alternate Location	

All Parent Notifications should be on an electronic file or posted on school's website.

Documentation MUST be saved/stored for 7 years.

Principal's Signature: _____   Contact's Signature:_____

Return this form to your Title I, Part A Instructional Specialist by May 22, 2017. You may FAX, scan and email or send by school mail - HMW/Route 1.

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

Campus Contact Responsibilities

**2016–2017 TITLE I, PART A DOCUMENTATION CHECKLIST
FOR SCHOOLWIDE PLANNING**

Campus:_____Org#_____Date of Review:_____

Title I Contact:_____Title I Specialist:_____Principal Signature: _____

1. COMPREHENSIVE NEEDS ASSESSMENT

Reminder: All data was reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards. PL 107-110 §1114(b)(1)(A) ; PL 107-110 §1115(d)(2)(A)

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Copy of School Improvement Plan with Completed Signature Page	Principal, secretary, instructional specialist				
√ Part 3 of SIP: 8 Components ▶		▶			

2. SCHOOLWIDE REFORM STRATEGIES

Reminder: Campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on scientifically-based research to increase achievement for each sub-group on state tests. PL 107-110 §1114((b)(1)(B) ; PL 107-110 §1001(9)

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Description of the Intervention Programs This is a document created by campus personnel that outlines the complete intervention programs that will be implemented on campus for the school year. For example: weekly tutorials, Saturday tutorials, daily pull outs, writing camps, etc. This document should serve as an action plan for the intervention.	Grade level chair and/or department chair and/or instructional leader				
Professional Learning Communities (PLC's) / Grade Level / Department Meetings **Related to Reform Strategies**					
√ Sign-In Sheet ▶		▶			
√ Agendas ▶		▶			
√ Minutes ▶		▶			
√ Handouts ▶		▶			
Data Analysis Reports Related to the Reason for Selecting the Reform Strategies (STAAR,/EOC Standardized Testing, I-Station, High Frequency words, Telpas,CBAs, etc. **from 2015-2016 school year).**	Principal or instructional leader				
Description of Campus Purchased Instructional Program (This is a document the school creates that outlines all of the instructional programs bought with academic schoolyear funds. It should be on school letterhead and indicate the school year).	Principal, instructional specialist, and secretary / business manager				
Scientifically-Based Research Form for any Instructional Programs Purchased by the School to Meet School Reform Strategies	Visit the External Funding Employee Content site. Form must be completed by the vendor.				

**2016–2017 TITLE I, PART A DOCUMENTATION CHECKLIST
FOR SCHOOLWIDE PLANNING**

3. HIGH–QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Reminder: The process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan so teachers, paraprofessionals and other staff members receive the sustained, high-quality professional development required to implement them.PL 107-110 §3115(c)(2)(D) ; PL 107-110 §1114(b)(1)(D)

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Campus/District/Region Staff Development √ Agendas ▶ √ Sign-In Sheets ▶ √ Handouts ▶	Instructional specialist, principal or secretary for sign in sheets, agendas and handouts	▶ ▶ ▶			
Staff Development Plans (located in the SIP)	Title I Contact. Copy from the SIP that you filed in Component 1				
SDMC Minutes Related to Staff Development √ Agendas ▶ √ Sign-In Sheets ▶	Campus administrator, school's secretary. File the agenda and sign in sheet for meetings where professional develop-ment is discussed.	▶ ▶			
Administrator Trainings / Lead Teacher Meetings	Principal, instructional specialist, department or grade level chairs				
Professional Development Certificates	Teachers. Copy of their professional development.				

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Continued

Q&A

Aside from Title I meetings, what other required events must a Title I Campus Contact attend?

Open Labs and Bin Reviews

Campus Contact Responsibilities

**2016–2017 TITLE I, PART A DOCUMENTATION CHECKLIST
FOR SCHOOLWIDE PLANNING**

4. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT						
Reminder: Strategies specific to your campus to increase parental involvement activities. PL 107-110 §1118						
REQUIREMENT	**PERSON TO CONTACT FOR DOCUMENTATION**	**COMPLIANCE STATUS**				
		Partially	Yes	No	N/A	
2016-2017 **District Parent Involvement Policy** - Dec 2016	Title I Contact. Visit the External Funding Employee Content site					
2016-2017 **Campus Parent Involvement Policy** - Dec 2016 (Make certain to have an agenda and sign in sheet when the Campus PIP is reviewed by your PAC or other parent organization)	Title I Contact. Developed jointly with parents and school personnel					
√ Campus PIP ▶		▶				
√ Agenda ▶		▶				
√ Sign-In Sheets ▶		▶				
School-Parent Compact - Sept 2016	Title I Contact. Developed on campus.					
Parent Notifications	Memo is sent to the principal via HISD Academic Services and to the Title I Contact via the Title I newsletter					
√ Title I Status - 9/2016 ▶		▶				
√ Explanation of Curriculum - 12/2016 ▶		▶				
√ Explanation Assessments - 12/2016 ▶		▶				
2016-2017 **District Promotion Standards -** Spring 2017	Memo is sent to the principal via HISD Academic Services and to the Title I Contact via the Title I newsletter					
Title I, Part A Program Parent Survey - Spring 2017 (Developed by the External Funding Department)	External Funding Title I Instructional Specialist					
Federal Report Card - Spring 2017	Memo is sent to the principal via HISD Academic Services and to the Title I Contact via the Title I newsletter					
Annual Title I Meeting - no later than 9/30/16	Title I Contact. Visit External Funding > Employee Content to access templates for presentation, agendas, sign-in, etc.)					
√ Invitation/Flyer ▶		▶				
√ Agenda ▶		▶				
√ Sign-In Sheets ▶		▶				
√ Minutes ▶		▶				
Open House	Title I Contact Visit External Funding > Employee Content to access templates for presentation, agendas, sign-in, etc.)					
√ Invitation/Flyer ▶		▶				
√ Agenda ▶		▶				
√ Sign-In Sheets ▶		▶				

Campus Contact Responsibilities

**2016–2017 TITLE I, PART A DOCUMENTATION CHECKLIST
FOR SCHOOLWIDE PLANNING**

4. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT (CONT'D)						
Reminder: Strategies specific to your campus to increase parental involvement activities. PL 107-110 §1118						
REQUIREMENT	**PERSON TO CONTACT FOR DOCUMENTATION**	**COMPLIANCE STATUS**				
		Partially	Yes	No	N/A	
Parent Advisory Council (PAC)	Title I Contact. Visit External Funding > Employee Content to access templates for presentation, agendas, sign-in etc.).					
√ Meet #1: Invitation/Flyer | Agenda | Sign-In | Minutes ▶		▶				
√ Meet #2: Invitation/Flyer | Agenda | Sign-In | Minutes ▶		▶				
√ Meet #3: Invitation/Flyer | Agenda | Sign-In | Minutes ▶		▶				
√ Meet #4: Invitation/Flyer | Agenda | Sign-In | Minutes ▶		▶				
Other Parent Meetings (HIPPY meetings, Coffee with Principal, etc.)	Title I Contact. Visit External Funding > Employee Content to access templates for presentation, agendas, sign-in, etc.).					
Parent Conferences (Sign-In Sheets Only)	Teachers, Campus Administrators					
Dates for Student Progress Reports	Title I Contact. HISD portal under calendar					
Family Nights	Grade level or department chair or instructional specialist					
√ Invitation/Flyer ▶		▶				
√ Agenda ▶		▶				
√ Sign-In Sheets ▶		▶				
Parenting Classes (GED/Technology/Nutrition etc.)	Require monthly sign in sheets from the agency providing classes.					
Communications	Secretary for transcript of call out to parents ; teachers for their parent newsletters ; print school website information etc.					
√ Newsletters ▶		▶				
√ School Messenger Report (Call-Outs) ▶		▶				
√ School Website (page samples) ▶		▶				
√ Email Blasts ▶		▶				
√ Pictures of Marquee Advertising Events ▶		▶				
Student/Parent Handbook	Secretary					
Parental Involvement Interim Reports	Reports are sent to the Title I Contact via the External Funding's newsletter.					
√ Nov 2016 ▶		▶				
√ Feb 2017 ▶		▶				
√ May 2017 ▶		▶				
Mandated Parent Notification Checklist - May 2017	Visit the External Funding website > Employee Content site.					

NOTES:

Continued

**2016–2017 TITLE I, PART A DOCUMENTATION CHECKLIST
FOR SCHOOLWIDE PLANNING**

5. ENSURE SMOOTH TRANSITION FOR STUDENTS

Reminder: (PRIMARY/ES) Plans for assisting preschool children in the transition from early childhood programs to local elementary programs. **(SECONDARY)** Transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs. PL 107-110 §1114(b)(1)(G) ; PL 107-110 §1115(c)(1)(D)

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Orientation Meetings (Kindergarten Roundups / Secondary Bridge Programs/Campus Tours)	Pre-K/K teachers, 5th/8th grade teacher, instructional specialist, Counselor in HS				
√ Agenda ▶		▶			
√ Sign-In Sheets ▶		▶			
Communications about Transition Event(s)					
College and Career Events					

NOTES:

6. MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS

Reminder: In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. PL 107-110 §1114(a)(1)(H)

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Professional Learning Communities (PLC's) / Grade Level / Department Meetings **related to assessments**	Each grade level chair and/or department chair and/or instructional leader				
√ Sign-In Sheet ▶		▶			
√ Agendas ▶		▶			
√ Minutes ▶		▶			
√ Handouts ▶		▶			
Data Analysis Reports related to the reason for selecting those assessments	Instructional specialist, principal, grade level or department chairs				
Development and use of common assessments (BOY, MOY, EOY); Campus and District	Principal, instructional specialist, grade level, department chairs				
SDMC Minutes related to academic assessments	Principal or school's secretary				
2016 Accountability Summary (TEA website)	Principal				
Texas Academic Performance Report (TEA website)	TEA website or principal				

NOTES:

**2016–2017 TITLE I, PART A DOCUMENTATION CHECKLIST
FOR SCHOOLWIDE PLANNING**

7. TIMELY, EFFECTIVE ADDITIONAL ASSISTANCE

Reminder: Address activities to identify and ensure effective, timely assistance for all students not meeting state standards. PL 107-110 §1115(b)(2)(B) ; PL 107-110 §1114(b)(1)(I)

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Documentation of Intervention Programs	Principal, instructional specialist, employee over tutorial program				
√ Teacher Sign-In Sheets ▶		▶			
√ Flyers ▶		▶			
√ Sample Lesson Plans ▶		▶			
√ Student Roster List ▶		▶			
Professional Learning Communities (PLC's) / Grade Level / Department Meetings **related to intervention programs**	Each grade level chair and/or department chair and/or instructional leader				
√ Sign-In Sheets ▶		▶			
√ Minutes ▶		▶			
√ Handouts ▶		▶			
End of Year Cumulative Campus Data Results	Test coordinator, principal				
District Summer School Documentation	Principal, instructional specialist, person over summer school.				
Campus Summer School Documentation	Principal, instructional specialist, person over summer school.				
√ End of Summer Checklist ▶		▶			
√ Samples of Cumulative Learning Profile (CLP's) (K-8) ▶		▶			
√ Samples of Interim (Progress) Report ▶		▶			
√ Sample Lesson Plans ▶		▶			
√ Grade Placement Committee (GPC) Form (K-8) ▶		▶			
√ Agenda/Sign-in Sheets of Campus Summer School Training ▶		▶			
√ Individual Graduation Committee (IGC) (High School) ▶		▶			
√ Accelerated Instruction Plan (AIP) ▶		▶			

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Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

Continued

**2016–2017 TITLE I, PART A DOCUMENTATION CHECKLIST
FOR SCHOOLWIDE PLANNING**

8. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES PROGRAMS

Reminder: State the strategies to coordinate programs/services/funds under NCLB to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met. PL 107-110 §1112(b)(1)(E) ; PL 107-110 §1114(b)(1)(J)

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Copy of the Entire Campus Budget	Secretary or business manager				
Use of Title I, Part A Funds	Secretary / business manager to inquire if SR1 funds were used to pay for registration to any Non-HISD organizations such as Region 4				
√ Capital Outlay (Print-outs of actual purchase) ▶		▶			
√ Copy of Purchase Orders ▶		▶			
√ PROCARD Statements ▶		▶			
√ Professional Development Receipts to registration, travel, lodging, etc. ▶		▶			
√ SAP Print-outs ▶		▶			
Support to Students in Homeless Situations	Secretary				
√ Receipts, Requisitions, Purchase Orders, Invoices ▶		▶			
Other Grants	Principal				
√ Title II: HISD PD Dept Request ▶		▶			
√ Title III: ELL Student Funds ▶		▶			
√ After School Programs ▶		▶			
√ Focus and Priority Grant Documentation ▶		▶			
√ TTIPS Grant Documentation ▶		▶			
Program Descriptions - summer 2016	Secretary				

NOTES:
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ADDITIONAL DOCUMENTATION

REQUIREMENT	PERSON TO CONTACT FOR DOCUMENTATION	COMPLIANCE STATUS			
		Partially	Yes	No	N/A
Title I, Part A Handbook	3 copies provided to the Title I Contact during the Title I Job A-like Training in August.				
Semi-Annual Certification Form(s) √ Fall 2016 ▶	Principal. Form located in the External Funding > Employee Content site.	▶			
√ Spring 2017 ▶		▶			
Time and Effort Documentation √ Fall 2016 ▶	Any staff member who is split funded. Secretary can give you list of the employees	▶			
√ Spring 2017 ▶		▶			
Job Descriptions for Personnel Funded by Title I	Principal				

Budget Information
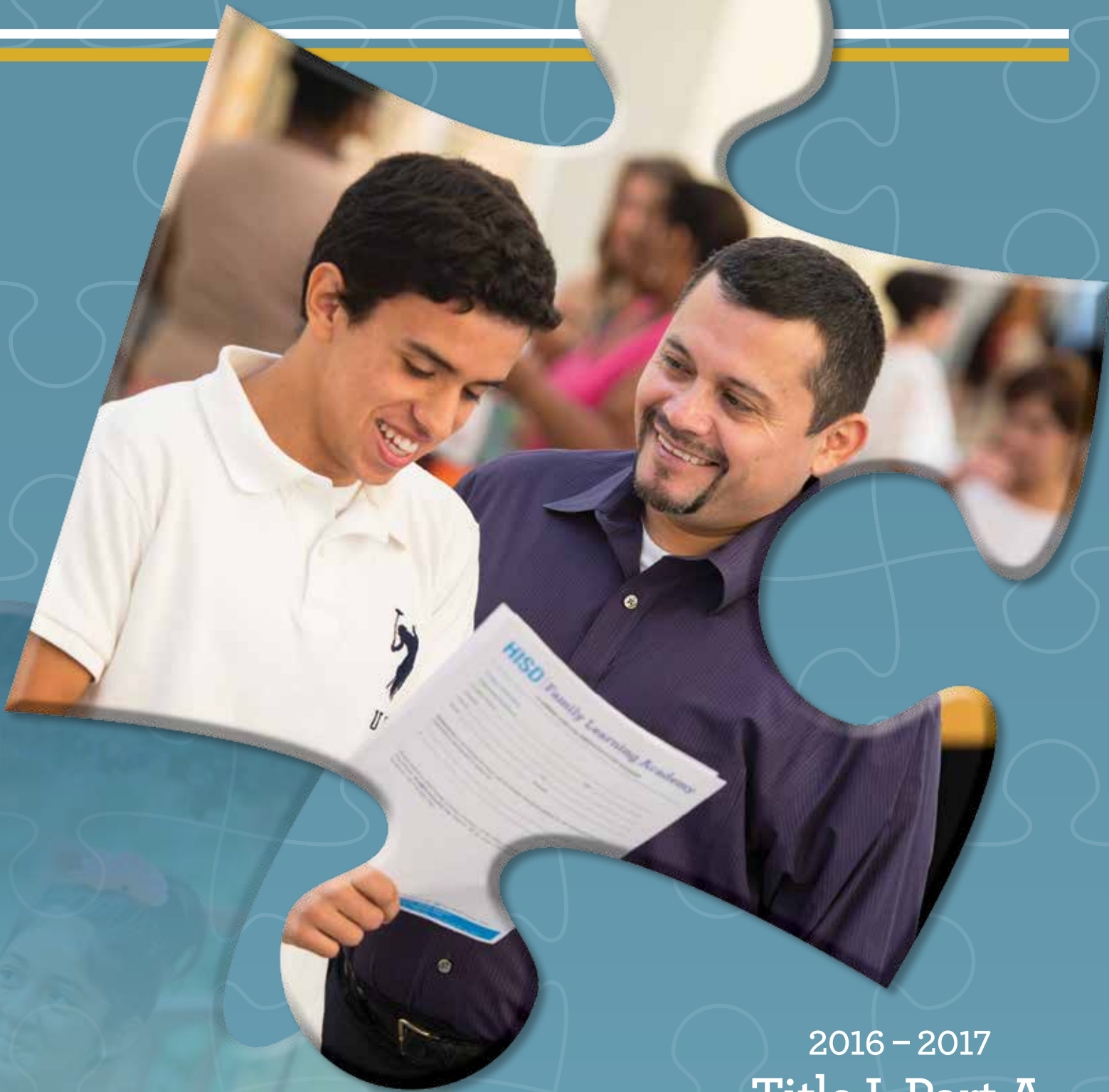
Budget Information

The purpose of the Title I, Part A program is to assure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

TITLE I, PART A FUNDING FOR THE ACADEMIC SCHOOL YEAR (NEW FUND CODE 2110000000)

The Improving Basics Programs Operated by Local Education Agencies effort in Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB) of 2001, provides supplemental funding to state and local education agencies. This funding pays for resources to assist schools with high concentration of students from low-income families. These resources improve education quality and help ensure all children in low-income contexts meet the state's student performance standards. Title I, Part A provides support to schools in implementing either a Schoolwide Program or a Targeted Assistance Program. Title I, Part A programs use effective methods and instructional strategies that are grounded in scientific research. (**www.tea.state.tx.us**)

SCHOOLWIDE PROGRAM	TARGETED ASSISTANCE PROGRAM
40-100 percent of students are enrolled in free and reduced lunch.	35-39 percent of students enrolled in free and reduced lunch.
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.
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).	The eligible population for services under this section is 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.

TITLE I FUND CODES

2016–2017	2015–2016	Program Descriptions
2110000000	CA3	Academic School Year Allocation (72% of the total Title I funds)
2110000000	CC3	Summer School Allocation (28% of the total Title I funds)
2110010000	BW3	Priority and Focus Campuses Designated by TEA as of 2013–2014 School Year
2110000000	CB3	Homeless Students Allocation (non-Title I schools only)

INTERNAL ORDER ▶	*IMPORTANT: Please note that the new SAP system will generate a unique internal order number for each of your Title I program. Please keep the internal order number for your records.*

Campuses may choose to utilize Title I funds for the following but are not limited to (please refer to the Allowable/Unallowable Expenses section of the handbook for a complete list):

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

Programs purchased with Title I, Part A, funds must be validated by scientifically-based research. The term "scientifically-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.

Budget Information

TITLE I, PART A FUNDS SHOULD SUPPLEMENT, NOT SUPPLANT

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.

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

Title I, Part A funds should not be used to provide services that are required by:

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

- **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 the risk of supplanting increases; therefore, the use of Title I, Part A funds is not advisable.

MATERIALS THAT DO NOT DIRECTLY RELATE TO– READING, LANGUAGE ARTS, MATH, SCIENCE, HISTORY AND/OR SOCIAL STUDIES – ARE UNALLOWABLE TITLE I, PART A PURCHASES

**IMPORTANT REMINDERS OF TITLE I FUNDS FOR
BOTH SCHOOLWIDE AND TARGETED ASSISTANCE PROGRAMS**

- Title I, Part A funds must impact instruction for students during the current 2016-2017 school year.
- Funds should not be used for purchases that will impact instruction for the following school year (2017-2018).
- 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 scientifically-based research, and these funds must be used to supplement, not supplant local or state funds.

Using your Title I, Part A funds appropriately (according to district, state and federal guidelines, policies, and laws) are of the utmost importance; therefore, accurate and timely budget planning is extremely important in facilitating the use of your resources.

ITEMS THAT REQUIRE PRIOR TEA APPROVAL

Every year, HISD submits an application for the Title I grant (SAS Program) that permits the use of the funds. Please contact External Funding to submit an amendment if any changes listed below apply to your campus:

- New Personnel
- Capital Outlay; and/or
- Lease-Purchase Agreements (term of 2 or more years) the district must submit an amendment.

Note that funds may not be used until a Notice of Grant Award (NOGA) is received.

HISD PROCARD...

As of July 1, 2016, federal and state grant funds cannot be used with ProCard purchases. All purchases using federal or state grant funds must be procured through Board of Education approved contracts, be entered in SAP and issued a PO only.

COMMONLY USED BUDGET CODES

Fund

199	101	0001
TEA Fund	HISD Fund	HISD Initiative

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	Early Childhood Center Subsidy
1993000000	Departmental Budgets
1993010001	Custodial & Maintenance
1993010002	Facility Services
1993010003	Facility Rentals
1999000003	DW-CAPITAL OUTLAY
1999999999	Bus Stop Supervision
1999999999	LOA and Other Holding
1999999999	Non-Title I
1999999999	Police Officers
1999999999	Utilities
2110000000	T-I, P-A-BASIC PROG
2550000000	T-II, P-A TRN&REC
2630000000	T-III, P-A, ELA
2630000000	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

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
6139010000	Car Allowance
6139020000	Cell Phone Allowance
6141010000	Social Security
6141000000	Medicare
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

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

COMMONLY USED BUDGET CODES *(continued)*

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

SERVICES

AD	Adminstrative 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

OLD	NEW	
10	11	Basic Services
50	21	Gifted & Talented
		MS Lab Programs (VEH) & HS Agriculture, Co-op/Industrial
70	22	Tech/Lab
80	23	Special Education
24	24	Accelerated Education (Non-Title I Schools)
31	25	Bilingual
26	26	Nondisciplinary Alternative Education
28	28	Disciplinary Alternative Education - Basic
29	29	Disciplinary Alternative Education - Supplemental
30	30	Title I Schoolwide (State Compensatory Education)
33	31	High School Allotment (High Schools Only)
34	32	Prekindergarten - Regular
35	33	Prekindergarten - Special Education
36	34	Prekindergarten - Compensatory Education
37	35	Prekindergarten - Bilingual Education
91	91	Athletics
99	99	Undistributed/Other

PROCESS

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

Fund — 10 digits — 199 001 0001 (TEA Fund Code, HISD Fund Code, HISD Initiative)

G/L Account/Cost Element/Commitment Item/Object Code — 10 digits — 6119 01 0000 (TEA Object, HISD Sub-Object, HISD Growth)

Cost Center/ Fund Center (one-to-one relationship) — 10 digits — 10 14 001 000 (HISD Segment, HISD Group, TEA Org, HISD Sub-Org)

Functional Area — 16 digits — PS 11 11 MAT 00 000 00 (Services, TEA Function, TLA PIC, Process, Sub-Process, Activity, Sub-Process)

Perforated form available in the **Removable Forms** section

Q&A

What is the new fund code for the 16-17 Title I, Part A Program?

2110000000

Budget Information

BUDGET INFORMATION | 6100 PERSONNEL

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS FOR THE 2016–2017 ACADEMIC SCHOOL YEAR

Campuses that want to fund a Counselor, Psychologist and/or Social Worker with Title I monies will need to complete and submit a Title I Personnel Rationale form to Tiffany Green at TGreen9@HoustonISD.org prior to the hiring date. The rationale form must demonstrate that their job duties are supplemental to the regular school program.

Be advised that all allowable Title I positions must be 100 percent paid with Title I funds. Split-funded Title I positions will not be allowable in 2016-2017 school year.

Below is a list of allowable and unallowable Title I positions for the 2016-2017 school year. A job code will be assigned to each allowable position and will be provided during the preliminary budget conferences.

ALLOWABLE TITLE I POSITIONS

Coach, Graduation

Counselor*

Parent Engagement Representative

Psychologist*

Social Worker*

Teacher Assistant(s) for Pre-K Centers ONLY

Teacher, Intervention (Hourly) • All grade levels
- General
- Math
- Reading
- Science

Teacher, Intervention • All grade levels
[Cannot be teacher of record]
- General
- Math
- Reading
- Science

Teacher, Class-Size Reduction** • All elementary grade levels
- General
- Bilingual
- ESL

Teacher, Class-Size Reduction** • All secondary grade levels
- All core content areas

UNALLOWABLE TITLE I POSITIONS

Coach [Literacy, Play-It Smart Academic]

Coordinator

Instructional Specialist

Lecturer (Hourly)

Librarian

Nurse***

Teacher
- AVID
- Lead
- Multi-Grade
- Specialist
- Assistant for non-Pre-K Centers

*Campuses that want to fund a Counselor, Psychologist and/or Social Worker with Title I monies will need to complete and submit a Title I Personnel Rationale form to Tiffany Green at TGreen9@HoustonISD.org prior to the hiring date. The rationale form must demonstrate that their job duties are supplemental to the regular school program.

Title I, Part A schools may hire a class-size reduction teacher to meet the district's ecommended standards if the school is **above the pupil-teacher ratio.

***Nurses allowable during the summer ONLY

PUPIL–TEACHER RATIO

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

State Requirement
- **PK–4 = 22:1 (K–4 State Requirement; *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
- 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)

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.

CLASS–SIZE REDUCTION TEACHER POSITION

Opening a Position
When opening a CSR Teacher position, you must include a snapshot of your most up-to-date Membership Detail Report and the current number of teachers you have for that grade/subject to show that you meet the requirements. You must provide this information under Rationale in the OPM Request in OneSource.

Membership Reporting (MSHP)
To keep the CSR Teacher position open for the next year, you must have an annual review of Membership Report to determine if the teacher is needed. To view you Membership Detail Report you must log into Membership Reporting through HISD Employee Portal under Applications. MSHP sample is located on the righthand side of this page.

Sample Rationale
"As of 11/20/2015 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)."

Membership Detail Report
2015-2016
Report Date: 11/20/2015 - 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

Budget Information

2016–2017 TITLE I, PART A PERSONNEL RATIONALE FORM

Campus Name: _____ **Campus Org #:** _____

Demonstrate below how this position is supplemental to the academic school yer program. When developing the rationale, use the following Texas Education Agency questions to guide your response. Rationales should be as brief as possible.

Please check the position rationale applies to: ☐ **Counselor**   ☐ **Social Worker**   ☐ **Psychologist**

1. Based on your comprehensive needs assessment, **explain** how the need for this position was determined?

   _____

2. **Explain** how this position is reasonable and necessary.

   _____

3. **Explain** how this position will impact student achievement.

   _____

4. How will the impact of this position be **evaluated**?

   _____

OTHER RATIONALE:

   _____

The 2016-2017 Title I, Part A Personnel Rationale Form form is to be completed and submitted to Tiffany Green in the External Funding Titles I & II Department at tgreen9@houstonisd.org prior to hiring date.

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

TIME AND EFFORT REPORTING (T&E)

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 T&E documentation. This documentation must show how each split-funded (or multi-funded) employee spent his/her compensated time and must be recorded after the work has been completed. Therefore, T&E cannot be estimated or budgeted but must reflect time actually worked. In addition, the percentage of the employee's salary charged to a grant program may not exceed the percentage of time the employee actually worked on the allowable activities for that program.

Split-funded employees are required to certify their T&E in OneSource. Employees who are required to certify Time and Effort will receive a notification to certify Time and Effort in Employee Self Service (ESS).

All T&E hours submitted in OneSource must be approved by the employee's **principal or supervisor.**

Principals and supervisors with split-funded personnel will have access to their direct reports in OneSource in order to approve T&E. **Approvers should ensure that all such employees are on schedule with reporting their T&E** in Employee Self Service.

Visit **www.HoustonISD.com/ExternalFunding** > Employee Content for additional T&E information.

TIME & EFFORT LOG
MONTHLY

SCHOOL NAME & ORG#

N/A
REGION

MONTH/YEAR

EMPLOYEE NAME: FIRST/LAST

POSITION TITLE

EMPLOYEE SIGNATURE *[I certify that I have fulfilled the following duties each month]*

ADMINISTRATOR/DESIGNEE SIGNATURE

DIRECT TIME PROGRAM NAME	Time must be recorded in hours, not percentages. (Minimum of 1/4 hour increments) 1–31	TOTAL HOURS
		0.00
List other funding source(s):		
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
		0.00
SUBTOTALS	0.00 ...	0.00
INDIRECT TIME		
Sick Leave		0.00
Holiday		0.00
Prof. Development		0.00
Other (Describe)		0.00
SUBTOTALS	0.00 ...	0.00
GRAND TOTALS	0.00 ...	0.00

FUNDING SOURCE	FUNDED %
TOTAL (MUST EQUAL 100%)	0%

EMPLOYEE COMMENTS:

▢**IMPORTANT MESSAGE:** Time must be documented in hours, not percentages. (OMB) Circular A-87 "Time distribution". Account for ALL time worked per day. Minimum of 1/4 hour increments. This is an after-the-fact determination of actual effort expended for the programs charged for the payroll period. The employee signing this record has full knowledge of and can support 100% of these activities.

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

BUDGET INFORMATION | 6200 CONTRACTED SERVICES

PURCHASED AND CONTRACTED SERVICES
(USED FOR PROFESSIONAL DEVELOPMENT TRAINING)

These 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. **These opportunities, if 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, but the specific needs of the Title I students. The 2016-2017 Title I, Part A funds are for expenses incurred during July 1, 2016 through June 30, 2017.

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 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:

- Improve and increase teachers academic knowledge;
- Are an integral part of broad schoolwide and districtwide educational improvement plans;
- 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;
- Improve classroom management skills;
- Are high-quality, intensive, and classroom-focused in order to have positive and lasting impact on classroom instruction and the teachers' performance in the classroom. Some opportunities may be sustained in duration while others may be one-day, short-term workshops or conferences;
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification;
- Advance teacher understanding of effective instructional strategies that –
  – Are based on scientifically-based research and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
  – Are 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;
  – Are developed with extensive participation of teachers, principals, parents and administrators of schools to be served under NCLB;
  – Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  – To the extent appropriate, provide training for teachers and principals in how to use technology in the classroom to improve teaching;
  – 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;
  – Provide instruction in methods of teaching special needs children;
  – Include instruction in the used of data and assessments to inform and instruct classroom practice; and
  – Include instruction in how school staff can work more effectively with parents.

EXTRA-DUTY PAY FOR TEACHERS ATTENDING PROFESSIONAL DEVELOPMENT WORKSHOPS

Teachers attending professional development opportunities before or after school hours may be compensated with extra-duty pay for their time at the workshop. The extra-duty pay should be 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 PROFESSIONAL DEVELOPMENT WORKSHOPS

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

RELATED INFORMATION FOR OBJECT CODE 6200

Software that is web-based should be charged to Object Code 6200 – Contracted Services (6299)

BUDGET INFORMATION 6300 MATERIALS AND SUPPLIES

CONSUMABLE SUPPLIES & INSTRUCTIONAL MATERIALS

Consumable supplies and instructional materials purchased with Title I, Part A, funds must be validated by scientifically-based research. The term "scientifically-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.

- Consumable items that have a useful life of **one year or less**, and an acquisition cost less than $5,000 per unit should be charged to object code 6300.
- Examples of consumable items are instructional kits, workbooks, reading materials, paper supplies, etc.
- Items that meet this criteria **do not require TEA approval** prior to purchase.

POSTING GOODS RECEIPTS

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

BUS CARDS/ PASSES

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 must be completed stating the reason why the student requires this assistance.

<div style="border: 1px solid black; padding: 10px;">

INSERT SCHOOL APPROVED LOGO HERE

HOUSTON INDEPENDENT SCHOOL DISTRICT
BUS CARD / BUS PASS APPLICATION

All information **MUST** be completed by parent, school personnel or community liaison.

School_____ **Date**_____

Student Name_____

Current Address_____

Student Information

Grade Level_____ Student ID_____

Reason(s) Recommended for Tutorials: ___Before School ___ After School ___ Saturday Tutorials

- ☐ Failing Grades: Subjects failed _____
- ☐ Overall average is less than 70
- ☐ High Frequency Word Evaluation (HFWE)
- ☐ Failed STAAR Test: ___ Reading ___ Math ___ Other:_____
- ☐ Failed EOC Test: ___ Reading ___ Math Other:_____

- -

FOR CAMPUS ADMINISTRATOR USE ONLY

Approved for Bus Card / Bus Pass: ___ YES___ NO

Complete Bus Card / Bus Pass Number: _____

Amount of Bus Card / Bus Pass: _____

Cost per Ride: _____

Dates of Bus Card / Bus Pass Issuance (month / day / year): ___ / ___ / ___ - ___ / ___ / ___

* In signing this application, you acknowledge acceptance of the bus card / bus pass, the dates of issuance listed above. You also acknowledge that this bus card may only be used to attend assigned school tutorials.

Signature of Student Accepting Bus Card / Bus Pass: _____

Signature of School Principal: _____

HISD Becoming #GreatAllOver

</div>

SAMPLE

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

BUDGET INFORMATION | **6400 OTHER OPERATING EXPENSES**

FIELD LESSONS

▶ TEA allows field lessons using Title I, Part A funds: however, Houston ISD does not; therefore, field lessons are an **unallowable expense** using Title I, Part A funds.

OUT–OF–DISTRICT TRAVEL WITHIN TEXAS

When attending professional development or conferences, Title I, Part A funds can be utilized for out-of-district travel and the related costs (i.e. mileage, rental car, parking, airfare, lodging, meals, etc.). Registration fees are also related costs. **Original receipts, ticket stubs, and/or itinerary confirmations are required for reimbursement of all expenses upon your return.** These expenses may be paid via reimbursement or employee advance payment.

Automobile Mileage will be 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 only be reimbursed up to the cost of plane fare.

Rental Car reimbursement is only allowable if other transportation such as taxi or shuttle is not available for performing duties associated with the conference and unless it is documented 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 not, another fund source must be used.

Ground Transportation costs (taxi, shuttle, or bus) will be reimbursed. Transportation expenses will be reimbursed for costs allowed for performing duties associated with the purpose of the travel only. Tips/gratuities for transportation can **NOT** be reimbursed. **NOTE:** Cab fare to restaurants is not allowed.

Parking will be reimbursed.

Valet Parking will be reimbursed.

Airfare must be purchased at the lowest available coach fare for reimbursement.

Lodging is reimbursed 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 guest 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 are reimbursed based on the 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 <u>and</u> 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.

Tips/gratuities and alcoholic beverage purchases cannot be reimbursed.

BUDGET INFORMATION | 6400 OTHER OPERATING EXPENSES

OUT-OF-STATE TRAVEL

Out-of-state travel costs are allowable. Travel costs should be minimal, reasonable and necessary to meet the intent and purpose of the Title I, Part A program. HISD and the campus must retain documentation that participation of an individual 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: International Travel is not allowed using Title I, Part A funds. Funds other than Title I, Part A will need to be expended for travel outside of the United States.**

In order to attend professional development or conferences that are out of state, prior approval is required by TEA. Out-of-state travel requests must be included in the NCLB Consolidated Application or an amendment. Each out-of-state travel request will require a written justification form which is required to be approved by TEA prior to the trip occurring. Travel requests should be made three to four months prior to the actual trip. This will allow time for the application/amendment process to occur.

1. PROCESS:
Follow the helpful hints on this form

2. FORM SUBMISSION:
a. Email forms to Ext.Funding@HoustonISD.org. If you are unable to save the form - print, scan, and attach to the email.
b. Title the email "Out-of-State Campus Name and Number"

TEA
Texas Education Agency

Division of Grants Administration
Justification of Specific Expenditure:
Program-Related Out-of-State Travel
School Year 2016-2017

The costs of program-related out-of-state travel 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 these federal grant funds for program-related out-of-state travel. 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.

Name of Federal Grant | Title I, Part A

Name of Grantee | Campus Name and Campus Number | County-District # | 101912 | Date Submitted | MM/DD/YYYY

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

Destination | City and State | # of travelers | XX | Is travel a requirement of the federal grant program? | No

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

INCLUDE IN THE DESCRIPTION:
1) Detailed description
2) Title of the conference
3) Date(s) of the conference

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

INCLUDE IN THE DESCRIPTION:
1) Explain how the benefits of attending the conference will support your job responsibilities
2) Provide detailed links of what you learned and how it supports your job responsibilities

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

START THIS PARAGRAPH WITH THE FOLLOWING:

The specific need identified in the comprehensive needs assessment is ....

The out-of-state travel will address ... in the following manner ...

SAMPLE

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

Budget Information

APPROVED OUT-OF-STATE REPORT

To find out what out-of-state travel has been approved for your school for the Title I, Part A program, follow the steps below:

1. Go to the HISD website page
2. Click on Directory
3. Click on External Funding
4. Click on Employee Content
5. Under Program Information
6. Click on "2016-2017 School Allocations, Approved Capital Outlay and Out-of-State Travel"
7. Enter your campus number in the space provided on the spreadsheet and press Enter
8. List of approved out-of-state travel will appear on the spreadsheet by fund code

UNALLOWABLE TRAVEL EXPENSES

The following are unallowable travel expenses:

- First class airfare
- Tips/gratuities of any kind
- Alcoholic beverages
- Entertainment/recreational/social events
- Any expense for other persons
- Meals that are unreasonable in cost
- Accommodations that are unreasonable such as a suite or expensive hotel room
- Purchase of materials and supplies during a conference visit
- Mileage, parking and roll-road expenses for purposes other than official business
- Personal accident insurance or personal effects coverage for rental cars
- Rental car for personal use or for purposes not associated with the performance of services specified in the contract
- Expenses that are related to the operation of an automobile, with the exception of parking and toll charges

T OR F

All travel requires approval prior from TEA.

False. Only out-of-state travel requires prior approval from TEA.

Budget Information

BUDGET INFORMATION | 6500 DEBT SERVICE

DEBT SERVICE (LEASE AND LEASE PURCHASES)

Procedures for Lease Agreements and Lease-Purchase Agreements
Title I, Part A funds may be used to lease and/or lease-purchase equipment. Items requested must be allowable expenditures under Title I, Part A statutes, regulations, and rules. Likewise, items must be deemed necessary to carry out the objectives of the grant program. 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, at the end of the lease agreement the item becomes the property of the school district 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.

BUDGET INFORMATION | 6600 CAPITAL OUTLAY

CAPITAL OUTLAY / EQUIPMENT

Capital outlay includes items that have an acquisition cost of **$500 or more per unit,** have a useful life of one or more years, and are of a tangible, non-expendable nature.

To enable better tracking of low value technology assets, **all e-readers (Kindles, Nooks) and electronic notebooks (iPads), even if less than $500, must be charged to Object Code 6600 – Technology Related Equipment (6632).** Items are required to be requested through the NCLB Consolidated Application and amendment. The "Capital Outlay List" form and the "Use of Funds" funds questions (1-4, 5a and 6a) are required to request capital outlay.

All capital outlay, including library books and media, **require specific TEA approval prior to purchase.** Capital outlay may not be purchased until the district receives the Notice of Grant Award (NOGA) from TEA. Schools are notified of TEA approved capital outlay requests by External Funding via a memo.

Capital outlay costs include the:
- Cost of the asset, including the cost to put it in place; and
- 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 of which it was acquired.
- Anchor pads that should be purchased for all capital outlay costing $1,000 or more. Anchor pads may be ordered from the capital outlay budget (6600).

Once capital outlay items have been purchased and received you will receive a **Property Tag Assignment Form,** within approximately 30 days, from the Property Management Department. The property tags will be affixed to the form and will list the items purchased and delivered by the vendor. Once all information is verified the serial numbers should be provided, and the form must be signed and returned to Budgeting/ Fixed Assets so that the items will be added to your Fixed Assets Listing. On the Fixed Assets Listing schools should specify the location of each item listed. A copy of this listing should be maintained for documentation.

Budget Information

An HISD Asset Usage Form must be completed if you have purchased capital outlay equipment that will be checked out by school personnel. This form must be signed by the employee when the equipment is checked out and by the principal or administrator for approval. Once the equipment is returned, the employee must date and sign the form.

TITLE I, PART A • CAPITAL OUTLAY

Campus Name: _____ **Campus #:** _____

- Include **ALL** capital outlay purchases of ***$500 or more per unit***.
- Set up a 6600 account with adequate funds to ensure payment for capital outlay costs.
- Specifically describe how *each* item will impact student achievement on your campus.
- Indicate the number of **units** purchased and the **total cost**. (Login to the HISD Technology Web site for computer and printer pricing.)
- **ELECTRONIC NOTEBOOKS/eREADERS:** The district requires electronic notebooks and eReaders to be requested through the application process for tracking purposes even though they are under $500 per unit.
- **LIBRARY BOOKS/MEDIA:** If library books and/or media will be purchased during the year, give an estimate of how much will be expended for the entire school year (total cost should include books and media). The *"Use of Funds"* questions are not required for library books/media.
- Software that requires the use of a CD-rom requires **TEA** approval prior to ordering.
- **IMPORTANT TEXAS EDUCATION AGENCY REQUIREMENT:** All six (6) questions on the "Use of Funds" must be answered for **EACH** item purchased, with the exception of library books/media.

*REMINDER: Schools must annually complete the *Determining Whether Programs or Instructional Materials Have Evidence of Scientifically Based Research* form 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.

Item(s)	Brief Description (Describe how this item will improve student learning.)	Number	** Total Cost of Unit
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9. Library books/Media	To upgrade the school's library inventory.		

** Login to the HISD Technology Web site for computer and printer pricing.

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

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

TITLE I, PART A • NCLB CONSOLIDATED GRANT • USE OF FUNDS QUESTIONS

LEA Name: Houston ISD   **CDN: 101912**

Campus Name: _____ **Campus #:** _____

Title I 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?
_____
_____

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**

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

Budget Information

UNALLOWABLE CAPITAL OUTLAY PURCHASES

- Site preparation for portable building, including ground leveling, sidewalk installation, electrical wiring, plumbing, etc.
- Land purchase and improvements to land
- Building purchase, construction, or improvement costs

APPROVED CAPITAL OUTLAY REPORT

To find out what capital outlay items have been approved for your school for all Title programs, follow the steps below:

1. Go to the HISD website page
2. Click on Directory
3. Click on External Funding
4. Click on Employee Content
5. Under Program Information
6. Click on "2016-2017 School Allocations, Approved Capital Outlay and Out-of-State Travel"
7. Enter your campus number in the space provided on the spreadsheet and press Enter
8. List of approved capital outlay will appear on the spreadsheet by fund code

Q&A

If your campus enrollment increases significantly mid-year, will you received additional Title I funds for the same school year?

No. Title I funds are based on the number of students on free and reduced lunch from the previous school year. The additional funds for the increased enrollment will show in the following school year's budget.

Allowable/Unallowable Expenses
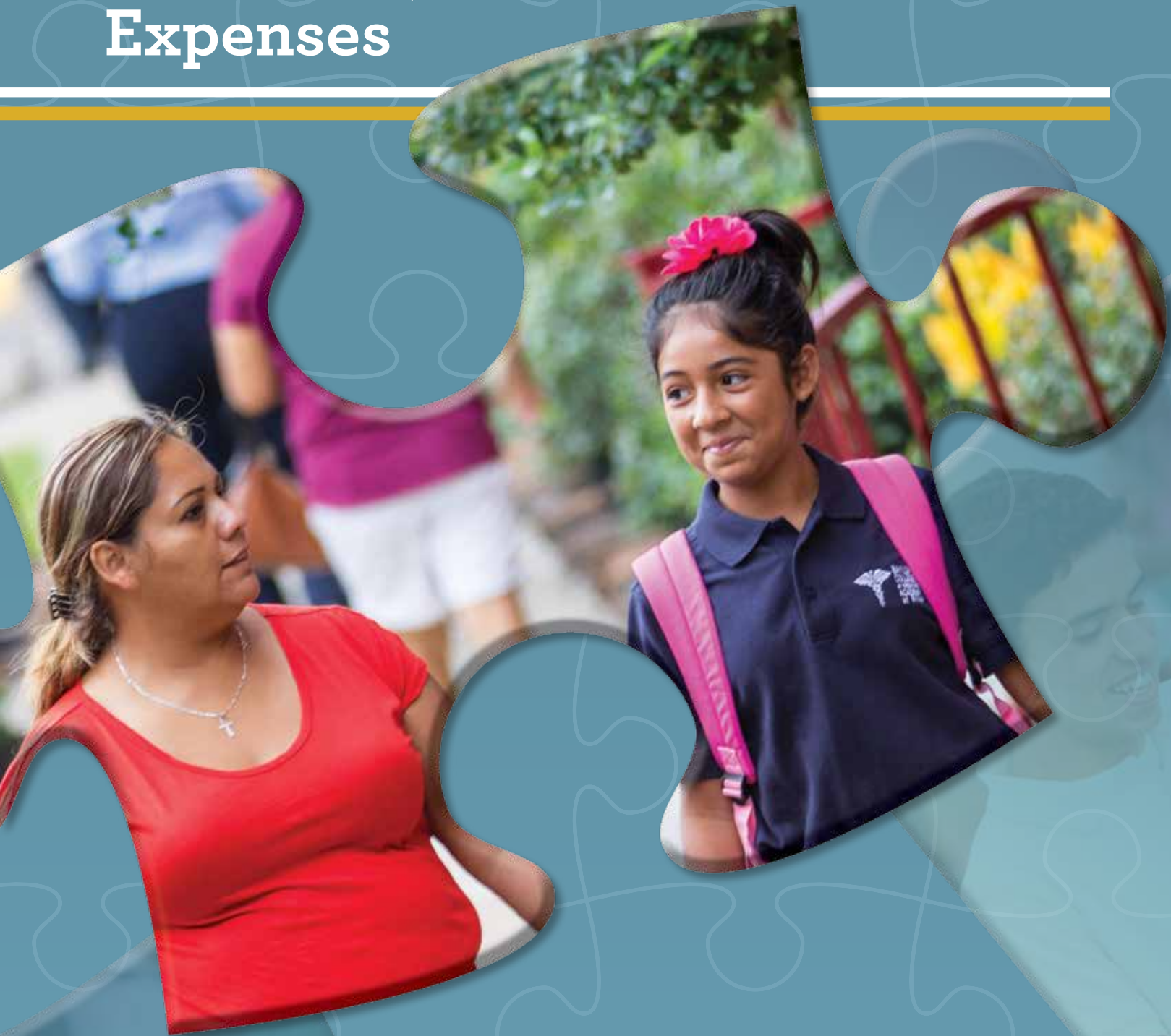
2016 – 2017

Title I, Part A Program

Allowable/Unallowable Expenses

The External Funding Titles I & II 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.

SCHOOLS <u>MUST</u> FOLLOW THE MOST RESTRICTIVE POLICY BE IT THE STATE'S OR THE DISTRICT'S

Use these guidelines for all Title I and Title II purchases.

About Title, I Part A fund codes:
Schoolyear funds are to be used for the academic school year; Summer School funds are reserved for early spring interventions and summer school. Focus and Priority funds are granted to schools designated as Focus or Priority Schools. School Administrators may contact a budgeting analyst or an External Funding contact to set up a budget structure.

Allowable and Unallowable Transfers: The chart below shows the object codes from which schools may transfer funds out of on their own. If "N" is checked off, refer to notes provided.

ASY: SCHOOLYEAR   SS: SUMMER SCHOOLF   F & P: FOCUS & PRIORITY GRANT
Y: YES   N: NO

Object Codes	Descriptions	ASY		SS		F&P[2]	
6100 - Payroll [1]	Salaries and wages, extra duty pay, workers compensation		N		N		N
6200 - Purchased and Contracted Services	Building Rental/Land Rental, consultant Services	Y		Y			N
6300 - Supplies and Materials	General supplies and testing materials	Y		Y			N
6400 - Other Operating Expenses	In-district travel, dues, fees	Y		Y			N
6600 - Capital Outlay	Technology related equipment, library books, other equipment	Y		Y			N

[1] **(6100-Payroll)** - Contact your External Funding contact for transfers out of this object code.

[2] **Focus and Priority Schools ONLY** - Transfers among object codes under Focus and Priority funds should only be done by an External Funding contact. Transfers over 15% among different object codes require amendment submissions and a current Notice of Grant Award (NOGA) prior to transferring or spending of the funds. Campuses that transfer or spend more than the allotted may become out of compliance and may also cause the district to be out of compliance per grant guidelines.

Please contact your Title I Instructional Specialist for further assistance.

Continued

·······Allowable/Unallowable Expenses·······

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
1	**Advertising**	For recruitment of grant personnel; procurement of goods and services, disposal of surplus materials.	-		U		U		U
2		Items such as displays, demonstrations, and exhibits.	-		U		U		U
3	**Alcoholic Beverages**	Any alcoholic beverages of any kind.	-		U		U		U
4	**Alumni Activities**	Any alumni activities of any kind.	-		U		U		U
5	**Appliances**	Includes home appliances under $500, such as refrigerators.	-		U		U		U
6	**Awards for Participation**	Includes certificates, plaques, ribbons, and small trophies. (MAX PRICE PER UNIT: Certificates & Ribbons = $2 Plaques = $40 | Trophies = $35)	6399	A			U		U
7	**Award Ceremonies**	Includes any expenses related to unallowable ceremonies, such as graduations.	-		U		U		U
8	**Bus Cards** [1]	For the METRO public transportation system.	6399	A		A		A	
9	**Capital Outlay and Equipment** [2 & F&P]	*$5,000 OR LESS:** Includes items that cost **$499 or less per unit** (i.e. e-readers, electronic notebooks, projectors, and document cameras) that require approval from TEA **AND** that are required by the district to be tagged. Includes shipping costs and ancillary charges for such items.	6649	A			U	A	
10		*$5,000 OR MORE:** Includes items that cost **$500 or more per unit** that require approval from TEA **AND** that are required by the district to be tagged. Includes shipping costs and ancillary charges for such items.	6639	A			U	A	
11		Includes repair costs for the capital outlay purchased with Title I, Part A funds.	6659	A			U	A	
12		Includes cost of warranty at time of purchasing capital outlay with Title I, Part A funds; warranty can **ONLY** cover months in the 2016-2017 school year.	6659	A			U	A	
13		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 2016-2017 school year.	6299	A			U	A	
14		Library books	6669	A			U	A	

[1] **(Bus Cards):** Requires the **HISD Bus Card/Buss Pass Application** to be completed and submitted. Form sample can be found the 2016-2017 Title I handbook. Form to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[2] **For ALL Capital Outlay**: the **Title I, Part A NCLB Consolidated Grant Use of Funds Questions** and the **Title I, Part A Capital Outlay** Item List Form need to be submitted and approved before Capital Outlay purchases can be made. Form samples can be found the 2016-2017 Title I handbook. Forms to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[F&P] **Focus and Priority Schools ONLY:** approval from the Chief School Officer is also required for capital outlay purchases.

Please contact your Title I Instructional Specialist for further assistance.

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
15		Uniforms	-		U		U		U
16		Uniforms for students coded in Chancery as homeless in a Title I school	6399	A		A			U
17	Clothing	Uniforms for students coded in Chancery as homeless in a non-Title I school[3]	6399	A		A			U
18		Non-uniforms (spirit/college/professional sport team shirts)	-		U		U		U
19	Commencement and Convocation Costs	Any type of commencement and convocation costs.	-		U		U		U
20	Communication	Includes FAX service (not the FAX machine) and postage	6269	A		A		A	
21		Includes salaries and wages, extra duty pay	6100s	A		A		A	
22	Compensation for Personnel Services[4]	Fringe benefits	6100s	A		A			U
23		Stipends	6119	A			U		U
24		Performance Pay, such as for ASPIRE.	-		U		U		U
25		Contract for HISD-approved facility/venue	6299	A		A		A	
26	Conferences / Meetings (Hosted by schools within the State of Texas)	Contract for Speaker (can include speaker's fee, travel, and lodging)	6291	A		A		A	
27		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		A		A	
28	Conferences / Meetings (Staff Development)	**Refer to TRAVEL cost item category**	-		U		U		U
29	Contracted Services [5]	A contract should include the main service cost as well as any ancillary costs (i.e. lodging for a consultant) associated with working with that vendor.	6200	A		A		A	

[3] **Uniforms** for students coded in Chancery 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 2016-2017 school year can ONLY cover the contractual cost obligations for services provided during months in the 2016-2017 school year.

Please contact your Title I Instructional Specialist for further assistance.

Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
30	Donations / Contributions to Others	Any kind of donations or distributions.	-		U		U		U
31	Electronics	Includes small electronics, such as flash drives, DVDs/CDs for data storage	6399	A		A		A	
32		Includes Technology Related Equipment, such as e-readers, electronic notebooks, projectors, and document cameras [6, F&P]	6649	A			U	A	
33		Includes accessories for Technology Related Equipment sold individually, such as a case or a stand	-		U		U		U
34		Includes electronic devices sold as a bundle, such as a Smart board bundled with a Smart board stand or laptops bundled with a Cart on Wheels (COWS)	6639	A			U	A	
35		Entertainment Electronics, such as gaming consoles (X-boxes, Nintendo Wii)	-		U		U		U
36		Includes repair costs for electronic devices purchased with Title I, Part A funds	6249	A			U	A	
37		Includes cost of warranty at time of purchasing electronic devices with Title I, Part A funds; warranty can ONLY cover months in the 2016-2017 school year.	6659	A			U	A	
38		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 2016-2017 school year.	6299	A			U	A	
39	Employee Service Awards	Includes service pins	-		U		U		U
40	Entertainment	Includes amusement, diversion, social activities, ceremonials, and associated costs	-		U		U		U
41	Field Lessons/ Trips [7]	During academic school-year	-		U		U		U
42		During summer school	-		U		U		U

[6] **For ALL Capital Outlay:** the Title I, Part A NCLB Consolidated Grant Use of Funds Questions and the Title I, Part A Capital Outlay Item List Form need to be submitted and approved before Capital Outlay purchases can be made. Form samples can be found the 2016-2017 Title I handbook. Forms to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[F&P] **Focus and Priority Schools ONLY:** approval from the Chief School Officer is also required for technology related equipment purchases.

[7] **Field Lessons/Trips:** As of June 8, 2015, field lessons during the academic school year and during summer school are NO longer an allowable Title I, Part A Expense.

Please contact your Title I Instructional Specialist for further assistance.

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
43	Food and Beverage	Snacks for students participating in extended day programs or after-school tutorials	-		U		U		U
44		Food for instructional purposes	-		U		U		U
45		Refreshments during parent meetings/activities including snacks for children receiving child care while parents are participating in activities	-		U		U		U
46		Food necessary to conduct nutrition education programs for parents.	-		U		U		U
47		Light lunch for participants clustered in an all-day training	-		U		U		U
48		Reasonable meal costs for overnight student/staff/participant retreats	-		U		U		U
49		Light lunch during "working lunch" has to be supported by program agenda showing no other time for lunch	-		U		U		U
50		Refreshment for staff meetings/trainings	-		U		U		U
51		Refreshments or meals at an awards banquet/function	-		U		U		U
52	Fringe benefits	Includes benefits for HISD employees such as, TRS and workers compensation	6100s	A		A		A	
53	Furniture	Any kind of furniture.	-		U		U		U
54	Fundraising	Includes financial campaigns, solicitation of gifts, donations, contributions	-		U		U		U
55	Gratuities or Tips	Any kind of gratuities or tips.	-		U		U		U
56	Gifts or Items that Appear to be Gifts	Includes gift cards	-		U		U		U
57	Goods and Services for Personal Use	Any kind of goods and services for personal use.	-		U		U		U
58	Health Items	Includes feminine products, Band-Aids, cotton balls, first aid kits (up to $1500)	6399		U	A			U
59	Honorariums	A payment for a service (such as making a speech) on which custom or propriety forbids a price to be set.	-		U		U		U
60	Hospitality Rooms	Any type of hospitality rooms.	-		U		U		U
	Please contact your Title I Instructional Specialist for further assistance.								

Continued

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
61	Housing and Personal Living Expenses	Any kind of housing and personal living expenses.	-		U		U		U
62	Instructional Rugs/Mats	Any king of instructional rugs/mats. Includes ABCs rugs/mats for PK/K.	-		U		U		U
63	iTunes Cards	For educational apps	-		U		U		U
64	Library Books	Library books[8]	6669	A			U	A	
65		Classroom library books	6329	A		A		A	
66		Take home books	6329	A		A		A	
67	Maintenance (Structural Repairs)	Of building space	-		U		U		U
68		Of property and equipment, when budget has been approved by TEA (such as chillers, AC units, servers)	-		U		U		U
69		Warranties	-		U		U		U
70	Materials and Supplies (Custodial)	For custodial supplies during the academic school year	6319		U		U		U
71		For custodial supplies during summer school (up to $1500 per fund code)	6319		U	A			U
72	Materials and Supplies[9] (General)	General classroom materials directly relating to instruction, such as pens, paper, journals, ink cartridges	6399	A		A		A	
73		For Fine Arts (Performing & Visual Arts); Includes items such as instruments and paint	-		U		U		U
74		For Physical Education; includes equipment items such as nets, ball, and sportswear	-		U		U		U

[8] **Library Books:** Schools need to list an amount for Library Books on their preliminary budget reports.

[9] **Materials and Supplies** that serve instructional purposes MUST be supplemental resources for academic core subjects.

Please contact your Title I Instructional Specialist for further assistance.

Q&A

Are field lessons / field trips allowable Title I purchases?

TEA allows field lessons using Title I, Part A funds: however, Houston ISD does not; therefore, field lessons are an unallowable expense using Title I, Part A funds.

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
75	**Materials and Supplies [10] (Reading and Testing)**	For ELA/Reading (Includes **print material** relating to Fine Arts and Physical Education)	6329	A		A		A	
76		For Mathematics	6329 (Reading) or 6339 (Testing)	A		A		A	
77		For Science		A		A			U
78		For Social Studies		A		A			U
79		For Civics and Government		A		A			U
80		For Economics		A		A			U
81		For History		A		A			U
82		For Geography		A		A			U
83		For Foreign Languages		A		A		A	
84	**Memberships**	For professional, business, or technical organizations related to grant program	6495	A			U		U
85		For civic, community or social organizations	-		U		U		U
86		For organizations substantially engaged in lobbying	-		U		U		U
87	**Memorabilia**	Any kind of memorabilia	-		U		U		U
88	**Personnel**	**Refer to PERSONNEL section for all positions and corresponding object codes**	6100s	A		A		A	
89	**Professional and Consultant Services**	Consulting services delivered by an independent contractor	6291	A		A		A	
90	**Promotional Items**	Includes T-shirts, caps, tote bags and key chains	-		U		U		U

[10] **Materials and Supplies** that serve instructional purposes MUST be supplemental resources for academic core subjects.

Please contact your Title I Instructional Specialist for further assistance.

Continued

Q&A

What is a capital outlay item?

A capital outlay refers to items that cost $500 or more per unit and items that the district requires to be tagged (even if they cost less than $500 per unit). Capital outlay items also required prior approval from TEA.

Allowable/Unallowable Expenses

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
91	Proposal Costs/Preparing Grant Applications & Proposals	For continuing formula entitlement grant programs	-		U		U		U
92		For competitive discretionary grants	-		U		U		U
93	Publications / Printing Costs	Includes distribution and mailing of publications	6299	A		A		A	
94	Reference Materials	Items must relate to academic objectives of the grant program, such as encyclopedias and thesauruses	6329	A		A		A	
95	Rental Costs of Buildings and Equipment	Facilities must be HISD-approved vendors; contact Procurement to obtain list of approved facilities	6299	A		A		A	
96	Software	In physical form such as CDs[11, F&P]	6649	A		A		A	
97		Web-based	6299	A		A		A	
98	Social Activities	Any kind of social activities	-		U		U		U
99	Souvenirs	Any kind of souvenirs	-		U		U		U
100	Subscriptions [12]	For business, professional, and technical periodicals when related to grant program	6299	A			U	A	
101		Includes e-subscriptions (web-based software)	6299	A			U	A	
102	Taxes	Any kind of taxes	-		U		U		U

[11] **For ALL Capital Outlay:** the Title I, Part A NCLB Consolidated Grant Use of Funds Questions and the Title I, Part A Capital Outlay Item List Form need to be submitted and approved before Capital Outlay purchases can be made. Form samples can be found the 2016-2017 Title I handbook. Forms to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[F&P] **Focus and Priority Schools ONLY:** approval from the Chief School Officer is also required for software.

[12] **Subscription** duration and cost must ONLY cover the months within the 2016-2017 school year. The cost of renewing a subscription--purchased with Title I, Part A funds--MUST only cover the months that are within that school year.

Please contact your Title I Instructional Specialist for further assistance.

Q & A

Are uniforms allowable Title I purchases?

Yes, as long as the students are coded in Chancery as homeless and they attend a Title I school.

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
103	**Technology Related Equipment (Electronics)**	Includes e-readers, electronic notebooks, projectors, and document cameras[13, F&P]	**6649**	A			U	A	
104		Includes accessories for Technology Related Equipment sold individually, such as a case or a stand	-		U		U		U
105		Includes electronic devices sold as a bundle, such as a Smart board bundled with a Smart board stand or laptops bundled with a Cart on Wheels (COWS)	**6639**	A			U	A	
106		Entertainment Electronics, such as gaming consoles (X-boxes, Nintendo Wii)	-		U		U		U
107		Includes repair costs for electronic devices purchased with Title I, Part A funds	**6249**	A			U	A	
108		Includes cost of warranty at time of purchasing electronic devices with Title I, Part A funds; warranty can ONLY cover months in the 2016-2017 school year.	**6659**	A			U	A	
109		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 2016-2017 school year.	**6299**	A			U	A	
110	**Textbooks**	Any kind of textbooks.	-		U		U		U
111	**Training and Education**	Training for employee development	**6219**	A		A		A	
112	**Transportation for Students**	During academic school year	-		U		U		U
113		For After-school tutorials during academic school year	**6494 or 6269**	A		A		A	
114		For Saturday tutorials during academic school year	**6494 or 6269**	A		A		A	
115		During summer school	**6494 or 6269**	A		A		A	
116		Metro Bus Cards[14]	**6399**	A		A		A	

[13] For ALL Capital Outlay: the Title I, Part A NCLB Consolidated Grant Use of Funds Questions and the Title I, Part A Capital Outlay Item List Form need to be submitted and approved before Capital Outlay purchases can be made. Form samples can be found the 2016-2017 Title I handbook. Forms to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[F&P] **Focus and Priority Schools ONLY:** approval from the Chief School Officer is required for Technology Related Equipment.

[14] Requires the HISD Bus Card/Buss Pass Application to be completed and submitted. Form sample can be found the 2016-2017 Title I handbook. Form to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

Please contact your Title I Instructional Specialist for further assistance.

#	Cost Items Categories	Clarifications/Examples	Obj. Code	ASY		SS		F&P	
117	Travel Costs for Employees for In-State Travel	Mileage (per diem rate)	6411	A		A		A	
118		Airfare (lowest price)	6411	A		A		A	
119		Car Rental with HISD-approved vendor	6411	A		A		A	
120		Lodging (per diem rate)	6411	A		A		A	
121		Meals (per diem rate)	6411	A		A		A	
122		Registration Fees	6491	A		A		A	
123		Gratuity or tips	-		U		U		U
124	Travel Costs for Employees for Out-of-State Travel [15]	Mileage (per diem rate)	6411	A		A			U
125		Airfare (lowest price)	6411	A		A			U
126		Car Rental with HISD-approved vendor	6411	A		A			U
127		Lodging (per diem rate)	6411	A		A			U
128		Meals (per diem rate)	6411	A		A			U
129		Registration Fees	6491	A		A			U
130		Gratuity or tips	-		U		U		U
131	Tuition and Fees for Students	Any tuition and fees for students	-		U		U		U
132	Tuition and Fees for Teachers [16]	Selected programs	6221	A		A			U
132	Tuition Remission	Any tuition remission	-		U		U		U
133	Utilities	For grant activities conducted before or after school	-		U		U		U
134		For grant activities conducted during the weekends	-		U		U		U
135		For grant activities conducted during the summer	-		U		U		U
136	Warranties	For maintenance (structural repairs)	-		U		U		U
137		Includes cost of warranty at time of purchasing capital outlay with Title I, Part A funds; warranty can ONLY cover months within the 2016-2017 school year.	6659	A			U	A	
138		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.	6299	A			U	A	
139		For capital outlay NOT purchased with Title I funds	-		U		U		U

[15] As of June 8, 2015, Out-of-State Travel must be approved by TEA prior to the trip. Form to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[16] District sets aside funds that can be utilized--instead of campus funds--for teachers needing to become state certified.

Please contact your Title I Instructional Specialist for further assistance.

Allowable/Unallowable Expenses

#	Time of Year	Personnel Position	Obj. Code	ASY		SS		F&P	
1		Counselor [1]	**6119**	**A**			**U**		**U**
2		Coach, Literacy	-		**U**		**U**		**U**
3		Coach, Graduation	**6119**	**A**			**U**		**U**
4		Coach, Play-It-Smart Academic	-		**U**		**U**		**U**
5		Coordinator	-		**U**		**U**		**U**
6		Instructional Specialist	-		**U**		**U**		**U**
7		Librarian	-		**U**		**U**		**U**
8		Nurse [2]	-		**U**		**U**		**U**
9	**FULL TIME**	Parent Engagement Rep	**6119**	**A**			**U**		**U**
10	**PERSONNEL**	Psychologist [1]	**6119**	**A**			**U**		**U**
11	**EMPLOYED FOR THE**	Teacher Assistant	-		**U**		**U**		**U**
12	**ACADEMIC**	Teacher Assistant - **PreK Centers Only**	**6129**	**A**			**U**		**U**
13	**SCHOOL YEAR**	Teacher, AVID	-		**U**		**U**		**U**
14		Teacher, Class-Size Reduction [3] - All elementary grade levels √ General, Bilingual, ESL - All secondary grade levels √ All core content areas	**6119**	**A**			**U**		**U**
15		Teacher, Intervention • all grade levels [4] √ Cannot be teacher of record √ General, Math, Reading, Science	**6119**	**A**			**U**		**U**
16		Teacher, Lead	-		**U**		**U**		**U**
17		Teacher, multi-grade	-		**U**		**U**		**U**
18		Teacher, Specialist	-		**U**		**U**		**U**
19		Social Worker [1]	**6119**	**A**			**U**		**U**

[1] **Counselor, Psychologist & Social Worker:** Positions require a **2016-2017 Title I, Part A Personnel Rationale Form** to be completed and submitted. Form sample can be found the 2016-2017 Title I handbook. Form to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[2] **Nurse hourly/extra-duty pay position is only allowable during the summer program.**

[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.** PK through 4th - 22:1; 5th - 25:1; middle school class load - 156 students; high school class load - 180 students.

[4] **Intervention teachers** cannot be primary teacher of record for Title I purposes.

Please contact your Title I Instructional Specialist for further assistance.

Continued

#	Time of Year	Personnel Position	Obj. Code	ASY		SS		F&P	
20		Clerk [4]	6121	A		A		A	
21		Counselor [1]	6119	A		A			U
22		Custodian [4]	6121	A		A		A	
23		Nurse [2]	6119	A		A			U
24	EXTRA DUTY PAY /	Police/Security Guard [4]	6119	A		A		A	
25	PERSONNEL	Psychologist [1]	6119	A		A			U
26	OVERTIME /	Teacher [4]	6119	A		A		A	
27	SUBSTITUTES	Lecturer	-		U		U		U
28		Social Worker [1]	6119	A			U		U
29		Tutor [4]	6119	A		A		A	
30		**Substitute** covering for the **absence of a teacher,** whose approved position is being paid by Title I, Part A funds	6112	A		A			U
31		**Substitute** covering for the **absence of a teacher,** whose approved position is **NOT** being paid by Title I, Part A funds	6112		U		U		U
32		**Substitute** covering for a Core Subject Area Teacher attending a **Professional Development**	6112	A		A		A	

[1] **Counselor, Psychologist & Social Worker:** Positions require a **2016-2017 Title I, Part A Personnel Rationale Form** to be completed and submitted. Form sample can be found the 2016-2017 Title I handbook. Form to submit can be found at www.HoustonISD.org/ExternalFunding > Employee Content

[2] **Nurse hourly/extra-duty pay position** is only allowable during the summer program.

[4] **Focus and Priority Schools ONLY:** Extra Duty Pay is an allowable expense for listed approved positions when personnel is working on **TITLE I RELATED DUTIES AND IT'S OUTSIDE OF THEIR DAILY WORK SCHEDULE.**

Please contact your Title I Instructional Specialist for further assistance.

Q&A

Can a district hold stricter requirements than the Texas Education Agency (TEA)?

Yes. A district can choose to hold a more strict policy than what TEA mandates. The district cannot choose to follow a more lenient policy.

#	Time of Year	Personnel Position	Obj. Code	ASY		SS		F&P [6]	
33		Clerk	**6121**	A		A		A	
34		Counselor	**6119**	A		A			U
35		Custodian	**6129**	A		A		A	
36	**HOURLY**	Lecturer	-		U		U		U
37	**PERSONNEL**	Librarian	-		U		U		U
38	**EMPLOYED DURING THE**	Nurse	**6119**	A		A			U
39	**ACADEMIC SCHOOL YEAR**	Police/Security Guard	**6119**	A		A		A	
40	**AND SUMMER SCHOOL**	Teacher, Intervention • all grade levels √ Cannot be teacher of record √ General, Math, Reading, Science	**6119**	A		A		A [7]	
41		Teacher Assistant - **PreK Centers Only**	**6121**	A	-	A	-	A	-
42		Tutor - academic, associate, etc.	**6129**	A		A [5]		A	

[5] Check with the Human Resources Department for position approval.

[6] **Focus and Priority Schools ONLY:** Hourly positions must be approved by TEA prior to employment.

[7] **Focus and Priority Schools ONLY:** Hourly teacher for reading and/or math only.

Please contact your Title I Instructional Specialist for further assistance.

T OR F

The 16-17 Title I Grant end date will be June 30, 2017 for everything except for payroll (6100).

True.

Contracted Services

Title I, Part A Program

HANDBOOK

COMING SOON...

Due to the district-wide RFP implementation and continued updates for the new Procurement processes, the Contracted Services section will be forthcoming.

Personnel

SEMI-ANNUAL CERTIFICATIONS

Semi-Annual Certifications are required for SR1 personnel whose compensation is solely funded from the Federal Grants Program. Semi-Annual Certifications document that the employee has worked solely on activities supported by the Federal Grants Program. Principal / managers should submit this form to the External Funding Titles I & II Department via online. Please see the next page for a sample copy of the Semi-Annual Certification form. Semi-Annual Certifications must include the following:

- Employer's name
- Employee name
- Employee's position
- Description of federal program / single cost objective
- Reporting period (at least semi-annually)
- Statement that 100 percent of employee's times worked on the federal program / single cost objective
- Employee or supervisor's signature and date
- Traditionally applied to employees supported by a single cost objective (see below for explanation)
- Be recorded after-the-fact and must cover in combination the entire year worked.

Moreover, the Semi-Annual Certification is the only T&E record that allows the immediate supervisor's/principal's signature in lieu of the employee's signature.

DETERMINING SINGLE COST OBJECTIVE

The key to determining whether an employee is working on a single cost objective is whether the employee's salary and wages can be supported in full from each of the federal awards on which the employee is working, or from the federal award alone if the employee's salary is also paid with non-federal funds.

REASONS EMPLOYEES' NAMES MAY OR MAY NOT BE INDICATED ON THE CERTIFICATION LIST

- Employees are no longer on your campus or in your department, but they were at some point during the certification period.
- An employee has never been on your campus or in your department.
- An employee's compensation is paid 100 percent with SR1 program funds, but not listed and worked at some point during the second certification period.

Q&A

Must teachers be highly qualified for 16-17 school year?

No. Beginning with the 2016-2017 school year, schools will no longer be required to comply with the highly qualified teacher requirements. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

SEMI–ANNUAL CERTIFICATION FORM

HOUSTON INDEPENDENT SCHOOL DISTRICT

SEMI-ANNUAL CERTIFICATION FORM

Campus Name: _____   Campus Number: _____

To be completed by the supervisor having full knowledge of how the employee(s) time was spent.

I, _____ hereby certify that for the period of **July 1, 2015** through **December 31, 2015**. The following employees worked solely on activities allowable under federal programs.

_____   _____
Principal/Supervisor Signature   *Date*

EMPLOYEE NAME	EMPLOYEE POSITION TITLE	FEDERAL FUNDING SOURCE *(i.e. Title I, Title II, Title III, Sp. Ed, etc.)*

To determine whether you may qualify under the Ed-Flex Statewide Administrative Waiver to be exempt from completing a semi-annual certification, refer to the footnote section below.[1]

---

[1] Employees whose salaries are paid with Federal Program Grant Funds must work 100 percent of their time under this single-cost objective and maintain a job description, which clearly shows that the employee was assigned 100 percent. This also includes extra-duty, hourly and summer school pay funded out of state and federal program grant funds (SR1).

[2] Employee semi-annual certifications must be signed and submitted at least *twice* a year. These certifications must be **after-the-fact** and must cover in combination the entire year worked. Moreover, the semi-annual certification is the only time and effort record that allows the immediate supervisor's signature in lieu of the employee's signature.

SEMI-ANNUAL CERTIFICATION FORM   **1**

Campus Name: _____   Campus Number: _____

To be completed by the supervisor having full knowledge of how the employee(s) time was spent.

I, hereby certify that for the period of **July 1, 2015** through **December 31, 2015**. The following employees worked solely on activities allowable under federal programs.

_____   _____

Principal/Supervisor Signature   *Date*

EMPLOYEE NAME	EMPLOYEE POSITION TITLE	FEDERAL FUNDING SOURCE *(i.e. Title I, Title II, Title III, Sp. Ed, etc.)*

To determine whether you may qualify under the Ed-Flex Statewide Administrative Waiver to be exempt from completing a semi-annual certification, refer to the footnote section below.[1]

---

[1] Employees whose salaries are paid with Federal Program Grant Funds <u>must</u> work 100 percent of their time under this single-cost objective and maintain a job description, which clearly shows that the employee was assigned 100 percent. This also includes extra-duty, hourly and summer school pay funded out of state and federal program grant funds (SR1).

[2] Employee semi-annual certifications must be signed and submitted at least *twice* a year. These certifications must be ***after-the-fact*** and must cover in combination the entire year worked. Moreover, the semi-annual certification is the only time and effort record that allows the immediate supervisor's signature in lieu of the employee's signature.

SEMI-ANNUAL CERTIFICATION FORM **2**

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page https://Connect.HoustonISD.org/ExternalFunding

**JOB DESCRIPTIONS FOR 2016–2017 FEDERALLY FUNDED
PROGRAM PERSONNEL– TITLE I, PART A AND TITLE II, PART A**

- To obtain a report of all employees compensated out of Title I, Part A program funds, each campus must access their **Campus Authorization Position Report.**

- To access the job descriptions, employees must visit the External Funding website.

- Click on "Employee Content".

- Click on "Job Descriptions" to complete the eForm and submit to the principal.

- An email is sent to the principal to confirm.

- Principal will approve and save the document to submit to External Funding.

- Principals will maintain one signed and dated copy of the job description on their campus with their Title I, Part A documentation.

- Employees will keep one copy for their records.

Q&A

Which teacher must you identify on the Principal Attestation form?

None. The principal attestation form is no longer relevant for the 16-17 school year due to the revised policy which states that schools are no longer required to comply with the highly qualified teacher requirements.

HOUSTON INDEPENDENT SCHOOL DISTRICT – JOB DESCRIPTION FORM

POSITION TITLE: Teacher

JOB CODE: Varies   **SALARY GRADE:** RT   **CONTRACT LENGTH:** Varies

IMMEDIATE SUPERVISOR: Principal

POSITION SUMMARY:
Provides students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical and social growth.

ILLUSTRATIVE DUTIES:

- Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepare lessons that reflect accommodations for individual differences.
- Prepare for classes assigned and show written evidence of preparation upon request of immediate supervisor.
- Encourage students to set and maintain standards of classroom behavior.
- Guide the learning process toward the achievement of curriculum goals and, in harmony with the goals, establish clear objectives for all lessons, units, projects, and the like to communicate these objectives to the students.
- Employ a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided, and the needs and capabilities of the individuals or student groups involved.
- Strive to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
- Assess the accomplishments of the students on a regular basis and provide progress reports as required.
- Refer students for evaluation by district specialists as required.
- Take necessary and reasonable precautions to protect the students, equipment, materials, and facilities.
- Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations.
- Assist the administration in implementing all policies and rules governing student life and conduct. Develop reasonable rules of classroom behavior. Maintain order in the classroom in a fair and just manner.
- Make provisions for being available to the students and to the parents for education-related purposes when required.
- Plan and supervise purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with department heads, evaluate their job performance.
- Maintain and improve professional competence.
- Participate in district staff development.
- Attend staff meetings and serve on staff committees.
- Maintain a professional relationship with colleagues.
- Establish and maintain open lines of communication with students, parents, and community members.
- Maintain open communication with parents.
- Perform other job-related duties as assigned.

CAMPUS NAME: _____   **Date:** _____

Print Name: _____   **Employee ID#:** _____

Signature: _____

Principal's Signature: _____

Personnel

HIGHLY QUALIFIED TEACHER REQUIREMENTS/TITLE II PROFESSIONAL DEVELOPMENT

Beginning with the 2016-2017 school year, schools will no longer be required to comply with the highly qualified teacher requirements. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS
FOR THE 2016–2017 ACADEMIC SCHOOL YEAR

Campuses that want to fund a Counselor, Psychologist and/or Social Worker with Title I monies will need to complete and submit a Title I Personnel Rationale form to Tiffany Green at TGreen9@HoustonISD.org prior to the hiring date. The rationale form must demonstrate that their job duties are supplemental to the regular school program.

Be advised that all allowable Title I positions must be 100 percent paid with Title I funds. Split-funded Title I positions will not be allowable in 2016-2017 school year.

Below is a list of allowable and unallowable Title I positions for the 2016-2017 school year. A job code will be assigned to each allowable position and will be provided during the preliminary budget conferences.

▼ ALLOWABLE TITLE I POSITIONS	▼ UNALLOWABLE TITLE I POSITIONS
Coach, Graduation	Coach [Literacy, Play-It Smart Academic]
Counselor*	Coordinator
Parent Engagement Representative	Instructional Specialist
Psychologist*	Lecturer (Hourly)
Social Worker*	Librarian
Teacher Assistant(s) for Pre-K Centers ONLY	Nurse***

ALLOWABLE (continued):

Teacher, Intervention (Hourly) • All grade levels
- General
- Math
- Reading
- Science

Teacher, Intervention • All grade levels
[Cannot be teacher of record]
- General
- Math
- Reading
- Science

Teacher, Class-Size Reduction** • All elementary grade levels
- General
- Bilingual
- ESL

Teacher, Class-Size Reduction** • All secondary grade levels
- All core content areas

UNALLOWABLE (continued):

Teacher
- AVID
- Lead
- Multi-Grade
- Specialist
- Assistant for non-Pre-K Centers

*Campuses that want to fund a Counselor, Psychologist and/or Social Worker with Title I monies will need to complete and submit a Title I Personnel Rationale form to Tiffany Green at TGreen9@HoustonISD.org prior to the hiring date. The rationale form must demonstrate that their job duties are supplemental to the regular school program.

Title I, Part A schools may hire a class-size reduction teacher to meet the district's ecommended standards if the school is **above the pupil-teacher ratio.

***Nurses allowable during the summer ONLY

Parental Involvement

2016 – 2017

Title I, Part A Program

HANDBOOK

Parental Involvement

FUNDING

The goal of Title I, Part A Parental Involvement is to actively involve parents of participating children in decisions regarding how Title I, Part A Program funds are used on the campus. The Title I, Part A Parental Involvement funds are to be used as a reasonable expense to enable parents 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 according to the No Child Left Behind (NCLB) Act of 2001. Use of funds should also be linked to the **School Improvement Plan** and the **Needs Assessment.**

An allowable expenditure must meet one of the following requirements:

- Helping parents help their child improve academically
- Helping parents improve their literacy skills
- Helping parents improve their parenting skills

Title I, Part A Parental Involvement Funds may be used for the following:

- 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
- Transportation for Parents to/from a Meeting
- Printing/Mailing Expenses for Parent Notifications

REQUIRED PARENT MEETINGS (5)

- Convene an Annual Title I Meeting by **September 30, 2016** to inform parents of their school's participation in Title I and to explain the requirements and parents' rights to be involved.
  - o The meeting should be hosted in a convenient time for the parents
  - o Appropriate translations should be available for parents
  - o This meeting should inform to the parents that the school is a Title I, Part A Schoolwide campus and provide explanation of the meaning and requirements of this program.
  - o This meeting should inform parents of their "Rights to be Involved"
- A flexible number of meetings must be offered throughout the school year. The District has mandated at least **four meetings** a year in addition to the annual required meeting.
- Ensure that parent meetings are offered at a variety of times (morning and evening times).
  - o Try running an identical meeting during the morning and evening times as a way to reach out to ALL parents (this is a suggestion, not a requirement).

Campuses may access presentation templates, sign in sheets and agenda templates in the External Funding Titles I & II Department. Please visit **www.HoustonISD.org/ExternalFunding** > Employee Content

PARENT NOTIFICATIONS

ALL Notification and information to parents must be in an understandable and uniform format and provided in a language that the parents can understand. The External Funding Titles I & II Department provides instruction and the letter templates via the HISD Academic Services Memo and also via the monthly newsletters. Review the next few pages to view samples of each parent notification letters.

- **Sept 2016**: Title I, Part A Program Status
- **Sept 2016**: Teacher and Paraprofessional Qualifications
- **Sept 2016:** School-Parent Compact
- **Dec 2016 :** 2016 – 2017 Campus Parent Involvement Policy
- **Dec 2016 :** Description and Explanation of Curriculum
- **Dec 2016:** Description and Explanation of Assessments
- **Spring 2017:** Promotion Standards (Provided to Campuses by HISD)
- **Spring 2017:** Federal School Report Card
- **Spring 2017:** Annual Evaluation of the Title I, Part A Parent Involvement Program

2016–2017 TITLE I, STATUS NOTIFICATION – SEPT 2016

- The annual Title I notification should be sent home to all parents of participating children at a Title I campus informing parents that they have a right to be involved in their child's education.
- A description of how the campus uses the Title I, Part A funds.
- Identification of the Title I coordinator or other designee that can assist with parents' concerns.

HOUSTON INDEPENDENT SCHOOL DISTRICT
TITLE I, PART A, PARENTAL INVOLVEMENT PROGRAM

Insert school's name and address here

Insert date on or before September 30, 2016

TO: Parents of Students Attending Insert school name

SUBJECT: **2016–2017 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 No Child Left Behind Act of 2001, 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

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page https://Connect.HoustonISD.org/ExternalFunding

TITLE I TEACHER & PARAPROFESSIONAL QUALIFICATIONS – SEPT 2016

- Provide parents upon request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals.
- Notify the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. This information must be communicated to the school time keeper to insure that this compliance issue is met.

HOUSTON INDEPENDENT SCHOOL DISTRICT
TITLE I, PART A, PARENTAL INVOLVEMENT PROGRAM

Insert school's name and address here

Insert date on or before September 30, 2016

TO: Parents of Students Attending insert school name

SUBJECT: **TITLE I TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**

As a parent of a student attending insert 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.

If you would like to receive any of 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

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

Parental Involvement

PROCESS TO OBTAIN TEACHER AND PARAPROFESSIONAL QUALIFICATIONS FLOWCHART

STEP 1:
External Funding
provides schools with the template
for the parent notification:
*Teacher and Paraprofessional
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 name,
school, and grade/subject taught.

STEP 4:
Parents can obtain the teacher's
certification record from the
Texas Education Agency web site.
www.tea.state.tx.us

STEP 5:
Parents can ...
Email their request to
publicinformation@HoustonISD.org

STEP 5 (con't):
OR
Call the Public Information Office
at 713-556-6060
OR
Fax their request to them at
713-556-6061

STEP 5 (con't):
OR
Mail their request to
Public Information Office
Houston ISD
4400 W. 18th Street
Houston, TX 77092

STEP 6:
The
HISD Public Information Office will
send the information to the parent
within 10 business days
(excluding holidays).

SCHOOL–PARENT COMPACT – SEPT 2016

- Should outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Should stress the importance of communication between teachers and parents on an ongoing basis.
- **School's** role to providing high-quality curriculum and instruction in a positive environment
- **Parent's** role in supporting their children's learning
- May include the **student's** role in their own learning
- Should be posted to the campus website
- Does not need to be signed and returned

Appendix E: School-Parent Compact

SAMPLE TEMPLATE*

<u>NOTE</u>:   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. <u>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.</u> 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**:

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.*

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.

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.

Continued

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.

*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.

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

PARENT INVOLVEMENT POLICY (DISTRICT AND CAMPUS) – DEC 2016

- Notify parents about the Parent Involvement Policy at the District level and the campus.
- Parent Involvement Policy should be posted to the campus website.
- **Campus** - Each school must develop, jointly with parents of children participating in Title I, Part A services, a written school Parental Involvement Policy that describes how the school will implement the parental involvement requirements in section 1118 of NCLB.
- The policy must be updated every 2-3 years to meet the changing needs of parents and the school.
- Include a sign-in sheet, agenda and minutes from meeting with parents to develop and review the PIP

School Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: *In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy).*

*Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. **Schools are not required to follow this sample template or framework. If they establish the school's expectations for parental involvement and include all of the components listed under "Description of How a School Will Implement Required School Parental Involvement Policy Components" they will have incorporated the information that section 1118 requires be in the school parental involvement policy**. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.*

*   *   *   *   *

PART I.   GENERAL EXPECTATIONS (Sample Template)

NOTE: There is no required format for written expectations; this is a sample of what might be included.

The **name of school** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (**See Enclosure**)

- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide 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 required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

  (A) that parents play an integral role in assisting their child's learning;

  (B) that parents are encouraged to be actively involved in their child's education at school;

  (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

  (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II.   DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

<u>NOTE</u>: The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118, ESEA.]* There is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The **name of school** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

   (List actions)

2. The **name of school** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

   (List actions)

3. The **name of school** will 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 time convenient for 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 all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

   (List activities)

4. The **name of the school** will provide 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 by:

   (List activities)

5. The **name of the school** will at 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 by:

   (List actions)

6. The **name of the school** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

   (List actions)

7. The **name of school** will take the following actions to 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) by:

   (List activities)

Continued

8. The **name of school** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

   - the state's academic content standards,
   - the state's student academic achievement standards,
   - the state and local academic assessments including alternate assessments,
   - the requirements of Part A,
   - how to monitor their child's progress, and
   - how to work with educators:

   (List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

9. The **name of school** will provide 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, by:

   (List activities)

10. The **name of school** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

    (List activities)

11. The **name of school** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

    (List activities)

12. The **name of school** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

    (List actions)

PART III.   **DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)**

<u>NOTE</u>: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

*   *   *   *   *

PART IV.   **ADOPTION   (Sample Template)**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the **name of school district** on **date** and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before **date**.

_____
(Signature of Authorized Official)

_____
      (Date)

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

Parent Involvement Policy

Red Bud Elementary School is committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. Red Bud Elementary School's motto is Reaching Beyond Expectations. This expression is not only intended to be utilized within our school, but is something we hope resonates in our community. It is our mission to produce a community of life-long learners. It is our pledge to maintain a good line of communication from school to homes and our goal to provide ample opportunities for parental involvement throughout each school year.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law.

 A. POLICY INVOLVEMENT

 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;

Our school holds an official State of the School Address by the end of September each school year to review with parents Title I School requirements and the school's Parent Involvement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitate a review of the school's improvement plan.

 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;

Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in August and again in January to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their student's academic progress. The contents of our school's parent resource center is advertised frequently throughout the school year to highlight the various books, pamphlets, and DVDs available for home use or on campus resource. The center also includes a computer for parents to access the I-Parent program and monitor their child's progress. In order to meet the needs of our diverse group of parents, training on a multitude of topics are obtainable year round between the hours of 7:00 am and 7:00 pm. Formal trainings and workshops scheduled throughout the year are guided by a parent input and survey data and vary in date and time. Childcare is offered on site for these events. In cases in which transportation is a barrier for a parent to become involved in our school, the Administrative Team and the Family Advocate make special arrangements to link that parent to needed resources and events.

Due to the hectic and varying schedules of our school family, effort will be made to provide training opportunities to parents via links on our school website making information accessible twenty four hours a day.

Parents will be invited to participate in a parent-teacher conference at least twice a year to discuss their child's progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Involvement Policy. The school's parent council consistently reviews school policy in an organized, ongoing and timely way. An organized PTA has been established in our school to create a forum for parental input and involvement. Our PTA affiliation connects our school to parental involvement resources at the state and national level.

4. Provide parents of participating children timely information about programs under this part; descriptions 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; and 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 suggestions as soon as practically possible.

Our school communicates with parents often the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our System Handbook, School Handbook, Classroom Newsletters, School Newsletters, School Website, Classroom Websites, Communication Folders, Parent Link (phone call system), Parent/Teacher Conferences, SST Meeting, IEP Meetings, PTA meetings, School Council Meetings, individual notes/calls home, Family Fun Nights, Surveys (paper and phone), Parent Resource Room (room 07), parent workshops, Open House, Back to School Night, Mid-Term Progress Reports, Report Cards, benchmark results, fluency scores, AIMSWEB reports, CRCT data, school sign, Calhoun Times coverage, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school 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.

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher---Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by

Continued

all at the beginning of each school year. The signed compacts is kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

C. 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 the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement 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;

Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.

3. Shall 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, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Faculty and staff members will be cognizant of educational research on parent involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one-on-one conferences. Information derived will be utilized by the school's Administrative Team and Better Seeker Team to strengthen the tie between school and home for the purpose of increasing student achievement. The Family Advocate, along with the school's Parent Involvement and Specials Events Committee, will take the lead in providing a multitude of opportunities for parents to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parent involvement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with community based early learning 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;

Our school population includes four Bright from the Start Pre-K classes. A school's Pre-K coordinator works on site to ensure that this early learning program is appropriate for our students. It is also the coordinator's role to take the lead in bridging a strong relationship between home and school. A parent resource center houses resources and references for parents of preschool students. Fieldtrips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible.

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 extent practicable, in a language parents can understand.

Due to the volume of paper that is sent home each year from school to home, written information is purposefully is as compact and concise as possible. Red Bud Elementary has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. A system translator assists our school with oral communication when necessary.

D. In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resource in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc.

Last Revised September 2009

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

Parental Involvement

Campus Title I, Part A Written Parental Involvement Policy Checklist

Campus Name: _____ Campus #: _____

Date Policy was Updated: _____ Date Distributed to Parents: _____

Evidence that the school parent involvement policy [Section 1118(b)(1)-(4)]	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 [Section 1118(c)(1)(2)(3)(4)(5)]: The parent involvement 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 to be involved.	☐ Y ☐ N	P: _____ #: _____
2 **will offer 4 meetings (a flexible number)** of meetings, such as meetings in the morning or evening.	☐ Y ☐ N	P: _____ #: _____
3 **will 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 parental involvement policy. The involvement of parents must include an adequate representation of parents of participating children.	☐ Y ☐ N	P: _____ #: _____
4 **will provide parents 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 of participating children, the school will submit parents' comments on the plan to the External Funding Titles I & II Department and revise the plan as advised by the HISD Title I, Part A Parental Involvement Program Administrator and other district designees as advised.	☐ Y ☐ N	P: _____ #: _____

Parental Involvement

CAMPUS POLICY REQUIREMENTS [Section 1118(c)(1)(2)(3)(4)(5)]: The parent involvement 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 parental involvement 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 schools 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 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 involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the campus **will build** the schools' and parents' capacity for strong parental involvement 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 parental involvement;	☐ 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, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the 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, Reading First, Early Reading First, Even Start, 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 parental involvement activities; such as parent resource centers that encourage and support parents to be involved.	☐ Y ☐ N	P: _____ #: _____

Continued

CAMPUS POLICY REQUIREMENTS [Section 1118(c)(1)(2)(3)(4)(5)]: The parent involvement 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 INVOLVEMENT –** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the campus **will build** the schools' and parents' capacity for strong parental involvement by implementing the **OPTIONAL POLICY ACTIVITIES, 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 parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;	☐ Y ☐ N	P: ____ #: ____
√ *may* train parents to enhance the involvement of other parents;	☐ 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, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;	☐ Y ☐ N	P: ____ #: ____
√ *may* adopt and implement model approaches to improving parental involvement;	☐ Y ☐ N	P: ____ #: ____
√ *may* develop appropriate roles for community-based organizations and businesses in parental involvement activities.	☐ Y ☐ N	P: ____ #: ____
9 **Parent Accessibility –** To ensure the 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 policy.	☐ Y ☐ N	P: ____ #: ____

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

Q&A

The Semi-Annual Certification is completed _____times a year.

Twice, January 1 – June 30 and July 1 – December 31. Semi-Annual Certification is required every six months for all personnel whose compensation is paid 100 percent with grant program funds (SR1)—this includes extra duty pay, hourly pay and summer school pay funded out of state and federal grant program funds (SR1).

EXPLANATION OF HISD CURRICULUM
EXPLANATION AND DESCRIPTION OF ASSESSMENTS – DEC 2016

- Each school must notify and provide to parents an explanation and description of the curriculum that is used at the local campus.
- Each school must notify and provide to parents an explanation and description of the assessments that are used at the local campus.

HOUSTON INDEPENDENT SCHOOL DISTRICT
TITLE I, PART A, PARENTAL INVOLVEMENT PROGRAM

Insert school's name and address here

Insert date on or before December 9, 2016

TO: Parents of Students Attending Insert school name

SUBJECT: Explanation of HISD Curriculum

The No Child Left Behind (NCLB) Act 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 identify 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 the descriptions 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, Insert Title I Campus Contact Person name at Insert phone number during school hours, or e-mail Insert Title I Campus Contact Person e-mail address.

Sincerely,

Type principal's name here
Principal

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

Continued

HOUSTON INDEPENDENT SCHOOL DISTRICT
TITLE I, PART A, PARENTAL INVOLVEMENT PROGRAM

Insert school's name and address here

Insert date on or before December 9, 2016

TO: Parents of Students Attending Insert school name

SUBJECT: Explanation and Description of Assessments

The No Child Left Behind (NCLB) Act 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 Insert school name 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. Students enrolled in grades 11 or 12 and have TAKS as a graduation requirement, will be administered Exit-Level TAKS until the standard has been attained.

STAAR A, an accommodated version of STAAR©, is offered as an online assessment for grades 3 – 8 and high school for students with disabilities and for whom the Admissions, Review and Dismissal (ARD) committee has determined to be the most appropriate assessment.

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.

To find out more about the STAAR study guides and released tests, visit the Texas Education Agency's Web site at www.tea.state.tx.us/student.assessment. 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, Insert school's name also uses the following assessment(s) to measure student progress:

- List the additional assessments used at the campus

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, insert Title I Campus Contact Person name at Insert phone number during school hours, or e-mail insert Title I Campus Contact Person e-mail address.

Sincerely,

Type principal's name here
Principal

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

PROMOTION STANDARDS (PROVIDED TO CAMPUSES BY HISD) – SPRING 2017

Each school must notify and provide to parents the promotion standards created by HISD. Please visit www.HoustonISD.org > Students & Parents > Student Requirements for the revised promotion standards for 2016-2017 school year.

FEDERAL SCHOOL REPORT CARD – SPRING 2017

- Notify parents about the NCLB Report Card and its information regarding student academic achievement, school improvement status, and teacher quality.
- NCLB School Report Card should be posted on the school's website.
- Print a copy of the NCLB School Report Card and make available in the front office.

Insert Date

Dear Parent:

Insert Name of District, Campus or Charter School is sharing this information about the district and your child's campus with you as part of its obligations under the federal No Child Left Behind Act of 2001 (NCLB).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: http://www.houstonisd.org/Domain/8026 or are also available on the Texas Education Agency's website at: http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/NCLB-ESEA_Resources/Federal_Report_Card/.

Information on these report cards includes:

Part I: Percent Tested and Student Achievement by Proficiency Level – Provides the State of Texas Assessment of Academic Readiness (STAAR) performance results and participation for each subject area and grade level tested.

Participation reports also include reports of the participation of Children with Individualized Education Plans (IEPs) by assessment type.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs) – Provides the AMO outcomes and data table of STAAR performance results for each subject area tested in the accountability subset. This section also includes participation rates on STAAR for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

Part III: Priority and Focus Schools – Priority schools are the lowest 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets.

Part IV: Teacher Quality Data – Provides information on teacher quality in three parts.

Part A – Percent of Teachers by Highest Degree Held – Professional qualifications of all public elementary and secondary teachers in the Texas.

Part B and C – Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/Low Poverty Summary Reports – Percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools.

Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE) – Provides the percentage of students who enroll and begin instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results – Provides most recent NAEP results for Texas showing reading and mathematics performance results and participation rates, disaggregated by student group.

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 Insert contact information.

If the report cards will be discussed at a parent meeting, insert information about the meeting place and time.

Sincerely,

Principal's name

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

TITLE I, PART A PROGRAM PARENT ADVISORY COUNCIL (PAC)

Description of the Title I, Part A Parent Advisory Council (PAC)

The parent advisory council is a collaboration between the school and parents of participating children in the Title I, Part A program. The PAC is designed to allow parents an opportunity to fully participate in jointly developing and building consensus for a school Parental Involvement Policy. Furthermore, through the PAC, each Title I, Part A school should convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program. **The Annual Title I meeting should take place before September 30, 2016.** A PowerPoint presentation template is available online at **www.HoustonISD.org/ExternalFunding** > Employee Content

The PAC is a best practice that allows parents to be involved in an organized, ongoing and timely way in planning, reviewing and improving Title I, Part A programs. The PAC works in coordination with the building principal and the Title I Contact to determine the agenda for the flexible number of meetings that will be offered throughout the school year. Generally, each Title I campus will host two PAC meetings during the fall semester and two PAC meetings during the spring semester.

The PAC can be developed using **elected officers** including a president, vice-president, and a secretary at minimum; whereas, parents of participating children in the Title I, Part A program nominate and vote on candidates. The other option is that the building principal and/or the Title I Campus Contact may **appoint parents** to serve as a PAC Chairperson, PAC Vice-Chairperson, etc.

The Title I, Part A School should:

- Provide timely information about programs for parents
- Describe and explain the curriculum being used
- Explain the student assessments and proficiency levels students are expected to meet, and in collaboration with the PAC, provide opportunities for regular meetings where parents can provide input.

If a Title I, Part A School Improvement Plan (SIP) is not acceptable to parents; the PAC can be a forum to provide parents with an opportunity to submit dissenting views to the External Funding Titles I & II Department – Title I, Part A Parental Involvement Program as required by the No Child Left Behind (NCLB) Act of 2001.

If the Title I, Part A school already has a parent organization in place such as a PTO, then the PAC can coordinate and integrate its efforts so that all parents are included in the process of increasing the academic quality of the school. **Make certain that a separate agenda is provided for PAC and PTO meetings.**

SUGGESTED DUTIES AND RESPONSIBILITIES OF A PAC

Duties of a PAC Chairperson/President

- Plan agenda with the principal. Follow the agenda.
- Have a working knowledge of parliamentary procedures and a thorough understanding of Parental Involvement goals.
- Refrain from entering the debate on questions before the group. If it becomes necessary for you to enter the debate, then you must relinquish the chair to the vice-chairperson. A chairperson is not permitted to resume the chair until after the vote has been taken on the question under discussion.
- Extend every courtesy to the opponents of a motion, even though the motion is one that the presiding officer favors.
- Always appear at the podium a few minutes before the meeting is called to order. When the time arrives, note whether a quorum is present; if so, call the meeting to order and declare that "a quorum is present.
- Keep calm at all times; talk no more than necessary while presiding.

Duties of a PAC Vice-Chairperson/Vice-President

- The vice-chairperson of an organization is the one who acts in the place of the chairperson whenever needed.
- In official meetings, the vice-chairperson should preside in the absence of the chairperson or whenever the chairperson temporarily vacates the chair. Therefore, the vice-chairperson should have knowledge of parliamentary procedures and a thorough understanding of Parental Involvement goals.
- If the chairperson should be absent for a long period, the vice-chairperson may exercise all duties of the chairperson except to change or modify procedures set by the chairperson.

Duties of the PAC Secretary

- Prepare and disseminate all notices of meetings in collaboration with the principal and parental involvement contact person.
- Keep a neat and careful record of everything that was done or said during the PAC meetings. Every motion should be carefully noted as to whether it was lost or carried. The minutes should show the names of persons appointed, nominated or elected to any committee.
- Be present a few minutes before a meeting is called to order and read the minutes of the previous meeting at the appropriate time.
- Always have a copy of the Parental Involvement goals and a list of unfinished business. A copy of these items should be given to the presiding officer.

Duties of Title I, Part A Campus Contact Person for Parental Involvement (Campus)

- Implement the goals of the Title I, Part A Parental Involvement Program.
- Organize the Title I, Part A Parent Advisory Council (PAC).
- Meet with PAC officers in advance to plan future meetings.
- Send notices home to notify parents of each meeting's date, time and place.
- Administer the annual parent evaluation survey during the spring semester – HISD Your Voice Survey
- Consult with parents on topics, speakers and workshops.
- Maintain accurate records of Title I, Part A parental involvement activities (agendas, minutes of the meetings, attendance rosters, etc.).
- Serve as parent resource person.
- Serve as liaison between home, school, and Title I staff.
- Coordinate Title I, Part A Parent Literacy Programs, and other parental involvement activities, as appropriate.
- Perform other duties as required to achieve the Title I, Part A Parental Involvement goals.
- Establish rapport with parents! Know parents you can count on!

**HOUSTON INDEPENDENT SCHOOL DISTRICT
EXTERNAL FUNDING TITLES I & II DEPARTMENT**

**TITLE I, PART A
PARENT ADVISORY COUNCIL (PAC) MEETING INFORMATION**

Campus Name:_____ Campus No.: _____

Coordinator's Name: _____ Phone Number: _____

PAC MEETING DATES & TIMES

DATE(S)   **TIME**

1._____ _____

2._____ _____

3._____ _____

4._____ _____

PAC OFFICERS

President:_____ Phone Number: _____

Vice President: _____ Phone Number: _____

Secretary:_____ Phone Number: _____

Please complete and return by email, scan or school mail to your Title I Specialist by Friday, September 23, 2016.

_____
Principal Signature

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page https://Connect.HoustonISD.org/ExternalFunding

**SAMPLE AGENDA
FOR
TITLE I, PART A PARENT INVOLVEMENT MEETING**

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 PI Policy & School-Parent Compact.
C. Disseminate information on program(s) (including previous years evaluation results) and obtain parent input.
D. Parent training including materials and techniques for promoting student's education at home.
E. Explain ways/rights of parents to be involved.
F. Provide PI training dates & time.

G REQUIRED FOR SPRING ANNUAL MEETING

G. Parent consultation and evaluation
   Review T-I Program (FYI- parents need to be involved in overall program evaluation)
   Review Written PI Policy
   Distribute Surveys

**Items discussed at fall meeting may need to be reviewed and discussed at the spring meeting.

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

TITLE I, PART A
PARENT INVOLVEMENT MEETING
Spring Meeting

MINUTES OF MEETING

SCHOOL DISTRICT/CAMPUS:_____

DATE: _____

Minutes: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of Interpreter Present_____

Principal/Superintendent's Signature _____

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

2016-2017 Mandated Parent Notification Checklist
Title I, Part A Parental Involvement Program
Campus Name: _____ Campus # _____

CAMPUS & DISTRICT LEVEL MANDATED PARENT NOTIFICATIONS			
Completed	**Parent Notification**	**Description**	**Distribution Date**
☐ YES ☐ NO	**Annual Title I, Part A Program Status**	Informs parents that they have a right to be involved in their child's education, a description of how the campus uses the Title I funds, and other program requirements.	**September 30, 2016** (or the first Open House and/or Annual Title I meeting)
☐ YES ☐ NO	**School-Parent Compact**	Developed with parents' consensus and a copy sent home to parents of participating children that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.	**September 30, 2016**
☐ YES ☐ NO	**Parents-Right-to-Know (Teacher & Paraprofessionals Qualifications)**	Informs parents of their right to request and receive timely information on the professional qualifications of their child's classroom teacher(s) and paraprofessionals.	**September 30, 2016**
☐ YES ☐ NO	**Promotion Standards**	Informs parents about the proficiency levels that students are expected to meet to be promoted to the next grade level. If high school, the notification should include the number of credits needed and the courses that students need to take to promote to the next grade level.	**Date: _____** (notification distributed via State & Federal Compliance Dept. Please file a copy in your Title I documentation bin)
☐ YES ☐ NO	**Description and Explanation of Curriculum**	Describes and explain the curriculum that is used at the school.	**December 9, 2016**
☐ YES ☐ NO	**Description and Explanation of Assessments**	Describes & explains the assessments that are used at the school including all standardized tests and classroom assessments that impact student achievement.	**December 9, 2016**
☐ YES ☐ NO	**District and Campus Parent Involvement Policies**	The written policy developed with parents' consensus explaining how the school supports the role of parents in the education of their children.	**December 9, 2016**
If you checked "No" for any of the NCLB requirements, please indicate why this requirement was not met and a plan of action to meet this requirement.			

All parent notifications must be in a uniform format and provided in a language that parents can understand. To access forms, please visit www.HoustonISD.org/ExternalFunding > Employee Content

Parental Involvement

2016-2017 Mandated Parent Notification Checklist
Title I, Part A Parental Involvement Program
Campus Name: _____ Campus # _____

CAMPUS & DISTRICT LEVEL MANDATED PARENT NOTIFICATIONS

Completed	Parent Notification	Description	Distribution Date
☐ YES ☐ NO	**Federal Report Card**	A TEA Web-based system to generate campus-, district- and state-level reports with information regarding student achievement	**March, 2017**
☐ YES ☐ NO	**Annual Evaluation of Title I, Part A Parent Involvement Program and Policy**	A required survey for parental input on the effectiveness of the parental involvement policy in improving the academic quality of the Title I campus.	**Distributed to parents Spring, 2017**
☐ YES ☐ NO	**Federal Programs Parent Consultation**	Instructs principals to identify <u>one</u> parent to attend the required annual meeting to give input on the design, planning, and implementation of its Federal Programs.	**May 19, 2017 (tentative)**
☐ YES ☐ NO	**Parent Advisory Council Meetings**	Four parent meetings that should be conducted throughout the school year at flexible times. Schools are responsible for creating and distributing this parent notification.	**Suggested Schedule:** 1st mtg by 10/28/16; 2nd mtg by 12/16/16; 3rd mtg by 2/24/17; 4th mtg by 4/28/17

If you checked "No" for any of the NCLB requirements, please indicate why this requirement was not met and a plan of action to meet this requirement.

All parent notifications must be in a uniform format and provided in a language that parents can understand. To access forms, please visit www.HoustonISD.org/ExternalFunding > Employee Content

Principal Signature	Print Name	Date

Title I Campus Contact Signature	Print Name	Date

Submit the **ORIGINAL** form to your Title I Specialist in the External Funding Titles I & II Department
File a copy in the Title I Documentation Bin (Component 4)

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

Parental Involvement

THE FAMILY AND COMMUNITY ENGAGEMENT DEPARTMENT (FACE)

FACE MISSION: The mission of family and community engagement (FACE) is to advance student achievement by building parent engagement.

Our Family and Community Engagement (FACE) Department is dedicated to advancing student achievement by building parent engagement. We invite you to partner with us in building a strong engagement program to support student achievement in your community. Call us at 713-556-7290.

Our Focus: Promote and support family friendly schools. Link family and community engagement to learning Empower parents to become advocates for their children's education

PARENT PROGRAMS

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Parents are their children's first teachers, and there are simple and easy ways that parents can help their young children learn. Home Instruction for Parents of Preschool Youngsters (HIPPY) is a free HISD program that teaches parents of three-, four-, and five-year-olds instructional activities that encourage learning and development that parents can then practice with their children. Research shows that students whose parents participate in the program outperform all HISD kindergarten students in reading and math. To learn more about HIPPY, visit **HoustonISD.org/HIPPY.**

Family Learning Academy
The Family Learning Academy connects families with the resources they need to help their children graduate from high school and be successful in their adult lives. HISD departments such as School Choice and Library Services and community partners like the University of Houston, Catholic Charities, and the Houston Public Library offer workshops and information on topics such as HISD magnet and certification programs, applying to college, learning at home, and family leadership. To learn more about upcoming events, visit **HoustonISD.org/FLA.**

The Family and Community Engagement (FACE) Department offers many services to help Title I Coordinators plan and build their school's parent engagement programs in accordance with the Every Student Succeeds (ESSA) Act of 2015.

Family-Friendly Schools Certification
The Family-Friendly Schools Certification program helps schools improve relationships with their families and communities. Via analysis of the school environment, faculty and staff trainings, and consultation and coaching on family and community engagement, schools earn certification as a family-friendly school: **HoustonISD.org/FFSchools.**

Parent Engagement Representative Program
Parent Engagement Representatives placed in schools work to improve communication and build stronger communities and "home-school" partnerships while assisting the schools to improve measurable outcomes including parent/teacher conference participation, and enhancing awareness of district and community programs/resources.

Professional Development & Trainings
FACE offers a series of face-to-face and online workshops on family and community engagement to any interested HISD staff member. Visit **HoustonISD.org/FACEPD** for a calendar list of events.

Parent Organizations Consultation
FACE will meet with interested parents 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: **HoustonISD.org/ParentOrgs.**

Family Event Consultation
FACE will meet with your staff to help make your school events impactful, linked to learning, and engaging for your community.

OTHER RESOURCES

Workshops for School Staff and Parents
Download FACE professional development PowerPoints and materials for your staff trainings and parent meetings. You can find presentations on topics such as FACE Fundamentals and Two-Way Communications with Families: **HoustonISD.org/FACEWorkshops**

Parent Organization Toolkit
Follow six steps to develop an effective parent organization at your school (information in English and Spanish): **HoustonISD.org/ParentOrgs**

Community Resource Guide
Find local community organizations that provide services to schools, families, and communities: **HoustonISD.org/communityresource**

Community Meeting Toolkit
Download a checklist and all the signage you need to host a family-friendly community meeting: **HoustonISD.org/FACETools**

Back to School Toolkit
Use the Back to School Toolkit to plan your parent engagement program after summer break: **HoustonISD.org/FACETools**

Twitter
Follow us at **twitter.com/@HISD_FACE**

T or F

The Parent Involvement Policy and the School-Parent Compact should both be developed, jointly with parents of children participating in Title I, Part A services.

Correct. Should outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Should stress the importance of communication between teachers and parents on an ongoing basis.

Parental Involvement

WHY 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 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 (Every Student Succeeds Act) Title I, Section 1010 of the Every Student Succeeds Act (ESSA) 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.

Q&A

Where can I find the templates for the parent letters?

You may find these templates on the **HISDAcademics.org**, monthly newsletters and the External Funding SharePoint page **https://Connect.HoustonISD.org/ExternalFunding**

Public Law 107-110 Section 1118. PARENTAL INVOLVEMENT

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents 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 of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying 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), and use the findings of such evaluation to design strategies for more effective parental

involvement, and to revise, if necessary, the parental involvement policies described in this section; and
(F) involve parents in the activities of the schools served under this part.
(3) RESERVATION-
(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is $5,000 or less.
(B) PARENTAL INPUT- Parents 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 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement 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 parental involvement policy that applies to all parents, 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 parental involvement policy that applies to all parents, 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

Continued

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 parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), 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;

(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 proficiency levels students are expected to meet; 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)(2) 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.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement 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 State's student academic achievement standards, and the 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; and participating, as appropriate, 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 which 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; and
> (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(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 as the State's academic content standards and State student academic achievement 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, as appropriate, to foster parental involvement;
> (3) shall 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, 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 Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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

Continued

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;

(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 parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide 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 required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

Perforated form available in the **Removable Forms** section and on the **External Funding SharePoint** page **https://Connect.HoustonISD.org/ExternalFunding**

Chancery Coding

Title I, Part A Program

HANDBOOK

INTRODUCTION TO CHANCERY CODING

The purpose of this guide is to provide consistent procedures to all HISD campuses for coding Title I, Part A data in Chancery. It also provides descriptions of data elements and the codes used in Chancery for Title I, Part A. This document covers how to:

- Add Title I Participation Codes
- Add Title I Services
- Add Parent Involvement
- Perform Detailed Student Search
- Update Recently Enrolled Students
- End Title I Services for Withdrawn Students
- Enter Homeless Code
- Enter Foster Care Code
- Provide Procedures for Summer School

It is important to have appropriate documentation such as sign-in sheets, minutes, agendas, flyers, letters, etc. prior to entering data. Documentation must be maintained on the campus even after data is entered.

ROLES AND RESPONSIBILITIES

All Title I Campus Contacts must be trained in entering Title I Data into Chancery. The Title I Campus Contact may utilize the assistance of the Student Information Management Specialist (SIMS). It is the responsibility of the Title I Campus Contact to approve all data entered by the Student Information Representative (SIR). The Title I Campus Contact must provide the SIR with appropriate information for coding such as names and coding information of students who are being served in the program.

In no case should the SIR be responsible for determining whether a student is Title I eligible. 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 & State Compliance site.

LOGIN TO TITLE I SCREEN

1. Log on as **Title I Campus Contact Person**
2. Begin at the **Home Page** as seen below
3. Click on **All Students**
4. Click on **Search**

STUDENT SEARCH RESULTS – SELECTING A STUDENT

1. Click on the actual student's name to open a **Student Demographic** page.

2. Example: **Abram, Carlvaisha**
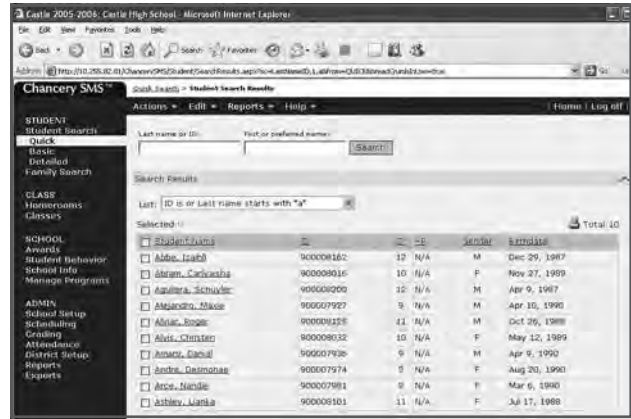
3. From the **Student Demographics** page, in the control bar, click **Spc Populations**.

4. After clicking on Spc Populations, the control bar will expand to display all special populations.

5. From the control bar, click **Title I** to display the **Student's Edit Title I** page

ADD TITLE I PARTICIPATION CODE

The Title I Participation Code must be entered prior to the <u>PEIMS snapshot</u> date which is the last Friday in October. For the 2016-2017 school year, that date will be <u>October 28, 2016.</u>

1. To enter participation code click **Actions** after selecting a student from the task bar.

2. Next click **Add Title I Coding.**
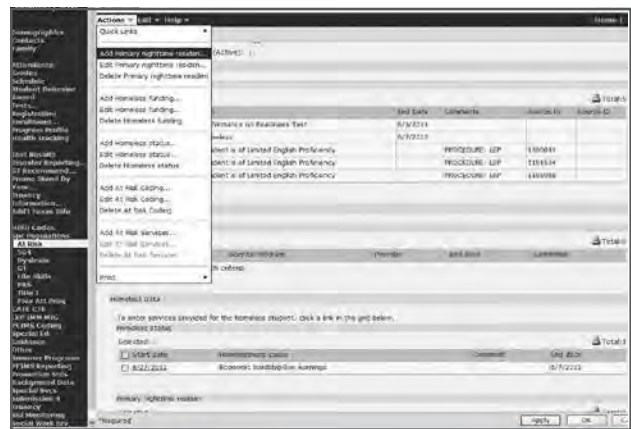
3. From the **Add Title I PEIMS Coding** page, click the calendar icon to enter the **Start Date**.

4. After clicking on the calendar icon, you are able to select a date. You can also add a date by directly entering it in the **Start Date** box by using the correct format of mm/dd/yyyy.
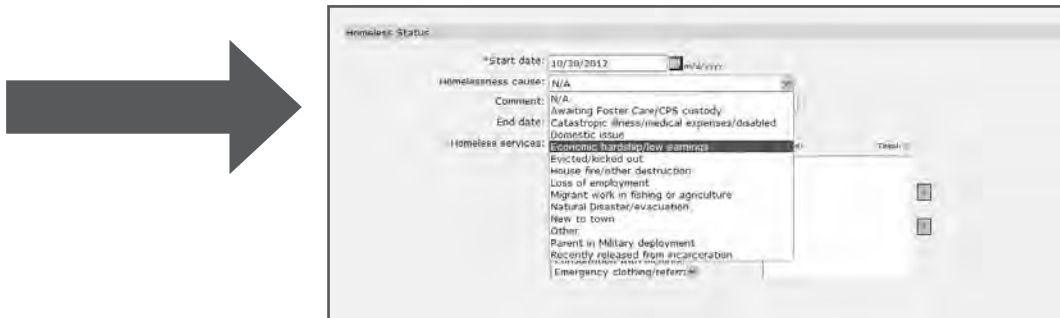
5. From the drop down box next to Title I, Part A Code, select the appropriate participation code for your campus.

Schoolwide Participation (6)
  • Selected for a Schoolwide Title I Campus
  • Total number of students with an active eligibility code of (6) should be equal to the total enrollment.

Targeted Assistance / Current Participation (7)
  • Selected for only the students receiving Title I services at a Targeted Assistance Campus
  • For all other students, select (0) No Participation

Targeted Assistance / Former Participation (8)
  • Selected for a student at a Targeted Assistance Campus that does not currently receive Title I services but previously received services at that campus
  • This may occur if lunch status is changed to 'paid'

Homeless Participation (9)
  • Applies in a special case where homeless students are attending a non-Title I campus
  • Selected for students receiving homeless services at a non-Title I campus

6. Service Indicators
  – Definitions of Indicators **(PEIMS Data Standards 2016-2017) www.tea.tx.us/peims**
  • **Homeless** – indicate whether a student:
   1. Has received Title I, Part A services, or is scheduled to receive services before July 1 on a Title I, Part A Targeted Assistance campus or a Title I, Part A Schoolwide campus, AND
    2. Is homeless. A homeless student is one who lacks a fixed, regular, and adequate nighttime residence.
  • **Math** – indicates whether a student on a Targeted Assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary math instruction for a period of time during the course of the current school year, or will receive Title I, Part A math instructions before July 1.
  • **Reading** – indicates whether a student on a Targeted Assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary reading instruction for a period of time during the course of the current school year, or will receive Title I, Part A reading instructions before July 1.

- **Science** – indicates whether a student on a Targeted Assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary science instruction for a period of time during the course of the current school year, or will receive Title I, Part A science instructions before July 1.

- **Social Studies** – indicates whether a student on a Targeted Assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary social studies instruction for a period of time during the course of the current school year, or will receive Title I, Part A social studies instructions before July 1.

- **Guidance** – indicates whether a student on a Targeted Assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary counseling, pupil services, or college and career awareness and preparation, such as college and career guidance, comprehensive career development, occupational information, enhancement of employability skills and occupational skills, personal finance education or job placement services for a period of time during the course of the current school year, or will receive Title I, Part A guidance counseling services before July 1.

- **Social Work** – indicates whether a student on a tTargeted Assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary social work services for a period of time during the course of the current school year, or will receive Title I, Part A reading instructions before July 1.

- **Health** – indicates whether a student on a Targeted Assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded health, dental, or eye care services for a period of time during the course of the current school year, or will receive Title I, Part A reading instructions before July 1.

– For a **Targeted Assisted** program, you must select **ALL** applicable services indicators. These are PEIMS reportable flags.

– For a **Schoolwide** program, only select Homeless indicator for students identified as homeless.

  - Documentation for Homeless students include:
    a) Student Assistance Questionnaire
    b) Statement of Residency

  - Documentation must be submitted to the Department of Safe Schools
  - Actual forms can be found on the HISD portal under Forms and Documents of the Federal & State Compliance website.

– For a non-Title I campus with homeless students attending, you must select **ALL** applicable service indicators

– **The Service Indicators only go to PEIMS for Targeted Assisted programs but HISD requires identified as homeless to be tracked.**

  - Homeless Coding occurs in two different screens in Chancery. Coding must be the same for both screens.

7. Once you have finished entering the data from the **Add Title I PEIMS Coding** page, click **OK**. This will return you to the **Edit Title I** page.

8. To verify participation code, run an **H_Title I Status Report**.

  – This can be found under Reports on the control bar of the Home Page.

  – Review report to verify correct code for each student and that the number of eligible students math the number of students coded from the report.

ADD TITLE I SERVICES – TO INPUT AN INDIVIDUAL STUDENT

Title I Services are not PEIMS reportable flags; however, HISD requires services to be coded for research purposes. All services must be entered on an individual student basis. There is no mass coding.

1. From the **Edit Title I** page, click on **Actions**

2. Click **Add Title I Services**

3. From the **Add Title I Services** page, click on the calendar icon to enter the **start date.**

4. Select **Service / Program** from the drop down menu
   - **Before / After School Tutorials** – Tutorials for students that take place before school, after school, and/or weekends.
   - **Extended Year Services** – Services provided for students that extend beyond the regular school year such as summer school or an enrichment program.
   - **Field Lessons** – Approved instructional lessons away from the campus.
   - **In-School Tutorials** – Tutorials for students that take place during the instructional day such as pull-outs.

5. Check the applicable core content areas of the service
   - **Reading**
   - **Writing (Language Arts)**
   - **Math**
   - **Science**
   - **Social Studies**

6. Click **OK**

EDIT TITLE I PAGE

1. From the **Edit Title I** page, select the record to edit by placing a check in the box.
2. From the task bar, click **Actions.**
3. Then click **Edit Title I** Services
4. Make appropriate changes. Editing Title I Services may occur to add an end date to a service or when the wrong service was selected.

    Example: A student was selected for math tutorials when the student should have been selected for reading tutorials.

5. If a page has an **Exit Date Field**, the record will have to be **EDITED** in order to add the **Exit Date**.
6. If the page has no **Exit Date Field**, a **NEW** record will have to be added in order to enter the **Effective Exit Date, Exit Reason,** and **Comments** if applicable.

ADD PARENT INVOLVEMENT

In order to add parent involvement, you must have appropriate documentation such as sign-in sheets, minutes, agendas, flyers, letters, etc. All parental involvement must be added during the semester in which the activities took place. Benchmark reports will be available to view and see progress by the middle of th following months:

November 2016, February 2017 and **May 2017**

Coding for the 2016-2017 school year must take place by June 2017. The final 2016-2017 parent involvement report will be submitted to the HISD Board of Education by October 2017.

1. From the **Edit Title I** page, click **Actions** and then click on **Add Parent Involvement**

2. Select **Current School Year**

3. To individually add **Parent Involvement Parent Compact Type(s)**:

   – Click checkbox ☐ for **Individual Compact** for identified students if your campus is a Targeted Assistance campus.

   – Click checkbox ☐ for **Schoolwide Compact** if your campus is a Schoolwide Title I campus.

4. Click checkbox(s) ☐ for all applicable **Parent Involvement Types**.

   – Click ☐ for **Conference**
   Parent Conference – A one on one meeting between the parent and classroom teacher at a minimum; may include others such as the assistant principal, counselor, or another stakeholder.

   – Click ☐ for **Educ / Training**
   Parent Education – Classes or topics covering parenting skills and ways that the parent can assist their child to become successful mastering the state's challenging academic standards and assessments. (Examples: Family Math Night, Family Reading Night, etc.)

   – Click ☐ for **Family Literacy**
   Family Literacy – Sustained classes and continuing education that help the parent (or other family member) and child to become literate in reading and computer skills (Paired reading activities, Family Matters program, etc.)

   – Click ☐ for **Parent Literacy**
   Parent Literacy – Sustained classes and continuing education that help the parent become literate in reading, computer skills and/or job skills (G.E.D., E.S.L., and Computer Literacy Classes).

   – Click ☐ for **Planning**
   Parent Planning – An opportunity for parents to meet and plan activities that will increase parental involvement at the local campus. As well as, and opportunity for parents to have input about how the Title I, Part A funds are used at the local campus.

   – Click ☐ for **Volunteer**
   Parent Volunteering – Parents at the local campus involved in capacity building activities that help foster an environment conducive for learning.

   NOTE: Documentation must remain on file at the campus for both compact type and parental involvement type.

5. Only add the first occurrence of each of the parental involvement types for each student on your campus.
   Example: The parent of John Doe Smith attends 4 parent conferences—a Family Reading Night, a Family Math Night, and volunteered twice during the school year. John Doe Smith will have one line for a parent conference, one line for Parent Education, and one line for Volunteer.

6. To individually **edit** Parent Involvement
   – Log on as the Title I Campus Contact person
   – Type last name or ID and / or first name
   – Click **Search**
   – Click on the student's name
   – Click **Spc Populations**
   – Select **Title I**
   – Scroll down to Parent Involvement and click to check the line to be edited
   – Select **Actions**
   – Then select **Edit Parent Involvement**
   – Consider each box and make changes as needed for all that apply
      i.   School Year
      ii. Parent Compact Type
      iii. Parent Involvement Types
   – Click **OK** to save the entry

7. To individually **delete** Parent Involvement
   – Log on as the Title I Campus Contact person
   – Type last name or ID and / or first name
   – Click **Search**
   – Click on the student's name
   – Click **Spc Populations**
   – Select **Title I**
   – Scroll down to Parent Involvement and click to check the line to be deleted
   – Select **Action**s – **Delete Parent Involvement**
   – Box will appear on the screen to ask, "Are you sure you wish to delete the selected items and associated information?"
   – If yes, click **OK**
   – If you wish to review before deleting, click **Cancel**
   – Consider each box and make changes as needed for all that apply
      i.   School Year
      ii. Parent Compact Type
      iii. Parent Involvement Types
   – Click **OK** to save entry

Chancery Coding

PERFORM DETAILED STUDENT SEARCH

1. Begin from the **Quick Search** page
2. From the Quick Search page, click **Student Search**
3. Select **Detail**
4. Select the category for your search from the drop down menus (for the purpose of Title I Coding, you may select Title I, Part A Code, Title I Services, and Parental Involvement)
5. Click **Add Criteria**
   – To refine your search, add effective dates to your query
   – Select **All Criteria** or **Any Criteria**
6. Click **Search**

RECENTLY ENROLLED STUDENTS

1. Newly enrolled students must be checked on a regular basis in order to insure that coding for Title I is accurate for the campus.
2. To check for newly enrolled students, select **Recently Enrolled** from the Chancery Home Page
3. Check for recently enrolled students on a regular basis, at minimum twice a week.

WITHDRAWN STUDENTS

1. When a student withdraws from a campus, the receiving campus is responsible for the current coding of the Title I Student as outlined in the Title I Guide for Chancery.
2. For example, if a student withdraws from a Title I Schoolwide Campus and enrolls at a non – Title I Campus, the non – Title I Campus is responsible for adding a participation code of **0 No Participation** in order to stop Title I Services.

TO DELETE A RECORD

1. Click ☐ the checkbox beside the record that needs to be deleted
2. Click **Actions.**
3. Click **Delete.**
4. Records **should not be deleted unless they have been recorded for the incorrect student.** Delete access is limited to only a few people at a campus. If the delete option does not appear in the Actions menu, you do not have that access and must inform your coordinator or administrator that a record needs to be deleted.
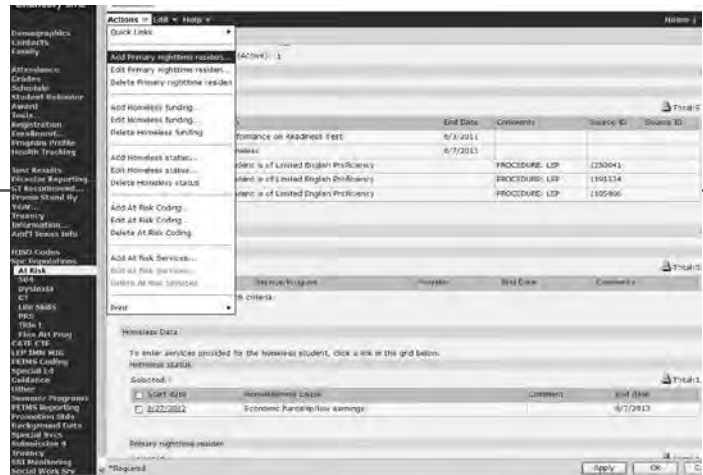
Chancery Coding

ENTERING HOMELESS CODING

As defined by NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths" –

(A) Means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 103(a)(1)]; and

(B) Includes -

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths 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 [within the meaning of section 103(a)(2)(C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(PEIMS Data Standards 2015-2016, **http://www.tea.state.tx.us/peims/standards/wedspre/index.html?e0894**)

SCREEN SHOT OF THE ACTION MENU ON AT-RISK PAGE WHERE HOMELESS CODING IS LOCATED

1. Add At-risk Coding Page – Dropdown Box

Add the Start Date, the **Reason (12 Homeless – DO NOT put N/A)**, the End Date and Comments (if any). When completed, select **OK.**

Chancery Coding

ENTERING HOMELESS CODING

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(ii) children and youths 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 [within the meaning of section 103(a)(2)(C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

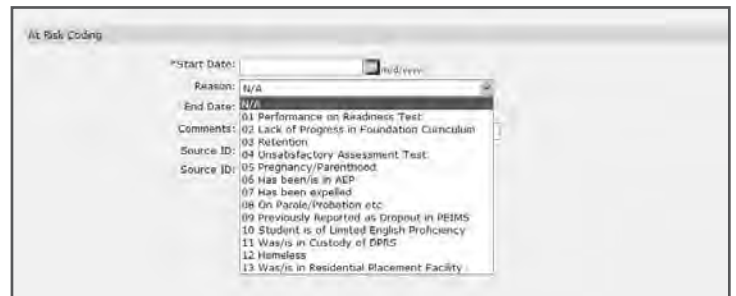(PEIMS Data Standards 2015-2016, **http://www.tea.state.tx.us/peims/standards/wedspre/index.html?e0894**)

SCREEN SHOT OF THE ACTION MENU ON AT-RISK PAGE WHERE HOMELESS CODING IS LOCATED

1. Add At-risk Coding Page – Dropdown Box

Add the Start Date, the **Reason (12 Homeless – DO NOT put N/A)**, the End Date and Comments (if any). When completed, select **OK.**

136   HOUSTON INDEPENDENT SCHOOL DISTRICT

HOMELESS DATA

2. **Add Homeless Status Page (Homeless Cause – Dropdown Box and Homeless Services – List Mover)**

   This page has two areas to be completed!

   First - Add the Start Date, the **Homeless Cause (DO NOT put N/A),** Comments (if any), and the End Date.

   Second - Add Homeless Services (DO NOT put N/A) – Homeless Services is a list mover. Select all services the student has received. Every homeless student should have at least Child Nutrition (School Lunch) as a service in addition to any other services received. When completed, select **OK.**

3. **Add Primary Nighttime Residence Page – Dropdown Box**

   Add the Start Date, the **Primary Residence (DO NOT put N/A),** Comments (if any), and the End Date. When completed, select **OK.**

4. **Add Homeless Funding Page** – Dropdown Box

<u>Unaccompanied Youth Data:</u>

Add the following information:
1) **Start Date**
2) **Program**
   – DO NOT put N/A
3) **Comments**
   – If any
4) **End Date**

When completed, select **OK**.

<u>**PLEASE NOTE:**</u> **Any student who is <u>unaccompanied</u> should have a "Code 4 – Is not in physical custody of parent/guardian."** All other homeless students should have a "Code 3 – Is in physical custody of parent/guardian." Do not use Code 0 – Code 2 to code any homeless students.

STATE COMPENSATORY EDUCATION / AT–RISK CHANCERY AT–RISK CODING PANEL CHART 2016–2017

BEGINNING NOTE: Data-coding entries made manually by the campus must have a manual end date entered by the campus. The end date will not automatically populate if the campus added students manually. **The end date for this school year should be May 26, 2017 – the day after the last day of school for students.**

Students who are new to HISD will need to have their records reviewed to see if they meet any of the at-risk criteria. If so, the school will need to manually code those students new to HISD with an at-risk reason and manually put an end date – **May 26, 2017.**

AT–RISK CRITERION #	AT–RISK CRITERION (REASON)	AT–RISK CODING PANEL
Reason Code #01	Did not perform satisfactorily on a readiness test Pre--K - (CIRCLE Assessment) and K-3 – (iStation Assessments). **(current school year only)** *Script* – Pre-K-3 – existing students who tested by the deadline *Manual Entry* – Pre-K-3 – new enrollees or students not automatically populated by the deadline	<u>**Chancery Student Information System:**</u> • **Chancery** will populate this field if the assessments for these grade levels show the student did not perform satisfactorily. • **Schools** will need to code any students new to HISD and meet this criterion under reason code #01 and those who were not automatically populated by the deadline. <u>**End Date:**</u> • **System** will add an end date – <u>unless the information was manually entered at the campus</u>.

AT-RISK CRITERION #	AT-RISK CRITERION (REASON)	AT-RISK CODING PANEL
Reason Code #02	Is in grade 7, 8, 9, 10, 11, or 12 and failed 2 or more courses in the foundation curriculum **(a semester in the preceding or current school year or the current semester)** *Script* – Grades 7-12 – existing students *Manual Entry* – new enrollees	**Chancery Student Information System:** • **Chancery** will populate in the fall and the spring. • **Schools** will need to code any students new to HISD and meet this criterion under reason code #02. **End Date:** • **System** will add an end date – <u>unless the information was manually entered at the campus.</u>
Reason Code #03	Was not advanced to the next grade level (retained) for one or more school years **(any past or current school year)** *Script* – Grades 1-12 – existing students *Manual Entry* – Grades 1-12 – new enrollees *Note:* a student is not at-risk if the student is retained in Pre-K or K as a result of the parent's written request.	**Chancery Student Information System:** • **Chancery** will populate in the fall and the spring. • **Schools** will need to code any students new to HISD and meet this criterion under reason code #02. **End Date:** • **There will be no end date**. **Note:** Students remain at-risk their entire school career under this criterion.
Reason Code #04	Failed one or more sections of the TAKS / STAAR / End of Course Tests and/or has not met the 110 percent level of satisfactory performance **(any past or current school year until they meet the 110 percent level of satisfactory performance)** *Script* – Grades 11 – Exit Level (TAKS) Grades 3-8 STAAR End of Course – Existing Students *Manual Entry* – New enrollees	**Chancery Student Information System:** • **Chancery** will populate. • **Schools** will need to code any students new to HISD who meet this criterion under reason code #04. **End Date:** • **System** will add an end date – <u>unless the information was manually entered at the campus.</u> **Note:** No Pre-K students should be included under this Reason Code - #04.

Continued

Chancery Coding

AT-RISK CRITERION #	AT-RISK CRITERION (REASON)	AT-RISK CODING PANEL
Reason Code #05	Is pregnant or is a parent **(any past or current school year)** *Triggers* – PRS Panel and the PEP Panel *Manual Entry* – Any student who is pregnant or a parent and is not in PRS / Life Skills program *Note:* This also refers to male students who are parents.	**Chancery Student Information System:** • Chancery will populate from another panel. • Schools will need to code any other pregnant students during the year under reason code #05. **Note:** If a campus can document that a student is pregnant or a parent they can code that student as at-risk even if they are not receiving pregnancy / parenting services under reason code #05. **End Date:** • There is no end date (see below). **Exception: Because of the trigger,** If the student is no longer pregnant and is <u>not</u> parenting, the <u>school</u> will need to create a new record and add an end date of 5/26/2017. Then, delete the old record.
Reason Code #06	Has been placed (<u>mandatory</u> placement according to TEC § 37.006) in a disciplinary alternative education program **(preceding or current school year)** *Trigger* – Discipline Panel – only mandatory placements will be included. *Manual Entry* – New Enrollees **However** – schools must verify records to be sure that a placement that is **not mandatory** is not included on this panel.	**Chancery Student Information System:** • **Chancery** will populate all records that are available. • **Schools** will need to verify records and code any students new to HISD who meet this criterion under reason code #06. **End Date:** • **System** will add an end date - unless the information was manually entered at the campus.

AT–RISK CRITERION #	AT–RISK CRITERION (REASON)	AT–RISK CODING PANEL
Reason Code #07	Has been expelled in the preceding or current school year **(preceding or current school year)** *Trigger* – Discipline Panel *Manual Entry* – New Enrollees	**Chancery Student Information System:** • **Chancery** will populate from the discipline panel. • **Schools** will need to code any students new to HISD and meet this criterion under reason code #07. **End Date:** • **System** will add an end date - <u>unless the information was manually entered at the campus</u>.
Reason Code #08	Is currently on parole, probation, or deferred prosecution **(current school year only)** *Manual Entry* **–** By Campus Only	**Chancery Student Information System:** • **Schools** must enter the record, under reason code #08, and the start date. **End Date:** • **Schools** must add an end date **(5/26/2017)**.
Reason Code #09	Was previously reported through PEIMS as a dropout **(any past or current school year)** *Script* – TEA Dropout Report *Manual Entry* – New Enrollees	**Chancery Student Information System:** • **Chancery** will populate. • **Schools** will need to code any new students who meet this criterion and under reason code #09. **End Date:** • There will be <u>no</u> end date. **Note:** Students remain at-risk the rest of their school career under this criterion.

Continued

AT-RISK CRITERION #	AT-RISK CRITERION (REASON)	AT-RISK CODING PANEL
Reason Code #10	Is Limited English Proficient **(any past or current school year)** *Trigger* – LEP Panel *Manual Entry* – New Enrollees	**Chancery Student Information System:** • **Chancery** will populate from the LEP panel.. • **Schools** will need to code any students new to HISD and meet this criterion under reason code #10. **End Date:** • **System** will add an end date for students' records automatically populated when an Exit Date is populated in the LPAC panel.
Reason Code #11	Is in the custody or care of the Department of Family and Protective Services – DFPS **(current school year)** *Manual Entry* – **By Campus Only** **Must be reviewed and coded based on current year.**	**Chancery Student Information System:** • **Schools** must enter the record, under reason code #11, and the start date. • **A record must be added each year if the student is still in CPS custody.** **End Date:** • **Schools** must add an end date **(5/26/2017)**.

Q & A

Which of the following should be coded into Chancery for Parental Involvement?

Conferences, volunteering, education/training, planning and family/parent literacy nights.

AT–RISK CRITERION #	AT–RISK CRITERION (REASON)	AT–RISK CODING PANEL
Reason Code #12	Is homeless **(current school year)** *Manual Entry* – *By Campus Only*	**Chancery Student Information System:** • **Schools** must enter record and the start date based on the date you received the Student Assistance Questionnaire under reason code #12. **End Date:** • **Schools** must add an end date **(5/26/2017).** **Note 1**: Schools will only need to enter homeless information on the At-Risk Coding Panel. The panel now includes the Homeless Data information as well. **Note 2:** **ALL** Homeless Data panels must be completed for **ALL** homeless students. **Note 3:** The Homeless Data panels include: The Nighttime Residence Panel, The Homeless Funding Panel (Unaccompanied Youth), The Homeless Status panel (includes Homeless Cause and Homeless Services). Please be sure everything is coded! **Note 4:** To verify, run the H_ Audit Homeless Report. **Note 5:** Records should be checked to see that any student coded as homeless for a preceding school year should have an end date for those records.

Continued

AT-RISK CRITERION #	AT-RISK CRITERION (REASON)	AT-RISK CODING PANEL
Reason Code #13	Resided in the preceding school year or resides in the current school year in a residential placement facility in the district **(preceding or current school year)** *Manual Entry* – New Enrollees **Note:** Students are not coded as at-risk under this criterion if they are in a foster home. Those students should be under Criterion 11 – students who were/are in custody of CPS. Criterion 13 is for students in a Foster Group Home as well as other residential placement facilities.	**Chancery Student Information System:** • **Chancery** will populate data they have based on addresses; schools must verify and add students that enroll on their campus. • **Schools** will need to code any students new to HISD and meet this criterion under reason code #13. **End Date:** • **Schools** must add an end date **(5/26/2017)** for anyone they enter in the At-Risk Coding Panel under reason code #13. • **System** will add an end date - unless the information was manually entered at the campus.

Q&A

If a campus is identified as a Title I schoolwide campus, which of the following compacts should be coded?

Schoolwide Compact

Chancery Coding

FOSTER CARE FIELD

FOSTER CARE INDICATOR CODE indicates whether a student is in the conservatorship of the Department of Family and Protective Services (DFPS) currently, or for certain students that were previously in the conservatorship of DFPS.

The Foster Care Indicator Code is reported in fall, summer, and extended year submissions (submissions 1, 3, and 4). Refer to the Student Attendance Accounting Handbook prekindergarten section 1.2.6 for additional information and documentation concerning Prekindergarten foster care student eligibility.

The following link: **http://www.tea.state.tx.us/FosterCareStudentSuccess** provides additional information related to foster care provisions, resources, and opportunities for LEAs.

Upon receipt of the completed "Placement Authorization Form 2085" (obtained from the CPS Case Worker/Manager), Foster Care coding can be completed.

Prekindergarten students can only be reported with the FOSTER CARE **CODE 2**. Students in **grade levels K-12** can only be reported with FOSTER CARE **CODE 1.**

Note: Code 0 (zero) means NOT in CPS Care.

2016–17 FOSTER CARE LOCATION FIELD

Follow instructions below for students who are in foster care or DFPS custody.

1. Click **Sp. Populations**
2. Click **At Risk Coding** > Click **Actions** > Click **Add At Risk Coding** >
3. Enter **Start Date** > as student's enrollment date or date student was placed in Foster Care IF after student started school.
4. Click Add > **Code 11 - was/is in custody of DPRS**
5. Enter **End Date** (day after the last day of school: 5/26/ 2017)
6. Click: **OK**
7. Click **Actions** > Click Add **TX Foster Care**
8. Enter **Start Date** (as student's enrollment date or date student was placed in Foster Care IF after student started school)
9. Click the drop-down box to choose appropriate coding.
   • Ex. Students currently in foster care will be coded **1-Student in DFPS Conservatorship**
10. Enter **End Date** (day after the last day of school: 5/26/ 2017)
11. In the **"Comments"** section add CPS caseworker's name and contact information.
12. Click **OK**.

2016-17: Returning Students - If the students are still in Foster Care, you will need to enter a new line for the new school year. Follow the instructions provided above.

Chancery Coding

TITLE I PARENTAL INVOLVEMENT CODING SEARCH

(NOTE: You can only check one type of involvement at a time.)

1. Go to the **Chancery Home Page**

2. Click the **Advanced Search** link (on the the side of Student Name or ID box)

3. Click the **Detail** tab

4. In the main box, click **Select a field**
   – Choose **Category** (from the drop down box) and click on Parent Involvement
      • From the smaller box underneath, scroll down to the type of involvement and select **Schoolwide Compact (for Schoolwide T-I Campuses) OR Individual Compact (for Targeted Assistance T-I Campuses)**

5. In the main box, complete the sentence: **Schoolwide Compact equals** _____ by clicking on **Enter a value**
   – Select **Yes** (from the drop down box)

6. From the Tool Bar on the Main Box, click the Add button for a more defined query
   – The **AND** square should be blue (the **OR** box should be gray)

7. Click the **Select a field** link
   – The category should remain the same (Parent Involvement)
   – From the box that opens, scroll down to **School Year**
   – Complete the sentence: **School Year equals** _____ by clicking on **Enter a value**
      • Select **2016-17** (from the drop down box)

8. Click **Search**

9. Below **Search Results,** your list of coded students (plus the total number of students) will appear. Using the **print icon** (to the right top of the list), print the list to document the coding completed as of that date.

10. **Write the date** on the printed list to indicate when you completed the search and use for future reference.

*REMINDER:
In the Parental Involvement Screen, there should be one (1) row (2016-17) to represent each school year in order to code parental involvement activities. Coding should be completed on that row until the end of summer.

School Year	Individual Compact	Schoolwide Compact	Conference	Educ/Training	Family Literacy	Parent Literacy	Planning	Volunteer
2007-08	No	Yes	No	Yes	Yes	Yes	Yes	Yes
2007-08	No	Yes	Yes	Yes	Yes	No	Yes	Yes
2008-09	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2008-09	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2009-10	No	Yes	Yes	No	No	No	No	No
2010-11	No	Yes	Yes	No	No	No	No	No
2014-15	No	Yes	Yes	No	No	No	No	No

INCORRECT

Chancery Coding

To obtain Title I Chancery Coding access, all Campus Title Contacts should complete the online Title I Training within two (2) weeks of receiving this role.

The Title I Training Module resides on the HISD Solution Center at https://solutioncenter.houstonisd.org. Once this site is opened, click on Student Information Systems > Special Population > Title I. Select SP0075 Title I to view the training video.

The page below will open in your browser where you can click on "Launch Course". The training video opens in a separate page but, you must keep the main screen below open to stay connected to the server.

Complete sections I and II of the HISD SIS Access Request Form. Make sure that on Section II you select "Other" and type in "Title I". Obtain all of the necessary signatures and follow the instructions on how to submit located on the top right corner of the form. You may also email the form to SISSecurity@HoustonISD.org. Sample of the form is located below.

HISD SIS ACCESS REQUEST FORM

Submit to: SIS Department (**Attn: SIS Security**)
Route 10 · 4400 West 18th St · Level 3NW · Houston, TX 77091
or fax to **(713) 556-8870**

Use this form to request access to the Chancery or Student Information System (SIS).

I. Complete this section for ALL SIS requests.

Employee ID: _____ (5 digits)   Soc. Sec. #: xxx-xx- _____   Network Username: _____ (**NOT** password)

Last Name: _____   First Name: _____   MI: _____

Current Work Location: Campus #: _____   Campus Name: _____   Rt. #: _____

Work Location Telephone #: _____   Position/Title: _____

II. Complete Section I and Section II to ADD or REMOVE a role assignment.
When requesting change to CSO/SIO Level access, also sp[...]
Level access, also specify the campus' location number and [...]
campuses.

District Level – [A]dd/[R]emove

A/R (check appropriate box)
- ☐☐ District View Only
- ☐☐ District Health
- ☐☐ District Special Education
- ☐☐ Other:
- ☐ REMOVE ALL ROLES

CSO/SIO Level – [A]dd/[R]emove

(check only one box for level and specify on line below)
☐ CSO   ☐ SIO   ☐ All Schools
Specify (CSO/SIO): _____
A/R (check appropriate box)
- ☐☐ View Only
- ☐☐ View Only w/ Discipline
- ☐☐ Other:
- ☐ REMOVE ALL ROLES

Location #:
A/R (check app[...]
- ☐☐ Principal
- ☐☐ Discipline
- ☐☐ Register [...]
  Withdraw
- ☐☐ R/E/W w[...]
- ☐☐ R/E/W w[...]
  Reportin[...]
- ☐☐ Other:
- ☐ REMOVE [...]

INTERNAL

Campus Level – [A]dd/[R]emove

Location #: 789   **Name: Eagle Academy**

A/R (check approp. box)
- ☐☐ Principal
- ☐☐ Discipline Edit
- ☐☐ Register / Enroll / Withdraw
- ☐☐ R/E/W w/ Attendance
- ☐☐ R/E/W w/ Grade Reporting
- ☑☐ Other: **Title I**

A/R (check approp. box)
- ☐☐ Magnet
- ☐☐ Student Sched.
- ☐☐ Master Sched.
- ☐☐ Special Pops
- ☐☐ Special Ed.
- ☐☐ Special Pops w/ Special Ed.

A/R (check approp. box)
- ☐☐ PRS / PEP
- ☐☐ Health
- ☐☐ SIS Data
- ☐☐ View Only
- ☐☐ View Only w/ Discipline
- ☐☐ Teacher

☐ REMOVE ALL ROLES

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: Location/Org #: _____   Name: _____
Current Work Location: Location/Org #: _____   Name: _____

Access will not be granted without signatures and dates.

Requestor's Signature _____   Date: _____

Approver's Printed Name: _____
(please print legibly)   (Principal, Executive Principal, SIO, CSO, or Superintendent)

Approver's Signature _____   Date: _____
SIS-20120416

Form available on the **External Funding SharePoint** page
https://Connect.HoustonISD.org/ExternalFunding

State Compensatory Education

2016 – 2017
Title I, Part A Program
HANDBOOK

State Compensatory Education

STATE COMPENSATORY EDUCATION

SUBCHAPTER C. COMPENSATORY EDUCATION PROGRAMS

Sec. 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, 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 42.152, for that purpose. A district may not budget funds received under Section 42.152 for any other purpose until the district adopts a budget to support additional accelerated instruction under Subsection (b-1).

 (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, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

(d) For purposes of this section, "student at risk of dropping out of school" includes each student who 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 a student of limited English proficiency, 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, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(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, or foster group home.

(d-1) Notwithstanding Subsection (d)(1), 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 programs 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.

(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.

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.

STATE ELIGIBILITY CRITERIA FOR BEING AT–RISK OF DROPPING OUT OF SCHOOL

According to the Texas 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:

1. is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. is in grade 7, 8, 9, 10, 11, or 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;

3. was not advanced from one grade level to the next for one or more school years; **(Retained – stays with them for entire school career) –** <u>**NOTE:**</u> a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parent.

4. **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;**

5. is pregnant or is a parent; **(Pregnant/Parent – stays with them for entire school career unless they are no longer parenting)**

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; **(dropout – stays with them for entire school career)**

10. is a student of limited English proficiency, as defined by Section 29.052;

11. **is in the custody or care of the Department of 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**

12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

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 in the district, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Last Update – September 2009

T OR F

State Compensatory Education funds can be spent on clerical and administrative positions as long as they work with at-risk students.

False. Funds may only be spent on supplemental, direct instructional services. Clerical and administrative positions are unallowable and do not directly impact instruction for at-risk students.

State Compensatory Education

LOCAL ELIGIBILITY CRITERIA FOR BEING AT-RISK OF DROPPING OUT OF SCHOOL

- Because the 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, the district may establish local criteria to serve the additional students.

- 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 board of trustees of the LEA. The adopted criteria must be clearly defined in the district improvement plan for districts or the instructional plan for charter schools. However, 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, the documentation indicating the 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 that were identified under TEC Section 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 the same campus that meet any of the state criteria specified in TEC Section 29.081(d).

- Students at risk of dropping out of school reported through PEIMS must meet the state criteria; students identified using local criteria are not reported through PEIMS.

HISD local criteria are:

1. **students who are identified as dyslexic under general education; and,**

2. **students who are placed in a Disciplinary Alternative Education Program for reasons other than those in §37.006, such as continued misbehavior in the classroom.**

<div align="right">Adopted by the HISD Board of Education September 10, 2009</div>

SCE BUDGET, PURPOSE AND INTENT

1. **Purpose and Intent:**
   - 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. These funds were authorized by the legislature to provide financial support for programs/services designed by school districts to increase the academic achievement of students at risk of dropping out of school **through direct instructional services.**
   - State law requires the school district to use student performance data to design and implement **appropriate compensatory, intensive, or accelerated** instructional **services** that enable the students to be performing at grade level at the conclusion of the next regular school term.

2. **Use of Funds:**
   - SCE funds must be supplemental to the regular education program;
   - SCE funds may not be used to cover costs for basic services/regular education programs for non-disciplinary alternative education programs/schools; and,
   - SCE funds may be used to support a Title I, Part A program at a campus with at least 40percent poverty. (The SCE programs/services funded on a Title I, Part A Schoolwide campus will follow the same rules and regulations that govern the Title I, Part A program.)

State Compensatory Education

- Supplemental instructional costs include such costs as:
  — Tutorials;
  — Class size reduction (Excess Cost);
  — Additional, supplemental staff
  — 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; and
  — Extended day, week or year

- 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)

  Some examples of unallowable uses would be:
  - Assistant principals, deans of instruction, etc.
  - Office clerks, Data Clerks/SIMS personnel:
  - Band instruments or office equipment;
  - Promotional items (t-shirts, caps, key chains, etc.), memorabilia;
  - Entertainment (amusement, social activities, ceremonials, etc.)
  - Other non-instructional activities/purchases/personnel that do not directly impact the instructional, educational program

Please Note:
- Any program/service or personnel funded with SCE funds must be included in the School Improvement Plan.

Resources:
1. Texas Education Code §29.081
2. **Financial Accountability Resource Guide – Module 9 (Update 14), Compensatory Education Guidelines, Financial Accounting Treatments, and An Auditing and Reporting System**

State Compensatory Education

STUDENT SUCCESS INITIATIVE AND ACCELERATED INSTRUCTION

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

SCHOOL IMPROVEMENT INFORMATION

State law, Section 29.081, Texas Education Code requires districts to 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 the appropriate strategies and include them in the campus and/or district improvement plans.

The law states the District/Campus Improvement Plan is the primary record of supporting expenditures attributed to the State Compensatory Education program.

State Compensatory Education must be included in your School Improvement Plan.
- The strategies that are related to your State Compensatory Education Funds would be incorporated into Goal 1 (Academic Areas).
- Information will also need to be included under Goal Area: State Compensatory Education. The Plan must also include a brief description of how these funds are utilized on your campus.

<u>**Important:**</u> **Any changes that are 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.**

State Compensatory Education

<u>*The School Improvement Plan must include the following" for students at-risk of dropping out of school:</u>

1. Total amount of State Compensatory Education funds allocated for resources and staff (based on your campus Preliminary Budget)

2. Comprehensive needs assessment – include State Compensatory Education and at-risk in the Narrative of Identified Needs. The district and/or campus uses student performance data from the state assessments and other appropriate assessments, as well as at-risk criteria (such as dropout rate, language barriers, etc.) to design and implement appropriate instructional services to improve student performance for students at risk of dropping out of school.

3. Identified strategies – this includes strategies for your at-risk students that relate to the State Compensatory Education funds on your campus. These would be incorporated in Goal Area 1 - Reading, Mathematics, or Other Academics.

4. Supplemental financial resources for State Compensatory Education – Include the SCE funds that are on your campus and are tied to specific SCE/At-risk strategies in Goal Area 1. The dollar amount should be placed in the resource column in your SIP with (SCE) in parenthesis to denote that this strategy if funded with SCE funds.

5. Supplemental FTEs for State Compensatory Education – this includes any staff member funded with SCE funds

6. Timeline for monitoring SCE strategies

7. Formative and summative evaluation criteria for any strategy that is tied to State Compensatory Education

   If you are a Title I Schoolwide Campus, include this statement as part of the description under Goal Area – State Compensatory Education -
   "These supplemental State Compensatory Education funds are being used to enhance the Title I Schoolwide educational program at our campus."

*Compensatory Education Guidelines, Financial Accounting Treatments and an Auditing and Reporting System (Module 9 of the Texas Education Financial Accountability System Resource Guide)

SCE QUESTIONS AND ANSWERS

1. **Is funding for state compensatory education based upon the number of students at-risk of dropping out of school?**
   <u>NO.</u> Funding is based on:
   - The number of students reported on the free- or reduced-price lunch count from the average of the district's best six-months' enrollment from the previous school year or in the manner provided by commissioner's rule, if no campus in the district participated in the national school lunch program of free or reduced-price lunches during the preceding school year (HB 2879, 77th Legislature);
   - An annual allotment for students who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside; and
   - An annual allotment for pregnant students or students who are parents that attend school full time and participate in a program under Section 29.081 of Texas Education Code (TEC).
   - An annual allotment for military dependent students [42.152(c)]

2. **What are the campus eligibility criteria?**
   In order for SCE funds to be allocated to a campus, the campus must have students who meet the state criteria for students at risk of dropping out of school and services provided to these students must be described in the district and/or campus improvement plan, as appropriate.

3. What are the state eligibility criteria for identifying students at risk of dropping out of school?
A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 7, 8, 9, 10, 11, or 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;

3. Was not advanced from one grade level to the next for one or more school years;

4. 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;

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 a student of limited English proficiency, 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, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

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, or foster group home.

4. What is the purpose of State Compensatory Education (SCE)?
SCE 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 is to increase the academic achievement and reduce the dropout rate of these students. As a goal, the SCE program seeks to provide a challenging and meaningful instructional program to close the achievement gap between children at risk of dropping out of school and their peers. (Financial Accountability System Resource, Guide, Section 9.2 and Texas Education Code, Section 29.081)

5. May SCE funds be used to implement a state mandated program?
NO, SCE funds are supplemental funds and cannot be used to meet state mandated rules, programs or positions. This rule also applies when SCE funds are used on a Title I, Part A schoolwide campus. SCE funds supplement the regular education program for students identified as at risk of dropping out of school.

Example: SCE funds cannot be used to meet the State mandated class size rule regarding 22 to 1 as required in Texas Education Code (TEC) Section 25.112 and Financial Accountability System Resource Guide, Section 9.2.4.1

6. May SCE funds be used to implement a state mandated program on a Title I, Part A schoolwide campus?
NO. Refer to information above.

7. **When a district allocates SCE funds to their campuses may any campus receive SCE funds?**
The allocation of SCE funds should be based on "need" and each campus receiving SCE funds must have students who meet the TEC criteria for students in at-risk situations. (Financial Accountability System Resource Guide, Section 9.2.1)

8. **Must identified at risk students on Title I, Part A schoolwide campus (at or above 40percent low-income) be reported to PEIMS?**
YES. Students who meet any of the 13 state eligibility criteria are reported to PEIMS.

9. **Must the program intent of the SCE program be met in a schoolwide program?**
YES, SCE is a state mandated program. Keep in mind: state law provides flexibility with the use of SCE funds on Title I, Part A campuses at which at least 40 percent of the students are educationally disadvantaged. SCE funds used to support a Title I, Part A educational program must be part of the campus budget and 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 upgrade the educational program must also meet the same guidelines required of the No Child Left Behind Act of 2001 (Public Law 107-110), (abbreviated in print as NCLB) in that SCE funds may only be used to incorporate instructional strategies that scientifically-based research has shown are effective with teaching low-achieving students.

    Please keep in mind, State law does not create a schoolwide SCE program. Instead, in TEC 42.152(c), districts are allowed to use SCE funds "to support a [schoolwide] program eligible under Title I of the Elementary and Secondary Education Act of 1965." Note the use of the term "support." This means that the district may use SCE funds to act with (i.e., coordinate) Title I, Part A to implement the schoolwide program. However, **the district will still need to adhere to the fiscal requirements stipulated in TEC 42.152 and the program requirements mandated in TEC 29, Subchapter C.**

10. **Is a student enrolled in the free-or reduced-price lunch program automatically considered to be in an at-risk situation?**
NO. Students must meet the state criteria or documented local criteria for identifying students in at-risk situations.

11. **Are Title I students automatically considered to be at risk of dropping out of school?**
NO, not according to state criteria.

12. **May SCE funds be used to supplement Title I, Part A districtwide positions or activities?**
Flexibility with SCE funds does not extend to Title I, Part A, districtwide program activities funded through the central office, regardless of whether all campuses in a district are Title I, Part A schoolwide. Please note: There are only Title I, Part A schoolwide campuses not Title I, Part A schoolwide districts.

13. **May SCE funds be used to supplement Title I, Part A targeted assistance program?**
SCE funds may be used to support a Title I, Part A identified program on a targeted assistance campus where the poverty percentage is 40 percent or greater. Students served in a Title I, Part A program must meet the Title I eligibility criteria, as clearly specified in the campus improvement plan.(Eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school, except that children from preschool through Grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.)Like the use of SCE funds on a Title I, Part A schoolwide campus, students are not required to meet the SCE eligibility criteria to use SCE funds to support the Title I, Part A Program.

14. **Should students only be identified at one time during the year, typically just before PEIMS data are submitted in October?**
NO. Identification should be conducted (for the student's benefit) at any time during the year in order to identify those students who are eligible for services under the SCE program. For example, if a student becomes homeless in the month of March, this student should be identified and served accordingly even though this student was identified after the district's PEIMS snapshot report. How often a district reviews their student's at risk classification is their own decision; however, the earlier the student is identified, the earlier the student may benefit from the SCE program. Refer to the Financial Accountability System Resource Guide, Section 9.2.5

15. **How does one determine if a student with disabilities is also classified as a student at risk of dropping out of school?**
The at-risk situation cannot be due to a disability. The student with a disability would be in an at-risk situation if the student met one of the listed criteria, not due to the disability.

16. **Are dyslexic children automatically considered to be at risk of dropping out of school?**
NO, not according to state criteria.

17. **Are all homebound students automatically considered to be at risk of dropping out of school?**
NO, not according to state criteria.

18. **May SCE funds be used to identify 504 students?**
NO, 504 students do not meet the state at risk criteria.

19. **Are students who are classified as 504 students automatically considered to be at risk of dropping out of school?**
NO, not according to state criteria. This is a state mandated program. State mandated programs cannot be funded with SCE funds. More information can be found at **http://www2.ed.gov**

20. **May SCE funds be used for a 504 coordinator?**
NO, not according to state criteria. This is a state mandated program. State mandated programs cannot be funded with SCE funds. More information can be found at **http://www2.ed.gov**

21. **May SCE funds be used to serve students over the age of 20?**
YES, Starting with the 2014-2015 school year, House Bill 5 created a change to the At-Risk definition by raising the maximum at-risk student age from 20 to 25.

22. **Once a student is identified as at risk of dropping out of school, is the student always considered to be at risk of dropping out of school?**
Once a student is not advanced from one grade level to the next or if the student previously dropped out of school, the student remains at risk of dropping out of school for the remainder of his/her public education.

23. **If a student failed two or more foundation subjects during the preceding year (fall semester) but passed the same subjects during the spring semester, is this student at risk during the current year?**
YES, according to state criteria.

24. **If a student is currently failing two or more foundation subjects, should this student be identified at risk?**
YES, according to state law. Early identification should enable the student to receive timely services and allow the student to pass foundation subjects during the semester.

25. **Are students in a prekindergarten program automatically considered to be at risk of dropping out of school?**
NO, not according to state criteria.

26. **If the student has successfully exited the Limited English Proficient (LEP) program and in now being monitored by the campus, is the student still considered an at risk student?**
<u>**NO,**</u> not according to state criteria.

27. **What is the definition of a Foster Group Home?**
A "foster group home" means a child-care facility that provides care for seven (7) to twelve (12) children for 24 hours a day. However, <u>any foster child meets the state criteria for at risk of dropping out of school</u> because all foster children are under the custody or care of the Department of Family and Protective Services.

28. **Are homeless students automatically considered to be at risk of dropping out of school?**
<u>**YES.**</u>

29. **Are students who live with their grandparents or any other relative, automatically considered homeless and thereby identified as at-risk students?**
<u>**NO.**</u> Homelessness depends on the student's living conditions. (Refer to the McKinney-Vento Homeless Assistance Act of 2001, Sec. 725 (**http://www.utdanacenter.org/theo/**). This FAQ provides answers to frequently asked questions on the McKinney-Vento Homeless Assistance Act:

30. **Are students placed in a disciplinary alternative education program (DAEP) classified as at risk of dropping out of school?**
<u>**YES,**</u> if students placed in the program meet the DAEP requirements stated in Chapter 37.006, TEC.

31. **Is the Reading Proficiency Test in English (RPTE) used for identifying students at risk of dropping out of school?**
<u>**NO.**</u> The purpose of the RPTE is to measure LEP students' academic progress in reading until they are ready to be assessed with STAAR in English. LEP students due to their limited English proficiency automatically meet the state criteria for students at risk of dropping out of school.

32. **Must a district administer a norm-referenced assessment?**
<u>**NO.**</u>

33. **For Pre-K through grade 3; how is "satisfactory performance" determined on a readiness or assessment instrument?**
This is a district decision; the district determines "satisfactory" performance.

34. **What type of readiness tests may be used for determining eligibility?**
This is a local decision. Several types of readiness tests are available and each one has certain strengths that may best fit certain target situations when assessing students. It is a local decision if the district wants to develop a readiness test or purchase a commercially made test.

35. **Should only one subject, such as reading, be tested and used as the readiness test?**
The Texas Education Code, Section 29.018 defines the State criteria used to identify students at risk of dropping out of school. The criterion that pertains to the readiness test, reads as follows, "Is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year."

Basically, a readiness test is a testing instrument designed to measure skills believed to be related to school learning tasks and to be predictive of school success and when used properly, readiness test can provide information about designing instructional programs to further children's learning. A common definition of school readiness looks at the competencies children should have when they enter early grades, including academic and cognitive skills, language and literacy abilities, and social-emotional functioning, which are vital to later school success. Therefore, a readiness test should measure more than reading, otherwise, children who need early intervention in an area other than reading will also benefit from additional assistance.

For the most part, readiness tests provide information on the current state of children's development and knowledge, but they do not necessarily predict school success two or three years into the future. For that reason, scores should be used for programming **for the current year only.** It is important to remember that the purpose of the a readiness test is to evaluate a child's knowledge and skill level at the beginning of the school year (in this case, Pre-K through 3rd grade) in order to identify areas that may need supplemental assistance, and formulate a plan to help the student succeed in the coming year. Readiness tests should be useful tools for both teachers and parents.

36. **Must the readiness test be administered during the current school year?**
    YES. Districts should <u>administer the readiness test as early in the year</u> as possible in order to identify those students who are eligible for services under the SCE program. It is recommended that students who enroll during the school year be assessed within 30 days after enrolling. For purposes of evaluation, districts are encouraged, when appropriate, to use the same instrument district wide.

37. **Can the PEIMS early reading indicator be used to identify at risk students for prekindergarten through third grade?**
    YES, districts may use the early reading indicator but only in conjunction with assessment scores from other core areas. We recommend that the early reading indicator be used only as a tool rather than part of an assessment but it is up to your district to determine the official assessment. We recommend that the district develop their own assessment that covers all core areas so that an at-risk student will trigger any needed assistance in any area in which a student is not deemed "satisfactory". The assessment must be part of a district policy that defines what is and is not deemed "satisfactory" performance. The assessment policy must be district wide and cannot vary from campus to campus.

38. **If a student does not perform satisfactorily on one or more (any portion) of the STAAR assessment instruments, is the student considered to be at risk of dropping out of school?**
    YES. This includes all the State of Texas Assessments of Academic Readiness (STAAR®) subject areas.

39. **At what point is a student who does not perform satisfactorily on an assessment instrument under Subchapter B, Chapter 39 no longer at risk of dropping out of school?**

    This occurs once the student performs on the instrument or other appropriate instrument in the same or comparable subject area, at a level equal to at least 110 percent of the level satisfactory performance on that instrument.

40. **Will districts need to consider the Texas Projection Measure (TPM) when calculating the 110 percent calculation for satisfactory performance on a state assessment?**
    NO. Currently, the state law indicates that a student is considered at risk of dropping out of school if the student 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. However, the calculation is subject to change dependent of future changes to state law.

    Note: The TEA does not maintain the 110 percent calculation for any public school. It is the district's responsibility to complete the 110 percent calculation. The district should consult its regional education service center for assistance.

41. **If a third grade student does not perform satisfactorily on the third grade reading state assessment but passes the second or third administration, is the student considered to be at risk of dropping out of school?**
    If a student fails the third grade reading state assessment, but passes below 110 percent on the second or third administration, the student remains classified at risk of dropping out of school.

42. **If a district decides to give another appropriate test, what test is considered appropriate for determining the 110 percent requirement, and is there a time frame for giving this test?**
What test is administered, when it is administered, and how it is calculated for showing a level equal to at least 110 percent of the level of satisfactory performance on that instrument is a district decision. Documentation, however, must be maintained to show how the 110 percent level of satisfactory performance was calculated.

43. **At what point is a student who does not perform satisfactorily on a state assessment no longer considered at risk of dropping out of school?**
A special education student that does not perform at the level of progress established by the Admission, Review, and Dismissal (ARD) Committee is considered at risk of dropping out of school. The ARD Committee will decide when the student has met the assessment goal for exiting the student from being at risk of dropping out of school based on a state assessment.

44. **How did House Bill 2703 change the compensatory education definition of "student at risk of dropping out of school"?**
Beginning with the 2009-2010 school year, the bill added a provision to TEC Section 29.018(d)(1) that changed the compensatory education definition of "student at risk of dropping out of school" by excluding a student who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parents. Therefore, school personnel need to ensure that all requests for retention are carefully maintained for auditing purposes.

45. **Is a student considered to be at risk of dropping out of school if the student was placed in the next grade but was not promoted to the next grade based upon academic performance?**
NO. Placement in the next grade is considered as "advancement" to the next grade.

46. **Are school districts allowed to use local criteria for identifying at risk students?**
YES. In addition to serving students who meet the state at risk criteria, school districts may serve (§29.081, TEC) students who meet local eligibility criteria if the local criteria have been adopted by the board of trustees of a school district. However, the number of students receiving SCE services under local criteria during a school year may not exceed 10 percent of the number of students who met the State criteria under §29.081 and who were served in the SCE program in the preceding school year.

Example: If a district served 500 students in school year 2009-2010 that met the state eligibility criteria, the district can serve 50 students in 2010-2011 that meet the local eligibility criteria established by the local board of trustees for school year 2007-2008.

A district must be able to document that students identified under local eligibility criteria were added to a listing of students who were identified under TEC, §29.081. To achieve and maintain compliance, all information must be current.

47. **Are students who meet the local criteria reported to the Public Education Information Management System (PEIMS)?**
NO. Only students who meet the state eligibility criteria are reported to PEIMS.

48. **Which subjects are part of the foundation curriculum?**
The foundation curriculum includes the following subjects:
- English language arts;
- Mathematics;
- Science;
- Social studies, consisting of Texas, United States, and world history, government, and geography Refer to the Financial Accountability System Resource Guide, Section 9.2 and the TEC, Section 28.002.

49. Who must be included in the planning of the SCE program?
Program planning and decision-making MUST include the <u>principal, superintendent, and site-based decision-making committee.</u>

50. How often do district and campus improvement plans need to be updated?
<u>Each school year,</u> the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations. Texas Education Code, Section 11.253

51. May SCE funds be used to pay staff to develop, review, and revise campus improvement plans?
<u>NO,</u> SCE funds are supplemental funds and <u>cannot be used to meet state mandated rules.</u> As noted in the Texas Education Code, Sec. 11.251, " The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students."

52. How does a charter school document the SCE requirements?
A charter school that receives SCE funding must develop an academic campus plan describing the program that meets the identified needs of students who meet the state student eligibility criteria for students at risk of dropping out of school. Refer to the <u>Financial Accountability System Resource Guide,</u> Section 9.2.3.

53. Must FTEs funded by SCE be included in the district/campus improvement plan or charter instructional plan?
<u>YES.</u> At a minimum, payroll costs attributed to State Compensatory Education must be shown at the summary level (total number of FTEs) in the district and/or campus improvement plan or charter instructional plan, as appropriate. In addition, <u>personnel paid with SCE funds must have payroll documentation, such as a class schedule (should include number of students and number of minutes), Job Descriptions, or time and effort to support charges.</u>

Auditable documentation must also be maintained to substantiate the cost of all SCE funded FTEs, supplemental contracts and extra-duty pay. Refer to the <u>Financial Accountability System Resource Guide,</u> Section 9.2.3

54. Must FTEs funded by SCE maintain a signed Job Description?
<u>YES.</u> An integral component of an adequate financial management system is the development and maintenance of records documenting the duties and responsibilities of personnel and the employee's acknowledgement of their understanding of their duties and responsibilities.
 Accordingly, the following is being acknowledged:
- That the duties contained on the Job Description are the responsibility of the employee.
- That the information contained on the Job Description is accurate.
- That the signer (the employee) has full knowledge of and can support listed activities, if requested.

55. May SCE funds pay the salary of a counselor?
SCE funds may be used to hire a supplemental counselor whose primary responsibility is to work with students at risk of dropping out of school. Time and effort must be on file if the position is not 100 percent SCE funded. <u>The SCE funds may not be used to fund counselors responsible for guidance, assessment, and administrative activities that benefit the overall regular education instructional program.</u> The district must demonstrate that guidance or counseling services paid for by SCE funds are provided to at-risk students and are supplemental to other available guidance and counseling services. NOTE: The Texas Education Code, Section 33.006(b)(1)(A) denotes the primary duties required of school counselors – serving at-risk students is one of the duties listed.

56. **May SCE (52 percent direct cost) funds pay the salary of a school psychologist?**
   <u>NO.</u> This position does not relate specifically to the SCE program and does not meet the intent and purpose of the program.

57. **May SCE (52 percent direct cost) funds pay the salary of a superintendent, a school principal, or an assistant principal?**
   <u>NO;</u> administrative staff may only be paid from the SCE 48 percent indirect cost amount as indicated in Title 19, Texas Administrative Code (TAC), Section 105.11.View the <u>Title 19 Texas Administrative Code (TAC) §105.11</u> for additional information regarding indirect cost.

58. **May SCE (52 percent direct cost) funds pay the salary of an attendance clerk?**
   <u>NO.</u> This position does not meet the intent and purpose of the program. Maintaining attendance information is required by every school district in accordance with the Texas Education Code, Section 42.

   SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

59. **May SCE (52 percent direct cost) funds pay the gifted and talented (GT) program?**
   <u>NO.</u> Funding the gifted and talented program does not meet the intent and purpose of the SCE program. Identifying and/or serving gifted and talented students in the district and establishing a program for these students is required by every school district in accordance with the Texas Education Code, Section §29.122.

60. **May SCE funds pay the salary of a parent/involvement liaison or a community liaison?**
   <u>NO.</u> Expenditures that are for activities or purposes other than regular public education may not be paid from the 55 percent SCE direct cost allocation. SCE funds must be used to provide support programs and/or services that <u>supplement</u> the regular education program so that students at risk of dropping out of school can succeed in school.

61. **May SCE funds pay the salary of a secretary/clerk who is assigned to a SCE-funded campus staff person?**
   A secretary/clerk that supports professional staff assigned to specific SCE programs or activities may be paid from the 52 percent SCE direct cost allocation. The actual percentage of the staff person's salary is based on the percent of time devoted to SCE. SCE funds must be used to provide direct services to students. Administrative staff working with SCE at the central office may only be paid from the SCE 48 percent indirect cost amount.

62. **May SCE funds be used to hire staff to work with other programs such as special education or career and technology?**
   SCE funds may be used to hire a <u>supplemental positions</u> whose primary responsibility is to work with students at risk of dropping out of school; however, <u>SCE funds may not be used supplement the district's basic fund allotment.</u> SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. Therefore, all direct instructional costs must relate specifically to the SCE program and must be adequately documented.

   Special education programs and career and technology programs are not programs specifically designed to meet the needs of state identified at-risk students. SCE expenditures should directly relate supplemental instructional services that assist in improving the student's ability to meet the state's student performance standards .May SCE funds be used to pay for construction costs or to purchase a portable building?

   These costs may not be charged to the 52 percent SCE direct cost allocation. The 52 percent must be used for direct services to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school.

63. **May a schoolwide campus bypass the Title I requirement for "highly qualified staff" by funding uncertified core subject teachers with SCE funds?**
   <u>NO.</u> An LEA must ensure that any teacher who is hired after the first day of the 2002-2003 school year is highly qualified as defined in 34CFR Section 200.56. All teachers of core academic subjects, whether or not they work in a program supported with Title I, Part A funds, must be highly qualified by the end of the 2006-2007 school year in accordance to P.L. 107-110, Sections 200.56 and 200.58.

64. **May the SCE funds be used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools with SCE funds?**
   <u>NO.</u> The use of SCE funds to pay for any of the above-mentioned objectives <u>does not meet the statutory purpose of SCE program.</u> LEA may use Title II, Part A funds to fund these objectives.

65. **May the SCE funds be used to pay the costs of State tests required of new teachers to determine whether they have subject-matter competence or to assist them in meeting State certification requirements?**
   <u>NO,</u> funding the cost of State tests required of new teachers and assisting them in meeting State certification requirements does not meet the statutory purpose of SCE program. However, the LEA may use Title II, Part A funds to administer State certification exams required of new teachers (and available to existing teachers) to determine whether they have subject matter competency, and to assist them in meeting Texas certification requirements, e.g., by paying for the costs of additional required courses.

66. **Is an In-School Suspension (ISS) Program a DAEP?**
   <u>NO.</u> An ISS Program is a disciplinary strategy used by a district or campus; <u>it does not meet the DAEP requirements stated in TEC, Chapter 37; therefore, ISS may not be funded with SCE.</u>

67. **Is the In-School Suspension (ISS) Program coded to program intent code 24 or 11?**
   ISS would be coded to program intent code 11. <u>Only activities that supplement the regular education program for students at risk of dropping out of school would be coded to program intent code 24.</u> Refer to section 1.4.15.4 Compliance Monitoring - Program Intent Codes in the **Financial Accountability System Resource Guide.**

68. **Is it allowable to fund the base level services at the Juvenile Justice Alternative Education Program (JJAEP) with SCE funds (funds other than indirect cost)?**
   <u>NO.</u> Statute only allows SCE funds to be used on a DAEP operated under Section 37.008; JJAEPs are operated under TEC, Section 37.011. The DAEP is a placement for students removed from the regular classroom under Section 37.002 or Section 37.006; the JJAEP is a placement for students expelled under Section 37.007.

   Some school districts contract with the county to run a DAEP, which may be located in the same facility as the local JJAEP. If the school district's DAEP is contracted with the county, the district may use SCE funds for the DAEP only. **<u>The district may use SCE funds to pay the costs associated with placing students in a in a JJAEP, but not to fund base level services.</u>**

   Consequently, a school district <u>may not</u> provide <u>direct</u> SCE funding for <u>expelled students</u> in a JJAEP operated under the guidelines indicated in the Texas Education Code, Section 37.011. <u>If the district were to allocate funds to the JJAEP, it would have to use Function Code 95 [indirect cost] to account for JJAEP expenditures.</u>

69. **May SCE fund non-disciplinary Alternative Education Programs?**
   <u>All direct costs</u> attributed to <u>"a program specifically designed to serve students at risk of dropping out of school, as defined by TEC Section 29.081"</u> are eligible to be charged to the SCE allotment.

   "A program specifically designed to serve students at risk of dropping out of school, as defined by TEC §29.081," represents a temporary special program placement or setting, such as a non-disciplinary alternative education program, that provides special instruction or services for the period of time **that the student is**

classified as at risk of dropping out of school. **The district and campus improvement plans are to describe how students are entered and exited from the temporary special program placements or settings, and the direct costs attributed to these placements or settings are eligible to be charged to the SCE allotment.**

70. **May SCE fund Disciplinary Alternative Education Programs?**
    <u>YES,</u> SCE funds may be used to fund a disciplinary alternative education program established under Section 37.008, to pay the costs associated with placing students in a juvenile justice alternative education program established under Section 37.011, or to support a Title I, Part A program. Texas Education Code, Section 42.152(c)

71. **May the DAEP be located on a regular school campus?**
    <u>YES.</u> Additionally, if the DAEP is located at the regular campus, this program must be identified and described in the regular campus' campus improvement plan. If the DAEP is located on a separate campus, the DAEP must have its own campus improvement plan.

72. **May SCE funds be used to pay for study hall or study period?**
    <u>NO.</u> SCE funds may only be used for costs of programs and/or services that are <u>supplemental</u> to the <u>regular education program</u> and are <u>designed for students at risk of dropping out of school.</u>

    Study hall, or study period, is a term for a class period during the school day, wherein the students are <u>not scheduled in an academic class.</u> A study hall generally has assigned rooms and teachers or teacher's aides, who monitor the students. Students typically use this time towards completing homework or use this time to catch up on missing assignments or study for a test or quiz that they have the following day. Programs must be supplemental and specifically designed to serve students at risk of dropping out of school, as defined by TEC Section 29.081.

73. **May SCE funds be used to pay for construction costs, administration costs or transportation costs?**
    These charges <u>(Title 19 Texas Administrative Code (TAC) Chapter 105, Subchapter B) may not</u> be charged to the 52 percent SCE direct cost allocation. The <u>52 percent must be used for direct services to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school.</u> Financial Accountability System Resource Guide, Section 9.2.4

74. **May SCE (52 percent direct cost) fund Pre-K?**
    Districts reporting Pre-K programs receive Foundation School Program (FSP) funding for half day of Pre-K through the regular program. <u>SCE funds may only be used to supplement this regular education program.</u> This means SCE funds may only be used to extend Pre-K half-day to full-day for the same students who meet the state and/or local eligibility criteria for at risk of dropping out of school. Costs cannot be charged to the SCE allotment for providing services to ineligible Pre-K students.

75. **May SCE (52 percent direct cost) funds be used to funds be used fund a PRE-K program for students who do not meet the at-risk criteria?**
    <u>NO.</u> SCE funds may only be used for costs of programs and/or services that are supplemental to the regular education program that are designed for students who meet the state and/or local eligibility criteria. Refer to question 47 for additional guidance on "local" criteria.

76. **May SCE (52 percent direct cost) funds be used to fund "other" duties, such as lunch duty, hall duty, or bus duty, assigned to supplemental educational aides?**
    <u>NO.</u> SCE funds may only be used for costs of programs and/or services that are <u>supplemental</u> to the regular education program that are designed for students at risk of dropping out of school.

    The term regular education program applies to basic instructional services to which all students are entitled. Therefore, services <u>must be part of the delivery of academic instruction</u> supplemental to the regular program.

    Documentation should be maintained outlining the duties of each educational aide employed at the LEA (regardless of funding source). For each educational aide funded with SCE dollars, the LEA should

(1) explain how the educational aide's duties increase the opportunities for at risk students to meet the state's academic achievement standards and (2) identify how the duties meet the guidelines of listed in the Texas Education Code, Section 42.152.

Examples of allowable duties for educational aides:

- One-to-one tutoring
- Assist classroom management
- Provide computer lab assistance
- Provide instructional support under direct supervision of a teacher

77. May SCE (52 percent direct cost) be used to fund curriculum development for at-risk programs?
NO, SCE is a state mandated program and SCE funds may only supplement the regular education program. The purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school. The development potion of this has NO at-risk student contact.

78. May SCE (52 percent direct cost) fully fund the dyslexia program?
NO, this program is a state mandated program and SCE funds may only supplement the regular education program for students identified as at risk of dropping out of school. Texas Education Code, Section 42.152(c-1)(2)

79. May SCE (52 percent direct cost) fully fund the bilingual program?
NO, this program is a state mandated program (TEC §29.051) and SCE funds may only supplement the regular education program for students identified as at risk of dropping out of school. Texas Education Code, Section 38.003 and Texas Education Code, Section 42.156

80. Is the purchase of snacks and allowable cost with SCE funds?
Consistent with TEC 42.152(c), the use of SCE funds for food, including snacks or meals is not an allowable cost.

81. TEC, §38.017 requires schools to make an automated external defibrillator (AED) available at each campus. May SCE fund be used to purchase the defibrillators?
NO, SCE funds are supplemental funds and cannot be used to meet state mandated rules, programs or positions. This rule also applies when SCE funds are used on a Title I, Part A schoolwide campus. SCE funds supplement the regular education program for students identified as at risk of dropping out of school.

82. May SCE (52 percent direct cost) fund a crime prevention program or fund (Truant) Safety Resource Officers?
NO. The purpose of SCE is to prevent students from dropping out of school and to improve student academic performance for students at risk of dropping out of school. A crime prevention program is for ensuring student safety not for preventing students from dropping out of school. The same would apply to funding security cameras/monitors and safety resource officers.

83. May SCE (52 percent direct cost) fund court-related children--liaison officers?
NO. The Texas Education Code, Section mandates this duty and State Compensatory Education funds cannot be used to meet state mandated rules, programs or positions. The law states that each school district shall appoint at least one educator to act as liaison officer for court-related children who are enrolled in the district. The liaison officer shall provide counseling and services for each court-related child and the child's parents to establish or reestablish normal attendance and progress of the child in the school.

It is the responsibility of the liaison officer appointed in accordance with the Texas Education Code, Section 37.014, to assist students and teachers to ensure that students are provided the opportunity to complete all missed assignments.

84. **May SCE (52 percent direct cost) fund a dog handler's position or be used to hire/contract/purchase or care for a drug dog?**
<u>NO.</u> The purpose of SCE is to prevent students from dropping out of school and to improve student academic performance for students at risk of dropping out of school. Drug dogs are used for ensuring student safety and drug prevention not for preventing students from dropping out of school.

85. **May SCE (52 percent direct cost) funds be used to promote the district's safe, drug-free, gang-free, bully-free, and healthy environment?**
<u>NO.</u> The use of SCE funds to promote the district's safe, drug-free, gang-free and healthy environment is not consistent with the legislatively-established purposes of the funds (TEC §42.152). The SCE services <u>must be part of delivery of academic instruction</u> supplemental to the regular program.

NOTE: (The <u>Federal Partners in Bullying Prevention Steering Committee</u> has partnered with the <u>Interagency Working Group on Youth Programs</u> to share information the federal government has prepared to help prevent and address bullying in communities. **http://www.findyouthinfo.gov**)

86. **May SCE (52 percent direct cost) funds be used to purchase a service which permits district staff to quickly send mass notifications to parents, students, student organizations, and employees in any language and at any device? (Some districts refer to this service as a *Parent Alert System*.)**
The purpose of the SCE program is to improve the performance of students at risk of dropping out of school through direct instructional services. <u>The use of SCE funds for this type of service is not consistent with the legislatively established purposes of the funds (TEC §42.152).</u> These funds must be used for programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. As a goal, the SCE program seeks to provide a challenging and <u>meaningful instructional</u> program to close the achievement gap between children at risk of dropping out of school and their peers. This answer remains the same if SCE funds are used on a Title I, Part A schoolwide campus because SCE may only be used to upgrade the educational program for students primarily those in greatest need of receiving services to pass the state academic assessment.

87. **May SCE (52 percent direct cost) funds be used to purchase gifts or prizes or to pay for entertainment expenses?**
<u>NO.</u> The purpose of SCE is to prevent students from dropping out of school and to improve student academic performance for students at risk of dropping out of school.

SCE funds may only be used for costs of programs and/or services that are <u>supplemental</u> to the regular education program and are designed for students at risk of dropping out of school. The term regular education program applies to basic instructional services to which all students are entitled.

88. **May the 52 percent of SCE funds allocated to the campuses be used to provide teacher bonus, raises or incentive pay or "across the board" pay?**
<u>NO.</u> These charges **may not** be charged to the 52 percent SCE direct cost allocation. <u>The 52 percent must be used for direct services to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school.</u>

89. **May SCE (52 percent direct cost) funds be used to finance the cost of an additional planning period for teachers?**
<u>NO.</u> The services <u>must be part of delivery of academic instruction</u> supplemental to the regular program. These funds are to be used for programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school.

90. **May SCE (52 percent direct cost) funds be used to operate an on-going day care for teen-age parents?**
NO. A district's SCE program should be aligned with the TEC, Section 29.081 which requires the district 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.

Thus, SCE expenditures should directly relate to the student's ability to learn the curriculum in order to perform at grade level. In addition to supplemental instructional programs, supplemental support services such as counseling may also contribute to improving student achievement. Consequently, direct SCE expenditures that provide general support for the parent such as diapers, wipes, car seats, and other baby products, job placement services, on-going day care, transportation for teenage parents and children to the site and to health care and social services appointments, etc. would not qualify.

91. **May SCE (52 percent direct cost) funds be used to operate an after school care program (latch-key program) for children?**
NO. The services must be part of delivery of academic instruction supplemental to the regular program. In contrast, programs such after school tutoring for students at risk of dropping out of school would qualify.

92. **May SCE (52 percent direct cost) funds be used to supplement the Communities in Schools program?**
In accordance with TEC §42.152(c), a district shall use its SCE allotment to fund supplemental programs and services designed to eliminate any disparity in STAAR performance or disparity in the rates of high school completion between students at risk of dropping out of school, as defined in TEC Section 29.081, and all other students. Specifically, SCE funds may be used to meet the costs of providing a compensatory, intensive, or accelerated instruction program under TEC §29.081 or an alternative education program established under TEC §37.008 or to support a Title I program. One may observe that TEC §42.152(c) further states that in meeting the costs of providing a compensatory, intensive, or accelerated instruction program pursuant to TEC Section 29.081, the district shall use its SCE allotment for costs supplementary to the regular education program.

This includes costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, and salary for teachers of at-risk students, smaller class size, and individualized instruction. Thus, in order for a district to use its SCE allotment for a Communities in Schools (CIS) program or any other strategy or activity that intended to address students at risk of dropping out of school, the district must design its SCE program based on the identified needs of students at risk of dropping out of school.

In determining the appropriate compensatory, intensive, or accelerated instructional programs and/or services for students at risk of dropping out of school, districts must use student performance data from the STAAR and other appropriate assessment instruments and achievement tests administered under Subchapter B, Chapter 39 of the TEC. In addressing the needs of students at risk of dropping out of school, the SCE program must be based upon the results of the district's comprehensive needs assessment and be described in the campus improvement plan if the SCE program is implemented at the campus level or be described in the district improvement plan if the SCE program is implemented district wide. In this context, the district must demonstrate that the use of SCE funds for a CIS program specifically addresses the identified needs of students at risk of dropping out of school. Because the CIS program provides services (e.g., abstinence or eating disorder under supportive guidance and counseling, tax preparation assistance under parental and family involvement, baby sitter/CPR certification classes or vocational training under career awareness/employment) that may not necessarily constitute a compensatory, intensive, or accelerated instruction program, it is incumbent upon the district to ensure that its participation in the CIS program and the services that it receives do in fact address the identified needs of students at risk of dropping out of school. Accordingly, the district's use of the SCE allotment for CIS services must be adequately documented in the applicable DIP or CIPs.

93. May SCE (52 percent direct cost) funds be used to provide services to a private school in the district's boundaries?
<u>NO.</u> Students served with SCE funds <u>must be students of the school district who meet the eligibility criteria as stated in Section 29.081 of the Texas Education Code.</u>

94. How may SCE (52 percent direct cost) funds be used to fund a mentoring program for at risk students?
Senate Bill 16 of the 78th Legislature also amended Subchapter C, Chapter 29, of the Texas Education Code by adding Section 29.089, relating to mentoring services. According to Section 29.089, programs that provide mentoring services to students at risk of dropping out of school, as defined by Section 29.081, are also eligible to be charged to the State Compensatory Education allotment. Before the LEA provides a mentoring program, adequate planning and research must be conducted to determine what types of programs are capable of achieving the many goals, including improved academic performance and attendance in mentored youth. It is imperative that programs implement proven, research-based best practices if they are to achieve their desired outcome. As with all other services provided for students at risk of dropping out of school, a needs assessment must be conducted to aide in the development of the programs' scope of services. The analysis of the results of the assessment should provide the foundation that is critical in designing a program that can be integrated into raising the academic success of students at risk of dropping out of school.

Activities offered by the mentoring programs may include homework completion and assistance, supplemental academic classes, academic games and activities, computer-assisted instruction and educational games, one-on-one tutoring, and reading, writing, and vocabulary activities. The ***What Works Clearinghouse*** (WWC) releases new intervention reports, topic reports, practice guides and quick reviews throughout the year. Use the ***What's New*** archive to browse releases from the past year. **http://ies.ed.gov**

Note: Prior to implementing the mentoring program, the LEA should have established policies and procedures which include the screening of all potential mentors including background checks; training and support for mentors and program staff on an ongoing basis; activities for mentors and students; and established procedures for supervising and monitoring of mentoring relationships.

95. May SCE (52 percent direct cost) funds be used to fund the cost of the development and implementation of personal graduation plans?
<u>NO,</u> SCE funds are supplemental funds and cannot be used to meet state mandated rules, programs or positions.

Senate Bill 1108, passed (during the 78th Texas Legislature, Regular Session, 2003), a mandate that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a personal graduation plan for each student in junior high, middle school, or high school who did not perform satisfactorily on an assessment instrument administered under Texas Education Code, Chapter 39, Subchapter B, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 (as determined by the district) (TEC §28.0212). [Refer to TEA Correspondence dated October 23, 2003.] **http://ritter.tea.state.tx.us**

96. May SCE (52 percent direct cost) funds be used to fund the cost of dual enrollment courses for which students receive both high school and college credit?
<u>NO.</u> Expenditures for activities or purposes other than regular public education may not be paid from the 55 percent SCE direct cost allocation. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. However, in accordance with the Texas Education Code, §39.234(a), the high school allotment funds may be spent on this activity.

97. **May SCE funds (direct cost - 52 percent) be used to fund or supplement the following:**
    - Banquets, award ceremonies, celebrations, door prizes, prom dresses, pep rallies or food costs?
    - Trophies used for "student of the month", A/B honor roll, "A" honor roll and all end of year events?
    - Drug dogs, drug testing, drug treatment, red ribbons, PA systems, security mirrors/monitors, cameras, drug/gang/bulling prevention, health fairs, or defibrillators?
    - Furniture, door mats, murals, banners, display cases, clinic/nurse supplies, school nurses, rock climbing walls, bike racks or custom or outdoor signs?
    - Library equipment, library supplies or yearly campus library budget; laminating machines; library books unrelated to the SCE program?
    - Gifts, promotional items, memorabilia, or souvenirs for staff, students, parents, administrators, coaches, board members or community (such as T-shirts, caps, tote bags, key chains, imprinted pens)?
    - Meals, snacks, bottled water, or food costs? Meals for parents? Meals for board members?
    - Athletics, PE teachers, PE aides, PE, playground equipment or gym equipment, sport uniforms or megaphones?
    - "Supplemental" positions or duties **not associated to intensive instruction,** such as crossing guards, nurses, librarians, counselors, parent/community liaisons, psychologists, central office personnel, assistant principals?
    - Staff development unrelated to the SCE program? Visiting teachers?
    - Family/Adult literacy programs, Parent Involvement/Family/Community/Youth Centers? GED/ adult basic instruction? Testing of gifted and talented students, special education students or other programs unrelated to the SCE program?
    - Backpacks, student handbooks, student ID badges, yearbooks, school newspaper or campus marquee?
    - Entertainment, recreation, reward trips, social events or proms?
    - Reward trips, or trips to amusement parks, restaurants, swimming pools or theater?
    - UIL, music, fine arts, cheerleading or athletic events?
    - Lawn maintenance, pest control? Fire alarm inspections? Plant maintenance?
    - Custodial Staff, Supplies/Equipment/Uniforms?
    - Stipends- such as UIL, department head, subject area, LEP, and sports?

    NO. The services **must be part of delivery of academic instruction supplemental to the regular program and be reflected in the comprehensive needs assessment.** In contrast, programs such after school tutoring for students at risk of dropping out of school would qualify. **Additionally, all costs must be reasonable and necessary.** NOTE: This answer also applies to using SCE funds on a Title I, Part A schoolwide program.

98. **May SCE (52 percent direct cost) funds be used to purchase incentives?**
    Although not specifically addressed in the Financial Accountability System Resource Guide or the Texas Education Code, incentives are allowable only when reasonable in cost and when necessary to accomplish program objectives as noted in the campus improvement plan.

    Program incentives and awards are an important part of conducting program activities. However, schools should examine closely the type of incentives or awards given to students for program participation in order to ensure the award or incentive does not appear to be a gift because gifts, or items that appear to be gifts, are prohibited by the state constitution.

    Acceptable awards and incentives include certificates, plaques, ribbons, and small trophies nominal in cost, or inexpensive instructionally related items such as pens/pencils to be used in the classroom.

    When faced with the question of whether certain positions, programs, strategies or activities may possibly be funded with SCE dollars, the district must keep in mind that purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school. The

more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend and evaluate the use of the SCE funds and justify the effectiveness of the program in improving student performance. All expenditures using SCE funds must be reasonable and necessary. It helps to determine if the expenditure is reasonable by picturing the district having to justify the expenditure to an auditor. Accordingly, school personnel need to 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.

99. Why do auditors inspect the time of expenditures?
Auditors always scrutinize the time of expense. For example, if a district expends funds at the end of the school year (i.e., field trips, electronic equipment, supplies);auditors will question how the delayed expense raised academic standards? If it is noted that large purchases or large expenses were made at the end of the school year, it appears that the district/campus did not carefully plan how these funds were to be spent to benefit the needs of the students. Therefore, districts are advised to carefully plan the use of SCE funds and maintain auditable to substantiate the cost of all SCE funded activities.

100. May State Compensatory Education Funds be used to pay the salary for a school social worker?
YES. SCE funds may be used to pay the salary for a school social worker. In accordance with TEC §29.081, SCE funds may be used for costs of a school social worker to assist a school with preventing students from dropping out of school and to improve academic performance for students at risk of dropping out of school.

When the Campus Improvement Plan documents a need for school social worker services based on a campus needs assessment, school districts may employ social workers as supplemental staff to the regular education program in accordance with TEC §42.152. 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 a student's academic success. SCE-funded school social worker services must be provided in coordination with academic instruction in order to improve student achievement for at-risk students who are struggling to succeed in school, including serving former dropouts who return to complete an academic program.

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 in order to increase the capacity of at-risk students to benefit from the instructional program, to help students meet state academic standards and to assist the school with implementing research-based strategies to improve student achievement such as:

- 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 designed to prevent at risk students from dropping out of school that are documented in a campus needs assessment and campus plan.

School social workers are supplemental and are not state mandated roles in schools. The primary responsibility of the school social worker must be to provide direct services to students at-risk of dropping out of school.

Care must be taken to ensure that school social workers do not perform administrative duties in the school building. School social workers may participate in campus needs assessment for at-risk students, direct program planning and development activities that supplement the instructional program for at-risk students.

School social workers funded with 100 percent SCE funds may not perform functions which are unallowable with the 52 percent direct cost category for the SCE program, such as lunch duty, hall duty, bus duty, or testing. They may not function in the role of the school guidance counselor related to guidance, assessment or administrative activities that benefit the overall regular education instructional program in accordance with the primary school counselor duties in TEC Chapter 33. School social workers may not function in the role of the parent liaison, the community liaison, the truant officer, safety officer or court liaison required by TEC Chapter 37 or any another legislatively mandated duty with SCE 52 percent funds.

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 demonstrate 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, such as with a personnel activity report. Time and effort must be on file if the position is not 100 percent SCE funded. Auditable supporting documentation for payroll is required in accordance with the TEA Financial Accountability System Resource Guide.

101. **With the revisions to HB 3 can school districts still use SCE funds for accelerated instruction?**
YES.

102. **Is TEC 29.081, Compensatory, Intensive and Accelerated Instruction, only applicable to LEAs that are receiving State Compensatory funds?**
NO, a program serving students at-risk of dropping out **is mandated by law** whether or not you receive SCE funds.

103. **When are the SCE District and Campus Improvement Plans (D/CIPs) due to the agency?**
The D/CIPs should be submitted no later than the 150th day after the last day permissible to send data for the PEIMS data FINAL Midyear resubmission 2. This will not necessarily fall on the same date each year.

104. **For the at-risk criteria that states "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, or foster group home" how would you define the term resided? What documentation should we require?**
The term "resided" is defined as staying overnight at any of the facilities listed. Even one night is sufficient criteria to list the student as at-risk for the following two years.

Districts must have a report from a facility or note from a counselor or social worker on letterhead states the admission/release dates of the student.

105. **Is the residential placement facility, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home that the student resided in required to be in the district boundaries?**
NO, the location of a facility does not affect a student's at risk status. If a student resides or resided in one of the facilities listed above during the current or preceding school year, the student is at risk and that at risk status is valid for two years after the date of their release from the facility.

Districts must have a report from a facility or note from a counselor or social worker on letterhead states the admission/release dates of the student.

106. **Under House Bill 5 high school students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements. There are exams that are no longer being required, however, some students were classified as at-risk based on their failure on the assessments that are no longer in use. Are the students that failed assessments that are no longer offered still at-risk under TEC §29.081(d)(3)?**
A student who was identified as at risk based on this category last year should continue to be identified as at risk this school year, but the at risk status should be removed at the end of this school year.

The LEA should also determine whether the student meets any of the other criteria under TEC §29.081(d). An LEA should also review local eligibility criteria adopted by the board of trustees in accordance with TEC §29.081(g) to determine whether the student is eligible for services/supports.

ADDITIONAL INFORMATION REGARDING SCE

When faced with the question of whether a certain position, program or activity may possibly be funded with SCE dollars, keep the following in mind:

- The purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school.
- The more removed services are from 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.
- LEA's are prohibited from using FSP SCE resource allocations for students at risk of dropping out of school to supplant resource allocations for the regular education program.

Ensure that positions funded with SCE:

- Provide direct instruction/services to at-risk students tied to foundation curriculum;
- Are supplemental to the basic instructional program; and are identified in the district and campus improvement plan and meet a need identified in the comprehensive needs assessment.

Keep in mind:

- Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rule may not be funded with SCE funds.
- SCE funds **must be used** to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. Simply because a district may need more of a certain position or a position may appear "supplemental" to the district's budget does not mean that this position is supplemental to the SCE program.
- LEAs are required to evaluate the effectiveness of their designated SCE program and include the results of this evaluation in the district improvement plan or the charter school instructional plan. Accurately 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.
- All costs must be reasonable and necessary.

Additional SCE Questions:

- **SCE Program, student identification & the 110 percent calculation** – consult with your ESC SCE contact
- **D/CIPs** – contact your ESC SCE contact
- **SCE audits** – contact the Division of Financial Compliance at 512-463-9095
- **D/CIPs submission** – contact Paul Moreno in the Division of Financial Audits at 512-463-9095

State Compensatory Education

- **SCE Funding Allocations** – contact the Division of State Funding at 512-463-9238
- **Questions regarding the SCE program** – contact your CE ESC contact or the Division of Financial Compliance at 512-463-9095
- **Questions regarding the Title I program** – consult with your ESC Title I contact or the NCLB Division at 512-463-9374

Additional WEB Links

- **Summary of Finances** – www.tea.state.tx.us/school.finance/funding/sofweb3.html
- **Financial Accountability System Resource Guide Version 14.0** – http://www.tea.state.tx.us/index4.aspx?id=1222
- **High School Allotment Program** – http://www.tea.state.tx.us/index4.aspx?id=4181
- **NCLB Program Coordination** – www.tea.state.tx.us/nclb/
- **Texas Education Code** – http://www.statutes.legis.state.tx.us/
- **Texas Homeless Education Office** – www.utdanacenter.org/theo/
- **Dropout Prevention Site** – http://www.tea.state.tx.us/dpchse/
- **Comprehensive Needs Assessment Overview** – http://portal.esc20.net/portal/page/portal/NCLB/CNA.htm
- **TEA** – www.tea.state.tx.us/
- **Regional Education Service Centers (ESCs)** – www.tea.state.tx.us/ESC/
- **Chapter 37 / Discipline - Law and Order** – http://www.tea.state.tx.us/index2.aspx?id=6653
- **Division of Financial Compliance Web page** – http://www.tea.state.tx.us/index4.aspx?id=3819
- **SCE presentations** – http://www.tea.state.tx.us/index4.aspx?id=4138
- **TEA MAILING LIST WEBPAGE** & select **FINANCIAL COMPLIANCE** from the dropdown menu – http://miller.tea.state.tx.us/list/

T or F

Foster Care student records can't be released to Children's Protective Services caseworkers and educational specialists.

False. The Uninterrupted Scholars Act allows student records for children in Foster Care to be released to CPS caseworkers and educational specialists as it relates to their educational needs.

State Compensatory Education

CAMPUS IMPROVEMENT PLAN/CHARTER SCHOOL
INSTRUCTIONAL PLAN INFORMATION

In addressing the needs of students at risk of dropping out of school, the State Compensatory Education program must be addressed in the comprehensive needs assessment and be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the State Compensatory Education program is implemented district wide. **The district/campus improvement plan or charter instructional plan, as appropriate, <u>must</u> also include the following:**

- **Comprehensive needs assessment** – Conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; ensures the use of resources is carefully planned, supplemental and cost effective.
- **Total amount of State Compensatory Education funds allocated for resources and staff.**
- **Identified strategies** – Specific strategies aligned with the comprehensive needs assessment
- **Supplemental financial resources for State Compensatory Education** – Indication of the approximate dollar amounts for activities and/or strategies.
- **Supplemental FTEs for State Compensatory Education** – Shown for SCE activities involving personnel at both the district and campus level.
- **Measurable performance objectives** – Based on needs assessment data and stated in terms of what the student is expected to do, and stated in terms of measurable and/or observable behavior to ensure that the plan is resulting in academic improvement.
- **Timelines for monitoring strategies and reaching goals** – Specific schedule for data collection during the school year. This should be written in incremental units such as every three weeks, every month, (not August though May or "ongoing"), each semester, etc.
- **Formative and summative evaluation criteria** – Formative evaluation is the assessment of progress *during instruction for purposes of determining* 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?* 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. For many teachers, progress monitoring is summative, *not formative. Summative evaluation takes place after instruction. Summative* evaluation answers the question *Has the student learned?* The purpose of summative evaluation is to judge or grade the success of the strategy.

The plans for evaluating and monitoring improvement efforts are a critical component of the district comprehensive needs assessment. Inferences about the effectiveness of strategies and interventions can accurately be made, if it has been determined with a reasonable degree of certainty, that strategies have been implemented as designed. By analyzing what is working and what is not working to improve student achievement, LEAs can focus resources on the strategies and goals that will most likely impact student achievement.

SCE CAMPUS IMPROVEMENT PLAN COMPONENTS – DEFINITIONS

IDENTIFIED 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. Planned methods or techniques for facilitating and enhancing learning. The activities/ strategies should be specific. A specific strategy builds in the criteria you will use to evaluate your success. The 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 HOWthese specified positions 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.
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 or has improved or comprehends material? You will measure it by observing a behavior, thus 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. Example: Collecting continuous feedback from participants in a program in order to revise the program as needed – concerned with 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 indicating who will be 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 & program accountability These measures summarize the cumulative results for the year; is a method of judging the worth of a program at the end of the program activities. Analysis of the outcome is conducted– concerned with the 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.

COMPLETE LIST OF SCE QUESTIONS

1. Is funding for State Compensatory Education based upon the number of students at-risk of dropping out of school?

2. What are the campus eligibility criteria?

3. What are the state eligibility criteria for identifying students at-risk of dropping out of school?

4. What is the purpose of State Compensatory Education (SCE)?

5. May SCE funds be used to implement a state mandated program?

6. May SCE funds be used to implement a state mandated program on a Title I, Part A schoolwide campus?

7. When a district allocates SCE funds to their campuses may any campus receive SCE funds?

8. Must identified at-risk students on Title I, Part A schoolwide campus (at or above 40 percent low-income) reported to PEIMS?

9. Must the program intent of the SCE program be met in a schoolwide program?

10. Is a student enrolled in the free-or reduced-price lunch program automatically considered to be in an at-risk situation?

11. Are Title I students automatically considered to be at-risk of dropping out of school?

12. May SCE funds to be used to supplement Title I, Part A districtwide positions or activities?

13. May SCE funds be used to supplement Title I, Part A targeted assistance program?

14. Should students only be identified at one time during the year, typically just before PEIMS data are submitted in October?

15. How does one determine if a student with disabilities is also classified as a student at-risk of dropping out of school?

16. Are dyslexic children automatically considered to be at-risk of dropping out of school?

17. Are all homebound students automatically considered to be at risk of dropping out of school?

18. May SCE fund be used to identify 504 students?

19. Are students who are classified as 504 students automatically considered to be at risk of dropping out of school?

20. May SCE funds be used for a 504 coordinator?

21. May SCE funds be used to serve students over the age of 20?

22. Once a student is identified as at-risk of dropping out of school, is the student always considered to be at-risk of dropping out of school?

23. If a student failed two or more foundation subjects during the preceding year (fall semester) but passed the same subjects during the spring semester, is this student at risk during the current year?

24. If a student is currently failing two or more foundation subjects, should this student be identified at-risk?

25. Are students in a prekindergarten program automatically considered to be at-risk of dropping out of school?

26. If the student has successfully exited the Limited English Proficient (LEP) program and in now being monitored by the campus, is the student still considered an at-risk student?

27. What is the definition of a Foster Group Home?

28. Are homeless students automatically considered to be at-risk of dropping out of school?

29. Are students who live with their grandparents or any other relative, automatically considered homeless and thereby identified as at-risk students?

30. Are students placed in a disciplinary alternative education program (DAEP) classified as at-risk of dropping out of school?

31. Is the Reading Proficiency Test in English (RPTE) used for identifying at-risk of dropping out of school?

32. Must a district administer a norm-referenced assessment?

33. For Pre-K though grade 3; how is "satisfactory performance" determined on a readiness or assessment instrument?

34. What type of readiness tests may be used for determining eligibility?

35. Should only one subject, such as reading, be tested and used as the readiness test?

36. Must the readiness test be administered during the current school year?

37. Can the PEIMS early reading indicator be used to identify at-risk students for prekindergarten through third grade?

38. If a student does not perform satisfactorily on one or more (any portion) of the STAAR assessment instruments, is the student considered to be at-risk of dropping out of school?

39. At what point is a student who does not perform satisfactorily on an assessment instrument under Subchapter B, Chapter 39 no longer at-risk of dropping out of school?

40. Will districts need to consider the Texas Projection Measure (TPM) when calculating the 110 percent calculation for satisfactory performance on a state assessment?

41. If a third grade student does not perform satisfactorily on the third grade reading state assessment but passes the second or third administration, is the student considered to be at-risk of dropping out of school?

42. If a district decides to give another appropriate test, what test is considered appropriate for determining 110 percent requirement, and is there a time frame for giving this test?

43. At what point is a student who does not perform satisfactorily on a state assessment no longer considered at-risk of dropping out of school?

44. How did House Bill 2701 change the compensatory education definition of "student at-risk of dropping out of school"?

45. Is a student considered to be at-risk of dropping out of school if the student was placed in the next grade but was not promoted to the next grade based upon academic performance?

46. Are school districts allowed to use local criteria for identifying at-risk students?

47. Are students who meet the local criteria reported to the Public Education Information Management System (PEIMS)?

48. Which subjects are part of the foundation curriculum?

49. Who must be included in the planning of the SCE program?

50. How often do district and campus improvement plans need to be updated?

51. May SCE funds be used to pay staff to develop, review, and revise campus improvement plans?

52. How does a charter school document the SCE requirements?

53. Must FTEs funded by SCE be included in the district / campus improvement plan or charter instructional plan?

54. Must FTEs funded by SCE maintain a signed Job Description?

55. May SCE funds pay the salary of a counselor?

56. May SCE (52 percent direct cost) funds pay the salary of a school psychologist?

57. May SCE (52 percent direct cost) funds pay the salary of a superintendent, a school principal, or an assistant principal?

58. May SCE (52 percent direct cost) funds pay the salary of an attendance clerk?

59. May SCE (52 percent direct cost) funds pay the gifted and talented (GT) program?

60. May SCE funds pay the salary of a parent / involvement liaison or a community liaison?

61. May SCE funds pay the salary of a secretary / clerk who is assigned to a SCE-funded campus staff person?

62. May SCE funds be used to hire staff to work with other programs such as special education or career and technology?

63. May a schoolwide campus bypass the Title I requirement for "highly qualified staff" by funding uncertified core subject teachers with SCE funds?

64. May the SCE funds be used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools with SCE funds?

65. May the SCE funds be used to pay the costs of State tests required of new teachers to determine whether they have subject-matter competence or to assist them in meeting State certification requirements?

66. Is an In-School Suspension (ISS) Program a DAEP?

67. Is the In-School Suspension (ISS) Program coded to program intent code 21 or 11?

68. Is it allowable to fund the base level services at the Juvenile Justice Alternative Education Program (JJAEP) with SCE funds (funds other than indirect cost)?

69. May SCE fund non-disciplinary Alternative Education Programs?

70. May SCE fund Disciplinary Alternative Education Programs?

71. May the DAEP be located on a regular school campus?

72. May SCE funds be used to pay for study hall or study period?

73. May SCE funds be used to pay for construction costs, administration costs or transportation costs?

74. May SCE (52 percent direct cost) fund Pre-K?

75. May SCE (52 percent direct cost) funds be used to funds be used fund a Pre-K program for students who do not meet the at-risk criteria?

76. May SCE (52 percent direct cost) funds be used to fund "other" duties, such as lunch duty, hall duty, or bus duty, assigned to supplemental educational aides?

77. May SCE (52 percent direct cost) be used to fund curriculum development for at-risk programs?

78. May SCE (52 percent direct cost) fully fund the dyslexia program?

79. May SCE (52 percent direct cost) fully fund the bilingual program?

80. Is the purchase of snacks and allowable cost with SCE funds?

81. TEC, §38.017 requires schools to make an automated external defibrillator (AED) available at each campus. May SCE fund be used to purchase the defibrillators?

82. May SCE (52 percent direct cost) fund a crime prevention program or fund (Truant) Safety Resource Officers?

83. May SCE (52 percent direct cost) fund court-related children--liaison officers?

84. May SCE (52 percent direct cost) fund a dog handler's position or be used to hire/contract/purchase or care for a drug dog?

85. May SCE (52 percent direct cost) funds be used to promote the district's safe, drug-free, gang-free, bully-free, and healthy environment?

86. May SCE (52 percent direct cost) funds be used to purchase a service which permits district staff to quickly send mass notifications to parents, students, student organizations, and employees in any language and at any device? (Some districts refer to this service as a *Parent Alert System).*

87. May SCE (52 percent direct cost) funds be used to purchase gifts or prizes or to pay for entertainment expenses?

88. May the 52 percent of SCE funds allocated to the campuses be used to provide teacher bonus, raises or incentive pay or "across the board" pay?

89. May SCE (52 percent direct cost) funds be used to finance the cost of an additional planning period for teachers?

90. May SCE (52 percent direct cost) funds be used to operate an on-going day care for teen-age parents?

91. May SCE (52 percent direct cost) funds be used to operate an after school care program (latch-key program) for children?

92. May SCE (52 percent direct cost) funds be used to supplement the Communities in Schools program?

93. May SCE (52 percent direct cost) funds be used to provide services to a private school in the district's boundaries?

94. How may SCE (52 percent direct cost) funds be used to fund a mentoring program for at risk students?

95. May SCE (52 percent direct cost) funds be used to fund the cost of the development and implementation of personal graduation plans?

96. May SCE (52 percent direct cost) funds be used to fund the cost of dual enrollment courses for which students receive both high school and college credit?

97. May SCE funds (direct cost - 52 percent) be used to fund or supplement the following:

98. May SCE (52 percent direct cost) funds be used to purchase incentives?

99. Why do auditors inspect the time of expenditures?

100. May State Compensatory Education Funds be used to pay the salary for a school social worker?

101. With the revisions to HB 3 can school districts still use SCE funds for accelerated instruction?

102. Is TEC 29.081, Compensatory, Intensive and Accelerated Instruction, only applicable to LEAs that are receiving State Compensatory funds?

103. When are the SCE District and Campus Improvement Plans (D/CIPs) due to the agency?

104. For the at-risk criteria that states "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, or foster group home" how would you define the term resided? What documentation should we require?

105. Is the residential placement facility, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home that the student resided in required to be in the district boundaries?

106. Under House Bill 5 high school students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements. There are exams that are no longer being required, however, some students were classified as at-risk based on their failure on the assessments that are no longer in use. Are the students that failed assessments that are no longer offered still at-risk under TEC §29.081(d)(3)?

HOMELESS EDUCATION

THE HOUSTON ISD HOMELESS EDUCATION PROGRAM

- 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, shoes, undergarments and personal hygiene items for identified students who qualify;
- Assists with enrollment, obtaining school, medical records and immunizations as well as leadership for school based personnel in identifying students and increasing community awareness; and,
- Collaborates with other district personnel to provide transportation, free breakfast/lunch, tutorial programs, referrals to social service agencies and resources.

THE MCKINNEY–VENTO HOMELESS ASSISTANCE ACT

The education provisions of the McKinney-Vento Act, which are now incorporated within No Child Left Behind (NCLB) Act of 2001, 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 OF THE MCKINNEY–VENTO ACT

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.
- **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** - Students experiencing homelessness are entitled to the same programs and services that are available to other children in the District, such as gifted and talented education, special education, vocational education, English Language Learner services, and tutoring. 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 school's homeless liaison. In the meantime, the student must remain in school and receive transportation. Please contact Lisa Jackson at 713-556-7237 for additional information.

HOMELESS PROGRAM

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 1st 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
- Do not have immunizations

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

SERVING HOMELESS STUDENTS IN TITLE I SCHOOLS

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 overarching program goal of helping all students meet challenging state standards. Through Title I, Part A, or 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 DEFINITION

WHO IS HOMELESS?
(McKinney-Vento Homeless Assistance Act of 2001 – Title X, Part C of the No Child Left Behind Act – Sec 725)

The term "homeless children and youth" —

A. Means individuals who lack a fixed, regular, and adequate nighttime residence; and

B. Includes —
   i.   Children and youths 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 youths 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 youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
   iv. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

. . . . State Compensatory Education . . . .

Enrollment

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by Title X, Part C, of the No Child Left Behind Act, ensures educational rights and protections for children and youth experiencing homelessness. This brief explains the key provisions in the Act concerning school enrollment and offers strategies for implementing the Act in a school district. Additional briefs on various topics in the law may be found at **http://www.serve.org/nche/briefs.php**

Key Provisions

- 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.

  o *School of origin* is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

  o *Local attendance area school* is defined as any public school that nonhomeless 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.

- The terms "enroll" and "enrollment" include attending classes and participating fully in school activities.

- 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 education liaison must assist in obtaining them immediately; the student must be enrolled in school in the interim.

- 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.

- 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 and the parent's, guardians', or youth's right to appeal this decision.

Children and youth experiencing homelessness often do not have the documents ordinarily required for school enrollment. However, 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.

Strategies for Implementation

- 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. Sample affidavits can be found in Appendix D of NCHE's *Local Homeless Education Liaison Toolkit,* which can be downloaded at **http://www.serve.org/nche/downloads/toolkit/app_d.pdf.**
- 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.
- 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 **http://www.serve.org/nche/downloads/briefs/assessment.pdf.**
  - Accept 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.

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.

State Compensatory Education

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, available at **http://www.wm.edu/hope/infobrief/ssw2.pdf.** Policy Analysis for California Education (PACE), Educational Consequences of Mobility for California Students and Schools, available at **http://pace.berkeley.edu/pace_publications_full_list.html.**

MCKINNEY–VENTO ACT SEC. 722(G); 42 U.S.C. 11432(G) /
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;

    (I) 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—The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest—

        (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 nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

    (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."

<div align="right">McKinney-Vento Act Sec. 722(g); 42 U.S.C. 11432(g).</div>

"The terms 'enroll' and 'enrollment'" include attending classes and participating fully in school activities."
<div align="right">McKinney-Vento Act Sec. 725(3); 42 U.S.C. 11435(3).</div>

<div align="center">

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 Children and Youth
http://www.naehcy.org
National Law Center on Homelessness and Poverty
http://www.nlchp.org
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Achievement and School Accountability Programs.

</div>

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. 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:

<div align="center">

TEXAS HOMELESS EDUCATION OFFICE Charles A. Dana Center
2901 N IH 35, Room 2.200 | Austin, TX 78722
www.utdanacenter.org/theo | 1-800-446-3142

</div>

. . . . State Compensatory Education . . . . . .

Unaccompanied Homeless Youth
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, gay or lesbian, 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 ten 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.

The Role of the McKinney-Vento Act
The education provisions of the McKinney-Vento Act, which are now incorporated within No Child Left Behind, 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 term "unaccompanied youth" includes youth in homeless situations who are not in the physical custody of a parent or guardian.
- Unaccompanied youth have the same rights as other students experiencing homelessness. Specifically, they have the right to:
  o Remain in their school of origin (to the extent feasible)
  o Transportation to and from the school of origin
  o 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)
  o Equal access to programs and services such as gifted and talented education, special education, vocational education, and English Language Learner services.
- Each local education agency (LEA), otherwise known as school district, must appoint a homeless liaison, whose duties include:
  o Helping unaccompanied youth choose and enroll in a school, after considering the youth's wishes.
  o Informing unaccompanied youth of their rights to transportation and assisting youth in accessing transportation.
  o 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:
  o Address problems caused by enrollment delays due to guardianship issues.
  o 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 subgrants can be used for services and assistance to attract, engage, and retain unaccompanied youth in public school programs and services.

See other issue briefs for more information on school selection, enrollment, transportation, disputes, and subgrants. *(See legislative references for the text of the law.)*

Strategies for Implementation
Schools and districts can adopt various policies and practices to successfully and comprehensively address the needs of unaccompanied homeless youth. What follows are ideas focused on some common categories of concern.

Identifying Youth
- Develop collaborative relationships with local shelters, transitional living programs, street outreach teams, and other service providers for unaccompanied youth.
- Train LEA homeless liaisons and all school enrollment staff, secretaries, school counselors, principals, and teachers on the definition of unaccompanied youth. Highlight the warning signs of homelessness (e.g. frequent absences, declines in academic achievement, disengagement, stress) and encourage staff to regularly talk to students about what's going on in their lives.
- Be creative and utilize new techniques such as involving social workers, surveying peers, and using enrollment questionnaires.
- In employing different methods of identification, always remember that youth may be living in a variety of situations (e.g. shelters, doubled-up, in cars, on the streets, etc.) and that they deserve to have their privacy and dignity respected.

Disseminating 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.

Developing 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.

Ensuring Appropriate Educational Services

- 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.

Assisting 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. Various national organizations and agencies are useful resources for youth and those trying to assist them:
  - Covenant House
    - Runaway Hotline: 1-800-999-9999 (24 hrs) **www.covenanthouse.org**
  - National Network for Youth
    - 202-738-7949 **www.nn4youth.org**
  - National Runaway Switchboard
    - Runaway Hotline: 1-800-621-4000 (24 hrs) **www.nrscrisisline.org**
  - Stand Up for Kids
    - 1-800-365-4KID **www.standupforkids.org**

Legislative References

"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)

"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-Vent o 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 extentto 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 nonhomeless children and youths."

McKinney-Vento Act Sec. 723(d)(7)

This section/document was developed collaboratively by:
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National Center for Homeless Education (NCHE)
800-308-2145 www.serve.org/nche/
National Law Center on Homelessness and Poverty (NLCHP)
202-638-2535 www.nlchp.org

Endnotes
1 MacLean, M. G., Embry, L. E., & Cauce, A. M. (1999). Homeless adolescents' paths to separation from family: Comparison of family characteristics, psychological adjustment, and victimization. Journal of Community Psychology, 27, 183.2 Id.3 MacLean, M. G., Embry, L. E., & Cauce, A. M. (1999). Homeless adolescents' paths to separation from family: Comparison of family characteristics, psychological adjustment, and victimization. Journal of Community Psychology, 27, 183. 4 MacLean et al., supra note 1, 183.

State Compensatory Education

2016-2017 HOUSTON INDEPENDENT SCHOOL DISTRICT

STUDENT ASSISTANCE QUESTIONNAIRE (SAQ)

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 _____
relation

Is the student <u>currently</u> 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 <u>previously</u> in the conservatorship of the Department of Family & Protective Services (Foster Care)? ☐ Yes ☐ No

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) (if you checked this box, check one or both of the boxes below, if applicable.

☐ 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	☐ Natural disaster / evacuation
☐ New to Town	☐ Domestic Issue
☐ Loss of Employment	☐ Migrant work in fishing or agriculture
☐ Economic hardship/low earnings	☐ Awaiting placement in foster care / CPS custody
☐ Evicted/kicked out	☐ Parent(s) involved in military deployment
☐ House fire or other destruction	☐ Parent Incarcerated/Recently released from incarceration

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
☐ Free Lunch/Breakfast (Child Nutrition)	☐ School Supplies	☐ Personal Hygiene Items
☐ Immunizations	☐ Medicaid/CHIP Assistance	☐ Food Stamps (SNAP) Assistance
☐ Temporary Assistance for Needy Families (TANF)	☐ 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 on the At-risk Chancery panel for At-risk reason code 12, (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) fax this form immediately to 713-556-7024.. 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.*

State Compensatory Education

FOSTER CARE – The Uninterrupted Scholars Act: How do Recent Changes to FERPA Help Child Welfare Agencies get 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 needs to make informed placement recommendations to the court. Selecting a placement that is close to the child's current school and 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 it 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 students' education records. "Education records" are all the materials maintained by an education agency or institution containing information directly related to a student. FERPA explains what information from a student's records can be shared, 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, FERPA contains a number of important exceptions, and a recent amendment to FERPA will now make it much easier for child welfare agencies to obtain children's education records from schools.

Q What has changed in FERPA that affects children in foster care?

A The Uninterrupted Scholars Act (USA), known in the House as the A+ Act, passed Congress with bipartisan support. The changes to FERPA became effective on January 14, 2013. The law makes two very important changes to FERPA:

- USA creates 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 eliminates 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.

Q **To whom can schools release records under the new exception?**

A The new 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.

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 and Substitute Care
The McKinney-Vento Homeless Assistance Act (Subtitle B-Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness.

Key Provisions
Substitute Care is the umbrella term used by Children's Protective Services (CPS) for the care of children outside of their immediate family situation. This can be accomplished through **formal or informal processes.**

Formal Processes

- 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 of "awaiting foster care". "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))*.

These formal substitute care placements include:

Foster Care

1. **Foster (Family) Home Placement** – The foster home may be a relative 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 CPS retains conservatorship. CPS provides financial and casework services.

2. **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.

Other Types of Formal Care

1. **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.

2. **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.

3. **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.

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:

1. **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.

2. **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.

3. **Title I Services** – Foster children are eligible for Title I services in the same manner as other children on their campus.

4. **Unaccompanied Youth** – **MAY** be eligible for food stamps, housing and other financial assistance from the state.

5. **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.

6. **Disabled Child** – Supplemental Security Income (SSI)

7. **Child with a Deceased Parent** – Social Security

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 below situations meet the definition of informal placements.

  1. **Relative Care** – This is a relative 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 program) to the family prior to the child's return; or 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.

  2. **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 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.

  3. **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.

  4. **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.

  5. **Unaccompanied Youth** – Unaccompanied youth who stay with relatives, or friends are eligible for McKinney-Vento services. See Unaccompanied Youth Fact Sheet.

Children in the above informal placement situations have the same rights under McKinney-Vento as other students experiencing homelessness. These rights include the right to enroll in, participate in, and succeed in public school.

Other fact sheets and resources outlining specific provisions for children and youth experiencing homelessness may be found on the THEO website at **www.utdanacenter.org/theo.**

State Compensatory Education

MCKINNEY–VENTO OR CPS/FOSTER CARE ELIGIBILITY SCENARIOS

Situation: CPS Involved	McKinney-Vento Eligible	CPS/Foster Care – Not MV Eligible
Child in CPS Court ordered custody, placed in a licensed/ certified foster home or foster group home (home study, training licensed/ certified, and financially supported).		X
Child placed with Texas Youth Commission (TYC).		X
Child placed in a Neglected or Delinquent Center (N or D Center).		X
Child placed in a Residential Treatment Center (RTC).		X
Child in CPS court-ordered custody and placed in an emergency shelter or transitional living facility.	X	
Child in CPS court-ordered custody, but ran away from the foster home, returned to stay with birth family.		X
Child in CPS court-ordered custody, but ran away from the foster home, living with extended family or friends. Child is considered "doubled-up' and MV eligible.	X	
Child in CPS court-ordered custody, and placed with a formal kinship home (home study, training, licensed/ certified, and financially supported).		X
Child informally placed in a kinship or family friend home (home is NOT licensed/ certified no home study0 & CPS does NOT have custody. CPS 'dropped off' the child with or without a safety plan, and/or power of attorney – this child is considered "doubled-up" under MV. Power of attorney is not guardianship.	X	
Child in CPS custody, and "awaiting foster care", is not yet placed with a foster family, but is living in a MV eligible situation.	X	
CPS has court-ordered custody and the child is moved from one temporary foster family (licensed/ certified, home study, training, and financially supported) to another, perhaps repeatedly.		X
Child is placed with a legal guardian. (Guardianship is a lengthy court proceeding.)		X
Child is placed in an adoptive home.		X

HISD Translations Services

2016 – 2017

Title I, Part A Program

HISD TRANSLATIONS SERVICES DEPARTMENT

The Translation Services Department provides written translations and oral interpretation services (community meetings) in Arabic, Spanish, and Vietnamese to help support the languages most commonly spoken by students attending HISD schools and their families. Translation Services accommodates other foreign languages on an as-needed basis.

To request assistance with your language needs please contact the following departments:

- Translation Services (written translations):**translations@houstonisd.org**
- **Special Education** (interpretation & translation for Special Needs Students, i.e. **ARD meetings**): (713) 556-7025
- **Multilingual Programs (LEP/ Migrant Education and Refugee Students)**: (713) 556-6980

The department 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
- Any other type of documents that district or school personnel consider essential and vital to parents

Helpful information when requesting a translation:

- Documents provided should be **only final documents, we do not translate drafts.**
- Documents provided should be in **Microsoft Word**; other types of files may not be accepted or result in delays.
- When submitting a revised document that has previously been translated, please provide a record of the revisions (i.e. electronic file showing tracked changes, a list of the edits, etc.).
- Please note that we do not translate copyrighted materials unless the proper permissions have been obtained.
- We also do not translate third party documents.

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 it might not always apply to other school districts or settings.

Due to the richness of the languages, in some instances we have provided the users with several options for one specific English term. All options are acceptable as correct and may be used according to the text. Translation Services acknowledges that there might be acceptable alternatives not included in this list.

This is the first edition of an in-house terminology list developed to encourage more consistent use of words and terms in translations/interpretations throughout HISD.

The following considerations or guidelines were followed in the development of this list:

- 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 those 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 the term is used in a document.

HISD MULTI-LANGUAGE TERMINOLOGY LIST

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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

ENGLISH	SPANISH	VIETNAMESE	ARABIC
achivement 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 الفعآل/ 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 اللأداء 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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

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	سياسه الميزانيه
bully	intimidar/ acosar	ức hiếp	التنمر/ الترهيب / البلطجة

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HISD MULTI–LANGUAGE TERMINOLOGY LIST

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	مُستشار 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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

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	تمكّين
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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

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/ الُملخصت
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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

ENGLISH	SPANISH	VIETNAMESE	ARABIC
IEP (Individualized Education Program)	Plan Educativo Individualizado	Chương Trình Giáo Dục Cá Biệt	برنامج التعليم الفردي IEP
Kindergaten	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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

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

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HISD MULTI–LANGUAGE TERMINOLOGY LIST

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 للأباء (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 dạy 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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

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

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HISD MULTI-LANGUAGE TERMINOLOGY LIST

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)

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Parents Are Partners

HISD CORE VALUE NUMBER 4

Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and district activities will give proper consideration to the involvement of parents.

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

HOUSTON INDEPENDENT SCHOOL DISTRICT
Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501
Phone: 713-556-6928 • Fax: 713-556-6946

Website: www.HoustonISD.org/ExternalFunding