



Federal Programs Parent Consultation Meeting

**Tuesday, May 16, 2023
10:00 AM – 12:00 PM
Hattie Mae White Board Auditorium**

AGENDA

- 1. Welcome and Introductions**
- 2. 2022-2023 Title I, Part A**
- 3. 2023-2024 Federal Programs Overview**
 - Title I, Part A – Improving Basic Programs
 - Title I, Part A Parent and Family Engagement Policy
 - Title I, Part C – Migrant Education Program
 - Title I, Part D, Subpart 2 – Neglected and Delinquent
 - Title II, Part A – Supporting Effective Instruction
 - Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act
 - Title IV, Part A - Student Support and Academic Enrichment Grant Program (SSAE)
- 4. 2022 – 2023 Title I, Part A District Parent and Family Engagement Policy- Review and Revise**
 - a. Submit feedback via the Department of External Funding email address:
Ext.funding@houstonisd.org.
- 5. Public Comments on the ESSA Consolidated Federal Grant Application – Survey opens May 16, 2023 through June 7, 2023**
- 6. Announcements**

Note: Houston ISD did not utilize any federal funds towards the purchase of food and/or beverages.

Federal Programs Parent Consultation Meeting

Consultation with Parents:

The Houston Independent School District is required to consult annually with parents in the design, planning, and implementation of its Federal Programs.

Each year the Houston Independent School District (HISD) submits a consolidated application for entitlement funds to the Texas Education Agency (TEA) under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, which provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

The consolidated application includes the following programs:

- **Title I, Part A** – Improving Basic Programs
- **Title I, Part C** – Migrant Education Program
- **Title II, Part A** – Supporting Effective Instruction
- **Title III** - Language Instruction for English Language Learners and Immigrant Students (ELL)
- **Title IV, Part A** - Student Support and Academic Enrichment Grant Program (SSAE)

The Texas Education Agency has not released to school districts final program entitlements for the 2023 – 2024 school year. HISD has already begun planning, prioritizing, and renewing the process for programs to be funded for 2023 – 2024 with anticipated HISD Board approval Thursday, June 7, 2023.

All programs supported by these funding sources must adhere to the “supplement, not supplant” requirement to ensure that state and local support for programs remains at least constant and is not replaced by federal funds.

Title I, Part A Improving Basic Programs

PROGRAM DESCRIPTION:

Title I, Part A – Improving Basic Programs, provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Furthermore, Title I, Part A strives to:

- Meet the needs of students who are low-performing in our Nation's highest-poverty schools;
- Close the achievement gap between non-minority and minority students, especially the achievement gap between students who are disadvantaged and their more advantaged peers; and between high-performing students and low performing students;
- Distribute and target resources to the schools with the greatest needs;
- Give parents substantial and meaningful opportunities to participate in the education of their children.

2023 - 2024 ALLOCATION:

The 2023–2024 Title I, Part A, funding will impact approximately 147,789 students from approximately 159 elementary schools, 47 middle schools, 44 high schools, 3 facilities that serve neglected and delinquent students, 31 private schools, and homeless children. In 2023–2024, Title I, Part A, funds will provide set-aside funds to support:

- Professional development for effective teachers, leaders, and instructional paraprofessionals
- Services to homeless students and foster care students
- Supplemental services, including instructional intervention programs
- Trainings, meetings, literacy programs, and other activities to support parent and family engagement
- Tutorials and/or extended day programs
- Parent and Family Engagement Department that will provide services directly to Title I, Part A campuses
- Home Instruction for Parents and Pre-School Youngsters (HIPPY)
- Redesign. Innovate. Support. Empower. (RISE) Transformation Cohort Campuses consisting of 24 campuses
- On-Time Grad Academy

Title I, Part C Migrant Education Program

PROGRAM DESCRIPTION:

The Migrant Education Program (MEP) is a federally funded program that provides supplemental education services to migrant children. The purpose of the Migrant Education Program (MEP) is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to postsecondary education or employment. A migrant student is one who traveled from one school district to another or across state during the past three years so that a parent/guardian, a member of the immediate family, or the student might engage/seek employment in temporary/seasonal agricultural or fishing-related activities.

2023 - 2024 ALLOCATION:

Funding for the Migrant Education Program for 2023 -2024 will impact identified eligible migrant students in Houston ISD's Migrant Education Program. Federal funds will be allocated to Local Education Agency (LEA) based on a per-pupil allocation of migrant students as determined by the state's New Generation System (NGS). The funds allow the district MEP to hire migrant support staff and provide services to migrant students. Migrant funds are not decentralized to the schools.

HOW TITLE I, PART C FUNDS ARE DESIGNED TO BE USED AT THE CAMPUS:

The Migrant Education Program funding received from the State is for supplementary purposes only, not to supplant what is already in place and funded by other sources.

The use of State funds may include:

- Supplemental academic programs to assist in the achievement of state academic standards
- Instructional training
- Preschool programs (readiness, transitioning to elementary education)
- Family home visiting
- Parental involvement
- Migrant student data collection
- Student leadership opportunities
- Summer enrichment programs
- Secondary credit accrual
- Dropout prevention and retrieval, and alternative education programs; and
- Dissemination of information

Title II, Part A Supporting Effective Instruction

PROGRAM DESCRIPTION:

The purpose of Title II, Part A – Supporting Effective Instruction Program is to:

- Increase student achievement consistent with the challenging State academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

The intent of Title II, Part A – Supporting Effective Instruction Program is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

2023 – 2024 ALLOCATION:

The funding for Title II, Part A, is centralized. Campus administrators are encouraged to contact the Office of School Leadership Department to obtain staff development and trainings specific to their campus' staff development needs. The district as a whole provides professional development to target specialized content subject areas based on district and campus' needs assessments and Human Resources utilizes these funds to recruit and retain highly effective employees.

HOW TITLE II, PART A FUNDS ARE DESIGNED TO BE USED:

These funds must supplement and may not supplant existing state-mandated programs. District use of funds includes the following:

- Prepare, train, and recruit high-quality teachers, principals, or other school leaders
- Professional development to improve the quality of instruction
- One-on-one coaching to teachers, principals, and other school leaders
- Professional development training opportunities for paraprofessionals, teachers, principals, or other school leaders
- Mentoring programs for new principals and new teachers
- Assist teachers in meeting the guidelines to become an effective teacher
- Leadership Development including New Teacher Academy (NTA), Principal Leadership Summit (PLS), and monthly principals' meetings
- Teacher recruitment and selection to effectively recruit, select, and onboard high-quality teachers to improve student academic achievement
- Teacher recruitment and retention to attract and retain effective teachers to improve student academic achievement.

Title III, Part A

English Language Acquisition, Language Enhancement, and Academic Achievement Act

PROGRAM DESCRIPTION:

The Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act funded by the Every Student Succeeds Act (ESSA) provides supplemental and support services to help ensure that children who are English learners (ELs) attain English proficiency at high levels in core academic subjects to meet state mandated achievement performance standards. The intent is to supplement the mandatory bilingual or English as a Second Language (ESL) programs and not to supplant existing state requirements.

2023 - 2024 ALLOCATION:

Centralized funds are targeted to English learners and immigrant students.

HOW TITLE III FUNDS ARE USED

These funds must supplement district-wide programs and may not supplant existing state-mandated requirements. District use of funds includes the following:

- Measuring and monitoring the English proficiency and academic progress of English learners.
- Upgrading program objectives and instructional strategies.
- Identifying, acquiring, and upgrading curricula, instruction, materials, educational software, and assessment procedures based on research-based criteria.
- Providing instructional support, i.e., tutorials and summer school tuition.
- Providing community participation programs, family literacy services, and parent outreach and training activities.
- Providing technology support; and
- Providing meaningful ongoing professional development for teachers and paraprofessionals who work with English learners.

Title IV, Part A

PROGRAM DESCRIPTION:

The purpose of Title IV, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to:

- Provide access to, and opportunities for, a well-rounded education for all students
- Improve school conditions for student learning in order to create a healthy and safe school environment; and
- Improve access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

2023 - 2024 ALLOCATION:

The funding for Title IV, Part A is centralized. The funds will be used to support the following three content area(s):

- Content Area 1 – Well-Rounded Educational Opportunities
- Content Area 2 – Activities to Support Safe and Healthy Students Activity
- Content Area 3 – Effective Use of Technology

HOW TITLE IV, PART A FUNDS ARE DESIGNED TO BE USED:

These funds are designed to be used to support the following three content area(s):

- Content Area 1 – Well-Rounded Educational Opportunities (including)
 - College and career guidance, counseling programs, such as postsecondary education and career awareness, and exploration activities, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, and financial literacy and federal financial aid awareness activities
 - Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution
 - Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM) subject areas, including computer science.
- Content Area 2 – Activities to Support Safe and Healthy Students (including)
 - Evidence-based drug and violence prevention activities and programs
 - Professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, related to drug and violence prevention
 - School-based mental health services

- Content Area 3 – Effective Use of Technology (including)
 - Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources
 - use data and technology to improve instruction.
 - personalize learning to improve student academic achievement.
 - discover, adapt, and share relevant high-quality educational resources.
 - use technology effectively in the classroom, including by administering computer-assessments and blended learning strategies; and
 - implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
 - Carrying out blended learning projects, which must include planning activities or ongoing professional development designed to support the implementation and academic success of the project aimed at teachers, principals, other school leaders or personnel.

These funds must supplement and may not supplant existing programs.