

Click here to
view updates
and revisions

2023-2024 Title I, Part A Program Handbook

“Education is the most powerful weapon which you
can use to change the world.”

Nelson Mandela

HISD

External Funding
Titles I, II & IV

FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

HOUSTON INDEPENDENT SCHOOL DISTRICT

2023 Board of Education



F. Mike Miles
HISD Superintendent
of Schools

Audrey Momanaee
President

Ric Campo
Vice-President

Angela Lemond Flowers
Secretary

Michelle Cruz Arnold
Board Member

Cassandra Auzenne Bandy
Board Member

Janette Garza Lindner
Board Member

Rolando Martinez
Board Member

Paula Mendoza
Board Member

Adam Rivon
Board Member

Title I, Part A Program Handbook 2023-2024

Title I, Part A Handbook

TABLE OF CONTENTS

Title I, Part A Frequently Asked Questions (FAQs)	1
TITLE I CONTACTS and CUT-OFF DATES.....	13
Campus Cut-Off Dates (TITLE I, PART A)	13
Department Contact List	14
EVERY STUDENT SUCCEEDS ACT (ESSA)	16
The Title I, Part A Program	16
Definition	16
Purpose.....	16
ESSA Consolidated Grant Applications, NOGAs & Amendments.....	17
Public Comments on the ESSA Consolidated Federal Grant Application.....	17
Application for Title I, Part A Grant Funds	17
Notification of NOGA Receipt.....	18
Texas Education Agency (TEA) Guidance	18
Terminology (Changes).....	19
Evidence-Based Criteria for Title I Program	19
Evidence-Based — Form	20
Schoolwide Program	21
Title I, Part A Crate	21
Best Compliance Practices	22
Campus Improvement Plan (CIP) — Plan4Learning	23
When a Campus Closes: Allocation of Title I Funds/Assets.....	24
Why a Campus Closes.....	24
What Happens to Students?	24
Capital Outlay Assets and Title I Funds	24
School Closure Planning Meeting.....	24

Title I, Part A Handbook

Community Eligibility Provision (CEP) Program.....	25
Purpose and History	25
Entering Socioeconomic Information into HISD Connect	25
Socioeconomic Information Form (SIF) -Sample Form	26
The Community Eligibility Provision (CEP) - FAQs.....	27
TITLE I CAMPUS CONTACTS	28
Criteria for Holding This Position.....	28
Title I Campus Contact Responsibilities.....	28
Stipend for Title I Campus Contacts	33
Who Can Receive Stipends?	33
Eligible Positions	33
If the Title I Campus Contact Changes	33
Prerequisites for Stipend Payments.....	33
Stipend Payments.....	34
Submitting Compliance Documentation.....	35
BUDGET INFORMATION	36
TITLE I, PART A FUNDING (ACADEMIC SCHOOL YEAR)	36
Schoolwide and Targeted Assistance Programs.....	37
Requests Made Through the ESSA Consolidated Federal Grant Application	38
Viewing Campus Allocations.....	38
Criteria for Using Title I Funds.....	38
Supplement, Not Supplant.....	39
Allowable Expenditures Under Title I (Examples).....	40
Unallowable Expenditures Under Title I	40
TITLE I, PART A FUNDING CODES.....	41
Title I, Part A Fund Codes	41
Commonly Used Budget Codes	42

Title I, Part A Handbook

TITLE I, PART A SPECIFIC EXPENDITURES	44
6100 Personnel	44
Allowable and Unallowable Title I, Part A Positions	44
Allowable and Unallowable Title I Positions (Form)	45
Allowable Title I Stipends.....	47
Time and Effort Reporting (T&E)	48
Class-Size Reduction (CSR)Teachers	50
Pupil-Teacher Ratio - State Requirements vs. District Recommendations.....	50
Opening a Class-Size Reduction (CSR) Teacher Position.....	50
Hiring a CSR Requires New Hire Rationale in OneSource	51
Keeping a CSR Teacher Position Open	52
Membership Reporting (MSHP).....	52
6200 Contracted Services	53
6200 Funds Can be Used for Professional Development Training	53
Requirements for Professional Development Training	53
Web-Based Software	54
Shopping Carts, POs, and Posting Goods Receipts	54
6300 Materials and Supplies.....	55
Requirements for Supplies and Instructional Materials	55
Items That Do Not Require TEA Approval Prior to Purchase.....	55
Bus Cards.....	56
Bus Card Application Form	56
Campus Approved Bus Card Application List	57
Guidelines and Procedures	58
6400 Other Operating Expenses.....	60
In-State Travel	60
Policy	60
Reimbursements	60
Out-of-State Travel/Virtual PD	61
Policy	61
Requirements.....	61
Reimbursements	61
TEA Out-of-State Travel/Virtual PD Form	62
Viewing Approved Out-of-State Travel/Virtual PD	63
Unallowable Travel Expenses	63
Issues & Resolutions – Out-of-State Travel/Virtual PD Guidance	64
Field Trips	65
ProCard Purchases	66
6500 Debt Service (Lease and Lease Purchases)	67
Requirements.....	67
Lease Agreement vs. Lease-Purchase Agreement.....	67

Title I, Part A Handbook

6600 Capital Outlay	68
TEA Approval Required	68
Allowable Capital Outlay Items.....	68
What is Included in Capital Outlay Costs?	69
Unallowable Capital Outlay Items	69
Ideas for Capital Outlay (Technology) Requests.....	70
Requesting Capital Outlay Items.....	71
High-level Process: A Bird’s Eye View	71
Submitting Capital Outlay Requests to External Funding.....	71
Capital Outlay List Form.....	72
Guidance for Use of Funds Questions	73
Use of Funds Questions Form.....	74
Viewing Your Approved Capital Outlay.....	76
Issues & Resolutions – Capital Outlay.....	77
TRANSFER OF FUNDS	78
Overview.....	78
Instructions for Transfer of Funds.....	78
ORDERING AND RECEIVING GOODS AND/OR SERVICES.....	79
Shopping Carts, Purchase Orders, and Goods Receipts Confirmations.....	79
Shopping Carts: Online Workflow.....	80
How to Post Goods Receipts.....	81
How to Cancel an Order.....	82
Receiving Low-Value Trackable Assets.....	83
Be Aware of Incoming Assets.....	83
Low Value Capital Outlay Assets.....	83
Procedure – Receiving Low Value Technology Assets	83
Receiving High-Value Assets.....	84
Be Aware of Incoming Assets.....	84
High Value Capital Outlay Assets	84
Procedure – Receiving High Value Capital Outlay Equipment.....	84
Assets Transfer	85
Annual Inventory Audit.....	85
HISD Asset Usage Form-For Equipment That Will Be Checked Out	85
Questions About the Asset Tracking System?.....	85
Title I, Part A Funds and POs/Posting Goods Receipts	86
Steps to Obtaining a Purchase Order.....	86
Posting Goods Receipts (policy).....	86

Title I, Part A Handbook

ALLOWABLE / UNALLOWABLE EXPENSES.....	87
Title I, Part A Funds	87
Title I, Part A Funds Usage.....	87
TEA Guidelines	87
Statutory Reference for “Supplement Not Supplant”	88
When Funds Can Be Used	88
Allowable/Unallowable Reference Chart– Link	89
PERSONNEL.....	90
Semi-Annual Certifications	90
Purpose.....	90
Dissemination via Academic Service Memos	90
Certifying the Semi-Annual Certification Form	91
1- Certify the Semi-Annual Certification Form	91
2-Print the Semi-Annual Certification Form	91
Questions?	92
Job Descriptions.....	93
The Campus Authorized Position Report	93
Employees Must Complete the Job Description Form.....	93
Job Description eForm (Sample)	94
Allowable / Unallowable Title I Positions for 2023-2024 Academic School Year	95
List of Allowable / Unallowable Title I Positions	95
Opening and Closing Positions	97
PARENT AND FAMILY ENGAGEMENT	98
Overview.....	98
Allowable Expenditures: Criteria.....	98
Ideas for Allowable Activities	99
Parent and Family Engagement Policy	100
Required Components of PFE Policies	100
School-Parent Compact.....	101

Title I, Part A Handbook

Title I Parent Meetings (Mandatory)	102
Annual Meeting	102
Additional Meetings	102
Make the Meetings Convenient	102
Meeting Resources	102
Parent Meeting Information Form (online location)	103
Title I Parent Meeting Minutes – Sample	104
Parent and Family Engagement Meeting – Sample Agenda	105
Documentation and Notifications	106
2023-2024 Notification Timetable	106
Title I, Part A Status Notification	107
Title I, Part A Teacher and Paraprofessional Qualifications	108
Title I, Part A Notification to Parents – Teacher Certification	109
How to Obtain Teacher/Paraprofessional Qualifications (Flowchart)	110
Parent and Family Engagement (PFE) Policy Templates	111
PFE District Policy Template	111
PFE School Policy Template	112
Another School Policy Sample (Elementary School)	116
Campus Title I, Part A Written PFE Policy Checklist	118
Explanations of Curriculum, Assessments, and Promotion Standards	121
Explanation/Description of HISD Curriculum	121
Explanation/Description of Assessments	122
Explanation of HISD Promotion Standards	124
Monitoring and Evaluation	125
Federal Report Card	125
Annual Evaluation of Title I, Part A PFE Program	128
The Family and Community Engagement Department (FACE)	129
Department Mission	129
FACE Contact Information	129
Additional Resource: Community Resource Guide	129
Every Student Succeeds Act (ESSA)	130

Title I, Part A Handbook

STATE COMPENSATORY EDUCATION	131
Definition and Purpose.....	131
Contact Information.....	132
FAQs (Link)	132
STUDENT ASSISTANCE	133
HOMELESS EDUCATION	133
Federal and State Legislation	133
Houston ISD Homeless Education Program	134
Houston ISD Homeless Education Program.....	134
Serving Homeless Students in Title I Schools	134
Contact Information	134
Title I, Part A Homeless Program - Allowables	135
HISD TRANSLATION SERVICES	136
HISD Translation Services Department	136
Services Provided	136
Requesting Translation Assistance.....	136
Contact Information.....	136
Criteria for Submitting Content for Translation	137
Campus Improvement Plan Translations	137
Other Translation Options.....	137
Translation Costs	138
HISD Multi-Language Terminology List.....	139
CODING.....	144
The Importance of Coding	144
Coding Documentation	144
Roles and Responsibilities: Data Entry	144
Obtaining Access to HISD Connect	145
1-View Mandatory Online Training.....	145
2-Complete the HISD SIS Security Access Request Form	145
Detailed Coding Information (Links)	147

Title I, Part A - FAQs

Title I, Part A FAQs ESSA Requirements

ESSA REQUIREMENTS

1.	Q: A:	What does “ESSA” stand for? “ESSA” stands for the Every Student Succeeds Act.
2.	Q: A:	Under ESSA, to whom is the local educational agency (LEA) receiving federal funds required to submit the ESSA Consolidated Federal Grant Application? The ESSA Consolidated Federal Grant Application is submitted to the Texas Education Agency (TEA).
3.	Q: A:	What are TEA’s current Strategic Priorities? TEA’s current Strategic Priorities are: <ul style="list-style-type: none">• Recruit, Support, and Retain Teachers and Principals• Building a Foundation of Reading and Mathematics• Connect High School to Career and College• Improve Low-Performing Schools
4.	Q: A:	What percentage of a campus’s enrolled students must be identified as economically disadvantaged in order to be designated as a SCHOOLWIDE Title I campus? To be designated as a Schoolwide Title I campus, at least 40% of students must be identified as economically disadvantaged.
5.	Q: A:	What percentage of a campus’s enrolled students must be identified as economically disadvantaged in order to be designated as a TARGETED ASSISTANCE Title I campus? To be designated as a Targeted Assistance Title I campus, 35-39% of students must be identified as economically disadvantaged.
6.	Q: A:	What is the purpose of the Title I, Part A Documentation Checklist? The Title I, Part A Documentation Checklist is used by campuses to track Title I, part A document compliance, ensuring that all required documents are included in the Title I Crate.
7.	Q: A:	How long must the Title I documentation be retained? Five (5) years.
		<i>Continued on next page...</i>

**Title I, Part A FAQs
ESSA Requirements**

8.	Q: A:	What are some ideas for Schoolwide Plan Development? Strategies for Schoolwide Plan Development may include preparation for postsecondary education, early intervention services, counseling, school-based mental health programs, specialized instructional support services, or mentoring.
9.	Q: A:	Should the completed 3 Elements of Schoolwide Planning form (Part 3 of the Campus Improvement Plan) look the same for ALL schoolwide campuses? No, the 3-Elements Campus Improvement Plan (CIP) is specific to your campus.
10.	Q: A:	Does the entire Campus Improvement Plan (CIP) need to be translated? Or just the Executive Summary? A requirement of the Every Student Succeeds Act (ESSA) is that Title I Campuses must make their CIP available to the public in an understandable and uniform format. Therefore, the entire CIP – including the Executive Summary – must be translated into the language(s) of parents of enrolled students.
11.	Q: A:	Can I begin purchasing capital outlay after submitting my request to External Funding? No, capital outlay and library books MAY NOT be purchased until the district receives the Notice of Grant Award (NOGA) from TEA. External Funding will notify campuses and departments of TEA approvals via memo or email.
12.	Q: A:	Which expenditures require prior approval from TEA and must be included in the ESSA Application or an amendment? The following expenditures always require prior approval from TEA: <ul style="list-style-type: none"> • Capital Outlay • Field trips • Out-of-State Travel
13.	Q: A:	Can we use Title I funds to pay for virtual field trips? Yes, campuses may use Title I funds for virtual field trips. However, all campuses must adhere to the approved field trip list and obtain approval in advance from the External Funding Department.
14.	Q: A:	Can Title I Funds be used to pay transportation costs for field trips <i>not</i> on the Pre-Approved Title I Field Lesson List? No.
15.	Q: A:	Are field trips requiring overnight stay allowable with Title I Funds? No, Title I funds cannot be used to pay for field trips that require an overnight stay.

Continued on next page...

**Title I, Part A FAQs
ESSA Requirements**

16.	Q: A:	What is the last day (during the school year) that campuses can take students on a Title I Field Lesson ? The first Friday in May.
17.	Q: A:	Will Houston ISD be offering free meals to <i>all</i> students for the 2023-2024 school year? For the 2023-2024 school year Houston ISD will offer free meals to all students attending HISD schools that participate in the Community Eligibility Provision Program (CEP). There are currently nine campuses that are NOT eligible for CEP.
18.	Q: A:	Is HISD required to collect socioeconomic information from every student? For the 2023-2024 school year Houston ISD is required to collect socioeconomic information only from students participating in the CEP program.
19.	Q: A:	Why is it important for Houston ISD to collect socioeconomic information for CEP students? It is very important for Houston ISD to collect and submit socioeconomic information to TEA so that the district can receive Title I and State Compensatory Education funding. This funding affects programs that directly impact campuses and students.
20.	Q: A:	What is the final date by which student socioeconomic information must be entered into HISD Connect? For the schools that are required to collect it, socioeconomic information must be entered into HISD Connect by the PEIMS snapshot date, which is the last Friday in October.



CAMPUS CONTACT RESPONSIBILITIES

21.	Q: A:	Who identifies the Title I contact for the campus? The school principal identifies the Title I contact for the campus.
22.	Q: A:	Can a campus administrator/contact input socioeconomic data into HISD Connect via the HISD Parent Portal? No. Only the parent/guardian is permitted to do this.
23.	Q: A:	Can the Title I stipend amount (\$2,400/year) be split if two individuals are designated as contacts? No. The Title I stipend is paid to only one individual.
24.	Q: A:	Are NES and NES-A teachers eligible for Campus Contact stipends? No, they are not eligible for this stipend.
25.	Q: A:	When should the Campus Contact send the Federal Report Card to parents? The Federal Report Card is sent to parents in the spring.

BUDGET INFORMATION

26.	Q: A:	Do campuses keep the same Title I, Part A internal order number each year? No.
27.	Q: A:	When does the new Title I budget become available? July 1
28.	Q: A:	Can Title I funds be used for summer school? No.
29.	Q: A:	Do prior year funds roll over to the new year? No.
30.	Q: A:	When can technology and library books be purchased using Title I, Part A funds? Purchases can be made after the district receives the Notice of Grant Award (NOGA) from TEA.
31.	Q: A:	When can out-of-state travel and out-of-state/virtual PD be booked or registration take place using Title I, Part A funds? The campus may register for conferences and book out-of-state travel when the district has received the Notice of Grant Award (NOGA) from TEA and the campus has been notified of the approval.
32.	Q: A:	Which object code should a campus charge registration for out-of-state travel approved by TEA? <ul style="list-style-type: none"> The campus should charge registration to object code 6299 – <i>Miscellaneous Contracted Services</i>. Registration is the only charge that can be charged to the grant prior to the trip. TEA views this charge a “personal service contract”. All other charges should be charged to 6400 – <i>Other Operating Costs</i>, when the trip takes place.
33.	Q: A:	When a campus requests out-of-state travel for conferences and professional developments, those activities should be linked to a need in the campus Plan4Learning – Campus Improvement Plan. True or False? True – All requests for out-of-state travel or out-of-state/virtual PD for conferences and professional developments should be linked to a campus need in the campus Plan4Learning – Campus Improvement Plan.
		<i>Continued on next page...</i>

Title I, Part A FAQs
Budget Information

34.	Q: A:	Can you make purchases with a personal credit card for trainings and be reimbursed with Title I funds? No, reimbursements are not allowed if a personal credit card is used to reserve trainings. Please create a shopping cart for all trainings to avoid the use of personal credit cards.
35.	Q: A:	How can one register for trainings that require a credit number without the use of the ProCard? If using Title I funds, a shopping cart must be created for trainings.
36.	Q: A:	A campus has a small population of students and teachers. The campus principal wants to take all twelve teachers to a conference in New York City. Is this expenditure reasonable, allowable, and necessary? It is a nice gesture by the campus principal. However, taking twelve teachers to the conference is not reasonable, allowable, and necessary, per TEA. The district should be using the Train-The-Trainer model, with only five teachers attending the conference. The teachers selected to attend should be able to share the content information with the other teachers on staff.
37.	Q: A:	When can registration for out-of-of-state travel or out-of-state/virtual PD take place using Title IA funds? The campus may register for out-of-state travel or out-of-state/virtual PD after being notified by the Department of External Funding that TEA has approved the expenditure. For requests made during the June ESSA Application process, notification takes the form of an ASM that posts in the fall. For amendment requests, notifications are via email.
38.	Q: A:	What is a “split-funded” employee? An employee whose salary is paid from two or more fund sources and one of the fund sources is a federal grant
39.	Q: A:	Who determines if an employee is split-funded on campus? The campus principal determines which employees are split-funded on a campus. 100% funded employees and split-funded employees are linked to the campus budget.
40.	Q: A:	How often do split-funded employees need to certify their time in OneSource - ESS? Every two weeks.
		<i>Continued on next page...</i>

Title I, Part A FAQs
Budget Information

41.	Q: A:	What must a split-funded employee do if they miss the certification window period? Complete a paper form to have the time certified and approved by the split-funded individual's principal and Payroll.
42.	Q: A:	Where can I find information about certifying my Time and Effort hours? Information about certifying my Time and Effort hours is found on the External Funding website (Time & Effort Reporting).
43.	Q: A:	What is the latest month that a campus can request capital outlay using Title I, Part A funds for the current school year? December
44.	Q: A:	Which forms are required for a campus to request capital outlay using Title IA funds? The required forms are: Capital Outlay List form and Use of Funds questions.
45.	Q: A:	What are the cut-off dates for capital outlay? Shopping carts for out-of-state and in-state vendors are due by February 17, 2023. Posting of goods receipts is due by April 7, 2023.
46.	Q: A:	Can Title I funds be used to pay for parent trainings? Yes.
47.	Q: A:	What are encumbered funds? Encumbered funds are defined as monies that are set aside to pay for obligated expenditures.
48.	Q: A:	What is an example of a pre-encumbered fund? Shopping Carts represent pre-encumbered funds.
49.	Q: A:	Can a shopping cart be deleted after being created? Yes. Normally, the creator of the shopping cart deletes it. If that is not an option, then an HISD Service Desk ticket can be opened for IT to delete the shopping cart.
50.	Q: A:	When a campus is approved for capital outlay, who pays for the expenditure? The campus purchase is paid for out of the campus Title IA budget.
		<i>Continued on next page...</i>

Title I, Part A FAQs
Budget Information

51.	Q: A:	When is the best time for a campus to purchase approved capital outlay? Technology should be purchased in September or October to benefit students and impact student achievement. The best time to request technology is in the June ESSA Application.
52.	Q: A:	Is it ok to purchase more capital outlay items than requested and approved by TEA – even if the cost is the same? No. While it is permissible to purchase less capital outlay items than requested, you are NOT allowed to purchase more capital outlay than requested – unless you make a new request and have that request approved by TEA.
53.	Q: A:	A campus requests one speaker at a cost of \$50,000. Is this expenditure reasonable, allowable, and necessary? The purchase of the speaker is allowable. However, the cost of the expenditure is not reasonable or necessary. The campus can identify a speaker, at a lesser cost, that will serve the same purpose.
54.	Q: A:	Prior to placing a shopping cart for capital outlay in SAP, what action should the campus take? The campus should check the External Funding website for approvals (<i>technology and number approved and fund source</i>) from TEA.
55.	Q: A:	Who is responsible for confirming goods receipts upon receipt of materials, supplies, and/or services? The school is responsible for confirming goods receipts immediately upon receipt of materials, supplies, and/or services.
56.	Q: A:	Are graphic calculators considered capital outlay (6600) requiring TEA approval? Graphic calculators are no longer considered to be capital outlay, and do not require prior TEA approval.
57.	Q: A:	What is the final date for campuses to enter shopping carts for approved technology in OneSource? February 16, 2024
58.	Q: A:	Who tracks shopping carts after they are approved by External Funding? After approving a shopping cart, External Funding no longer has the ability to track it. Any questions regarding the purchase order related to the approved shopping cart must be addressed to Purchasing Services.

Title I, Part A FAQs
Allowable/Unallowable Expenses & Personnel

ALLOWABLE/UNALLOWABLE EXPENSES

59.	Q: A:	Is personal protective equipment (PPE) an allowable expense under Title I, Part A? No.
60.	Q: A:	Are textbooks allowable for Dual Credit Courses? No, this is an unallowable purchase.
61.	Q: A:	Are we allowed use Title I, Part A funds to pay for a Video or Telephone Conferencing System for campus use? No.
62.	Q: A:	Can Title I, Part A funds be used to pay for a Teacher Assistant? Only Teacher Assistants who work at Pre-K Centers can be compensated using Title I, Part A funds.

PERSONNEL

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

PARENT AND FAMILY ENGAGEMENT

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

STATE COMPENSATORY EDUCATION

73.	Q: A:	What is State Compensatory Education? State Compensatory Education (SCE) refers to programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school.
74.	Q: A:	Should strategies related to SCE funds be part of the Campus Improvement Plan? Yes.
75.	Q: A:	Under what circumstances would a student be considered as permanently “At Risk” of dropping out of school? A student is considered as “At Risk” <i>permanently</i> if he or she: <ul style="list-style-type: none">• was not advanced from one grade level to the next for one or more school years (with one narrow exception)• was previously reported through PEIMS to have dropped out of school, or• has been incarcerated or has a parent or guardian who has been incarcerated within the lifetime of the student

STUDENT ASSISTANCE

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

TITLE I CODING

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



TITLE I, PART A CONTACTS AND CUT-OFF DATES

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

**Title I, Part A Campus
Cut-Off Dates
2023-2024**

Fund Codes	Object Codes	Shopping Cart for Vendor Out-of-State	Shopping Cart for Vendor Within State	Posting Goods Receipts	Last Day for Payroll	
TIA-School Year - 2110000000	6100 - Payroll				6/6/2024	
	6200 - Contracted Services (Paper Contracts)					
	6200 - Contracted Services (eContracts)	4/12/2024	4/12/2024	6/7/2024		
	6300 - Materials and Supplies	4/12/2024	4/12/2024			
	6400 - Other Operating Expenses	4/12/2024	4/12/2024			
	6600 - Capital Outlay	2/16/2024	2/16/2024	4/5/2024		
	Direct Pays	4/12/2024	4/12/2024	N/A		
Comprehensive Support Campuses 2110030000	6100 - Payroll					7/5/2024*
	6200 - Contracted Services (Paper Contracts)					
	6200 - Contracted Services (eContracts)	6/14/2024	6/14/2024	6/28/2024		
	6300 - Materials and Supplies	6/14/2024	6/14/2024			
	6400 - Other Operating Expenses	6/14/2024	6/14/2024			
	6600 - Capital Outlay	2/16/2024	2/16/2024	6/28/2024		
	Direct Pays	6/14/2024	6/14/2024	N/A		

Last day to request capital outlay via the ESSA Application is 12/8/2023

Unencumbered funds in 6600 will be moved to 6100, the week of 2/19/2024.

Last day for field trips is May 3, 2024.

Note: Final ProCard date purchase is 05/24/2024 for registration only.

DEPARTMENT CONTACT LIST



External Funding Titles I, II & IV Department

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

Director 2 Angela Brooks 713-556-6928 | Angela.Brooks

Title I, Part D, Title II, Part A &
Title IV, Part A Payroll Requests
(TIA, TIIA and TIVA) Capital Outlay &
Out-of-State Travel/Virtual PD,
Time & Effort Reporting. Shirlene Alexander 713-556-6959 | SALEXAN1

ESSER & CARES Act,
ESSER I, II & III, ESF Ryan Bramlett 713-556-6942 | Ryan.Bramlett

Title I, Part A & Title II, Part A
(Programming and Budget) Shontele Breaux 713-556-6934 | Shontele.Breaux

Title I, Part A
(Programming and Budget) Ericka Jackson 713-556-6708 | EJACKSO3

Title IV, Part A
(Programming and Budget) Benjamin Jules 713-556-7039 | Benjamin.Jules

Title II, Part A
(Programming and Budget) Valerie Murphy 713-556-6929 | Valerie.Murphy

Private Nonprofit Schools Barbara Hill 713-556-7602 | BHILL7

Support Staff

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

JT McCorkle – Systems Analyst 713-556-6941 | JMCCORKL

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



Continued on next page...

Department Contact List, *continued*

Grant Development Department

Director.2 Angela Brooks..... 713-556-6788 | Angela.Brooks

CTM, Grants Deveopment Dr. Jene Washington. 713-556-6170 | JWASHING

Asst. Office Manager 3 Katrina Blacklock. 713-556-6790 | Katrina.Blacklock

Grants Administrators

Grant Coordinator 2..... Robert Pabst 713-556-6786 | RPABST

Grant Coordinator Jennifer Ware..... 713-556-7613| Jennifer.Ware

Grant Coordinator David Glaesemann 713-556-6791| dglaesem

Grant Coordinator Ericka Jackson..... 713-556-6708| ejackso3

USEFUL LINKS

External Funding www.HoustonISD.org/ExternalFunding

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





ESSA REQUIREMENTS

THE TITLE I, PART A PROGRAM

Definition

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

Purpose

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

ESSA divides Title I into five parts:

- Improving Basic Programs Operated by Local Educational Agencies (LEAs)
- State Assessment Grants
- Education of Migrant Children
- Prevention & Intervention Programs for Children and Youth Who are
- Neglected, Delinquent, or At-Risk
- Flexibility for Equitable Per-Pupil Funding.

URL

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

ESSA Consolidated Grant Applications, NOGAs & Amendments

Public Comments on the ESSA Consolidated Federal Grant Application

Application for Title I, Part A Grant Funds

The Title I, Part A Program, *continued*

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

- Title I, Part A
- Title I, Part C
- Title I, Part D, Subpart 2
- Title II, Part A
- Title III, Part A - ELA
- Title III, Part A - Immigrant
- Title IV, Part A - SSAE

ESEA §8306(a)(7) and the ESSA Program-Specific Provisions and Assurances requires Houston Independent School District to receive public comment before the ESSA Consolidated Federal Grant Application is submitted to TEA each year.

Houston ISD fulfills this requirement by receiving Board Approval, hosting parent consultation meetings, and soliciting public comment from the community in the form of a survey prior to the submission of the ESSA Consolidated Grant Application.

Every year (in June), Houston ISD submits the initial application request for Title I, Part A grant funding. The following specific expenditures are required to be included in the ESSA Consolidated Federal Grant application:

Expenditure	Object Code
New Personnel (with External Funding approval)	6100
Capital Outlay and campus library books	6600
Field Trips	6400
Out-of-State Travel/Virtual PD	6400
Lease-Purchase Agreements (term of 2 or more yrs)	6500

All items listed above require TEA approval prior to any expenditure of funds. If you make a new request, TEA approval will be required again. Also, changes to any aspects of previously approved out-of-state travel and capital outlay /campus library books will require a new request for TEA approval.

See appropriate sections in the BUDGET chapter for details regarding the categories listed above.

The Title I, Part A Program, *continued*

Notification of NOGA Receipt

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

- **For the June and December submissions of the application**, an Academic Service Memo serves as notification that the district has received the Notice of Grant Award (NOGA).
- **For most amendments (new requests)**, notification of the NOGA is in the form of an email to the requester.

Texas Education Agency (TEA) Guidance

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

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

TEA's Strategic Priorities are listed below:

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

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



The Title I, Part A Program, *continued*

Terminology (Changes)

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

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

Evidence-Based Criteria for Title I Programs

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

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

Continued on next page...



The Title I, Part A Program, *continued*

FORM: Determining Whether Instructional Materials or Programs are Evidence-Based

[Click here](#) to download this form.

HOUSTON INDEPENDENT SCHOOL DISTRICT DETERMINING WHETHER INSTRUCTIONAL MATERIALS OR PROGRAMS ARE EVIDENCE-BASED	
School: 	School Number:
Program or Instructional Material: 	Vendor/Organization:
<p>The Every Student Succeeds Act of 2015 (ESSA) requires that instructional materials or programs be backed by evidence-based research. ESSA allows some flexibility when it comes to school improvement, but programs/interventions must be based on evidence showing that they are likely to work. The law tiers evidence-based research across four standards categorized by degree of methodological rigor, with Tier 1 representing the strongest, and Tier 4 the weakest. Schools can use the questions below to show that purchased instructional materials or programs comply with ESSA's evidence-based research requirement. The principal and the vendor should sign and date below. A copy of this form must be maintained on the campus and made available to district personnel performing random or scheduled audits.</p>	
	YES NO
SYSTEMATIC AND EMPIRICAL METHODS	
• Does the research have a solid theoretical foundation?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Were methodology, subject, and researcher clearly identified?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Was the study conducted in a consistent, disciplined, and methodical manner?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Were the data obtained using observation or experiment?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Was the research grounded in data that are factual rather than opinion-based?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Are the research findings supported by tangible, measurable evidence?	<input type="checkbox"/> YES <input type="checkbox"/> NO
RIGOROUS DATA ANALYSES	
• Did the research test the stated hypotheses and justify the general conclusions drawn?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Did the methods correspond to the nature and structure of the data?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Did the research minimize alternative explanations for observed effects?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Did the research findings present convincing documentation that the observed results were caused by the intervention?	<input type="checkbox"/> YES <input type="checkbox"/> NO
RELIABLE AND VALID DATA COLLECTION	
• Did the data result from a study involving multiple investigators in a number of locations?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Were research biases minimized?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Were the data measured consistently?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Did repeated measurements on subjects taken under similar circumstances produce similar results?	<input type="checkbox"/> YES <input type="checkbox"/> NO
STRONG RESEARCH DESIGN	
• Does the design describe a random assignment experiment in which subjects are assigned to different conditions with appropriate controls?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Do the controls allow for the evaluation of the condition(s) of interest?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Was the study designed to optimize the investigator's ability to answer the research question?	<input type="checkbox"/> YES <input type="checkbox"/> NO
DETAILED RESULTS THAT ALLOW FOR REPLICATION	
• Are the findings clearly described and reported?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Are the results of the research sufficiently detailed so that replication of the design is possible?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Can the findings be enhanced with additional research?	<input type="checkbox"/> YES <input type="checkbox"/> NO
RESULTS SUBJECTED TO SCRUTINY	
• Has the research been accepted by a peer-reviewed journal or approved by a panel of independent experts?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Have unbiased experts who were not a part of the research study reviewed the research?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Have reviewers applied strict standards of scholarship and provided quality controls for the research they reviewed?	<input type="checkbox"/> YES <input type="checkbox"/> NO
• Has the research been subjected to external verification?	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>As required by the Every Student Succeeds Act of 2015, the undersigned verify that the research findings for the product/program above meet the requirements for evidence-based research.</p>	
<div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div>	<div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div>
Principal's Signature	Date
Company Representative's Signature	Date

SCHOOLWIDE PROGRAM

Title I, Part A Crate

Houston ISD utilizes the 806-Title I Crate — an online system for uploading and storing Title I, Part A documentation.

The Crate is specific to each campus and offers an easy and streamlined way to ensure compliance with federal and states rules for Title I, Part A campus documentation.

Title I Crate is found online at:

<https://www.806technologies.com/title1crate/>

External Funding will provide periodic training to users. Help is available in the application itself as well.



Continued on next page...

Best Compliance Practices

Schoolwide Program, *continued*

These apply to both Schoolwide and Targeted Assistance Plans.

Element

1 Comprehensive Needs Assessment

REQUIRED

Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform.

Use data to create a campus profile that drives the School Improvement Plan.

BEST PRACTICE

Involve total school staff in identifying campus needs.

2 Schoolwide Plan Development

Review program documentation to ensure that all instructional programs/ instructional strategies are supported by evidence-based research.

Provides opportunities for all students, increases the amount and quality of learning time, addresses the needs of all students, particularly those most at risk.

Identify evidence-based research programs that increase the amount and quality of learning time.

May include:

- awareness of and preparation for opportunities for post-secondary education and the workforce
- implementation of a schoolwide model to prevent and address problem behavior, and early intervention services, coordinated with activities/ services carried out under IDEA
- counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside academic subject areas

3 Parent and Family Engagement

Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, Parent and Family Engagement policy and school-parent compact).

Include parents in developing the Parent and Family Engagement policy and school-parent compact.

Help parents understand the state's academic content and achievement standards.

Implement a family literacy program.

CAMPUS IMPROVEMENT PLAN (CIP) - Plan4Learning

Principals and Executive Directors must complete the Campus Improvement Plan (CIP) and the Campus Needs Assessment (CNA) on the Plan4Learning platform -- these will be migrated to the Title I Crate by the district.

Title I Contacts are responsible for uploading additional selected documentation into the Title I Crate.



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

Why a Campus Closes

What Happens to Students?

Capital Outlay Assets and Title I Funds

School Closure Planning Meeting



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

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

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

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

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

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

- a list of activities related to the campus closure,
- the personnel and departments responsible for completing the activities, and
- a timeline for completion.

COMMUNITY ELIGIBILITY PROVISION (CEP) PROGRAM

Purpose and History

The Community Eligibility Provision (CEP) allows high-poverty schools to provide breakfast and lunch to all students, free of charge, ensuring that they are able to learn throughout the school day. CEP was a key provision of the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. For the 2023-2024 school year Houston ISD will offer free meals to all students in the CEP Program.

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

- In the Domain II, Part B accounting system, campuses are compared to other campuses with a similar percentage of economically disadvantaged students.
- Domain III consists of the following: Academic Achievement, Growth or Graduation, English Language Proficiency, and Student Success.

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

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

Entering Socioeconomic Information into HISD Connect

MORE...

[Click HERE](#) for instructions for entering socioeconomic data into HISD Connect.

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

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

- By parents who go online to complete and submit their socioeconomic information on the Campus Parent Portal (see also the Coding section in this handbook), or
- By the SIR, who inputs information provided by parents on the blue Socioeconomic Information Form (see sample on the following page).

Socioeconomic data must be entered into HISD Connect by the last Friday in October (PEIMS snapshot date).

Socioeconomic Information Form (SIF)

Click here to access this form.

HOUSTON INDEPENDENT SCHOOL DISTRICT

SOCIOECONOMIC INFORMATION FORM

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

***CONFIDENTIAL* - For HISD purposes only**

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

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

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

Campus ECO Code: _____
For office use only

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

STEP 2

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

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

If you answered YES on either of the above, skip Step 3 and continue to Step 4.

If you answered NO on both of the above, you must complete Steps 3 and 4.

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

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

TOTAL YEARLY INCOME BEFORE DEDUCTIONS OF ALL HOUSEHOLD MEMBERS _____

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

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

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

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

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

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____

Date _____

HISD External Funding Department | June 2023



Community Eligibility Provision Program, *continued*

Q: What is CEP?

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

Q: How does a school qualify for CEP?

A: A school qualifies for participation in CEP if:

- The school participates in both the National School Lunch Program (NSLP) and the School Breakfast Program (SBP); and
- Campuses are qualified based on student Direct Certification* (DC) statistics – at least 40 percent of enrolled students are “directly certified” for free meals without a school meal application and not subject to verification.

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

Q: What are the advantages?

A: The advantages are listed below:

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

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

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



TITLE I CAMPUS CONTACTS

CRITERIA FOR HOLDING THIS POSITION

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

Title I Campus Contact Responsibilities

Responsibilities of the Title I, Part A Campus Contact include, but are not limited to, tasks set forth in the charts below (and also listed on the [current Title I, Part A Stipend Rubric](#)).

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


Continued on next page...

Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
<p>Coordinate Parent & Family Engagement Activities</p>	<p>Coordinate the Parent and Family Engagement activities for the campus, including the Annual Title I Meeting and the four required parent meetings.</p> <p>NOTE: Each meeting is to be held at least twice and at various dates and times.</p>	<ul style="list-style-type: none"> • Consider administering a needs survey to your parents in September to better plan your Title I meetings. • Hold your Title I meetings at various times during the day to reach more parents. • Make meetings fun by including activities that get parents involved. • Include student performances before the Title I meeting when possible. • Review the <i>Parent and Family Engagement</i> section of the handbook. • Use presentation, agenda, and sign-in sheet templates located at: myHISD > Department Sites > External Funding > Title I Campus Resources • Contact HISD's Family and Community Empowerment Department (FACE) at 713-556-7290 to determine who your school's FACE specialist is and make an appointment with him/her to discuss FACE services/support.

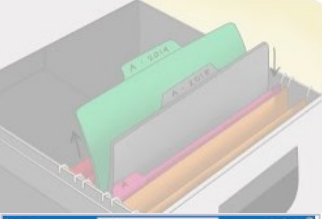
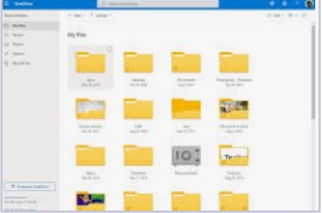
Continued on next page...

Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Communicate 	<p>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.</p> <p>This continued collaboration is ongoing throughout the entire academic school year.</p>	<ul style="list-style-type: none"> • Meet with school principal/ instructional leadership team as soon as possible after Job Alike Training. • Reference sample agendas located in the handbook and online.
	<p>Meet with your school secretary and/or principal or the person who handles your Title I, Part A budget.</p>	<p>Review the Budget Information and the Allowable/Unallowable Expenses list.</p>
	<p>Meet with teachers during the school faculty meeting/PLC/ professional development to review compliance documentation needed throughout the year.</p>	<ul style="list-style-type: none"> • Maintain a file folder in a common faculty area for appropriate school personnel to provide monthly documentation. • Choose one day a month (payday, first Monday of the month, snow cone day) to remind school personnel to file documentation in the e-file folder.
	<p>Keep an open dialogue with your principal and/or other campus administrators involved in these grants.</p>	

Continued on next page...

Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
<p>Documentation & Title I Crate</p>  	<p>Adhere to scheduled due dates for completing and submitting various items required under this program (Parent Notification letters, Job Descriptions, etc.)</p>	<p>The External Funding SharePoint site displays a running calendar of upcoming target dates and deadlines.</p>
	<p>Upload and submit required documents.</p>	<p>Visit Title I Crate regularly to upload documentation.</p>
	<p>Gather Title I documentation throughout the academic school year (e.g., Title I budget, parent meetings, agendas, sign-in sheets, evidence-based documentation, documentation of interventions, etc.).</p>	<ul style="list-style-type: none"> • Set aside one day a week for Title I responsibilities. • Mark all Title I, Part A deadlines on your Outlook Express calendar and set reminders. • Create a folder on your desktop for any documents pertaining to Title I, Part A.
	<p>Keep your documentation crate up-to date. Required documentation for the Title I, Part A program will be periodically reviewed throughout the year.</p> <p>REMEMBER: TEA/USDE conducts random validations (audits) of the Title I documentation.</p>	

Continued on next page...

Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Familiarize Yourself with Title I	Assist with integrating Title I supplemental services into the total school program and the Campus Improvement Plan.	<ul style="list-style-type: none"> • Build capacity for Title I activities through Training-of-Trainers modules, requesting assistance from HISD departments such as FACE and External Funding, parent suggestions, and/or recommendations. • Learn the 3 Elements, the meaning of each Element and how it pertains to your campus plan. • Remember that all activities should align with the 3 Elements.
	Become familiar with the Title I, Part A Handbook and also with the External Funding SharePoint site	Review the Title I FAQs located at the beginning of the handbook.



STIPEND FOR TITLE I CAMPUS CONTACTS

Who Can Receive Stipends?

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

To receive a stipend payment per semester, employees must have teacher certification, must be on the teacher pay scale, and must have taken the required online course (see below). Also, they must meet all the requirements based on criteria in the rubric .

Eligible Positions

<u>Eligible positions are:</u>	<u>Positions that are NOT eligible:</u>
• Assistant Principals	• At Risk Program Administrator
• CATE, Technology Education	• Data Controller (NES-A)
• Counselor (campus-based only)	• Hourly
• Deans	• NES Teacher
• Instructional Coordinator	• NES-A Teacher
• Intervention Teacher	• Part-time
• Magnet Coordinator	
• Media Services Specialist	
• Social Worker	
• Teacher	
• Teacher Specialist regardless of pay grade	
• Testing Coordinator (NES-A)	

If the Title I Campus Contact Changes

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

Prerequisites for Stipend Payment

In order to earn the stipend, a Title I Campus Contact must:

- 1) Complete online training (**Course #1478047 — EX_2022 Title I, Part A Campus Program Overview**) and upload the resulting Certificate of Completion on the External Funding SharePoint site
- 2) Upload the [Request for Campus Contact Stipend form](#) on the External SharePoint site, and
- 3) Perform the tasks listed on the [current Title I, Part A Stipend Rubric](#).

Stipend Payments

Stipend for Title I Campus Contacts , *continued*

Campus Contact stipends are disbursed in fall and spring.

Instructions are provided via [Academic Service Memos \(sample\)](#) published at those times.

Additional details regarding stipend payments:

- 1) Payment will be prorated, as applicable, based on the [current Title I, Part A Stipend Rubric](#).
- Payment will be processed through the External Funding Department.
 - Stipend amount cannot be split between employees.
 - Per district guidelines: Hourly and Part-Time employees are not eligible to receive the Title I Campus Contact stipend.
 - First Payment (\$0 - \$1,200) to be paid on or before the last pay period of December 2023.
 - Second Payment (\$0 - \$1,200) to be paid on or before the last pay period of May 2024.

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

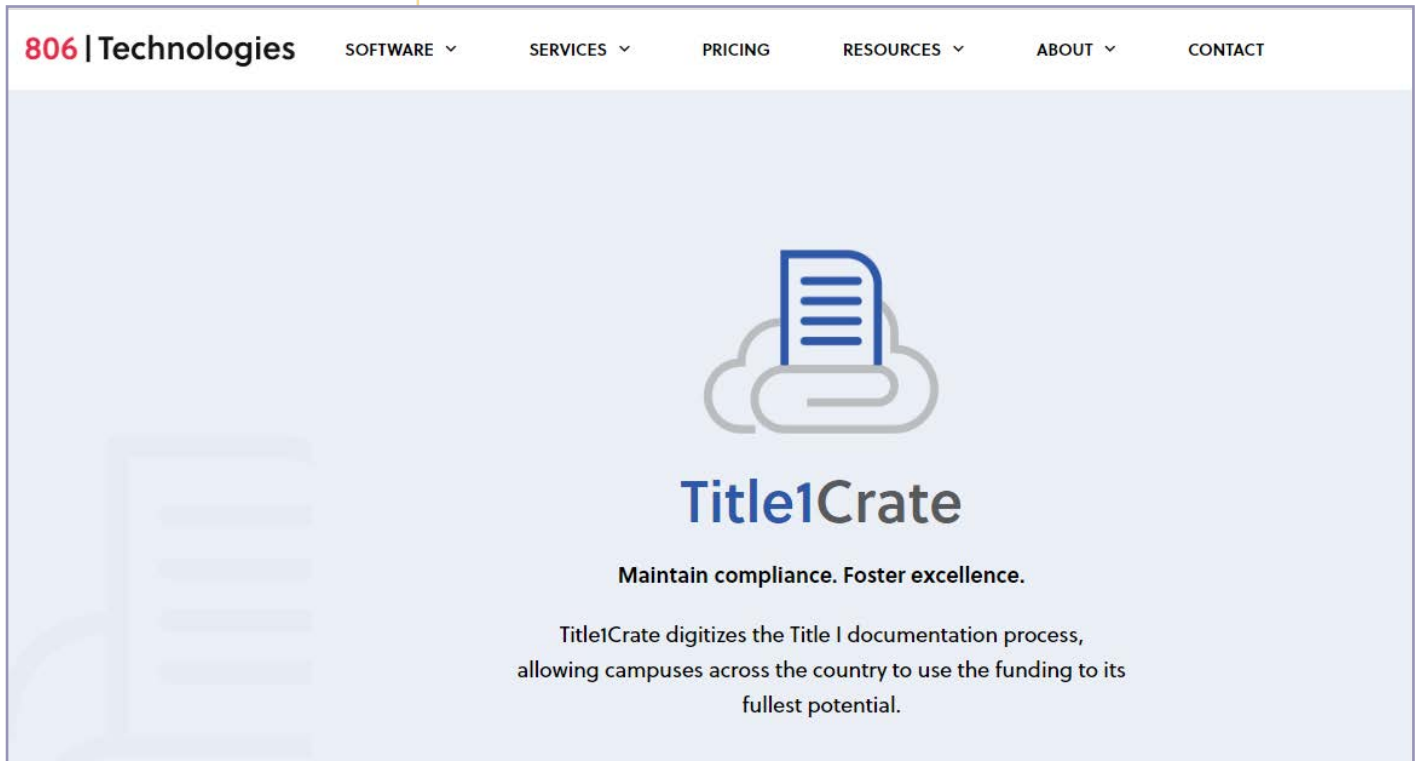
Summary Chart

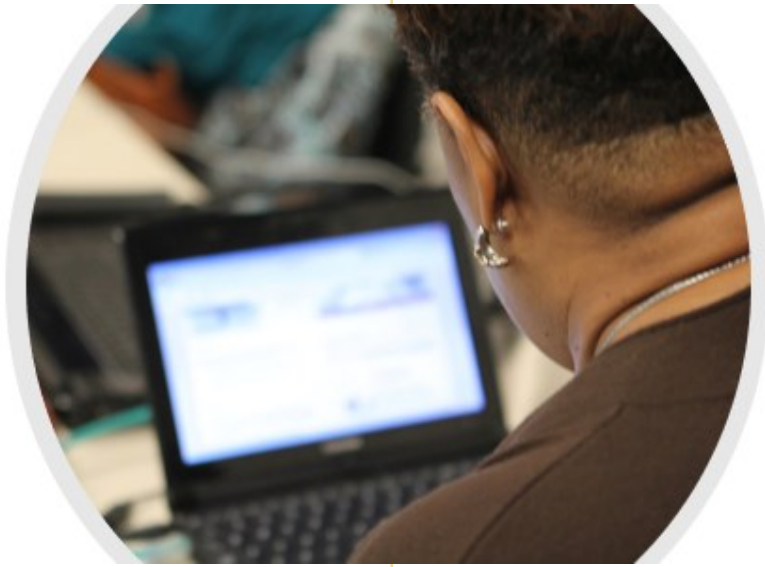
Name	Amount	Payment Date	Contact Information
Title I, Part A Campus Contact Person: To receive the stipend payment per semester, a Title I campus contact <i>must</i> <ul style="list-style-type: none"> • take the required online course, and • meet criteria contained in the current Title I, Part A Stipend Rubric 	\$0 – \$2,400	Dec/May Payment -- If all requirements are met, based on rubric criteria.	External Funding 713-556-6928

SUBMITTING COMPLIANCE DOCUMENTATION



Access the [Title I Crate](#) to submit and/or upload campus documentation.





BUDGET INFORMATION

TITLE I, PART A FUNDING (ACADEMIC SCHOOL YEAR)

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

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

This funding pays for:

- resources to assist districts and schools with high concentrations of students from low-income families,
- resources to improve education quality and help ensure that all children in low-income settings meet the state's student performance standards, and
- support to schools in implementing either a schoolwide or a targeted assistance program.

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

Schoolwide and Targeted Assistance Programs

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

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



Requests Made Through the ESSA Consolidated Federal Grant Application

Viewing Campus Allocations

Criteria for Using Title I Funds

Capital outlay, field trips, campus library books, and out-of-state travel/virtual PD are required to be requested through the ESSA Consolidated Federal Grant Application.

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

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

See also procedure on page xx.

- Title I, Part A funds must impact instruction for students during the current 2023-2024 school year – Funds should not be used for purchases that will impact instruction for the following school year (2024-2025).
- All purchases should be directly tied to student activities in your School Improvement Plan.
- All programs (software, curriculum kits, etc.) paid for with Title I, Part A funds must be validated by evidence-based research, and these funds must be used to supplement, not supplant, local or state funds

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



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

Supplement, Not Supplant

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

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

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

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

TEST

SUPPLEMENTING TEST

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

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

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



Criteria for Using Title I Funds, *continued*

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

Allowable Expenditures Under Title I (Examples)

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

- Instructional materials and equipment
- Employment of supplemental special instructional personnel, school counselors, and other pupil services
- Employment and training of instructional aides
- Training of teachers, librarians, and other instructional and pupil-services personnel
- Parent and Family Engagement 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 **evidence-based research**.

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

To view the **2023-2024 Title I, Part A Spending Cut-Off Dates**, refer to the TITLE I CONTACTS & CUT-OFF DATES chapter in this document.

Unallowable Expenditures Under Title I (Examples)

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

TITLE I, PART A FUNDING CODES

Title I, Part A Fund Codes

2023-2024	PROGRAM DESCRIPTIONS
2110000000*	<ul style="list-style-type: none"> Academic School Year Allocation Homeless Students Allocation (non-Title I campuses only)
2110030000*	Comprehensive Support/School Improvement Campuses Designated by TEA

For both Title I funds and Comprehensive/SI funds, these codes are differentiated by unique corresponding internal order numbers indicating the Academic School Year (AYS) — and are specific to each campus. Only specifically identified schools receive SI funds.

Internal order numbers will change with every school year.

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



Title I, Part A Funding Codes, *continued*Commonly Used
Budget Codes—
page 1

Click the image to view it online.

Fund				G/L Account/Commitment Item/Object/Cost Element			
TEA Fund	HISD Fund	HISD Initiative	FUND	TEA Object	HISD Sub-Object	HISD Growth	G/L ACCOUNT/COMMITMENT ITEM/OBJECT/COST ELEMENT
1991010001	199	0001	Regular Programs	6112000000	6112	0000	PAYROLL (6100)
1991010002			Gifted and Talented	6112010000			Salaries or Wages for Substitute Teachers
1991010003			Small School Subsidy	6112010000			Salaries or Wages for Substitute Teachers-Long Term
1991010004			State Compensatory Education - Supplemental	6119000000			Salaries-Teachers
1991010005			Career and Technology Education (CATE)	6119010000			Salaries-Other Professionals
1991010006			Bilingual Education - Supplemental	6119020000			Stipends-Teachers
1991010007			Special Education Categorical Fund	6119030000			Stipends-Other Professionals
1991010008			Contract Charter Schools	6119040000			Extra Pay-Teachers
1991020001			High School State Allotment (High Schools Only)	6119050000			Extra Pay-Other Professionals
1991020002			PUA-CAMPUS CAPITAL	6119060000			Incentive/Bonus-Teachers
1991020003			Magnet School Programs	6119070000			Incentive/Bonus-Other Professionals
1991020004			PUA-ONE TIME FUNDING	6121000000			Extra Duty Pay/Overtime-Support Personnel Salaried
1991020005			ACCELERATED CTE	6121010000			Extra Duty Pay/Overtime-Support Personnel Hourly
1991020006			Optional Flexible School Day Funds	6121020000			Incentive/Bonus-Support Staff
1991020007			School Carryover Fund	6122000000			Salaries Or Wages For Substitute Support Personnel
1992010000			Special Education Non-Discretionary - Schools	6129000000			Salaries Or Wages For Support Personnel
1992010001			Special Education - CBVI & Behavior	6129010000			Hourly Pay
1992010002			Special Education - Speech Therapists	6139000000			Employee Allowances
1992030000			Tuition Based Program Funds	6139010000			Car Allowance
1992040001			Targeted School Assistance	6139020000			Cell Phone Allowance
1992040002			Pre-K Supplemental Funding	6141000000			Medicare
1992040004			Achieve 180 Program	6141010000			Social Security
1992050000			Special Allocation Recurring	6142000000			Group Health and Life Insurance
1992050001			Special Allocation One Time	6143000000			Workers' Compensation
1992060000			Campus Based Police	6144000000			Teacher Retirement/TRS Care-On-Behalf Payments
1992080000			CTE - Central Career and Technology Ed.	6145000000			Unemployment Compensation
1993000000			Departmental Budgets	6146000000			Teacher Retirement/TRS Care
1993010001			Custodial & Maintenance	6149000000			Other Employee Benefits
1993010002			Facility Services	PURCHASED AND CONTRACTED SERVICES (6200)			
1993010003			Facility Rentals	6211000000			Legal Services-General
1993020000			Department One Time	6212000000			Audit Services
1999000001			DW-OPERATING	6219000000			Professional Services
1999000002			DW-SCHOOLS	6221000000			Staff Tuition & Related Fees - Higher Education
1999000003			DW-CAPITAL OUTLAY	6239000000			Education Service Center Services
1999000004			DW-UTILITIES	6249000000			Contracted Maintenance & Repair
2110000000			T-I, P-A-BASIC PROG	6259030000			Gas-Natural
2550000000			T-II, P-A-TRN&REC	6259010000			Electricity
2630000000			T-III, P-A, ELA	6259020000			Water
4990050000			HB3646-ACTIVITY FUND	6259040000			Telephones
				6269000000			Rental - Operating Leases (copiers, pagers, buses, etc)
				6269010000			Building Rental / Land Rental
				6291000000			Consulting Services
				6299000000			Miscellaneous Contracted Services
				6299010000			Print Shop
				6299020000			Athletics Buybacks
				6299030000			UIL Buybacks
				SUPPLIES AND MATERIALS (6300)			
				6319000000			Supplies For Maintenance And/Or Operations
				6321000000			Textbooks
				6329000000			Reading Materials
				6339000000			Testing Materials
				6399000000			General Supplies
				6399010000			Promotional Materials
				OTHER OPERATING EXPENSES (6400)			
				6411000000			Travel and Subsistence-Employee Only
				6411010000			Travel and Subsistence-Employee Only In-District
				6412000000			Travel and Subsistence-Students
				6419000000			Travel and Subsistence-Non-Employees
				6494000000			Reclassified Transportation Expenditures/Expenses
				6495000000			Dues
				6499000000			Miscellaneous Operating Costs
				6499010000			Fees (non-travel)
				6499030000			Refreshments/Food
				DEBT SERVICE (6500)			
				6512000000			Capital Lease Principal
				6522000000			Capital Lease Interest
				CAPITAL OUTLAY (6600)			
				6629000000			Building Purchase, Construction Or Improvements (Always Use Fund 1991010001, Function 81)
				6631000000			Vehicles (->\$5,000)
				6639000000			Equipment (->\$5,000)
				6639010000			Technology (->\$5,000)
				6639020000			Furniture (->\$5,000)
				6641000000			Vehicles Per-Unit Cost Of Less Than \$5,000
				6649000000			Equipment (->\$5,000)
				6649010000			Technology (->\$5,000)
				6649020000			Furniture (->\$5,000)
				6659000000			Capital Lease of Furniture, Equipment, Software
				6669000000			Library Books And Media

CONTINUE TO NEXT PAGE

Commonly Used Budget Codes— page 2

Title I, Part A Funding Codes, *continued*

Click the image to view it online.

Functional Area						
PS	11	11	MAT	00	000	00
Services	TEA Function	TEA PIC	Process	Sub-Process	Activity	Sub-Activity
SERVICES						
AD	Administrative Services					
PS	Pupil Services					
TEA FUNCTION						
11	Instruction					
12	Media Services					
13	Staff Development					
21	Instructional Leadership (Department Use Only)					
23	School Leadership					
31	Guidance & Counseling					
32	Social Work Services					
33	Health Services					
34	Transportation					
35	Food Services					
36	Extracurricular Activities					
41	General Administration (Departments)					
51	Facilities - Maintenance & Operations					
52	Security					
53	Data Processing					
61	Community Services					
71	Debt Service					
81	Facilities Acquisition & Construction					

TEA PIC	
11	Basic Services
21	Gifted & Talented
22	MS Lab Programs (VEH) & HS Agriculture, Co-op/Industrial Tech/Lab
23	Special Education
24	Accelerated Education (Non-Title I Schools)
25	Bilingual
26	Nondisciplinary Alternative Education
28	Disciplinary Alternative Education - Basic
29	Disciplinary Alternative Education - Supplemental
30	Title I Schoolwide (State Compensatory Education)
31	High School Allotment (High Schools Only)
32	Prekindergarten - Regular
33	Prekindergarten - Special Education
34	Prekindergarten - Compensatory Education
35	Prekindergarten - Bilingual Education
91	Athletics
99	Undistributed/Other
PROCESS	
000	Regular
ACI	Accelerated Instruction
COL	College/Career Preparations
CUR	Curriculum
ELA	English Language Arts (ELA)
FIA	Fine Arts
MAT	Math
RDG	Reading
SAF	Safety
SCI	Science

Fund	Commitment Item	Fund Center/ Cost Center	Functional Area
10 digits	10 digits	10 digits	16 digits
199 101 0000	6119 01 0000	10 14 001 000	PS 11 11 MAT 00 000 00
TEA Fund Code	HISD Fund Code	HISD Initiative	TEA Object
		HISD Sub-Object	HISD Growth
		HISD Segment	HISD Group
		TEA Org	HISD Sub-Org
			Services
			TEA Function
			TEA PIC
			Process
			Sub-Process
			Activity
			Sub-Activity

TITLE I, PART A SPECIFIC EXPENDITURES

6100 Personnel

Allowable and Unallowable Title I, Part A Positions

There are specific expenditures typically charged to the federal grant that are required to be included in the ESSA Consolidated Federal Grant. These expenditures, categorized by object codes 6100 through 6600, are covered in this section.

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

- All allowable Title I positions must be 100 percent paid with Title I funds. (Split-funded Title I positions will not be allowable in the 2023-2024 school year.)
- A job code will be assigned to each allowable position and will be provided during the preliminary budget conferences.

A Word About Vacant Positions

It is permissible to request positions; funds will no longer be encumbered until a candidate fills the position. The best practice is to avoid opening a position until there is a candidate to fill that position. Review your budget regularly to ensure that you are not maintaining vacant positions!


For instructions on how to open or close a vacant position see [Process OPM Position through OneSource](#)



Title I, Part A Specific Expenditures, *continued*6100 Personnel,
continued

Click the image to view it online.

Allowable and
Unallowable Title I
Positions Form —
Page 1


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

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS (PUA Campuses only)

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

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Coach (Literacy, Play-It- Smart Academic)
Counselor (Hourly)	30003148 30003401 (Title I only)	Lecturer (Hourly)
Curriculum Implementation Coach	30011636	Librarian
Curriculum Implementation Manager	30011637	Nurse
Coach, Graduation	10M – 30002535 11M – 30002536 12M – 30002537	Student Information Representative (SIR)
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	Teacher, Lead
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	Teacher, Multi-grade
Media Services Specialist	10M – 30011577 10.5M – 30011578 11M – 30011579 12M – 30011581	Teacher Assistant (allowable at Early Childhood Centers only)
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	
Principal, Hourly	30003386	
Principal, Hourly (ESSER)	30011451	
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	

Continued on the next page...

Rev. 10/16/2023 NES and NES-A Campuses are not allowed use Title I funds to pay for positions.

Title I, Part A Specific Expenditures, *continued*6100 Personnel,
*continued*Allowable and
Unallowable Title I
Positions Form—
Page 2ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS, *continued...*

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	
Teacher, Opportunity Culture MCL I	10M – 30012427	
Teacher, Opportunity Culture MCL II	10M – 30012427	
Teacher, Opportunity Culture MCL III	10M – 30012427	
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	
Tutor, Sr. Academic	30002421	

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

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

Rev. 10/16/2023

NES and NES-A Campuses are not allowed use Title I funds to pay for positions.

Title I, Part A Specific Expenditures, *continued***6100 Personnel,**
*continued***Allowable Title I
Stipends**

Job Title	Stipend #
Title I Campus Contact Person	018
Graduation Lab Teachers of Record	0033
Campus Instructional Technology Support	353
Other – Teachers Only/ PD	0034
Teacher Development Specialist Summer Projects	0040
Campus Induction Coordinators	127
Small Learning Community Coordinators	335
Intervention Assistance Team (IAT)	382
Opportunity Culture Stipends (RISE Transformation Campuses only)	
Mstr Team Reach Tchr ES (MstrTeam)	1600
Mstr Team Reach Tchr MS (Mstr MS)	1601
Team Teacher (TeamTchr)	1602
Team Reach Tchr ES (TeamR ES)	1603
Team Reach Tchr MS (TeamR MS)	1604
MCL I - LEAD 2 - 3 TCHRS (MCL I)	1610
MCL II - LEAD 4 - 6 TCHRS (MCL II)	1611
MCL III - LEAD 7 - 8 TCHR (MCL III)	1612
Reach Associate (RCHASSOC)	1613
Teacher Resident (TCHR RES)	1614

Title I, Part A Specific Expenditures, *continued*6100 Personnel,
*continued*Time and Effort
Reporting**Split Funded Employees: Overview**

The federal government mandates that any employee paid a salary charged directly to a combination of a grant program and other federal, state, or local fund source must maintain Time and Effort (T&E) documentation showing how each split-funded (or multi-funded) employee spent his/her compensated time. **All split-funded positions using Title I, Part A funds require prior approval from External Funding.**

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

Split-funded employees are required to certify their Time and Effort hours in OneSource in Employee Self Service (ESS). Employees who are required to certify T&E hours will receive an email notification reminding them of this requirement every two weeks.

The system allows a three-month window (or six pay periods) to certify and approve T&E hours — this can be done via the Internet using either **Explorer** or **Edge**, or in **OneSource**. If not certified and/ or approved within the three-month window period, the employee will need to certify their T&E hours manually using a *Time and Effort Pay Period* form (see sample form on the next page). The campus principal will then be responsible for having the time certified and approved through Payroll or the ServiceDesk.

Responsibilities of Principals and Supervisors

It is the responsibility of the principal/manager to:

- a) **Notify** all split-funded employees and the time recorder that the campus has split-funded employees who are required to meet this federal requirement.
- b) **Ensure** that all split-funded employees certify their time and effort hours. This includes verifying that such employees have security access to certify their time in OneSource.

NOTE:

For new employees to certify their T&E hours in OneSource, a specific security access is required. Contact the External Funding Department to request access.

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

Time and Effort Reporting, *continued*

Approving Time and Effort

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

The system allows a three-month window or six pay periods to approve T&E hours online (this can be done via the Internet using either Explorer or Edge,). If not approved within the three-month window, the principal will need to approve T&E hours manually using a **Time and Effort Pay Period form** that the employee must complete (see below).

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

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

For more information, visit External Funding's [Time & Effort Reporting page](#).

Time and Effort Log (Pay Period Form) - This is a filled-out sample.

[illegible]

Title I, Part A Specific Expenditures, *continued*6100 Personnel,
*continued*Class-Size Reduction
(CSR) Teachers**Pupil-Teacher Ratio—State Requirements vs. District Recommendations**

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

State Requirement

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

District's Recommended Standards

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

Opening a Class-Size Reduction (CSR) Teacher Position

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

Example: Middle School (Grades 6-8)

TOTAL # OF STUDENTS	DISTRICT'S RECOMMENDED STANDARD	AVAILABLE TEACHERS
400	28 per class or 168 class load (State requires minimal 20:1)	2
ACTUAL CLASS SIZE AVERAGE	# OF CSR TEACHERS QUALIFIED FOR HIRE	NEW CLASS SIZE AVERAGE WITH HIRED CSR TEACHER
33.33 (400 students ÷ 2 teachers ÷ 6 classes)	1	22.22 (400 Students ÷ 3 teachers ÷ 6 classes)

HANDY
TOOL

[Click HERE](#) to access a tool that can be used to make this determination. This tool is found on the External Funding SharePoint site.

Title I, Part A Specific Expenditures, *continued*

6100 Personnel, *continued*

Class-Size Reduction (CSR) Teachers, *continued*

Hiring a CSR Requires New Hire Rationale in OneSource

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

- a snapshot of your most up-to-date **Membership Detail Report** (see next page), and
- the **current number of teachers you have** for that grade/subject to show that you meet the requirements.

NOTE:

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

Sample Rationale

"As of 11/20/2022 there are 400 students in sixth grade. Currently there are 2 sixth grade math teachers. We are requesting to open a Class-Size Reduction Teacher to bring down the class size average of 33.33 (400s/2t/6c) to 22.22 (400s/3t/6c)." (See image below.)

OPM Create Position Process for Organizational unit: Yates High School

Check Send Save Draft

Checked Description

Class-Size Reduction Teacher

Additional Approvers

Add Row Delete Row

No data available

Previous Comments:

New Comments:

As of 11/20/2022 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).

Title I, Part A Specific Expenditures, *continued*

6100 Personnel, *continued*

Class-Size Reduction (CSR) Teachers, *continued*

Keeping a CSR Teacher Position Open

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

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

- If the pupil-teacher ratio meets the district's recommended standards without the CSR Teacher, Title I funds cannot be used for the CSR position — principals must either remove the CSR Teacher position or use another fund source for funding.
- If the pupil-teacher ratio is over the district's recommended standards and having a CSR Teacher reduces the pupil-teacher ratio to the district's recommended standards, then principals are allowed to keep the CSR position open.

Membership Reporting (MSHP)

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

Sample of Membership Detail Report

Membership Detail Report 2020-2021 Report Date: 11/20/2020 – Day #63				
ID	School Name	Grade Level		
		6th	7th	8th
CSO SECONDARY SCHOOLS 1				
000	HATTIE MIDDLE SCHOOL	400	315	316
CSO SECONDARY SCHOOLS 1 TOTAL		400	315	316

6200 Contracted Services

6200 Funds Can Be Used for Professional Development Training

Requirements for Professional Development Training

Title I, Part A Specific Expenditures, *continued*

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

Title I, Part A funds are not designed to meet the general needs of the school district — just the specific needs of Title I students. The 2023-2024 Title I, Part A funds are for expenses incurred from July 1, 2023 through June 30, 2024.

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

Professional development should include activities that:

- a) improve and increase teachers' academic knowledge;
- b) are an integral part of broad schoolwide and districtwide educational improvement plans;
- c) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards;
- d) improve classroom management skills;
- e) are high-quality, intensive, and classroom-focused, with positive and lasting impact on classroom instruction and the teachers' performance in the classroom. (Some opportunities may be ongoing while others may be one-day, short-term workshops or conferences.);
- f) support the recruiting, hiring, and training of effective teachers;
- g) advance teacher understanding of effective instructional strategies that are:
 - developed from evidence-based research / strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
 - aligned with and directly related to state academic content standards, student academic achievement standards and assessments, and the curricula and programs tied to the standards;
 - developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under ESSA; and
 - designed to give teachers of Limited English Proficiency (LEP) children, and other teachers and instructional staff, knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments

Continued on next page...

Title I, Part A Specific Expenditures, *continued*

6200 Contracted Services, *continued*

Requirements for Professional Development Training, *continued*

- h) to the extent appropriate, provide training for teachers and principals in how to use technology in the classroom to improve teaching;
- i) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement, with the funding used to improve the quality of professional development;
- j) provide instruction in methods of teaching special needs children;
- k) include instruction in the usage of data and assessments to inform and instruct classroom practice; and
- l) include instruction in how school staff can work more effectively with parents.

Extra Duty Pay for Teachers Attending PD Workshops

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

Substitutes for Teachers Attending PD Workshops

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

Web-Based Software

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

Shopping Carts, POs, and Posting Goods Receipts

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

- Shopping carts must be created as soon as the contract is finalized (to encumber funds), and a purchase order issued.
- Goods receipts should be posted immediately after services have been completed. This ensures that HISD vendors are paid in an accurate and timely manner. The department that originated the requisition for contracted services has the primary responsibility of posting goods receipts after services are completed.

Title I, Part A Specific Expenditures, *continued*

6300 Materials and Supplies

Requirements for Supplies and Instruction Materials

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

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

Items That Do Not Require TEA Approval Prior to Purchase

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

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



6300 Materials and Supplies, *continued*

Title I, Part A Specific Expenditures, *continued*

Bus Card Application Form

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


Click on the form to access the online version.

HOUSTON INDEPENDENT SCHOOL DISTRICT HISD External Funding Titles I, II & IV <small>FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.</small>	
TITLE I, PART A - METRO BUS CARD APPLICATION Information MUST be completed by parent and/or student, school personnel, or community liaison. <i>Metro bus cards may only be utilized by <u>secondary level</u> students to support extended learning opportunities in the core academic areas.</i>	
School: _____	Date: _____
Student Name: _____	
Current Address: _____	
Student Grade Level: _____	Student ID: _____
Reason(s) for Bus Card Request:	
<input type="checkbox"/> Homeless <input type="checkbox"/> Foster Care <input type="checkbox"/> Failing or At Risk Of Failing <div style="margin-left: 20px;"> <input type="checkbox"/> Failing or At Risk Of Failing Subjects (math, reading, etc.) _____ <input type="checkbox"/> Overall average is less than 70 <input type="checkbox"/> High Frequency Word Evaluation (HRWE) </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Failed STAAR Test: <input type="checkbox"/> Failed EOC Test: </div> <div> <input type="checkbox"/> Reading <input type="checkbox"/> Reading </div> <div> <input type="checkbox"/> Math <input type="checkbox"/> Math </div> <div> <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ </div> </div>	
Recommended for Tutorials: <input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> Saturday Tutorials <input type="checkbox"/> Extended Learning (Academic Camp)	
FOR SCHOOL ADMINISTRATOR USE ONLY	
After issuing the bus card, record the tracking number on the Title I, Part A - Metro Bus Card Application List.	
Bus Card #1 Approved for Bus Card <input type="checkbox"/> YES <input type="checkbox"/> NO Bus Card Tracking No: _____ Bus Card Amount: \$ _____ Cost per Ride: \$ _____ Dates of Bus Card Issuance (mm/dd/yy – mm/dd/yy): _____ Signature of Student Accepting Bus Card: _____	Bus Card #2 Approved for Bus Card <input type="checkbox"/> YES <input type="checkbox"/> NO Bus Card Tracking No: _____ Bus Card Amount: \$ _____ Cost per Ride: \$ _____ Dates of Bus Card Issuance (mm/dd/yy – mm/dd/yy): _____ Signature of Student Accepting Bus Card: _____
STUDENT: By signing, you acknowledge receipt of the bus card and listed dates of issuance.	
Signature of School Administrator: _____	Signature of School Administrator: _____
SCHOOL ADMINISTRATOR: By signing, you acknowledge issuance of this bus card and that it was purchased with federal funds.	
Rev. 6/14/2023	

Campus Approved Bus Card Application List

Click on the form to access the online version.

HOUSTON INDEPENDENT SCHOOL DISTRICT


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

CAMPUS APPROVED TITLE I, PART A - METRO BUS CARD APPLICATION LIST

Metro bus cards may only be utilized by secondary level students to support extended learning opportunities in the core academic areas.

Campus Name:	Campus No.:	Campus Phone No.:
Staff Contact:	Position:	

1. Gather the completed and approved student Metro Bus Card Applications.
2. Complete the chart below and submit it to a School Administrator for signature.
This chart lists students approved for Metro Bus Cards (evidenced by applications referenced in Step 1). Attach a copy of this completed chart to corresponding student applications. Store these documents on the campus for 7 years.
***SIGNATURE OF SCHOOL ADMINISTRATOR:** _____
Entering your name here constitutes a binding digital signature.
3. The completed chart is forwarded to the campus financial staff (i.e., the school's secretary, Business Manager, and/or Clerk).
4. Campus financial staff adds the Invoice Number (on the line below) and then attaches this document to the Direct Payment Request with the Metro invoice.
***THIS FIELD IS COMPLETED BY CAMPUS FINANCIAL STAFF:** Metro Invoice #: _____

STUDENT NAME		Student ID Number	Tracking No.
*Last Name	First Name		* Campus Use Only

Rev. 6/14/2023
Generated Date: 10/02/2023

ADD PAGE

6300 Materials and Supplies, *continued*

Title I, Part A Specific Expenditures, *continued*

Bus Cards — Guidelines and Procedures

Purchasing Metro Bus Cards with Title I, Part A Funds

The procedure below applies only when bus cards are purchased using Title I, Part A (federal) funds. Also, bus cards can only be purchased for students who meet the criteria listed on the *Title I, Part A - Metro Bus Card Application*.

NOTE: Payment must be completed via Direct Pay ONLY.
For detailed Direct Pay instructions [click HERE](#).

Step	Description
1	Parent and/or student completes the Metro Bus Card Application (available from External Funding) and submits it to campus personnel.
2	Campus gathers the approved <i>Metro Bus Card Applications</i> , then completes the <i>Campus Approved Title I, Part A - Metro Bus Card Application List</i> .
3	Campus submits to Metro either the number of bus cards requested or a copy of the <i>Bus Card Application List</i> in order to obtain a quote. (Completed applications should NOT be provided.)
4	Campus attaches a copy of the <i>Campus Approved Title I, Part A - Metro Bus Card Application List</i> (which will not have tracking numbers) to the quote/invoice and submits this package to AccountsPayable@Houstonisd.org . Campus will use Object Code: 6399000000 for payment.
5	Campus maintains a copy of the student bus applications and the <i>Campus Approved Title I, Part A - Metro Bus Card Application List</i> onsite.
6	After Metro Bus Cards are received (with tracking numbers): <ul style="list-style-type: none"> • Student signs the bottom of the application form, indicating receipt of the Metro Bus Card. • Campus administrator also signs, indicating issuance of the bus card and that it was purchased using federal funds. • Campus: Records the tracking number for each Bus Card issued on the <i>Campus Approved Title I, Part A—Metro Bus Card Application List</i>.

6300 Materials and Supplies, *continued*

Title I, Part A Specific Expenditures, *continued*

Bus Cards — Guidelines and Procedures, *continued*

Returning a Bus Card

Students must return cards:

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

Reporting a Lost Bus Card

If a bus card is lost, students must report the lost card to designated campus staff - they will report the card number to Metro to be cancelled.

(Campus staff decides whether to issue a replacement card.)



6400 Other Operating Expenses

In-State Travel



Title I, Part A Specific Expenditures, *continued*

Policy

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

NOTE: Registration fees are considered related costs — See table below.

Reimbursements

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

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

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

Out-of-State Travel/ Virtual PD



Stay in
the
USA

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



Policy

Out-of-state travel/virtual PD costs are allowable and always require prior TEA approval. Travel costs should be minimal, reasonable, and necessary to meet the intent and purpose of the Title I, Part A program.

- Out-of-state travel is not allowed if the same type and quality of training is available in-state.
- All requests for out-of-state travel/virtual PD should be linked to a need in the CNA/SIP.HISD and the campus must retain written documentation showing that an individual's participation in a conference is necessary for the project.
- Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of HISD and follow the district's regular business operations and written travel policy.

Requirements

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

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

- Each out-of-state travel/virtual PD request requires a written justification form which must be approved by TEA prior to registering for a conference or virtual PD and/or booking travel plans.
- Out-of-state travel and virtual PD requests should be made three to four months prior to the actual trip, to allow enough time for the application/amendment process.
 - ⇒ **Allowable Content Areas:** Reading/ELA, Math, Science, and Social Studies
 - ⇒ **Unallowable Content Areas:** Physical Education, Art, Music, and JR ROTC
- An *Out-of-State Travel/Virtual PD Form* (see next page) is required for each separate trip. All employees traveling for that specific trip may submit one form.
- Per TEA, no more than five travelers or virtual PD participant per trip are allowed. Based on guidance from TEA, campuses and the district should be using the train-the-trainer model for professional development activities.

Reimbursements


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

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

TEA Out-of-State Travel/Virtual PD Form

[Click here](#) to access this form.

	<p>Division of Grants Administration Justification of Specific Expenditure: Program-Related Out- of-State Travel and Out-of-State/Virtual PD 2023-2024</p>
<p>The costs of program-related out-of-state travel and out-of-state/virtual PD has been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.</p> <p>You must justify your plans to use these federal grant funds for program-related out-of-state travel and out-of-state virtual PD. Complete this form and submit it with your grant application to provide justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel.</p> <p>Limit one justification per form.</p> <p>Out-of-state travel and out-of-state/virtual PD may not be booked until the district receives the Notice of Grant Award (NOGA) from TEA.</p>	
Name of Federal Grant	
Name of Grantee	County-District # <input type="text" value="101932"/> Date Submitted <input type="text"/>
<p>Description of Proposed Program-Related Out-of-State Travel</p>	
Destination	<input type="text"/> # of travelers <input type="text"/> Is travel a requirement of the federal grant program? <input type="text" value="No"/>
<p>Describe the purpose of the program-related out-of-state travel.</p>	
<div style="border: 1px solid black; height: 100px;"></div>	
<p>Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).</p>	
<div style="border: 1px solid black; height: 100px;"></div>	
<p>Describe the specific need, as identified in your comprehensive needs assessment, that this out-of-state travel addresses.</p>	
<div style="border: 1px solid black; height: 100px;"></div>	

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

Viewing Approved Out-of-State Travel/Virtual PD



You can check your campus allocations on this spreadsheet, too.

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

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

Unallowable Travel Expenses

The following are **unallowable** travel expenses:

• accommodations that are unreasonable (such as a suite or expensive hotel room)	• Meals that are unreasonable in cost (reimbursement will only cover up to the per diem day)
• alcoholic beverages	• mileage, parking, and toll-road expenses for purposes other than official business
• any expense for other persons	• personal accident insurance or personal effects coverage for rental cars
• entertainment/recreational/social events	• purchase of materials and supplies during a conference visit
• expenses related to the operation of an automobile EXCEPTIONS: valet fees (if no other option), gasoline (rental car only), parking, and toll charges	• rental car for personal use or for purposes not associated with the performance of services specified in the contract
• first class airfare	• tips/gratuities of any kind

**6400 Other
Operating
Expenses,
*continued***

Title I, Part A Specific Expenditures, *continued*

**Issues & Resolutions —
Out-of-State Travel/
Virtual PD**

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

6400 Other Operating Expenses, *continued*

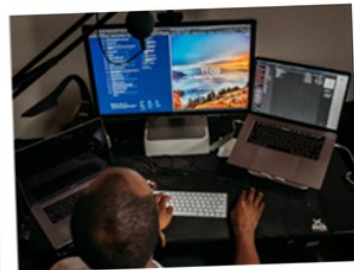
Title I, Part A Specific Expenditures, *continued*

Field Trips

Using Title I, Part A Funds to Pay for Field Trips

HISD allows field trips to be paid for with Title I, Part A funds – but only if the field trips meet certain criteria: The field trip must support Texas Essential Knowledge and Skills (TEKS), must be reasonable in cost, and must be necessary to accomplish the objectives of the Title I grant program.

For detailed information regarding field trips, including a list of venues that External Funding has compiled that meet these requirements, [click HERE](#).



6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

ProCard Purchases

As of July 1, 2016, federal funds generally cannot be used with ProCard purchases. However, certain Title I, Part A expenditures may be paid with a ProCard. **The ProCard may be used (with prior approval from External Funding) for registration purposes only.**

[Click HERE](#) to view guidelines related to the purchase and usage of an HISD-issued ProCard (including its usage for field trips)..



6500 Debt Service (Lease & Lease Purchase)

Requirements

Title I, Part A Specific Expenditures, *continued*

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

- allowable expenditures under Title I, Part A statutes, regulations, and rules, and
- deemed necessary to carry out the objectives of the grant program.

NOTE:

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

Lease Agreement vs. Lease Purchase Agreement

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

- **Title I lease agreements** do not need TEA approval prior to entering into the agreement.

When an item is lease-purchased, the item becomes the property of the school district at the end of the lease agreement and remains with the school or department that purchased the item. In order for an item to be lease-purchased with Title I funds, the lease-purchase agreement must be for two or more years.

- **Title I lease-purchase agreements** must receive prior approval from TEA before entering into the agreement.

Title I funds may be used to pay for the principal and interest on lease-purchase items; however, interest paid in a prior period may not be changed retroactively to the current grant period.

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay

TEA Approval Required

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

Campuses must have funds allocated in their budget to purchase approved technology and/or campus library books.

TEA approval is required regardless of the dollar amount -- all require specific TEA approval.

Capital outlay and campus library books may not be purchased until the district receives the Notice of Grant Award (NOGA) from TEA. Schools are notified of TEA approval for capital outlay and campus library books requests by External Funding via an Academic Service Memo for the June and December submissions, and via email for other amendment requests.

Allowable Capital Outlay Items

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

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

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

ALL technology requests are being documented and tracked – even if valued at less than \$500:

These items must be charged to **Object Code 6600 > Technology Related Equipment (6649)** and requested through the ESSA Application.



Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

What is Included in Capital Outlay Costs?

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

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

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

Unallowable Capital Outlay Items

The following are **unallowable** capital outlay items:

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



Title I, Part A Specific Expenditures, *continued*6600 Capital
Outlay, *continued*Ideas for Capital
Outlay (Technology)
Requests

TECHNOLOGY REQUESTS – Object Code 6600	
Cut-Out Makers/ Die-Cut Machine	Laptops
Data Projectors	Laminators
Desktops	Microphone System
Digital Cameras	Mobile Carts (<i>laptops, electronic notebooks, and electronic tablets</i>)
Docking Stations	Poster Makers
Document Cameras	Printers
Electronic Charging Carts/Stations/Towers	Robotic (audio/visual) Recording Device (<i>Swivel</i>)
Electronic Notebooks (<i>small laptops</i>)	Scanners
E-Readers	Scantron Machines
Electronic Tablets (<i>iPads</i>)	Site License (CD-ROMs)
Fax Machines	Software (CD-ROMs)
Hot Spots	Sound Amplifiers
Interactive Response Systems/Clickers	Speakers
Interactive Whiteboard Bundles	Video Cameras
Interactive Whiteboard Tables	

- All requests for technology should be listed as **generic requests**, per TEA. No name brands should be listed on either form. **Use the chart as a guide.**
- **Graphic calculators no longer require TEA approval, per school administration.**
- The “**Use of Funds Questions**” 1 – 4, 5a and 6a are required for **each** capital outlay item requested.
- Requesting library books **does not** require the completion of the questions. However, the request must be included on the “**Capital Outlay List**” form with other capital outlay requests for approval from TEA.

Note: Capital outlay and campus library books **may not** be purchased until the district receives the **Notice of Grant Award (NOGA) from TEA**. External Funding will notify campuses and departments of TEA approvals via memo or email.

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Requesting Capital Outlay Items

High-level Process: A Bird's Eye View

Requesting capital outlay items is a two-layer process:

- 1) First, the campus submits its request for capital outlay to the External Funding Department using the Capital Outlay List form and the Use of Funds Questions form (1-4, 5a and 6a).
(For pictures of the forms, see the following pages.)
 - Campus library books are required to be listed on line 9 as a total dollar amount.
 - No "Use of Funds" questions are required to be completed for this specific request.
- 2) Then, the External Funding Department includes the capital outlay requests received from campuses in the ESSA Consolidated Federal Grant Application, or as part of an amendment, which is submitted to TEA for approval.

New requests for capital outlay and/or campus library books are submitted to TEA as part of an ESSA Application amendment.

Submitting Capital Outlay Requests to External Funding

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

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

Title I, Part A Specific Expenditures, *continued*6600 Capital
Outlay, *continued*Capital Outlay List
Form[Click here](#) to access this form.CAMPUS NAME: CAMPUS #: Title I, Part A
CAPITAL OUTLAY

- TEA and the district requires **electronic notebooks, EReaders and graphic calculators** to be requested through the application process for tracking purposes even though they may be under \$500 per unit.
- **Funds must be allocated from your Title I, Part A campus budget for 2023-2024 to purchase approved technology and library books.**
- Indicate the number of generic units requested and the total cost. (Pricing for technology can be found on the HISD Purchasing Services website.)
- Briefly describe how each item will impact student achievement on your campus.
- **LIBRARY BOOKS:** If library books will be purchased during the year, give an estimated total dollar amount of how much will be expended on Line_9. The "Use of Funds" questions are not required for library books.
- Software that requires the use of a CD-ROM requires TEA approval prior to ordering.
- **TEXAS EDUCATION AGENCY REQUIREMENT:** All six (6) questions (1- 4, 5a and 6a) on the "Use of Funds" must be answered for EACH technology item requested, except for library books.

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

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

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

Principal's Signature: _____ Date: _____

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Campus Guidance for "Use of Funds" Questions

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

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

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

Title I, Part A Specific Expenditures, *continued*6600 Capital
Outlay, *continued*Use of Funds Questions
Form (page 1)

This form is located on the [External Funding SharePoint site](#), under Quick Links.

For guidance in completing this form, refer to the "[Campus Guidance for Use of Funds Questions](#)" document.

LEA Name: Houston ISD CDN: 101912

Campus Name: _____ Campus Number: _____

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

Title Fund Source: Title I, Part A - Campus

Expenditure Item Requested: _____ Quantity Requested: _____

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

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

 - b. Explain how the expenditure addresses this need.

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

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

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

**6600 Capital
Outlay, *continued*****Use of Funds Questions
Form (page 2)****Title I, Part A Specific Expenditures, *continued***

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

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

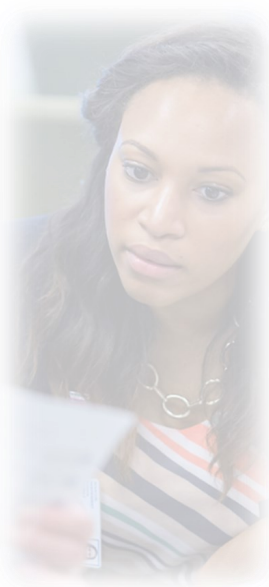
- **Not Applicable**

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

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

- **Not Applicable**

For guidance in completing this form, refer to the "[Campus Guidance for Use of Funds Questions](#)" document.

Title I, Part A Specific Expenditures, *continued*6600 Capital
Outlay, *continued*Viewing Your
Approved Capital
Outlay

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

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

Continued on next page...

Title I, Part A Specific Expenditures, *continued***6600 Capital Outlay, *continued*****Issues & Resolutions — Capital Outlay**

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

TRANSFER OF FUNDS

Overview

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

Transferring funds is a two-step process:

- 1) First, verify that funds are available for transfer.
- 2) Second, perform the actual transfer.

Instructions for Transfer of Funds

Campus principals may initiate a budget transfer request via OneSource-SAP. The Budget Department will approve the transfer, if allowable.

[Click HERE](#) to view step-by-step instructions for transferring funds.:

(These instructions are located on the External Funding SharePoint site.)



ORDERING AND RECEIVING GOODS AND/OR SERVICES

Shopping Carts, Purchase Orders, and Goods Receipts Confirmations

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

Shopping Carts

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

Open Purchase Orders

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

Goods Receipts Confirmation

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



Ordering & Receiving Goods and/or Services, *continued*

Shopping Carts: Online Workflow

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

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

Step	Description
1	<p>a) Enter shopping cart (utilizing board-approved vendor) into the system.</p> <ul style="list-style-type: none"> A valid (non-expired) quote must be attached to the shopping cart for any/all goods/services. REGARDING OFFICE DEPOT: Quote must be obtained directly from sales representative, Tim Schroeder. <p>b) Click on "Order" button to move shopping cart to the next step in this process.</p> <p>RESULT: Shopping cart enters a workflow approval process.</p>
2	<p>a) Check the workflow to verify who needs to approve cart -- this is done immediately after clicking "Order."</p> <p>NOTE: Names will be listed in order, with Purchasing Department being the last name.</p> <p>b) Inform campus principal of workflow approval process.</p> <p>IMPORTANT -- It is the responsibility of the campus to obtain all approvals in workflow. Depending on funding or nature of the purchase, some carts will require additional approvals in workflow.</p>
3	<p>When workflow shows that the shopping cart has been approved by all parties (in the workflow) , it will enter the "Pending Approval from the Purchasing Department" stage.</p> <p>Once approved by Purchasing, a purchase order will be generated for this shopping cart.</p>



How to Post Goods Receipts

Ordering & Receiving Goods and/or Services, continued

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

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

HANDY TOOL

[Click HERE](#) to access a quick reference trifold that summarizes the steps for confirming goods receipts. This tool is found on the External Funding SharePoint site.

Procedure and Scenarios

To begin, ACCESS the online confirmation order screen by PO number. Then, VERIFY the items received.

If ALL line items received are complete:

- 1) Checkmark just the first "Last Delivery" box and ALL will be auto-checkmarked.
- 2) Then, click the CONFIRM button.
(Click YES on the popup box that displays.)

RESULT: All items are confirmed.

Create Confirmation

Confirm Print Preview Check Close Save Related Links

Confirmation Number: 1000668150 Purchase Order Number: 8000265542 Status: In Process Confirmed Value: 988.00 USD

Overview Header Item Notes & Attachment Approval Tracking

Confirmation Name: Reference Document:

Delivery Date: 05/16/2018

To confirm: Update the "Confirm Quantity" field or select the "Last Delivery" checkbox and choose "Confirm".

Item Overview

Details Add Item Copy Paste Duplicate Delete Copy All Outstanding Quantities

Line Number	Item Type	Product ID	Description	Product Category	Outstanding Quantity	Confirm Quantity	Unit	Price	Currency	Per	Delivery Date	Assign Type	Assign Number	Last Delivery	Purchase Order	Item No.
1	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000001
2	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000002
3	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000003
4	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000004
5	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000005
6	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000006
7	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000007
8	Material	60105904	MBS NonFiction S...	60105904	4	4	EA	22.95	USD	1	05/16/2018	Order	500000004546	<input checked="" type="checkbox"/>	8000265542	0000000008

Continued on next page...

How to Post Goods Receipts, *continued*

Ordering & Receiving Goods and/or Services, *continued*

Procedure and Scenarios, *continued*

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

1) Do the following:

- For each incomplete item – Change the quantity in the “Confirm Qty” column to reflect the actual quantity delivered.
- For each item that was not received at all – Place a **0** in the “Confirm Qty” column.
- For complete items – No action required.

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

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

RESULTS:

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

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

How to Cancel an Order

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

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

Receiving Low-Value Trackable Assets

Be Aware of Incoming Assets

Low-Value Capital Outlay Assets

Procedure – Receiving Low Value Technology Assets

Ordering & Receiving Goods and/or Services, continued

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

“Low value Capital Outlay Assets” are defined as technology and musical instruments valued at less than \$5,000. These are considered to be “trackable items” (i.e., they are small enough to “walk out the door.”).

EXAMPLES: tablets/ipad, smartboards, and printers.

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

LOOK

EXCEPTION: E-RATE ASSETS

This procedure DOES NOT apply to e-rate assets. E-rate assets are tagged by the vendor — the tags can either be green-colored or have tag numbers starting with "44xxxxxxx."

E-rate assets arrive at their destination already tagged, with applicable information already entered into the TIPWEB-IT asset tracking system.

Step	Description
1	<p>Receive low value technology asset(s) and post the goods receipt/confirmation in SRM.</p> <p>RESULT: Within 24-48 hours, the Fixed Assets Department will create the asset in the TIPWEB-IT asset tracking system with a temporary asset tag number starting with filename “FAA.”</p>
2	<p>24-48 hours after confirming (posting goods receipt) in SRM:</p> <p>Log into the TIPWEB-IT asset tracking system and run the list of asset tags starting with “FAAXXXX” to retrieve the temporary asset tag number.</p> <p>Then do the following:</p> <ul style="list-style-type: none"> • print the asset tag • affix the printed tags to the asset(s) • update the asset tag • enter a serial number (if applicable)
3	Update the asset's location.

Ordering & Receiving Goods and/or Services, *continued*

Receiving High-Value Assets

Be Aware of Incoming Assets

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

High-Value Capital Outlay Assets

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

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

Procedure – Receiving High Value Capital Outlay Equipment

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

LOOK

EXCEPTION: E-RATE ASSETS

This procedure DOES NOT apply to e-rate assets. E-rate assets are tagged by the vendor. The tags can either be green-colored or have tag numbers starting with "44xxxxxxx."

E-rate assets arrive at their destination already tagged, with applicable information already entered into the TIPWEB-IT asset tracking system.

Step	Description
1	Log into the TIPWEB-IT asset tracking system and print tag(s) using the "print tag" feature. Affix the tag to the items received.
2	Write an email to Fixed Assets Accounting Department. Subject line: [School Name] - Capital Asset Received In the email you must include: <ul style="list-style-type: none"> • The serial number(s) of high-value items received • The P.O. number(s) • Description and monetary value of the asset(s) received • Room location • The TIPWEB-IT asset tag number for each asset <p>NOTE: The school will <i>not</i> receive an update from Fixed Assets.</p>

Ordering & Receiving Goods and/or Services, *continued*

Assets Transfer

Fixed assets cannot be transferred to any physical location unless a site transfer has been properly completed in TIPWEB-IT by the user (school or department). For items purchased from restrictive funds (SR1, FD1, etc.), a written approval must be obtained from the project director or administrator.

HISD technology assets equipment belong to an assigned school or department. Employees are not permitted to take technology equipment when they are transferred to another school or department.

Annual Inventory Audit

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

HISD Asset Usage Form – For Equipment To Be Checked Out

All technological assets issued to HISD personnel should be updated in TIPWeb-IT.

Any non-technological assets that are not tracked in TIPWeb-IT must be checked out using the [HISD Asset Usage Form](#).

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

Questions About the Asset Tracking System?

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

Website: <https://www.houstonisd.org/FixedAssetsAccounting>

Email: FixedAssetsAccounting@HoustonISD.org

Telephone: 713-556-6506

TITLE I, PART A FUNDS & POs / POSTING GOODS RECEIPTS

Steps to Obtaining a Purchase Order (High-Level)

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

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

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

Posting Goods Receipts

Goods receipts should be posted immediately after items are received.

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

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

LOOK

The above applies to ALL funding categories except 6100 — Payroll.



ALLOWABLE/ UNALLOWABLE EXPENSES

TITLE I, PART A FUNDS

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

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

NOTE

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

Title I, Part A Funds Usage

TEA Guidelines

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

1. LEAs/campuses must demonstrate that the “Supplement Not Supplant” methodology (see next page) used to allocate State/Local funds, prior to allocating federal funds, is equitable.
2. LEAs/campuses must ensure that activities and/or resources are:
 - Reasonable;
 - Allocable;
 - Necessary to carry out the intent and purpose of the Title I, Part A program;
 - Identified in the Comprehensive Needs Assessments; and
 - Included in the School Improvement Plan.

Also, the School Improvement Plan must address the following:

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

Continued on next page...

Title I, Part A Funds Usage, *continued*

TEA Guidelines,
continued

3. The LEA/campus must ensure that the expenditure(s) meet all EDGAR requirements.
4. The LEA/campus must ensure that all district policies and procedures were followed.

Statutory
Reference for
“Supplement
Not Supplant”

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

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

When Funds Can
Be Used

- **School year funds** are to be used for the academic school year.
- **Summer School funds** are reserved for early spring interventions and summer school.

To set up a budget structure, School Administrators simply need to enter a transfer.



Title I, Part A

Allowable/Unallowable Expenses Chart



**Click [HERE](#) to open
the online chart.**

Once you download the PDF, you can search for key words by pressing **Ctrl-F**.



PERSONNEL

SEMI-ANNUAL CERTIFICATIONS

Purpose

Semi-Annual Certification is required every six months for all personnel whose compensation is paid with state or federal grant program funds — this includes salaried positions, extra duty pay, hourly pay, and stipends funded out of grant program funds. Certifications must be completed ‘after the fact’ (i.e., after the work has taken place).

Principals and supervisors that have HISD employees compensated out of their campus or department’s federal programs budget will be required to certify these employees via the Semi-Annual Certification Form.



REMEMBER:

- Allowable Title I positions must be 100 percent paid with Title I funds.
- Split-funded Title I positions are not permitted.

Dissemination via Academic Service Memos

External Funding publishes Academic Service Memos as notification that Semi-Annual Certifications are coming due. Principals and department managers will receive an email indicating that the certification period is open to certify and submit the Semi-Annual Certification Form in OneSource.

See procedures on the next page.

Certifying the Semi-Annual Certification Form

1-Certify the Semi-Annual Certification Form

The principal who certifies this form must be the immediate supervisor of the employee(s), with firsthand knowledge of the employee's time spent. Principals and supervisors that have HISD employees compensated out of their campus or department's federal programs budget will be required to certify these employees via the Semi-Annual Certification Form in One Source.

Below is the process to certify the Semi-Annual Certification Form (adapted from the memo).

Step	Description
1	Log in to OneSource.
2	Click on the following: a) Manager Self-Service tab. b) Processes c) Semi-Annual Fund Certification RESULT: System displays the Semi-Annual Certification Form for your campus.
3	In the top left corner of the screen, click Check and then click Send . RESULT: This certifies and submits the Semi-Annual Certification Form. <u>Next Steps:</u> You will receive an email confirming that the submitted form has been certified and submitted. No further action is required.

2-Print the Semi-Annual Certification Form

Step	Description
1	Log in to OneSource.
2	Click on the following: a) Manager Self-Service tab. b) Processes c) Semi-Annual Certification Report
3	On the resulting screen, enter the following data: <ul style="list-style-type: none"> • Report year • Report period • Manager ID number Then click Execute .
4	Click Open to display and print the Semi-Annual Certification Form. <u>Next Steps:</u> The campus maintains a copy of the Semi-Annual Certification Form with its state or federal grant program funds documentation (Titles I, II, III, IV, Special Ed., etc.).

Certifying the Semi-Annual Certification Form, *continued*

Questions?

If you have questions regarding the certification process, please contact your External Funding Grants Administrator — see chart below.

Grant	Coordinator	Email Address	Phone Number
Title I, Part A & Title II, Part A (Programming & Budget)	Shontele Breaux	shontele.breaux@houstonisd.org	713-556-6938
Title I, Part D	Shirlene Alexander	salexan1@houstonisd.org	713-556-6942
Title III, Part A	Sonya Monreal	sonya.monreal@houstonisd.org	713-556-6961
Title IV, Part A (Programming & Budget)	Benjamin Jules	Benjamin.Jules@houstonisd.org	713-556-7039
Title II, Part A (Programming & Budget)	Valerie Murphy	Valerie.Murphy.@houstonisd.org	713-556-6938

JOB DESCRIPTIONS

The Campus Authorized Position Report

Employees Must Complete the Job Description eForm

The Texas Education Agency (TEA) has mandated that all personnel whose compensation is paid with federal funds must maintain a signed and dated copy of their job description on file. This process allows the district to meet compliance requirements for federal funding.

The Authorized Position Report (APR) is a list of all employees compensated out of Title I, Part A program funds. Principals will need to access the Authorized Position Report in OneSource.

The report serves as a roster for principals, ensuring that Job Descriptions have been submitted by all campus employees listed on the report.

[Click HERE](#) for instructions on how to run the Authorized Position Report specifically for Title-funded personnel.

The procedure below applies to employees who are required to complete/submit job descriptions:

Step	Description
1	From the HISD Employee Portal, click Department Sites . Then, select External Funding .
2	Click on the Compliance Documents & Forms link on the left.
3	On the resulting screen, click on Title I, II and IV Part A Job Descriptions .
4	a) Complete the eForm (see sample on the next page). b) Print a copy of the completed form BEFORE submitting it. c) After printing, click Submit . Retain the printed copy for your records.
5	RESULTS (as stated on the eForm itself): 1) A confirmation email is sent to the person completing the form and the employee listed on the form. 2) An email is sent to the listed approver requesting their review and approval. 3) The listed approver approves or rejects the request. 4) A status update is sent via email to the person completing the form and the employee listed on the form.

Job Descriptions, *continued*

Job Description eForm (Sample)

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

✕

Title I, II, and IV Part A Job Descriptions

*** Select Position or Title to assign**

Teacher, Intervention - Title I
▼

Contract Length
10M

Date
12/31/2001

Date of Last Revision
12/31/2001

Job Code
040001 - General040002 - Math040003 - Reading040004 - Science

Pay Grade
RT1

FLSA Exemption Status

Job Family

Job Summary

The Intervention Teacher is responsible for working with staff as an "in-house" resource to provide education intervention and directed instruction for students with additional academic needs that are not addressed in the traditional classroom setting. Typically, intervention is required in core content areas of Math, Science and Reading. The Intervention Teacher works within an elementary or secondary school. The Intervention Teacher cannot be the primary teacher of record.

Major Duties & Responsibilities

Work with classroom instructors and other school administrators to develop methodology to identify students in need of directed intervention.

- In conjunction with classroom teachers and school administration, visit classrooms to observe student performance and review and assess student achievement data to determine a student's need for intervention.
- Utilize selected curriculum to provide instructional intervention for qualifying students in Math, Science, Reading, or General studies.

Employee Information

*** Select A Campus/Department to assign**

*** Title I Grants Administrator**

Schools should refer to the Title I School List for the Title I School Grants Administrator for their campus.

*** Employee Signature**

Type Last Name, First Name, or Email.
▼

A dropdown will appear, please select the correct individual.

*** Employee ID**

*** Date Signed by Employee**

12/31/2001
📅

*** Manager/Principal Name**

Type Last Name, First Name, or Email.
▼

A dropdown will appear, please select the correct individual.

Click the **SUBMIT** icon located at the bottom RIGHT corner of the page to submit the form. If a selection is missing above then the button will be disabled.


What happens after I submit the form?

1. A confirmation email is sent to the person completing the form and the employee listed on the form.
2. An email is sent to the listed approver requesting their review and approval.
3. The listed approver approves or rejects the request.
4. A status update is sent via email to the person completing the form and the employee listed on the form.

ALLOWABLE/ UNALLOWABLE TITLE I, PART A POSITIONS (2023-2024 ASY)

List of Allowable/ Unallowable Title I Positions—Page 1

Below is a list of allowable and unallowable Title I positions, with corresponding job codes. *Click on the image to access the online form.*

		
ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS (PUA Campuses only) <i>Below is the list of allowable and unallowable Title I positions.</i> <i>NOTE: All allowable positions must be paid 100% with Title I funds as <u>split-funded Title I positions are not allowable.</u></i>		
ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Coach (Literacy, Play-It- Smart Academic)
Counselor (Hourly)	30003148 30003401 (Title I only)	Lecturer (Hourly)
Curriculum Implementation Coach	30011636	Librarian
Curriculum Implementation Manager	30011637	Nurse
Coach, Graduation	10M – 30002535 11M – 30002536 12M – 30002537	Student Information Representative (SIR)
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	Teacher, Lead
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	Teacher, Multi-grade
Media Services Specialist	10M – 30011577 10.5M – 30011578 11M – 30011579 12M – 30011581	Teacher Assistant (allowable at Early Childhood Centers only)
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	
Principal, Hourly	30003386	
Principal, Hourly (ESSER)	30011451	
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	

Continued on the next page...

Rev. 10/16/2023 NES and NES-A Campuses are not allowed use Title I funds to pay for positions.

Allowable/ Unallowable Title I Positions, continued

List of Allowable/ Unallowable Title I Positions—Page 2



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS, continued...

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	
Teacher, Opportunity Culture MCL I	10M – 30012427	
Teacher, Opportunity Culture MCL II	10M – 30012427	
Teacher, Opportunity Culture MCL III	10M – 30012427	
Tutor, Sr. Academic (Hourly)	30002430 30002462 (Title I only)	
Tutor, Sr. Academic	30002421	

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

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

Rev. 10/16/2023

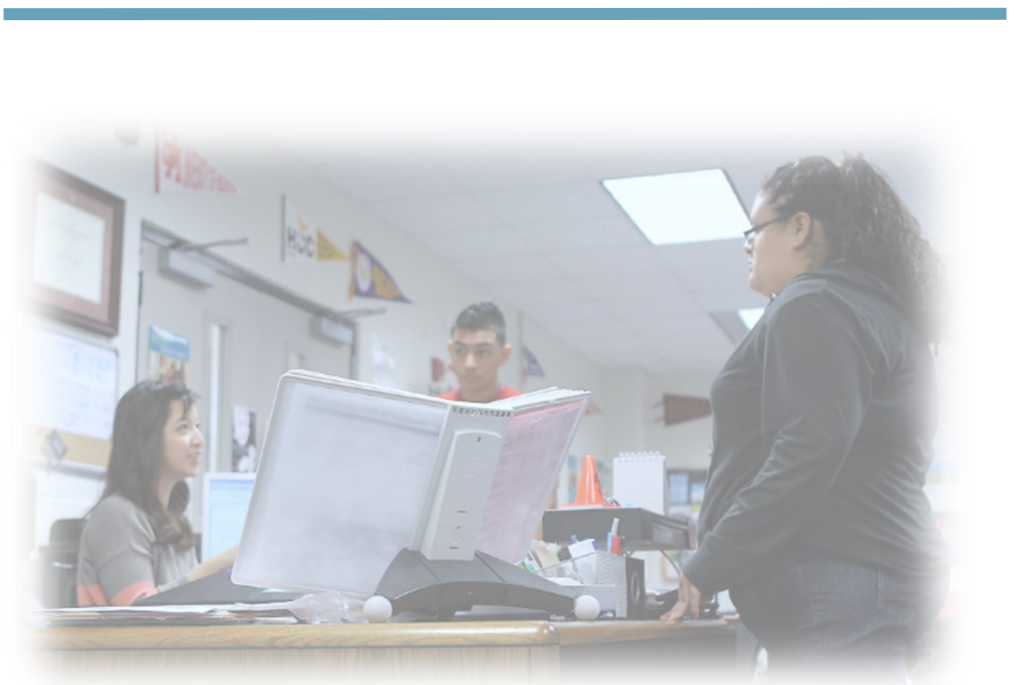
NES and NES-A Campuses are not allowed use Title I funds to pay for positions.

Allowable/ Unallowable Title I Positions, *continued*

Opening and Closing Positions

For instructions on how to process positions in OneSource see [Process OPM Position through OneSource](#).

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





PARENT AND FAMILY ENGAGEMENT

OVERVIEW

The goal of Title I, Part A's Parent and Family Engagement (PFE) provisions under ESSA is to actively involve parents of participating children in decisions relating to how Title I, Part A Program funds are used on the campus. Additionally, Title I, Part A should coordinate services with Title I, Part C (migrant), Title III, Part A (EL), IDEA, Head Start, and other pre-school and parent programs.

The Title I, Part A Parent and Family Engagement funds are to be used as a reasonable expense to enable parents and families of participating children in a Title I program to participate in school-related meetings and/or training sessions that will help increase student academic achievement. Use of funds should also be linked to the School Improvement Plan and the Campus Needs Assessment.

Allowable Expenditures: Criteria

An allowable expenditure must meet one of the following requirements:

- Helps parents and family members support their child in improving academically
- Helps parents and family members improve their literacy skills
- Helps parents and family members improve their parenting skills

Ideas for Allowable Activities

Overview, *continued*

School districts must reach out to parents and family members and must implement programs, activities, and procedures for involving parents and families in Title I-funded activities.

Parent and family engagement funds may be used for:

- training school staff in engagement strategies,
- programs that involve families at home, in the community, and at school,
- disseminating information on best practices as to engagement (especially those focused on economically disadvantaged families),
- collaboration with community-based organizations or businesses involved in improving family engagement, or
- any other activities that may encourage parent and family engagement.

Other Allowable Parent and Family Engagement Expenditures:

- Literacy training
- Technology training
- Registration fees for parents to attend workshops
- School brochures highlighting Title I parents
- Reading materials
- GED Classes
- ESL or Spanish Classes
- Supplies for a parent resource center

Additionally, funds may be used to:

- pay reasonable and necessary costs associated with engagement activities, including transportation (to allow parents to participate),
- train parents to engage other parents in their children's Title I-funded activities;
- implement model approaches to improving parent and family engagement; or
- develop roles for community-based organizations and businesses in activities.



PARENT AND FAMILY ENGAGEMENT POLICY

Districts and schools are responsible for communicating with parents and families, and for implementing parent and family engagement-related programs and activities. In order to do this, districts and schools must work with parents and families to develop a **written parent and family engagement policy**. It is important that such policies include input from parents and families.

After being formulated, policies must be:

- distributed to students' families in a language they understand, and
- updated periodically to reflect changing circumstances.

Required Components of PFE Policies

The **Title I District Parent and Family Engagement Policy** must describe how the district will:

- involve parents and family members in developing the district plan;
- support schools in implementing effective parent and family engagement activities; and
- evaluate the policy's effectiveness in improving the academic quality of Title I schools., including:
 - ◊ identifying barriers to better participation by families and using the findings to improve strategies; and
 - ◊ possibly establishing an advisory board to develop, revise, and review the parent and family engagement policy.

[Click HERE](#) to view a sample district policy.

The **Title I Schools Parent and Family Engagement Policy** must describe how the school will:

- convene an annual meeting, at a convenient time to which all parents of low-income students are invited and encouraged to attend, to inform them that their school receives Title I funds, that these funds come with requirements, and that parents have a right to be involved,
- offer a flexible number of engagement meetings at convenient times for families,
- provide parents and families with:
 - ◊ help in understanding things such as state academic standards, state and local academic assessments, the Title I, Part A program, and how to monitor a child's progress and work with educators;
 - ◊ if requested, opportunities for regular meetings to participate in decisions relating to the education of their child.

Continued on next page...

Parent and Family Engagement Policy, *continued*

Required Components of PFE Policies, *continued*

- Provide opportunities for the informed participation of ALL family members and the community by:
 - ◊ making available materials and training to help parents improve their child's achievement;
 - ◊ educating school personnel as to parent/family outreach strategies;
 - ◊ integrating engagement strategies with other federal/state programs (including pre-school);
 - ◊ sending information to parents/families about programs, meetings, and other activities in a format and language they can understand (including migrant families); and
 - ◊ providing other reasonable support for engagement activities.

- Develop a School-Parent Compact.

See link on page 101 for a sample school policy.

School-Parent Compact

Contents of School- Parent Compact

One aspect of the Title I Schools Parent and Family Engagement Policy is the **School-Parent Compact**.

— [Click HERE](#) to view a sample School-Parent Compact.—

Like the rest of the policy, the Compact is developed jointly with parents of low-income students and does the following:

- Outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards
- Describes the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards
- Describes the **parent's responsibility** for supporting learning (including volunteering in their child's classroom) and participating in decisions relating to the education of their children; and
- Addresses the importance of communication between families and staff through:
 - ◊ at least one annual parent-teacher conference during which the compact will be discussed insofar as it relates to the individual child's achievement (applicable to elementary schools);
 - ◊ frequent reports to parents on their children's progress; and
 - ◊ opportunities to volunteer in or observe their child's class.

LOOK

- ◆ The Compact **DOES NOT** need to be signed and returned.
- ◆ The Compact **DOES** need to be posted to the campus website.

TITLE I, PART A PARENT MEETINGS (MANDATORY)



Annual Meeting

An Annual Title I Meeting should be convened by September 29, 2023 (or the first Open House and/or Annual Title I meeting) to inform parents and family members of their school's participation in Title I and to explain the requirements and parents' rights to be involved.

- The meeting should be hosted at a convenient time for the parents/families.
- Appropriate translations should be available for parents/families.
- This meeting should advise parents/families that the school is a Title I, Part A Schoolwide campus, along with explanations of the meaning and requirements of this program.
- This meeting should inform parents/families of their "Right to be Involved."

Additional Meetings

Also, a flexible number of meetings must be offered throughout the school year. The District requires at least four meetings a year. Each meeting must be offered twice to accommodate parents (for a total of eight meetings).

- Title I Parent Meeting – Fall annual meeting (October 2023)
- Title I Parent Meeting – December 2023
- Title I Parent Meeting – February 2024
- Title I Parent Meeting – Spring annual meeting (April 2024)

Make the Meetings Convenient

Ensure that parent meetings are offered at a variety of times (morning and evening times).

- ◆ **TIP: Try running an identical meeting during the morning and evening times as a way to reach out to ALL parents.**
- ◆ **DON'T FORGET! Title I, Part A funds may be used to pay reasonable and necessary costs of parents'/families' transportation to Title I Parent Meetings.**

Meeting Resources

Campuses may access presentation templates, sign in sheets and agenda templates in the External Funding Titles I, II & IV Department. Please visit External Funding's [Title I Campus Resources Page](#).

Title I, Part A Parent Meetings (Mandatory), *continued*

Parent Meeting Information Form

This is an online form on External Funding's [Title I Campus Resources Page](#). Please complete and submit the form by the end of September 2023.

Compliance Documents & Forms ✓
Departments & Programs
Effective Schools Framework (ESF)
ESSER
External Funding Private
Time & Effort Reporting
Title I Campus Resources
Title I, Part A Virtual Trainings



External Funding Titles I, II & IV

FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.



The Title I, Part A Parent and Family Engagement funds are used 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 Every Student Succeeds Act (ESSA). These funds also allow parents the ability to help their children improve academically and to improve their literacy and parenting skills. For additional information, contact the Department of External Funding, at 713-556-6928 or email Shontele.Breaux@HoustonISD.org.



Parent and Family Engagement Statewide Conference
The 2023 Parent and Family Engagement Statewide Conference will be held on **October 16, 2023** at the American Bank Center in Texas. The conference theme is "NAVIGATING the Future". Registration is open from now through **Friday, September 15, 2023**. Registration closes Friday, September 15, 2023.



HISD is dedicated to providing parents with the support they need to be invested in the success of their children. The Parent University - Parent Leaders Academy is designed to empower parents with the knowledge and tools to become more effective advocates in the education of their children. Visit the [ParentUniversity - Parent Leaders Academy](#) page for more information.

Mandated Information

<input type="checkbox"/> Type	Name
	Notification to Parents - Teacher Certification - English
	Notification to Parents - Teacher Certification - Vietnamese
	Notification to Parents - Teacher Certification (English, Spanish & Vietnamese)
	Teacher-Paraprofessional Certification
	Title I Status Notification - English
	Title I Status Notification - Spanish
	Title I Status Notification - Vietnamese
	Title I Teacher and Paraprofessional Qualifications - English
	Title I Teacher and Paraprofessional Qualifications - Vietnamese

Federal Report Card

<input type="checkbox"/> Type	Name
	Memo - 2021-2022 Federal Report Card Dissemination Requirement
	Parent Notification Letter - 2021-2022 Federal Report Card - English
	Parent Notification Letter - 2021-2022 Federal Report Card - Spanish
	Parent Notification Letter - 2021-2022 Federal Report Card - Vietnamese

Title I, Part A Parent Meetings

<input type="checkbox"/> Type	Name
	Parent-Meeting-Info-CAMPUS-2023-ext
	Title I Meeting Minutes - Sample

Compliance Training Presentations to C Meetings

The following presentations are useful to be used to conduct the Title I, Part A Parent Meetings. **NOTE: The Spanish and Vietnamese versions of the Part A Program Annual Meeting presentations are forthcoming.**

<input type="checkbox"/> Type	Name
	Memo - Annual Federal Program Consultation Meeting
	Title I, Part A Program Annual Meeting - Spanish
	Title I, Part A Program Annual Meeting - Vietnamese
	Title I-A Parental Involvement Template

Title I, Part A Parent Meetings (Mandatory), *continued*

Title I Parent Meeting
Minutes Sample

(Found on External Funding's [Title I Campus Resources Page](#))

HOUSTON INDEPENDENT SCHOOL DISTRICT	
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT MEETING	
SAMPLE OF MINUTES FORM	
(For spring and fall meetings)	
CAMPUS NAME:	_____
MEETING LOCATION:	_____
DATE AND TIME:	_____
PERSON RECORDING MINUTES:	_____
MINUTES:	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
PARENT SUGGESTIONS/RESPONSES:	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
NAME OF INTERPRETER (IF PRESENT):	_____
SIGNATURE OF PRESENTER:	_____
DATE:	_____

Title I, Part A Parent Meetings (Mandatory), *continued*

Title I Parent Meeting Sample Agenda

(Found on External Funding's [Title I Campus Resources Page.](#))

**SAMPLE AGENDA
FOR
PARENT & FAMILY ENGAGEMENT
MEETING TITLE I**

Audience:

1. All personnel
2. Parents
3. Administrators
4. Students (grades 9-12 participating)
5. Representatives of participating agencies

A-F required for fall annual meeting

- A. Explain funding, programs and activities.
- B. Distribute/review – Written Parental/Family Policy & School-Parent Compact.
- C. Disseminate information on program(s) (including previous years' evaluation results) and obtain parent and/or family input.
- D. Parent/family training including materials and techniques for promoting student's education at home.
- E. Explain ways/rights of parents and family to be involved.
- F. Provide Parent/Family training dates & time.

G required for spring annual meeting

- G. Parent consultation and evaluation
 - Review T-I Program (*FYI- Parents/families need to be involved in overall program evaluation*)
 - Review Written Parental & Family Engagement Policy
 - Distribute Surveys

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

DOCUMENTATION AND NOTIFICATIONS



The Every Student Succeeds Act requires all Title I schools to notify parents at the beginning of each new school year of critical information regarding its Title I status, the professional qualifications of its classroom teachers and paraprofessionals, the School-Parent Compact and the Parent and Family Engagement (PFE) Policy.

Beginning with the current school year (2023-2024), all required Title I Parent notifications will be distributed to parents and placed on campus websites by the External Funding and Communications Departments.

This will allow campus administrators to focus on educating students. However, campus administrators will be responsible for addressing questions or concerns received from parents or community members.

To ensure uniformity of the notifications, generic versions of the notifications have been developed, which do not require specific school names, contact information, or signatures.

NOTE re School-Parent Compacts and the Parent and Family Engagement Policy – Each school, with the involvement of parents, must develop its own compact and policy based on the needs of the campus.

The documents listed below are located on External Funding's [Title I Campus Resources Page](#).

2023-2024 Notification Timetable

Date	Event
October 2023	Title I, Part A Program Status
October 2023	Teacher and Paraprofessional Qualifications
October 2023	School-Parent Compact
October 2023	School Parent and Family Engagement Policy (Sample Template)
October 2023	Campus Title I, Part A Written Parent and Family Engagement Policy Checklist
Dec. 15, 2023	Description and Explanation of Curriculum
Dec. 15, 2023	Description and Explanation of Assessments
February 2024	Promotion Standards (Provided to Campuses by HISD)
February 2024	Federal School Report Card
April 2024	Annual Evaluation of the Title I, Part A Parent and Family Engagement Program

Documentation and Notifications, *continued*

**Title I, Part A
Status
Notification**

The annual Title I notification informs parents of participating children at a Title I campus that they have a right to be involved in their child's education.

This notification does the following:

- It describes how the campus uses Title I, Part A funds.
- It identifies the Title I contact or other designee who can assist with parents' concerns.

TITLE I, PART A, PARENT AND FAMILY ENGAGEMENT PROGRAM



Houston Independent School District
4400 W. 18th Street
Houston, Texas 77092-8501

October 2023

TO: Parents of Students Attending Houston ISD

SUBJECT: 2023–2024 TITLE I STATUS NOTIFICATION

This is to inform you that the school that your child attends is a schoolwide Title I, Part A campus, and as a parent, you have the right to be involved in the planning, review, and improvement of the Title I program.

Title I, Part A, is a federally funded program that provides resources and opportunities to improve the academic achievement of economically disadvantaged students. Title I ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education based on the Texas Essential Knowledge and Skills (TEKS) and reach, at a minimum, proficiency on the State of Texas Assessments of Academic Readiness (STAAR).

Under the Every Student Succeeds Act (ESSA), Title I funds enable schools to employ and train highly qualified teachers and paraprofessionals, purchase instructional materials, update technology in the classroom, and sponsor parental involvement activities. To increase student academic achievement, Title I funds supplement various academic programs offered at your campus.

If you have any questions regarding this information or in the planning, review, and improvement of the Title I program, please contact your campus principal's office.

Sincerely,

Campus Principal

Rev. 10/04/2023

Documentation and Notifications, *continued*

Title I, Part A Teacher and Paraprofessional Qualifications

This notification advises parents that they have the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals.

TITLE I, PART A PARENT & FAMILY ENGAGEMENT PROGRAM



Houston Independent School District
4400 W. 18th Street
Houston, Texas 77092-8501

October 2023

TO: Parents of Students Attending Houston Independent School District

SUBJECT: TITLE I TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

As a parent of a student attending a Houston Independent School District (HISD) campus, you have the right to know the professional qualifications of your child's classroom teacher(s). Federal law requires HISD to provide this information to you in a timely manner, if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- The teacher's certification in Texas for the grades and subjects he or she teaches.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- The teacher's certification status, such as emergency or provisional status because of special circumstances.
- Paraprofessionals' (teacher aides) qualifications if they provide services to your child.

To receive any of this information, please contact the campus principal and/or Title I campus contact at your campus.

Sincerely,

Your Campus Principal

► Providing Requested Certification Records to Parents ◀

After looking up the teacher's qualifications, use the [Teacher and/or Paraprofessional Certification form](#) to provide this information to the parent.


Rev.09/27/2023

Documentation and Notifications, *continued*

Title I, Part A Notification to Parents — Teacher Certification

Use this notification to advise parents that their child is being taught by a teacher who does not currently hold an appropriate state teaching certificate in the area in which the teacher has been assigned.

NOTE: This form
is currently in
development

HOUSTON INDEPENDENT SCHOOL DISTRICT TITLE I, PART A, PARENT AND FAMILY ENGAGEMENT PROGRAM	
	Insert school's name and address here
<input type="checkbox"/>	
Date: Insert Date	
TO: Parents/Guardians of Students enrolled in course or grade level	
SUBJECT: NOTIFICATION TO PARENTS – TEACHER CERTIFICATION	
<p>In accordance with the Every Student Succeeds Act (ESSA)/PARENTS' RIGHT-TO-KNOW [P.L. 114-95, Section 1112(e)(1)(B)(ii)], as a parent of a student at Insert school's name, you have the right to know if your child has been assigned to or has been taught for four or more consecutive weeks by a teacher who does not hold an appropriate state teaching certificate in the area in which the teacher has been assigned.</p>	
<p>This notice is to inform you that your child has been assigned to or taught by the following teacher(s) who does <u>not</u> currently have the appropriate state teaching certificate or permit:</p>	
Teacher Name: Insert teacher's name	
<p>Although your child's teacher does not have the appropriate state teaching certificate, we do believe that Insert teacher's name is qualified to teach in this assignment. Our staffing decisions are made to provide the best qualified person available for each class. In addition, the campus administrator will be evaluating each teacher's performance in the classroom to ensure that your child receives quality instruction.</p>	
<p>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.</p>	
Sincerely, Insert principal's name, Principal	
Rev. 09/23/2019	

Documentation and Notifications, *continued*

How to Obtain Teacher/Paraprofessional Qualifications (Flowchart)

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

STEP 4: Parents can request the teacher's certification record from either **TEA** or from the **HISD Public Information Office**. (See instructions in the next column.)

STEP 5:

Requesting from Texas Education Agency:

1. Go to the [TEA Certificate Lookup site](#) and click on "Certificate Lookup."
2. Type the teacher's name and then click **Search**.

Requesting from HISD Public Information Office:

1. **MAIL** request to:
Public Information Office
Houston ISD
4400 W. 18th Street
Houston, TX 77092
 2. **PHONE** in your request at:
713-556-6060
 3. **FAX** your request at:
713-556-6061
 4. **EMAIL** your request to:
publicinformation@Houstonisd.org
- Requested information will be sent within 10 business days (excluding holidays).

Documentation and Notifications, *continued*

Parent and Family Engagement (PFE) Policy Templates

Each school must develop, jointly with parents and family members of children participating in Title I, Part A services, a written school **Parent and Family Engagement Policy** that describes how the school will implement the parent and family engagement requirements per SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT.

— See sample school policies on the following pages. —

PFE District Policy Template (Link)

A separate version of the Parent and Family Engagement Policy is also developed at the district level. The campus policy must be updated every 2-3 years to meet the changing needs of parents/families and the school.

— [Click HERE](#) to view a sample district policy. —

Additionally, you must:

- Post the Parent and Family Engagement Policy to the campus website (both district and school versions).
- Notify parents about the Parent and Family Engagement Policy (provide both the district and the school versions).

Continued on next page...



Documentation and Notifications, *continued*

PFE School Policy Template, Page 1

Template for SCHOOL Parent and Family Engagement Policy

<Insert School logo or place document on letterhead>

<Name of School>

School Parent and Family Engagement Policy

ESSA Section 1116

<School Year>

NOTE: This is a sample template for developing the school parent and family engagement policy. Although schools are not required to follow this sample; this sample demonstrates the topics of information that must be included in order to meet the requirements in Section 1116 (b), (c), and (e). Schools are required to include parents in the process of developing, reviewing, revising, and agreeing upon the parent and family engagement policy.

NOTE: The statutory references do not need to be included in the policy, but the activities, examples, actions, etc. must meet the requirements of the statute.

1. <Name of school> shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
Section 1116 (b)(1) & (e)(5)

Describe when the PFE policy is typically reviewed and revised, the role of parents in this process, when the revised policy is usually distributed and explained to parents. Identify the various formats used to distribute the policy. You may want to include a vision statement or mission statement about your PFE program. Also, list some of the documents that will be provided in Spanish or other languages as needed.

2. <Name of school> shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

Describe where and when the two annual meetings in the fall – the meeting is repeated (two per TEA – a new requirement for schools, training or guidance is needed) will convene, how parents will be notified, and what person(s) is responsible for conducting those meetings.

Documentation and Notifications, *continued*

PFE School Policy Template, Page 2

3. <Name of school> shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

Describe the kinds of meetings and flexible meeting schedule the school will offer parents, and how the school may assist with transportation, childcare, or home visits when requested.

4. <Name of school> shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

Describe how parents participate in developing the PFE program and activities, when the PFE policy is usually reviewed and revised, and the role of parents when developing the CIP. Adequate representation means the parents represent the demographic of the school community, as well as including parents of migrant students and/or parents of special education students.

5. <Name of school> shall provide parents of participating children—
(A) timely information about programs under this part;
(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;
Section 1116 (c)(4)

Describe the various ways parents are informed about the PFE program and activities and list some of the program activities. Explain how the curriculum and assessment information is provided to parents and families.

6. If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
Section 1116 (c)(5)

NOTE: Briefly describe how and when the CIP is explained to parents. If the parents have negative comments, give the comments to the principal who will present them to the LEA office.

Documentation and Notifications, *continued*

PFE School Policy Template, Page 3

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, <Name of school> shall: Section 1116 (e)

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

List resources and actions provided to assist parents.

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

List resources and actions provided to assist parents.

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

List activities such as book studies and PLCs focusing on parent and family engagement, professional development opportunities on-site or at other training venues. Describe the role of parents when developing training sessions.

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

List examples where parent and family engagement were coordinated and integrated with other programs.

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)

Describe other types of PFE programs or services provided by the school or frequently requested by parents and families, such as: high school equivalency programs, English classes, access to computers.

Documentation and Notifications, *continued*

PFE School Policy Template, Page 4

Although ESSA statute does not require the School Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your "policy on policies" and follow the more restrictive requirement.

If required... This policy was approved by <Name of LEA> on <mm/dd/yy>.

Signed by Authorized Official: _____

Date: _____

IMPORTANT NOTE: This template will assist a school when developing a school parent and family engagement policy. For purposes of TEA validation, the school policy validation will review the items in this template as well as items that are a part of the school-parent compact. For more details contact your title I, Part A ESC contact.

Copyright © Notice. The materials are copyrighted © and trademarked TM is the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
4. No monetary charge can be made from the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; email: copyrights@tea.texas.gov.

Continued on next page...

Documentation and Notifications, *continued*

**PFE School Policy
Another Template –
Sample :
Elementary School -
Page 1**

**Family Engagement Policy
Youens Elementary School
Title I, Part A School-Wide
2019-2020**

Purpose

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. Youens Elementary School is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, parents are actively recruited as our partners for success. Parents will be invited to participate in the annual revision of the campus School-Family Compact, Family Engagement Policy, Campus Improvement Plan and Comprehensive Needs Assessment. An updated copy of the Family Engagement policy will be posted annually on the campus web page. Two annual meetings will be held to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the rights of parents to be involved in Title I, Part A programs. The meeting will be held at a time that is convenient for parents to attend.

Goals

- The school will work to ensure that the required school levels of parent involvement policies meet the requirements of section 1116 ESEA(Elementary and Secondary Education Act).
- The school will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, in the value of parental contribution and in how to communicate with parents and build school-family connections.
- The school will communicate with parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand(English/Spanish). The school will use the following modes to communicate with parents:
 - Tuesday Take Home Folders
 - Homework/conduct sheets
 - School Flyers
 - Positive notes home to parents of student success
 - Parent/Teacher Conference Forms
 - Youens Gator Gram
 - School Marquee
 - Alief ISD Web Page
 - Youens Elementary Web Page (link from Alief ISD Home Page)
 - Youens Elementary Student Handbook
 - Translators Provided
 - Automated Mass Calling System Through District Schedule
 - Automated call-out system (campus)
 - Schoology
 - Parent Home Access Center Via District Web Page
 - Smartphone Apps
- The school and parents will work collaboratively to ensure strong family engagement, and to support a partnership among the school, parents, and the community to improve student academic achievement. The following is a list of opportunities that have been created to inform and involve parents, not limited to other reasonable support for family engagement activities as parents may request:

Communities in School Coordinator-work with and communicates with parents
 Flyers/Notices Home (Outlining school curriculum, forms of academic assessment)
 Student Parent Handbook (Outlines End of Year Grade Level Expectations)
 Progress Reports and Report Cards
 Meet the Teacher Night – First Visit w/Child's New Teacher in August
 Open House Night (Review Title I Budget/Programs)

Continued on next page...

Documentation and Notifications, *continued*

PFE School Policy
Template –
Another Sample :
Elementary School -
Page 2

Parent Center Volunteer Opportunities – 4 Days a Week
Parent Center Workshops/Support/Resources – 4 Days a Week
Family Fall Festival – Held in October
SDC Committee Meetings – Four parent representatives
Content Nights (One in the Fall and one in the Spring)
Go Texans Day –Pre-K-5th
Music Programs on campus
Sharing of school report card(open forum/campus website/school newsletter)
Elementary Promotional Ceremony for Kinder and 5th Grade,
STAAR End of Year Student/Parent Reports
TELPAS End of Year Student/Parent Reports
Kindergarten Round-Up (PK Visits Kindergarten Classes in May)
Pre-Kindergarten Round-Up
Title I, Part A Annual Meeting Held in Conjunction with another Parent Event
Dual Language Parent Nights-Held in the Fall and Spring
Read to Ride (2nd Grade)
Wellness Night in the Spring
Brighter Bites
Fine Arts Club (Choir, Dance, and Cheer)
Field Day
4th/5th Grade Girls Start Program Showcase in the Fall and Spring

- The school will mandate that teachers hold at least 2 parent teacher conferences annually where the teachers will review grade level content standards, student assessments, and progress data with parents. The teachers will provide parents with support on how to work with their child to improve their child's academic achievement. Parents will also have opportunities for regular meetings relating to their children's education, when requested.
- The school will educate, coordinate, and integrate family engagement programs and activities with other Federal, State, and local programs, and conduct other activities, such as family engagement centers, that support parents in fully participating in their children's education.
- Academic nights for Reading, Science, and Math will be developed with the purpose of providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- Parents are encouraged to provide the school feedback on all its Title I, Part A school-wide program activities. Feedback is welcome at all parent involvement activities and on climate survey.

ANNUAL EVALUATION

Youens Elementary will hold annual meetings to review the Family Engagement Policy and the School-Family Compact. The Family Engagement Policy ensures that there is a strong partnership between the school and the parent. A School-Family Compact will describe school and parent responsibilities.

PARENT AND FAMILY ENGAGEMENT, CONTINUED

CAMPUS TITLE I, PART A WRITTEN PFE POLICY CHECKLIST

This form is found are located on External Funding's [Title I Campus Resources Page](#).

Campus Title I, Part A Written Parent/Family Engagement Policy Checklist		
Campus Name: _____		Campus #: _____
Date Policy was Updated: _____		Date Distributed to Parents: _____
Evidence that the school parent involvement policy - SEC. 1116. [20 U.S.C. 6318]	Documentation Needed:	
<input type="checkbox"/> was jointly developed with parents	Sign in sheet, agenda, minutes	
<input type="checkbox"/> was distributed to parents of participating children, to the extent practicable, in a format and language parents can understand	Written Policy	
<input type="checkbox"/> was provided to the local community	Website, Newsletter, and/or Community Newspaper	
<input type="checkbox"/> will be periodically reviewed and revised as necessary	Sign in sheet, agenda, minutes	
CAMPUS POLICY REQUIREMENTS - SEC. 1116. [20 U.S.C. 6318] The parent/family engagement policy states how the school...	By checking yes , the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the paragraph (P) and page number (#) of the location of the required component:
1 will convene an annual meeting , at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents/families to be involved.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
2 Will offer four (4) required meetings and four alternate meetings – eight (8) meetings total. Each of these meetings should be scheduled in the morning and the afternoon on different days to accommodate parents.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
3 will involve parents & families , in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, & improvement of the school parent & family engagement policy. The involvement of parents/families must include an adequate representation of parents/families of participating children.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
4 will provide parents/families of participating children – ✓ timely information about programs under this part; ✓ 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; ✓ 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.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
5 If the schoolwide program plan (campus improvement plan) is not satisfactory to the parents/families of participating children, the school will submit parents' /families' comments on the plan to the External Funding Titles I, II & IV Dept. and revise the plan as advised by the HISD Title I, Part A Parent & Family Engagement Program Administrator and other district designees as advised.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____

1

Click on the form image to access this form.

Rev. 07/09/2020

Continued on next page...

Mandated Checklists, *continued*

Campus Title I,
Part A Written
PFE Policy
Checklist
(page 2)

CAMPUS POLICY REQUIREMENTS [SEC. 1116, [20 U.S.C. 6318]]: The parent/family engagement policy states how the school...		By checking yes , the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the paragraph (P) and page number (#) of the location of the required component:
6	SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENTS –a component of the school level parent/family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.		
	Such Compact Shall-		
	✓ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards (STAAR);	<input type="checkbox"/> Y <input type="checkbox"/> 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;	<input type="checkbox"/> Y <input type="checkbox"/> 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.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
	✓ Address the importance of communication between teachers and parents/families on an ongoing basis through, at a minimum-	<input type="checkbox"/> Y <input type="checkbox"/> 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;	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
Frequent Reports to parents on their children's progress;	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	
Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	
7	BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective engagement of parents/families & to support a partnership among the school, parents, families, and the community to improve student academic achievement, the campus will build the schools' and parents' capacity for strong parent/family engagement by implementing the REQUIRED POLICY ACTIVITIES , the school:		
	✓ will assist parents of the children being served in understanding the TEKS, STAAR, and the district's and school's assessments, and how to monitor a child's progress, and work with educators to improve achievement of their children;	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
	✓ will provide materials and training to help parents work with their children, such as literacy training and using technology to foster parent/family engagement;	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
	✓ will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, & work with parents/families as equal partners, implement / coordinate parent programs, and build ties between parents, families, and school;	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
	✓ will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, such as the Head Start program, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Programs, and public preschool and other programs;	<input type="checkbox"/> Y <input type="checkbox"/> 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;	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
	✓ will provide reasonable support for parent/family engagement activities such as parent resource centers that encourage and support parents to be involved.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____
2			
Rev. 07/09/2020			

Continued on next page...

Mandated Checklists, *continued*

Campus Title I,
Part A Written
PFE Policy
Checklist
(page 3)

CAMPUS POLICY REQUIREMENTS- SEC. 1116. [20 U.S.C. 6318] The parent / family engagement policy states how the school...	By checking yes , the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the paragraph (P) and page number (#) of the location of the required component:												
8 BUILDING CAPACITY FOR ENGAGEMENT – To ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement, the campus will build the schools' and parents' capacity for strong parent/family engagement by implementing OPTIONAL POLICY ACTIVITIES and the school: <ul style="list-style-type: none"> ✓ may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; ✓ 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; ✓ may pay reasonable and necessary expenses associated with local parent/family engagement activities (including transportation) to enable parents/families to participate in school-related meetings and training sessions; ✓ may train parents to enhance the engagement of other parents/family members; ✓ may arrange school meetings at a variety of times, or conduct in-home conferences between teachers (or other educators who work directly with participating children) and parents who are unable to attend such conferences at school, in order to maximize parent/family engagement and participation; ✓ may adopt and implement model approaches to improving parent/family engagement; ✓ may develop appropriate roles for community-based organizations and businesses in parent/family engagement activities. 	<table border="1"> <tr> <td><input type="checkbox"/> Y <input type="checkbox"/> N</td> <td>P: _____ #: _____</td> </tr> <tr> <td><input type="checkbox"/> Y <input type="checkbox"/> N</td> <td>P: _____ #: _____</td> </tr> <tr> <td><input type="checkbox"/> Y <input type="checkbox"/> N</td> <td>P: _____ #: _____</td> </tr> <tr> <td><input type="checkbox"/> Y <input type="checkbox"/> N</td> <td>P: _____ #: _____</td> </tr> <tr> <td><input type="checkbox"/> Y <input type="checkbox"/> N</td> <td>P: _____ #: _____</td> </tr> <tr> <td><input type="checkbox"/> Y <input type="checkbox"/> N</td> <td>P: _____ #: _____</td> </tr> </table>	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____	
<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____													
<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____													
<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____													
<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____													
<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____													
<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____													
9 Parent Accessibility – To ensure full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and to the extent practicable, in a language that parents can understand.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____												
10 Sign-In sheet and Meeting Minutes – Documentation of parents who jointly developed and agreed with the school's parent/family engagement policy.	<input type="checkbox"/> Y <input type="checkbox"/> N	P: _____ #: _____												

3

Rev. 07/09/2020

EXPLANATIONS OF CURRICULUM, ASSESSMENTS, AND PROMOTION STANDARDS

NOTE: These
forms are
currently in
development

Title I, Part A PFE Explanation and Description of Curriculum




Each school must provide to parents an explanation and description of:

- the curriculum used at the local campus
- the assessments used at the local campus
- HISD's promotion standards

Click on the image to access this form.

HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM



DATE:

TO: Parents of Students Attending

SUBJECT: Explanation of HISD Curriculum

The Every Student Succeeds Act (ESSA) requires all Title I schools to provide to parents a description and explanation of the curriculum in use at the campus. The State Board of Education adopted the Texas Essential Knowledge and Skills (TEKS) as the official K–12 curriculum for all Texas schools. The TEKS identifies what students should know and be able to do at every grade level and in every course in the foundation and enrichment subjects as they move successfully through schools. These learning standards will help ensure that all students can meet the following challenges of the 21st Century:

- Each student must become a more effective reader.
- Each student will have to know and apply more complex mathematics.
- Each student needs to develop a stronger understanding of science concepts, especially in biology, chemistry, and physics.
- Each student must master social studies skills and content necessary to be a responsible adult citizen.
- Each student must master a wider range of technology.

To view a description of the TEKS online, visit: <http://www.tea.state.tx.us/index2.aspx?id=6148>. If you do not have access to the Internet, please call the contact person listed at the end of this letter and this information will be provided to you. The HISD curriculum, which is based on the TEKS, includes non-negotiable objectives that must be taught at every grade level; however, individual schools are held accountable for innovative, instructional programs and results. Every student will be provided equal access to rigorous instruction and academic programs. HISD recognizes, however, that some students may need extra assistance to obtain high academic achievement, and this assistance is available through the Title I program. HISD will include parents in appropriate decision-making opportunities to support student academic achievement. If you have questions concerning this letter or need paper copies of the material referenced on the web site, contact the school's Title I Campus Contact Person, at during school hours, or e-mail .

Sincerely,


, Principal

Rev. 05/15/2023

Explanations of Curriculum, Assessments, and Promotion Standards, *continued*

Title I, Part A PFE Explanation and Description of Assessments (page 1)

Click on the image to access this form.



HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM

Date: _____

TO: Parents of Students Attending _____

SUBJECT: **Explanation and Description of Assessments**

The Every Student Succeeds Act (ESSA) requires all Title I schools to provide to parents a description and explanation of the forms of academic assessment used to measure student progress. Below are various assessments that HISD and its schools use throughout the year. In addition, local assessments that are used at _____ to measure student progress are also included at the end of this letter.

In the Spring of 2012, the State of Texas Assessments of Academic Readiness (STAAR™) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 will assess the same subjects and grades that were previously assessed on TAKS. At the high school level, however, grade-specific assessments will be replaced with 5 end-of-course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. History.

The Texas Assessment of Knowledge and Skills (TAKS) assessments will no longer be administered. Students for whom TAKS is a graduation requirement, including former TAAS and TEAMS examinees, may pursue the following options to receive a Texas high school diploma.

1. Request a district decision. An examinee should contact the school district where he or she was last enrolled to request a district decision regarding whether the examinee qualifies to graduate and receive a high school diploma. More details about this option can be found in Senate Bill 463, 85th Texas Legislature, Regular Session, 2017. More information about this option can be found in Texas Administrative Code (TAC) §74.1027.
2. Achieve satisfactory performance on an alternate assessment. The alternate assessments allowed for TAKS are SAT, ACT, TSI, and STAAR. Former TAKS, TAAS, and TEAMS examinees should take only the appropriate part of the alternate assessment he or she needs to fulfill testing graduation requirements. More information is available in the Texas Administrative Code §101.4003.

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate 2) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law reauthorized as the No Child Left Behind law. STAAR Alternate 2 is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

IOWA is a norm-referenced achievement test that measures students' academic achievement in reading, writing, language arts, mathematics, science, and social studies.

Logramos is a norm-referenced achievement test for students whose primary language of instruction is Spanish. It measures students' academic achievement in reading, language arts, mathematics, science, and social studies.

TELPAS is designed to measure the English language proficiency of K–12 English Language Learners in four language domains: listening, speaking, reading and writing.

TEA has developed the **TELPAS Alternate (TELPAS Alt)** assessment to meet the federal requirements mandated under the Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling. CogAT does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.

1 of 2

Rev. 05/16/2023

Continued on next page...

Explanations of Curriculum, Assessments, and
Promotion Standards, *continued*

Title I, Part A PFE
Explanation and
Description of
Assessments
(page 2)

HOUSTON INDEPENDENT SCHOOL DISTRICT
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM

To find out more about the STAAR study guides and released tests, visit the Texas Education Agency's Web site at www.tea.texas.gov/student-assessment/taar/. If you do not have access to the Internet, please call the contact person listed at the end of this letter and this information will be provided to you.

In addition to the assessments above, _____ also uses the following assessment(s) to measure student progress:

If you have questions concerning this letter or need paper copies of the material referenced on the Web site, contact the school's Title I Campus Contact Person, _____ at _____ or e-mail _____.

Sincerely,
_____, Principal

Rev. 05/16/2023 2 of 2

Explanations of Curriculum, Assessments, and Promotion Standards, *continued*

Explanation of HISD Promotion Standards

Each school must provide to parents an explanation and description of HISD's promotion standards.

[Click here](#) to view HISD promotion standards for the current school year.
(Best if viewed in Chrome.)



MONITORING AND EVALUATION

Federal Report Card



Federal law requires each LEA that receives Title I, Part A funds to prepare and distribute an annual report card which includes a wide variety of information:

<ul style="list-style-type: none"> • student and school performance metrics, 	<ul style="list-style-type: none"> • educator qualifications, and
<ul style="list-style-type: none"> • accountability, 	<ul style="list-style-type: none"> • any other information that the LEA deems relevant.
<ul style="list-style-type: none"> • per-pupil expenditures, 	

LEA report cards must be concise, presented in an understandable and uniform format, and accessible to the public.

- Report cards must be **posted annually** on the campus website
- **Print a copy** of the Federal Report Card and make it available in the front office.
- **Notify parents** about the Federal Report Card and its information regarding student academic achievement, school improvement status, and teacher quality.

Continued on next page...



Monitoring and Evaluation, *continued*

Parent Notification — Federal Report Card (page 1)

Parent Notification – Federal Report Card

Insert Date

Dear Parent:

Insert Name of Campus is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available by visiting the following locations:

- For the TEA Level report, click [HERE](#).
- For the District-Level report, click [HERE](#).
- For the Campus-Level report: Click or tap here to enter text. .

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including—

- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

Continued on next page...

Monitoring and Evaluation, *continued*

Parent Notification — Federal Report Card (page 2)

Parent Notification – Federal Report Card

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

Continued on next page...

Monitoring and Evaluation, *continued*

Parent Notification — Federal Report Card (page 3)

Parent Notification – Federal Report Card

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact [Insert contact information](#).

[If the report cards will be discussed at a parent meeting, insert information about the meeting place and time.](#)

Sincerely,

[Insert Superintendent's or Principal's name](#)

Annual Evaluation of the Title I, Part A PFE Program (PFE Survey)

According to SEC. 1116. [20 U.S.C. 6318], school districts are required to conduct an annual survey to evaluate parent/family engagement efforts related to Title I, Part A funding. The purpose of this survey is to obtain parents' and guardians' perceptions about how well schools are involving them in educational activities related to their children.

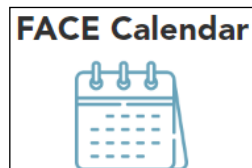
The **Title I, Part A Parent and Family Engagement Survey** is normally disseminated in spring.

THE FAMILY AND COMMUNITY ENGAGEMENT DEPARTMENT (FACE)

Department Mission

Houston Independent School District values parents as partners in preparing students to succeed in college, career, and beyond. The [Family and Community Engagement \(FACE\) Department](#) is dedicated to building intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning.

FACE is dedicated to advancing student achievement by building parent and community engagement. They focus on sustaining and supporting partnerships among schools, families, and community members through programs such as **Family Friendly Schools**, **Parent University**, **parent workshop sessions**, and other resources. The goal is to build positive partnerships and to give families a voice to become advocates for their children's education.



*Click on images to
visit these pages.*

FACE Contact Information

HISD parents are invited to partner with **FACE** in building strong programs to support student achievement in their community.

- **Phone:** 713-556-7290,
- **Email:** FACE@HoustonISD.org
- **Website:** [FACE website](#)
- **Address:**
4001 Hardy St.
Houston, Texas 77009

Additional Resource: Community Resource Guide

Find additional local community organizations that provide services to schools, families, and communities by visiting the location below:

<https://www.houstonisd.org/communityresource>

Use the tools on this site to find and explore community resources online, or download the companion PDF version of the Community Resource Guide .

EVERY STUDENT SUCCEEDS ACT (ESSA)

Parent and Family Engagement Section

The legislative language in ESSA as it relates to Parent and Family Engagement has the following objectives:

- To provide definitions for “parent,” and “parent and family engagement.”
- To summarize current ESSA requirements within this area.
- To summarize requirements for the Elementary and Secondary Education Act (ESEA) consolidated application that pertain to parent & family engagement, and
- Identify resources for meeting these requirements.



To read the actual text of the law, [Click HERE](#).





STATE COMPENSATORY EDUCATION

DEFINITION AND PURPOSE

State Compensatory Education (SCE) is **defined** in the law as programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school. The **purpose** is to increase the academic achievement and reduce the dropout rate of these students.

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rate of high school completion between students at risk of dropping out of school and all other district students .

Texas Education Code (TEC) §29.081

Services

SCE funds must be used to provide direct instructional services that **SUPPLEMENT** the regular education program so that students who are at risk of dropping out of school can succeed in school.

These funds were authorized by the legislature to provide financial support for programs/ services designed by school districts to increase the academic achievement of at-risk students through direct instructional services.

- SCE funds MAY be used to support a **Title I, Part A program** at a campus.
- SCE funds MAY be used to support a **Title I Targeted Assistance** campus (per TEC §48.104).
- SCE funds MAY also be used to support **a program eligible under Title I.** (Students served must meet the Title I eligibility criteria, as specified in the School Improvement Plan.)
- Any program activities, personnel, or materials that are required by federal law, state law, or State Board of Education rule MAY NOT be funded with SCE funds.

NOTE: LEAs are prohibited from using Foundation School Program (FSP) resource allocations intended for students at risk of dropping out of school to supplant resource allocations for the regular education program.

CONTACT INFORMATION

The following is contact information for the State Compensatory Education Department:

- **Phone:** 713-556-6753
- **Email:** StateCompEd@houstonisd.org
- **Website:** <https://www.houstonisd.org/Domain/8066>
- **Address:**
Houston Independent School District
State Compensatory Education
4400 West 18th St., Level 3E20a
Houston, TX 77092

FAQs (Texas Education Agency)

**Click HERE to
view FAQs.**



STUDENT ASSISTANCE

HOMELESS EDUCATION

Federal and State Legislation

The federal [McKinney-Vento Homeless Education Assistance Improvements Act](#) and [Texas State Law](#) protect the rights of homeless children and youth to receive a free and appropriate public education. Nearly everyone in Texas, who is between the ages of 5 and 21 on September 1 of the school year, and has not been expelled, has the right to attend school, even if they:

- do not have a permanent address;
- have a previous address in another town or state;
- do not live with a parent or legal guardian;
- live temporarily doubled-up with friends or family;
- sleep in a shelter;
- sleep in a campground, car, abandoned building, or other facility not designated for, or ordinarily used as regular accommodations for human beings;
- do not have school records; or
- do not have immunizations.

Houston ISD Homeless Education Program

Homeless Education, *continued*

The HISD Homeless Education Program, administered by HISD's Student Assistance Department, does the following:

- Provides support and guidance to homeless children and youth who are in transition, who lack a "fixed, regular, and adequate nighttime residence."
- Provides uniforms, school supplies, undergarments, and personal hygiene items for identified students who qualify.
- Assists with enrollment, obtaining school and medical records, and immunizations.
- Provides guidance for school-based personnel in identifying students and increasing community awareness.
- Collaborates with other district personnel to provide transportation, free breakfast/lunch, tutorial programs, referrals to mental health and social service agencies, and resources.
- Collaborates with surrounding school district liaisons to coordinate transportation and other resources for homeless and unaccompanied youth.

Serving Homeless Students in Title I Schools

After assessing the needs of homeless students, the Homeless Education Program and Title I program staff, along with other district-level administrators, may consider funding the following basic needs such as:

- school uniforms,
- school supplies, and
- health-related needs

Homeless students who attend Title I, Part A Program Schoolwide or Targeted Assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I, Part A Programs and defeat the goal of helping all students meet challenging state standards.

When Title I, Part A operates in conjunction with a McKinney-Vento sub grant, homeless students can take part in services that enable them to benefit more from a school's Title I program.

Contact Information

The following is contact information for the Student Assistance Department:

- **Phone:** 713-556-7237 ,
- **Website:** <https://www.houstonisd.org/Domain/46908>
- **Address:**
Student Assistance Re-Engagement Center at Brock Elementary
1417 Houston Avenue
Houston, TX 77007

Title I, Part A Homeless Program

What Can Title I Provide?

In general, if funds are not reasonably available from other public or private sources to provide such services, the district may use Title I, Part A funds for the following types of services to meet these students' needs:

- ☐ Emergency food
- ☐ Supplies and materials
- ☐ Eyeglasses
- ☐ Clothing to meet a school's dress or uniform requirements
- ☐ Medical/dental services – emergency only
- ☐ Immunization
- ☐ Information and referrals to health and social services
- ☐ Birth certificates (if the lack prevents access to school)
- ☐ GED testing fees for school-age homeless students
- ☐ GED testing fees for parents of homeless students

What Is Title I NOT ALLOWED to Provide?

The following expenses **MAY NOT** be paid using Title I, Part A funds:

- ☐ Utilities
- ☐ Household items
- ☐ Rent
- ☐ Hotel/motel rooms
- ☐ Medical expenses for parents
- ☐ Clothing for parents
- ☐ Clothing for young children of teen parents
- ☐ Physical exam required for student participation in athletics
- ☐ Athletics uniforms





TRANSLATION SERVICES

HISD TRANSLATION SERVICES

Services Provided

Translation Services provides written translations to support Spanish-speaking HISD students and their families. Translation Services can help support other foreign languages needs by providing information on external, district-approved service providers on an as-needed basis.

Services include translating the following:

- school and district forms that parents need to complete, read, and respond to;
- important school and district letters, newsletters, announcements, etc.;
- school and district handbooks for parents; and
- any other type of documents that district or school personnel consider essential and vital to parents.

Requesting Translation Assistance

Contact Information

- **Translation Services** (translations@HoustonISD.org)
- **Special Education** — Interpretation and translation for special needs students (e.g., ARD meetings): 713-556-7025
- **Multilingual Programs** — Assists immigrant, migrant, refugee, and newcomer students: 713-556-6961

More
info...

For additional information, please access Translation Services' webpage (<http://www.HoustonISD.org/Page/68308>) via the HISD employee portal.

Requesting Translation Assistance, *continued*

Criteria for Submitting Content for Translation

Below is a list of criteria that applies to documents submitted for translation:

- Documents provided should be final versions — drafts are not translated.
- Content should be provided as an original Microsoft Word document; conversions and any other types of files may not be accepted or may result in delays.
- When submitting a revised document that has previously been translated, the document must show the revisions and/or updates as tracked changes.
- Translation Services CANNOT translate copyrighted materials unless the proper permissions have been obtained.
- Translation Services does NOT translate third party documents.

Campus Improvement Plan (CIP) Translations

A requirement of the Every Student Succeeds Act (ESSA), is that Title I Campuses must make their Campus Improvement Plan (CIP) available to the public in an understandable and uniform format.

The entire CIP – including the Executive Summary – must be translated into the language(s) of parents of enrolled students. However, due to the scope of this districtwide requirement, HISD Translation Services IS NOT able to assist with this process.

Rule of Thumb

If at least 10% of parents of enrolled students speak a language other than English, the CIP or other material must be translated into those languages. However, regardless of percentages, every effort should be made to translate content for any student/family who needs translations.

Other Translation Options

Consider using one of the options below to have this documentation translated:

- Make use of vendors via contracted services: Access the [Purchasing Department site](#) and use key word **Translation** in the Search tool to display a current list of approved vendors (or call the department at 713-556-6515).
 - ◇ The campus should receive at least two quotes for translating the document.
 - ◇ General Funds as well as Title I Funds can be used to pay for this expenditure. (See additional information on the following page.)

Continued on next page...

Requesting Translation Assistance, *continued*

Other Translation Options, *continued*

- Enlist the services of campus staff with native fluency in the required language(s) who are familiar with our educational system and academic terminology.

If this choice is selected, be sure to add the following disclaimer to the document:

DISCLAIMER: The (identify language) version is a translation of the original document for information purposes only. In case of any discrepancies, the original version in English will prevail.

- Consider using “Google Translate” – However, the translated document **MUST BE** reviewed by professional staff members who have native fluency in the target language to ensure that the vocabulary represents the English content accurately.

(Google Translate does a literal translation and may not capture and reflect certain terminology, expressions, and nuances.)

Translation Costs

Campus Title I funds CAN be used to pay for this service.

If using contracted services, campuses are encouraged to obtain at least two quotes for in order to compare costs and to identify which vendor can best meet their distribution deadlines.

Campuses will receive a bill following completion of the job.

HISD MULTI- LANGUAGE TERMINOLOGY LIST



The HISD terminology list was developed by Translation Services as a tool for translating and interpreting the most commonly used words in the District in an educational setting. It is important to note that this resource uniquely reflects the terminology used in HISD and might not always apply to other school districts or settings.

The District's terminology list was developed to encourage more consistent use of words and terms in translations/interpretations throughout HISD.

Due to the richness of language, and its wide-ranging use across 20 countries, the list may include several options for one specific English term: All options are deemed to be correct and may be used according to the text. Translation Services acknowledges that there might be acceptable alternatives that are not included in this list.

The following considerations or guidelines apply:

- The list does not contain all possible regional, dialectical, or colloquial variations.
- For many terms, more than one translation is provided. In those cases, the options are separated by a slash (/) and listed in order of preference – but overall context should be taken into account.
- Italics are occasionally used in the translations to indicate terms for which no appropriate term was available; in such cases, the English language term should be used.
- When an English term is known by an acronym, the translation provided is followed by an explanation stating that in English the term is known by the acronym. The reference to the English acronym needs to be noted only the first time that the term is used in a document.

List begins on next page...

TRANSLATIONS

Vocabulary List

ENGLISH	SPANISH
ability test	prueba de aptitud / prueba de habilidad
abnormality	irregularidad / anomalía
above average	superior al promedio
above test norms	superior a los parámetros del examen
absence (s)	inasistencia(s) / ausencia(s)
absence rate	tasa de ausentismo / tasa de absentismo
academic achievement goals	metas de rendimiento académico / metas de logros académicos
academic course credit	crédito de un curso académico
academic education	enseñanza académica
Academic Performance Index (API)	Índice de Rendimiento Académico (API)
academic standars	estándares académicos
accelerated courses	cursos intensivos / cursos acelerados
accommodations	adaptaciones / modificaciones / adaptaciones por discapacidad
accountability	responsabilidad / rendición de cuentas
accuracy	exactitud / precisión
achievement	logro / rendimiento
achivement gap	brecha de rendimiento / brecha de logros
acquisition	aprendizaje / adquisición
active learning	aprendizaje activo
allowable expenditure	gasto permisible
annual customer satisfaction survey	encuesta anual de satisfacción del usuario
annual meeting	reunión anual / junta anual
Annual Progress Report (APR)	Informe Anual del Progreso
ARD (Admission, Review and Dismissal)	Comité de Admisión, Revisión y Retiro (ARD)
assessment	evaluación / prueba / examen / análisis
assistant principal	subdirector(a)
assistant teacher	maestro (maestra) auxiliar
at-risk students	estudiantes en riesgo de fracasar
attendance	asistencia
audit	auditoría
Average Daily Attendance (ADA)	Promedio de Asistencia Diaria (ADA)
back-to-school night	evento de regreso a clases / noche de orientación para la familia /
baseline data	datos de referencia
basic skills	destrezas básicas / habilidades básicas
behavioral objective	objetivo del comportamiento
below average	inferior al promedio
benchmark	punto de referencia / índice de referencia
benchmark test	evaluación comparativa
biculturalism	biculturalismo
bilingual education	educación bilingüe
bilingualism	bilingüismo
biliteracy	bialfabetización
biliteracy	capacidad de leer y escribir en dos idiomas
book report	informe sobre un libro / informe de lectura
brochure	folleto
budget policy	política presupuestaria
bully (v)	acosar
bullying at school	acoso escolar

TRANSLATIONS

Vocabulary List

ENGLISH	SPANISH
campus	escuela / plantel ("campus" para universidades)
Campus Parent Involvement Policy	Normas de la Escuela para la Participación de los Padres
cap and gown	toga y birrete
capability	capacidad / aptitud / habilidad
career	carrera
career adviser	consejero
career and college guidance	orientación para la universidad y las carreras técnicas
career and continuing education	educación técnicas y cursos de actualización
certificate of educational achievement	certificado de rendimiento educativo
charter school	escuela chárter
child abuse	abuso de menores / maltrato de menores
child advocate	defensor de menores
children with disabilities	niños con discapacidades
collaborative learning	aprendizaje colaborativo
college	universidad / instituto de enseñanza superior
college preparatory program	programa educativo preuniversitario
Community Advisory Committee	Comité Asesor Comunitario
community college	instituto de enseñanza superior de la comunidad / centro de estudios superiores
competency	competencia / capacidad / aptitudes
computer literacy	conocimientos básicos de informática / conocimientos básicos de computación
compliance review	evaluación del cumplimiento de las normas / evaluación de la conformidad con los reglamentos
core curriculum	currículo básico
core subjects	materias básicas
counselor	consejero
cross-cultural awareness	conciencia transcultural / conocimientos interculturales
daily living skills	habilidades de la vida diaria / aptitudes para la vida cotidiana
decoding skills	habilidades de descodificación
description and explanation of curriculum	descripción y explicación del currículo
description and explanation of assessments	descripción y explicación de las evaluaciones
District Parent Involvement Policy	Normas del Distrito para la Participación de los Padres
Division	División
Division Superintendent	Superintendente de División
download	bajar / descargar
dropout rate	tasa de deserción / índice de deserción escolar
Dual Language Program	Programa de Doble Vía
elected officers	funcionarios / representantes elegidos
elective classes	materias optativas
elementary school	escuela primaria
eleventh	undécimo. Si se refiere a los <i>juniors</i> , dar la opción de escribir <i>juniors</i> en itálicas
empower	empoderar / potenciar / equipar
English	inglés
English as a Second Language (ESL)	Inglés como Segundo Idioma (ESL)
English Language Learner (ELL)	Aprendiz del Idioma Inglés (ELL)

TRANSLATIONS

Vocabulary List

ENGLISH	SPANISH
enrolled	inscrito / matriculado
expedite	acelerar / agilizar
extended learning	clases suplementarias
facility	instalación
Family and Community Engagement Department (FACE)	Departamento para la Participación de las Familias y la Comunidad (FACE)
field trip	excursión escolar
freshman	alumno del noveno grado (primer año de la preparatoria) <i>freshman</i>
funds	fondos / dinero
GED clases	clases de GED
Global Graduate	Graduado Global
graduation rates	tasas de graduación
grant(s)	subvención / subvenciones
guardian	tutor
hand outs	volantes / folletos
heritage month	mes de la herencia cultural
high school	escuela preparatoria
highly qualified	altamente cualificado
illiteracy	analfabetismo
immigrant	inmigrante
Individualized Education Program (IEP)	Plan Educativo Individual (IEP)
internship	pasantía
Kindergarten	Kínder / Kindergarten
language acquisition	adquisición del idioma
language and speech impairment	impedimento del habla y el lenguaje
liaison	persona de enlace/ persona de contacto
Limited English Proficiency (LEP)	Dominio Limitado del Inglés (LEP)
listening comprehension	comprensión auditiva
literacy skills	habilidades de lectoescritura / nivel de alfabetización
literacy training	capacitación para la alfabetización
low incidence	baja incidencia / poco común
low-income families	familias de bajos ingresos
Magnet school	escuela <i>Magnet</i>
make-up-dates	fechas extraordinarias (de examen)
master schedule	horario maestro / horario básico
measurable objectives	objetivos medibles
media center	centro de multimedia
middle school	escuela secundaria
migrant education	educación para migrantes
native language	lengua materna / idioma materno
NCLB School Report Card	Informe NCLB del Desempeño de la Escuela
needs assessment	evaluación de las necesidades
New Education System (NES)	Nuevo Sistema Educativo (NES)
New Education System Aligned (NES-A)	Nuevo Sistema Educativo, Alineada (NES-A)
newcomers	recién llegados
ninth	noveno. Si se refiere a los <i>freshman</i> , dar la opción de escribir <i>freshman</i> en itálicas
No Child Left Behing Act	Ley Que Ningún Niño se Quede Atrás
non verbal	sin uso del habla / no verbal
non-english proficient	sin dominio del inglés
non-english speaker	no habla inglés
norm-referenced results	resultados de la prueba normativa

TRANSLATIONS

Vocabulary List

ENGLISH	SPANISH
nurse's office	enfermería
Open House	Open House / evento de inicio de las clases / función escolar de puertas abiertas
oral language skills	aptitud de expresión oral
overall performance level	nivel general de rendimiento
paraprofessional	paraprofesional
Parent Advisory Council (PAC)	Consejo Asesor de Padres (PAC)
parent notifications	notificaciones para los padres
parent resource center	centro de recursos para padres
parental involvement	involucración de los padres
parenting skills	habilidades de crianza de los hijos
parents' rights	derechos de los padres
pattern	patrón
performance level	nivel de rendimiento
policy	política / norma / normativa
post to the school website	publicar en el sitio web de la escuela
post-secondary	postsecundario / después de la preparatoria
primary language	idioma principal / idioma materno / lengua materna
principal	director(a)
printing/mailling expenses	gastos de imprenta o de envío por correo
program status	situación del programa / estatus del programa
promotion standards	estándares de promoción
rate	tasa / índice
reading materials	materiales de lectura
reclassification	reclasificación
register	inscribir / matricular
registration fees	cuotas de inscripción
School Improvement Plan (SIP)	Plan de Mejoramiento Escolar (SIP)
school-based	de la escuela
School Board	Junta Escolar
school building	edificio escolar
School Parent Compact	Convenio de la Escuela y los Padres
scholarship	beca
Spanish	español
Spanish-speaking English Language Learners	hispanohablantes aprendices del idioma inglés
student academic achievement	rendimiento académico estudiantil
supplies	útiles escolares / materiales escolares
technology training	capacitación en tecnología
tenth	décimo. Si se refiere a los <i>sophmores</i> , dar la opción de escribir <i>sophmore</i> en itálicas
Title I, Part A	Título I, Parte A
Title I, Part A school-wide campus	escuela de participación total en el programa de Título I, Parte A
training sessions	sesiones de capacitación
Transitional Bilingual Program	Programa Bilingüe de Transición
transportation	transporte
two-way classroom	aula o salón de Doble Vía
twelveth	duodécimo. Si se refiere a los <i>seniors</i> , dar la opción de escribir <i>senior</i> en itálicas
Vanguard	<i>Vanguard</i>
workshop	taller
Your Voice Survey	Encuesta Su Voz



TITLE I, PART A CODING

THE IMPORTANCE OF CODING

Coding is an important factor in compiling state and federal mandated data. Campuses are responsible for timely coding that reflects Title I designations and activities as well as socioeconomic disadvantage statistics.

Accurate coding and the resultant reporting submitted to federal / state agencies ensures that the district will continue to receive federal and state funding.

Coding Documentation

It is important to have appropriate documentation (i.e., attendance/sign-in sheets) prior to entering data into HISD Connect. Documentation must be maintained in the [Title I Crate](#) — even after data is entered.

Roles and Responsibilities: Data Entry

Office Manager Assistants, Title I Contacts, and SIRs:

The following individuals must be **trained** in completing Title I data in HISD Connect:

- Office Manager Assistants (NES & NES-A campuses)
- School Information Representatives (SIRs)
- Title I Contacts
- Appropriate documentation (attendance listings/sign-in sheets) must be utilized when coding Title I activities and services.

Principals must ensure that:

- campus data entered into the Student Information System (SIS) is accurate and done in a timely manner; and
- reports from the Texas Education Agency (TEA) —which reflect actual Public Education Information Management System (PEIMS) data — mirror the data from campus reports.

For more information on data quality, please refer to the [HISD Federal and State Compliance site](#).

OBTAINING ACCESS TO HISD CONNECT

1-View Mandatory Online Training

2-Complete the HISD SIS Security Access Request Form


To obtain HISD Connect access for coding and/or monitoring Title I or socioeconomic data,* Campus Title I Contacts and SIRs must 1) complete an **online course** and 2) complete and submit the **SIS Security Request Form**.

* *The campus role that is required to input socioeconomic data is the R/E/W role (Registration/Enroll/Withdraw).*

The online OneSource training must be completed within two (2) weeks of receiving the responsibility for coding. The required online course is **HC_HISD Connect Overview (1441044)** in OneSource.

This must be done PRIOR to submitting the SIS Security form. Also, External Funding will conduct routine trainings in the areas of Title I Coding and Socioeconomic data entry.

After completing the online training, Campus Title I Contacts and SIRs must complete sections I and II of the **SIS Security Form**.



HISD SIS SECURITY REQUEST FORM

Submit to: Student Management Systems (Attn: SIS Security)
Route 10 · 4400 West 18th St · Level 3NW · Houston, TX 77092
or fax to (713) 556-8870 or email SISSecurity@houstonisd.org

I. Complete this section for ALL SIS requests.

Employee ID: _____ (8 digits) Network Username: _____ (NOT password)

Last Name: _____ First Name: _____ MI: _____

Current Work Location: Campus/Dept #: _____ Campus/Dept Name: _____

Work Location Telephone #: _____ Position/Title: _____

II. Complete Section I and Section II to ADD or REMOVE a role assignment.
When requesting Campus Level access, also specify the campus number and campus name. Additional forms are required for access to additional campuses. School Area Level access requires the Area Superintendent's approval.

District Level – [A]dd/[R]emove	Campus Level – [A]dd/[R]emove		
A/R (check appropriate box) <input type="checkbox"/> District View Only <input type="checkbox"/> Other: <input type="checkbox"/> REMOVE ALL ROLES	Location #: _____ Campus: _____ A/R (check appropriate box) <input type="checkbox"/> View Only <input type="checkbox"/> School Enrollment <input type="checkbox"/> Office Attendance <input type="checkbox"/> Ofc. Grade Reporting <input type="checkbox"/> Discipline View <input type="checkbox"/> Discipline Editor <input type="checkbox"/> Magnet <input type="checkbox"/> Other: <input type="checkbox"/> REMOVE ALL ROLES	A/R (check appropriate box) <input type="checkbox"/> Student Sched. <input type="checkbox"/> Master Sched. <input type="checkbox"/> English Learner <input type="checkbox"/> Gifted & Talented <input type="checkbox"/> Career Tech Ed. <input type="checkbox"/> At-Risk <input type="checkbox"/> Title I	A/R (check appropriate box) <input type="checkbox"/> TREx <input type="checkbox"/> Health <input type="checkbox"/> Socioeconomic <input type="checkbox"/> IAT Liaison <input type="checkbox"/> Interventionist <input type="checkbox"/> Special Ed View <input type="checkbox"/> Teacher
School Area Level – [A]dd/[R]emove (check appropriate box) <input type="checkbox"/> North <input type="checkbox"/> Northwest <input type="checkbox"/> South <input type="checkbox"/> East <input type="checkbox"/> West <input type="checkbox"/> Achieve 180 <input type="checkbox"/> All Schools <input type="checkbox"/> Other (specify campuses): _____ A/R (check appropriate box) <input type="checkbox"/> View Only <input type="checkbox"/> Discipline View <input type="checkbox"/> Other: <input type="checkbox"/> REMOVE ALL ROLES	INTERNAL USE ONLY <div style="border: 1px solid black; height: 100px; width: 100%;"></div>		

III. Complete ALL sections to request a change of location. Failing to do so may prevent access.
All role assignments will be removed from the Previous Work Location specified below. Previous role assignments are not transferred. Only the roles selected in Section II are applied.

Previous Work Location: Campus/Dept #: _____ Location Name: _____

Current Work Location: Campus/Dept #: _____ Location Name: _____

The Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C., Section 1232g, its implementing regulations (34 CFR Part 99), and amendments, the Texas Public Information Act (TPIA), Texas Government Code Section 552.001 et seq., and Houston Independent School District (HISD) Board Policies provide for the security, confidentiality, review, and disclosure of student educational records. All persons who access HISD student records hold a position of trust relative to this information and must recognize and acknowledge their responsibilities for preserving the security and confidentiality of this information. The requestor is aware of the state and federal laws pertaining to records tampering and the requestor is aware of the penalties under the law related to records tampering.

Access will not be granted without signatures and dates.

Requestor's Signature _____ Date: _____

Approver's Printed Name: _____
(please print legibly) (Principal, Executive Principal, SSO, CSO, or Superintendent)

Approver's Signature _____ Date: _____
SIS-PS-20210422

Click on this image to access the form.


2-Complete the HISD SIS Security Access Request Form, *continued*

Obtaining Access to HISD Connect, *continued*

When completing the SIS Security Access Request Form:

- Make sure that in **Section II (Campus Level)**, you are requesting access to coding of "Title I" or "Socioeconomic" information.
- Obtain the **necessary signatures**.
- **Follow submission instructions** located in the top right-hand corner.
- **MAKE SURE THE FORM IS COMPLETE, ACCURATE, AND WITH THE CURRENT DATE** before submitting to SIS.

Email the form to SISSecurity@HoustonISD.org and retain a copy.



HISD SIS SECURITY REQUEST FORM

*Submit to: Student Management Systems (Attn: SIS Security)
Route 10 • 4400 West 18th St • Level 3NW • Houston, TX 77092
or fax to (713) 556-8870 or email SISSecurity@houstonisd.org*

Enter campus information

↓

I. Complete this section for ALL SIS requests.

Employee ID: _____ Network Username: _____
(8 digits) (NOT password)

Last Name: _____ First Name: _____

Current Work Location: Campus/Dept #: _____ Campus/Dept Name: _____

Work Location Telephone #: _____ Position/Title: _____

II. Complete Section I and Section II to ADD or REMOVE a role assignment.
When requesting Campus Level access, also specify the campus number and campus name. Additional forms are required for additional campuses. School Area Level access requires the Area Superintendent's approval.

District Level – [A]dd/[R]emove	Campus Level – [A]dd/[R]emove
<p>A/R (check appropriate box)</p> <p><input type="checkbox"/> District View Only</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> REMOVE ALL ROLES</p>	<p>Location #: _____ Campus: _____</p> <p>A/R (check appropriate box)</p> <p><input type="checkbox"/> View Only</p> <p><input type="checkbox"/> School Enrollment</p> <p><input type="checkbox"/> Office Attendance</p> <p><input type="checkbox"/> Ofc. Grade Reporting</p> <p><input type="checkbox"/> Discipline View</p> <p><input type="checkbox"/> Discipline Editor</p> <p><input type="checkbox"/> Magnet</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> REMOVE ALL ROLES</p>
<p>School Area Level – [A]dd/[R]emove <small>(check appropriate box)</small></p> <p><input type="checkbox"/> North <input type="checkbox"/> Northwest <input type="checkbox"/> South <input type="checkbox"/> East</p> <p><input type="checkbox"/> West <input type="checkbox"/> Achieve 180 <input type="checkbox"/> All Schools</p> <p><input type="checkbox"/> Other (specify campuses): _____</p> <p>A/R (check appropriate box)</p> <p><input type="checkbox"/> View Only</p> <p><input type="checkbox"/> Discipline View</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> REMOVE ALL ROLES</p>	<p>INTERNAL USE ONLY</p>

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 trans roles selected in Section II are applied.

Previous Work Location: Campus/Dept #: _____ Location Name: _____

Current Work Location: Campus/Dept #: _____ Location Name: _____

Campus Level – [A]dd/[R]emove

Location #: _____	Campus: _____
<p>A/R (check appropriate box)</p> <p><input type="checkbox"/> View Only</p> <p><input type="checkbox"/> School Enrollment</p> <p><input type="checkbox"/> Office Attendance</p> <p><input type="checkbox"/> Ofc. Grade Reporting</p> <p><input type="checkbox"/> Discipline View</p> <p><input type="checkbox"/> Discipline Editor</p> <p><input type="checkbox"/> Magnet</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> REMOVE ALL ROLES</p>	<p>A/R (check appropriate box)</p> <p><input type="checkbox"/> Student Sched.</p> <p><input type="checkbox"/> Master Sched.</p> <p><input type="checkbox"/> English Learner</p> <p><input type="checkbox"/> Gifted & Talented</p> <p><input type="checkbox"/> Career Tech Ed</p> <p><input type="checkbox"/> At-Risk</p> <p><input type="checkbox"/> Title I</p>

Select this box to add Title I access

↑

Select this box to add access to Socioeconomic data/coding

↑

The Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C., Section 1232g, its implementing regulations (34 CFR Part 99), and amendments, the Texas Public Information Act (TPIA), Texas Government Code Section 562.001 et seq., and Houston Independent School District (HISD) Board Policies provide for the security, confidentiality, review, and disclosure of student educational records. All persons who access HISD student records hold a position of trust relative to this information and must recognize and acknowledge their responsibilities for preserving the security and confidentiality of this information. The requestor is aware of the state and federal laws pertaining to records tampering and the requestor is aware of the penalties under the law related to records tampering.

Access will not be granted without signatures and dates.

Requestor's Signature _____ Date: _____

Approver's Printed Name: _____
(Principal, Executive Principal, SSO, CSO, or Superintendent)

Approver's Signature _____ Date: _____

SIS-PS-2021.04.22

DETAILED CODING INFORMATION

CLICK either of the links below to view detailed information regarding these categories of coding:

**Coding for
Title I, Part A**

**Coding for
Socioeconomic
Status**

2023-2024 Title I Handbook: Corrections and Updates

Click on the page number to access the revised page. Updated pages / chapters will reflect latest “Rev” date.

Chapter	Page	Description	Date
ESSA Requirements, Budget Information		Removed redundant content, moved some content to Budget Information. Updated information regarding Plan4Learning.	11/2/2023
Title I Campus Contacts	33	Updated the list of positions that are eligible for stipends.	11/13/2023

Click [HERE](#) to return to Table of Contents

Continued on next page...