2020-2021

CLICK HERE to view edits/revisions.

BUILDING BRIDGES BREAKING BARRIERS



HISD

External Funding
Titles I, II & IV

2020-2021

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Final Word - An Expression of Fortitude

OVERVIEW & PARTICIPATION

Understanding is the bridge between two minds.
(Matshona Dhliway)



Written to help schools have a general understanding of the three ESSA grants and how to participate with HISD to obtain equitable services.

FEDERAL PROGRAM GUIDANCE

Permissible Use of Federal Funds

Supplement, Not Supplant

Federal funds must supplement — add to, enhance, expand, increase, extend — programs and services offered with state and local funds. Federal funds must NOT supplant — take the place of, replace — the state and local funds used to offer those programs and services.

Proving that Expenditures are Supplemental

The following are examples of the types of documentation auditors may request from an LEA to demonstrate that an expenditure is supplemental to other federal and/or nonfederal programs:

- fiscal or programmatic documentation confirming that in the absence of federal funds the services/opportunities would not be available
- itemized budget histories from one year to the next and budget information
- planning documents
- actual reduction in state or local funds, evidenced by state or local legislative actions
- specific policies and procedures related to supplement, not supplant requirements

Well-Rounded Education

Due to changes to equitable services under the Every Student Succeeds Act (ESSA), federal dollars, once earmarked solely for spending on core subject areas, are now expanded to include a "well-rounded education" which gives districts the opportunity to leverage federal funds to support or enhance music, fine arts, and career and technical training. These programs were not allowed in the past.

The term "Well-Rounded Education" encompasses:

 English, reading, or language arts 	• civics and govern- ment	 career and technical education
 science, technology, engineering, mathematics 	• economics	 health, physical education, and
• computer science	arts, music	 others as designated by State/ Local Education Agency (LEA)
 foreign languages (languages other than English) 	history, geography	•

Priority Subjects for Titles I and II

HISD has determined that reading, English, language arts, math, and science are priority subjects for the Title I and Title II, Part A federal programs. Therefore, those subjects are the primary focus for the use of federal funds. However, the needs of the school (based on the Campus Needs Assessment) will drive the actual use of funds.

Title I, Part A professional development funding must focus on effective instructional strategies and practices in the well-rounded subject areas. In contrast, Title II, Part A professional development funding can include a broader range of opportunities.

Capital Outlay Expenditures

HISD defines capital outlay as equipment costing \$500 or more. The most commonly requested items are computers, laptops, and printers.

United States Department of Education (USDE) has provided guidance, saying that because of the inability to monitor such equipment to verify that it is only used for secular purposes, Private Nonprofit (PNP) Schools cannot be provided with capital outlay. (USDE is currently reviewing this guidance.) Moreover, HISD does not provide equipment or capital outlay to PNP Schools due to difficulty in tracking and monitoring equipment located at non-HISD schools.

Title I, Part A:

High Quality Education for Economically Disadvantaged Students

Purpose and Beneficiaries

The **purpose** of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach — at a minimum — proficiency on challenging state academic achievement standards and state academic assessments.

The **beneficiaries** of the program are students who experience difficulty mastering state academic achievement standards.

How Title I, Part A Works

USDE provides supplemental federal funds to LEAs to give financial assistance to schools with high percentages of students from low-income families. These funds are intended to ensure that students meet the state's challenging student performance standards, regardless of economic status. By providing Title I funds, the government aims to ensure that all children receive a fair, equitable, and high-quality education, and to close the achievement gap.

Title I, Part A supports public schools in implementing either a schoolwide program or a targeted assistance program; however, Title I, Part A also supports PNP Schools by implementing a targeted assistance program for eligible students.

Title I, Part A:

<u>High Quality Education for Economically Disadvantaged Students</u> (continued)

Targeted Assistance Program

A school participating in a targeted assistance program uses Title I, Part A funds on activities and services for *only* HISD eligible students identified as having an academic need per the established criteria. IMPORTANT: Be sure to maintain documentation demonstrating that Title I, Part A funds were expended solely on these identified students.

Targeted Assistance programs:

- serve only students who are failing, or at risk of failing, in meeting the state's challenging student academic performance standards and who reside within the attendance boundary of an HISD Title I school.
- provide supplemental services designed to help participating students meet the state's overall student academic performance standards.
- use the state's system of assessment to review the effectiveness of the program.



Title I, Part A:

<u>High Quality Education for Economically Disadvantaged Students</u> (continued)

PNP Schools are not Title I schools.

They are PNP Schools with a targeted assistance Title I program.

PNP SCHOOL PARTICIPATION REQUIREMENTS

Student Identification

PNP Schools must identify the eligible PNP students who:

- Reside within an HISD Title I, Part A school attendance zone, AND
- Have an identified academic need (i.e., the students are failing, or are at risk of failing, to meet the state's student performance standards).

Campus Needs Assessment/Program Description/Comprehensive PD & Spending Plan (CPDSP)

All PNP Schools' services must align with the *Campus Needs Assessment*, which identifies student, teacher, and school needs. Title I, Part A programs require a *Program Description* that includes the design, schedule, and delivery method of services. For all grants, the *CPDSP* will outline the professional development plan (with related costs) for the entire grant period.

All forms are to be submitted to HISD no later than October 30, 2020.

Program Integration

PNP Schools should integrate and coordinate Title I, Part A services with resources from the school or other organizations and agencies.

Increased Student Assistance

PNP Schools must provide additional assistance to students identified as needing help in meeting the state's challenging student academic achievement standards.

Communication with Parents and Families

PNP Schools must provide information to parents and families in the languages they understand.

Title II, Part A:

Professional Development for Teachers and Principals

Purpose and Beneficiaries

The **purpose** of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality. The program provides staff development services in effective strategies, methods, and/or skills in the well-rounded subject areas to eligible teachers, principals, and other educational personnel.

Math, reading, and science are high priority content areas per HISD. Additionally, the program provides opportunities for principals, teacher leaders, and administrative teams to enhance their skills as effective school leaders. By effectively using these funds, LEAs and schools are better able to improve student academic achievement.

The **beneficiaries** of this program are the students who will be taught by knowledgeable and trained teachers (including principals and assistant principals, as well as other educational personnel).

PNP SCHOOL PARTICIPATION REQUIREMENTS

School Location Criteria

The PNP School building must be physically located within the boundaries of HISD.

Campus Needs Assessment/Comprehensive PD & Spending Plan (CPDSP)

All PNP Schools' services must align with the *Campus Needs Assessment*, which identifies student, teacher, and school needs. For all grants, the *CPDSP* will outline the professional development plan (with related costs) for the entire grant period. All forms are to be submitted to HISD no later than October 30, 2020.

Program Integration

PNP Schools must integrate Title II, Part A PD opportunities for school personnel with resources from other civic or community organizations and agencies.

High Quality Professional Development

PNP Schools must engage in PD opportunities that:

- align with curricula and programs tied to state academic content and student academic performance standards;
- are grounded in evidence-based research;
- have a substantial, measurable, and positive impact on student academic achievement; and
- are part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students.

Title IV, Part A:

Student Support and Academic Enrichment

Purpose and Beneficiaries

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

- provide access to and opportunities for a well-rounded education for all students,
- improve school conditions for student learning in order to provide activities which support safe and healthy students; and
- improve access to personalized technology-driven student learning experiences, and
- improve the effective use of technology for teachers through professional development.

The **beneficiaries** of the program are all students (PreK4 - 12) enrolled at PNP Schools with Title I or non-Title I programs.

PNP SCHOOL PARTICIPATION REQUIREMENTS

Content Areas

To improve student support and academic enrichment, private nonprofit schools are given the opportunity to participate in at least one of the three content areas:

- Content Area 1: Well-rounded Education Opportunities
- Content Area 2: Safe and Healthy Student Activities
- Content Area 3: Effective Use of Technology
 - ♦ With regard to the effective use of technology, the purchase of technology is not allowed.
 - ♦ Also, the PNP School or governing entity must have a policy of Internet safety.

Campus Needs Assessment/Comprehensive PD & Spending Plan (CPDSP)

All PNP Schools' services must align with the *Campus Needs Assessment*, which identifies student, teacher, and school needs. For all grants, the *CPDSP* will outline the professional development plan (with related costs) for the entire grant period. All forms are to be submitted to HISD no later than October 30, 2020.

Parent and Family Engagement

Schools must promote the involvement of parents and families in the activity or program.

Program Integration

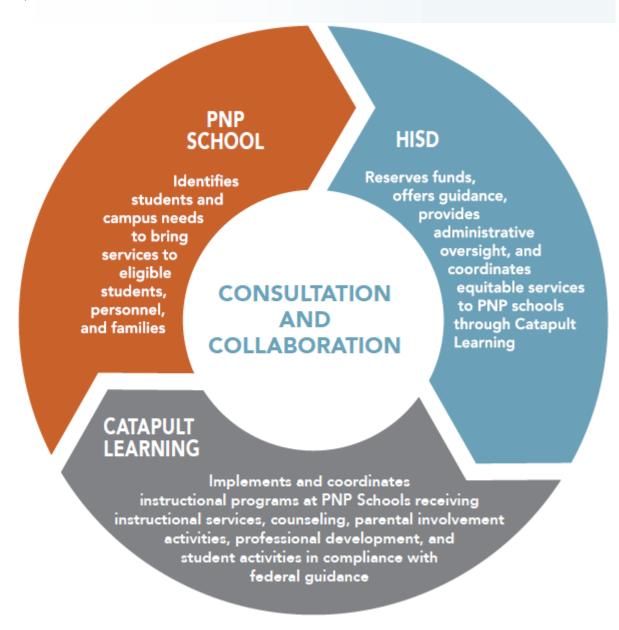
Schools must work in coordination with other schools and community programs with a demonstrated record of success.

Evidence-Based Program

All professional development opportunities and student activities through the grant must have a demonstrated record of success.

How PNP Participation Works: It's a Partnership

The LEA (HISD) is federally mandated to provide equitable services to eligible personnel and students and their families of PNP Schools. Below is a diagram illustrating the partnership that exists among HISD, PNP Schools, and the third-party provider (Catapult Learning) of allowable equitable services. All of these entities work together to comply with PNP School participation requirements.



How PNP Participation Works: It's a Partnership, continued

HISD is responsible for coordinating equitable services to *PNP Schools* located within HISD boundaries (for Titles II and IV, Part A) and *students* residing within the district's boundaries (for Title I, Part A). This is handled by the HISD External Funding Department, which coordinates PNP School participation in these federal programs.

PNP Schools may also participate in other federal programs. See the *Resources* section for a list of HISD departments that oversee participation in each specific program as well as corresponding contact information. It is the PNP School administrator's responsibility to contact those departments for additional program information and participation details.

Forms Submission

All forms submitted to HISD must be completed electronically. Completed forms may be submitted electronically, by U.S. mail (always call to verify receipt within 3-5 days after mailing), professional delivery, hand delivery, scans or faxes (with prior approval **only**).

IMPORTANT: All forms must be received by the due date; if mailed, consideration is NOT given to the postmark date.

NOTE: All forms should be submitted in the same format (e.g., Word, Excel, online fillable PDF) in which they were originally created.



Participation Process Overview

Stage	Description
1	HISD Contacts area PNP Schools via U.S. mail (certified), email or printed media, informing of the federal programs. NOTE: An email is sent as a follow-up to the certified letter. See also page 14.
2	PNP Schools Respond by sending a completed Intent to Participate form and evidence of non-profit status. See also page 12.
3	HISD Emails a request for additional information to PNP principals and administrators. PNP Schools Complete and submit Phase ONE Documents (SCHOOL eligibility) to HISD. • Title I, Part A: Campus Eligibility Roster (For schools that are currently participating, data obtained in 2019-2020 will also be used for 2020-2021. New participants with HISD in the 2020-2021 school year must submit the Phase ONE Document so that HISD has the school data.) • Title I, Part A: PNP School's Student Directory (required only if a Campus Eligibility Roster is submitted) • Title II, Part A: Professional Development Participation Form • Title IV, Part A: Student Support and Academic Enrichment Participation Form See also page 99.
4	HISD Hosts the mandatory Spring Consultation Meeting attended by PNP School principals and other school personnel. See also page 24.
5	PNP Schools Complete and submit Phase TWO Documents for Instructional Services (STUDENT Participation) to HISD. Title I, Part A: Student Eligibility Service Roster Title I, Part A: Student Eligibility Checklist Title I, Part A: Supporting documentation representing multiple academic criteria* * Two of any of the following: standardized test scores with National Percentile Rank (NPR), individual student test reports, Student Eligibility Checklist Score, report cards, progress reports, a principal's letter of recommendation (with work samples) identifying the specific academic need for each student, or another alternative district-approved criterion See also page 45.
6	HISD Hosts the mandatory Fall Consultation Meeting attended by PNP School principals and other school personnel. See also page 24.
7	Most services begin after completion of participation documents and coordination of services with the Third-Party Provider.

A Closer Look at the Process Steps

Step 1: HISD contacts area PNP Schools.

HISD initiates the participation process by inviting PNP Schools to participate in the Title I, Parts A and C / Title II, Part A / Title III, Part A / Title IV, Part A federal programs for the 2020-2021 school year (SY). The invitational letter is sent by US certified mail and includes information regarding the Spring Consultation Meeting as well as an Intent to Participate form and instructions for verifying nonprofit status. (An email with the same information is sent a few days later.) See samples below and on the following pages.

INVITATIONAL LETTER (CERTIFIED LETTER - page 1)



January 13, 2020

Private School Administrator

Via Certified Mail

For the 2020-2021 school year, The Houston Independent School District (HISD) will submit the ESSA Consolidated Federal Grant Application to the Texas Education Agency for all federally funded Title programs under the Elementary and Secondary Education Act (ESSA).

Your school is invited to participate in the ESEA federal programs (Title I, Part A – Title I, Part C - Title II, Part A – Title III, Part A – Title IV, Part A) that provide equitable services with this federal funding for specific student populations.

Title I, Part A	Economically disadvantaged students
Title I, Part C	Migrant students
Title III, Part A	Immigrant and English Learners
Title IV, Part A	All students

Equitable services are also provided for the teachers and instructional staff at the private nonprofit school who meet eligibility requirements to obtain professional development through Titles I, II, and IV, Part A.

Title I, Part A	Teachers of eligible Title I students
Title II, Part A	All Teachers and Educational Personnel
Title IV, Part A	All Teachers

In order to participate, your school must:

- be a Private Nonprofit School (PNP School).
- provide proof of nonprofit status by contacting one of the following.
 - Office of the Texas Secretary of State (OTSS) Obtain the Status Report
 - https://www.sos.state.tx.us/corp/publicinfo.shtml (See Attachment for Instructions)
 b. The Internal Revenue Service (IRS) Obtain the Determination Letter or Search Report
 - https://www.irs.gov/charities-non-profits/tax-exempt-organization-search (See Attachment for Instructions)
- be located within the attendance boundaries of HISD to participate in Title II, Part A.
- have students enrolled who reside within the attendance boundaries of HISD for all other grants.
- complete and return to HISD an Intent to Participate Form.
- attend a <u>required</u> Private Nonprofit School Consultation Meeting. There will be two meetings held during the same week. Both dates will be morning meetings:

Monday, May 18, 2020	For Jewish, Lutheran, and Independent Schools
Monday, May 22, 2020	For all Catholic Schools and a few additional schools from the other consortiums
	(to equalize the numbers at each meeting)

IMPORTANT: The meeting agenda is arranged by each specific grant. It is very important to note the time and order of the
grant presentations. Your attendance is required based on the grants you have selected for participation. If you are currently
participating in a specific grant and/or plan to participate in that grant during 2020-2021, you must plan to attend at the

A Closer Look at the Process Steps, continued

INVITATIONAL LETTER (CERTIFIED LETTER - page 2)

May 18, 2020 AII JEWISH, LUTHERAN, and INDEPENDENT SCHOOLS	May 22, 2020 All CATHOLIC Schools
MORNING: 8:15 AM – 12:00 PM	MORNING: 8:15 AM – 12:00 PM
8:15 – 8:45: Title I, Part C/Title III, Part A	8:15 – 8:45: Title I, Part C/Title III, Part A
9:00 – 10:15: Title II, Part A	9:00 - 10:15: Title II, Part A
10:15 – 11:00: Title IV, Part A	10:15 - 11:00: Title IV, Part A
11:00 – 12:00: Title I, Part A	11:00 - 12:00: Title I, Part A

The INTENT TO PARTICIPATE FORM - Due Friday, February 14, 2020 External Funding

- Access the form for Titles I, II and IV, Part A (External Funding) at http://www.HoustonISD.org/Page/59247.
- On the right side of the home page, under Documents and Forms, click on the first blue hyperlink Intent to Participate
- Mail or deliver the original (with signature in ink) Intent Form and nonprofit status information to: Carla Lewis External Funding Dept. - Houston ISD - 4400 W. 18th Street - Houston, TX 77092 by Friday, February 14, 2020.

Multilingual Department

- Access the form for Title I, Part C (Multilingual Department) at bit.ly/MigrantDocs.
- Mail or deliver the original (with signature in ink) Intent Form for Title I, Part C to: Magda Galindo Multilingual Dept. Houston ISD - 4400 W. 18th Street - Houston, TX 77092 by Friday, February 14, 2020.
- Access the form for Titles III, Part A IMM or EL (Multilingual Department) at bit.ly/CmpDocs.
- Mail or deliver the original (with signature in ink) Intent Form for Title III, Part A to: Dr. Randal Jones Multilingual Dept. - Houston ISD - 4400 W. 18th Street - Houston, TX 77092 by Friday, February 14, 2020.

Instructions for Completing the Intent to Participate Forms

- Complete the form in its entirety from top to bottom on the computer. Handwritten forms will not be accepted.
 - o Enter the information for all six fields at the top of the form.
 - o Address all grants listed. Do not only mark the programs "Yes" where you choose to participate; you should also mark "No" where you don't want to participate.
 - Click on the "Yes" box if you choose to participate in that federal grant. Also, complete all additional information requested (contact person information).
 - Click on the "No" box if you choose not to participate in a federal grant.
- Print the document, sign it "in ink", and make a copy for your school records. The signed "in ink" ORIGINAL form should be received at HISD no later than Friday, February 14, 2020 via U.S. mail or delivery. Scans, faxes, or emails are not accepted.

IMPORTANT: To fulfill the requirements of each grant for 2020-2021 participation, additional information will be requested by the District's Contact Person. The prompt return/submission of this additional information is critical to participation.

Carla Lewis, Grants Administrator Houston Independent School District

Carla Lewis

cholmes2@houstonisd.org /713-556-6941

A Closer Look at the Process Steps, continued

INSTRUCTIONS FOR PROVIDING PROOF OF NONPROFIT STATUS- page 1

PROVIDE ONE TYPE OF PROOF TO HISD

Proof of Nonprofit Status

Office of the Texas Secretary of State (OTSS) https://www.sos.state.tx.us/corp/publicinfo.shtml

Proof of Tax-Exempt Status

The Internal Revenue Service (IRS) https://www.irs.gov/charities-non-profits/tax-exempt-organization-search

Proof of Ties to Religious Entity

Texas Secretary of State - Access Status Information

Click the live link of the email address: corpinfo@sos.texas.gov for FREE report

Send the email requesting the nonprofit status information for your school/entity from their database.

You will receive the following information via email from the Texas Secretary of State's Office confirming the **Entity Type** and **Non-Profit Status** plus more identifying information is part of that email.

We have the following information for the entity name(s) you requested as shown currently in our records:

XYZ Academy

Our records reflect no active or inactive listing for XYZ Academy as a corporation, limited liability company, nonprofit organization, limited partnership, or assumed name. Not all entities are filed with the Secretary of State. Sole Proprietorships and General Partnerships are filed at the County Clerk's office of the county in which they are located.

A search of our records for (ABC Academy) retrieved the following results:

Filing Number: Original Date of Filing: Formation Date: Entity Type: Entity Status: Non-Profit Domestic **Nonprofi**t Corporation In existence N/A

Tax ID: Duration: XXXXXXXXXXXXXX Perpetual Type: FEIN:

Name: Address:

ABC Academy XXXXXXXXXXXXX XXXXXXXXXXXXXX

A Closer Look at the Process Steps, continued

INSTRUCTIONS FOR PROVIDING PROOF OF NONPROFIT STATUS- page 2

IRS - Tax Exempt Organization Search (formerly Select Check)

OPTION ONE - Preferred

Click the blue bar - Tax Exempt Organization Search

Enter the data for the Search

Select Database from the Dropdown box - Pub 78 Data

Select Search By - Either EIN or Organization Name

NOTE: (dba names are not listed in Pub 78; must use the legal name)

Enter Search Term - Either EIN or Organization Name

Skip City

Select State from the Dropdown box

Click the blue bar - Search

The screen will "blink/refresh" as it thinks.

Scroll down to view the Organization Name with the EIN

Click the Name of the Organization

Screen opens to Publication 78 Data

On Publication 78 Data List - Should say Yes

Deductibility Code - Should say PC (Click on PC to access the meaning of the codes)

Click the Print button = print two copies (one for HISD, one for your school files/documentation bin) (OR) OPTION TWO

(This option is not available online right now, you must request the letter by phone or mail. The contact information is available online.)

Under Tax Exempt Organization Search (formerly Select Check)

Click the blue bar - Tax Exempt Organization Search

Enter the data for the Search

Select Database from the Dropdown box - Determination Letters

Select Search By – Either EIN or Organization Name

Enter Search Term - Either EIN or Organization Name

Click the blue bar – Search

The screen will "blink/refresh" as it thinks

Scroll down to view the Organization Name with the EIN

Click the Name of the Organization

Screen opens to Publication 78 Data

On Publication 78 Data List - Should say Yes

Deductibility Code - Should say PC (Click on PC to access the meaning of the codes)

Click the Print button - Print two copies (one for HISD, one for your school files/documentation bin).

CHURCH / RELIGIOUS ENTITY - SCHOOLS connected to nonprofit-status of the CHURCH

Provide the nonprofit status of the church, Archdiocese, or Jewish-Federation.

A Closer Look at the Process Steps, continued

FOLLOWUP EMAIL TO CERTIFIED LETTER- page 1

2020-2021 Participation with HISD - Federal Programs

From: Holmes, Carla D

Sent: Friday, January 17, 2020 9:28 AM

Subject: 2020-2021 Participation with HISD - Federal Programs

Importance: High

Good morning, Principals and Administrators.

On Wednesday, January 15, 2020, a letter regarding your intent to participate in federal programs (Title I, Part A – Title I, Part C – Title II, Part A – Title III, Part A EL and IMM – Title IV, Part A) with the Houston Independent School District for the 2020-2021 school year was sent to your school via *USPS certified mail*. A copy of the certified letter is attached. If you have not received the letter, please watch for the arrival of it soon.

In the letter, there is information regarding the upcoming *Private Nonprofit (PNP) Schools Spring Consultation Meeting*. It is required that HISD host this meeting. It is required that school personnel from participating schools attend this meeting. Also, the *Intent to Participate* form is referenced in the letter. The Intent to Participate Form does not obligate you to participate for 2020-2021; it simply indicates your intent or interest. You can decide fully after attending the Spring Consultation Meeting on *Monday, May 18, 2020 AND Friday, May 22, 2020* at *HISD*. Both meetings will be held in the morning from 8:15 AM – 12:00 PM. Schools should arrive early enough to sign-in and be seated. Information will be shared about participation for the upcoming year <u>and</u> for closing out this current school year (for those currently participating with HISD).

IMPORTANT: If you are currently participating in a specific grant for 2019-2020 and/or plan to participate in a grant during 2020-2021, you <u>must</u> plan to attend the Spring Consultation Meeting at the designated times.

PNP SCHOOLS' SPRING CONSULTATION MEETING HISD – 4400 W. 18 th Street Houston, TX 77092 Rooms 1E01 and 1E02		
Monday, May 18, 2020 All JEWISH, LUTHERAN, and INDEPENDENT SCHOOLS Friday, May 22, 2020 All CATHOLIC Schools (and a few other schools to balance the null		
MORNING: 8:15 AM - 12:00 PM	MORNING: 8:15 AM – 12:00 PM	
8:15 – 8:45: Title I, Part C/Title III, Part A	8:15 – 8:45: Title I, Part C/Title III, Part A	
9:00 – 10:15: Title II, Part A	9:00 – 10:15: Title II, Part A	
10:15 – 11:00: Title IV, Part A	10:15 – 11:00: Title IV, Part A	
11:00 – 12:00: Title I, Part A	11:00 – 12:00: Title I, Part A	

There are three Intent to Participate Forms that are available for your use. A PNP School may need to submit one, two, or all three forms depending on the grant(s) they've chosen for participation. Instructions for accessing and completing the Intent to Participate Form(s) are provided below and in the letter.

A Closer Look at the Process Steps, continued

FOLLOWUP EMAIL TO CERTIFIED LETTER- page 2

2020-2021 Participation with HISD - Federal Programs

(External Funding Department)

To access the Intent to Participate form for *Titles I, II, and IV, Part A* go

to http://www.houstonisd.org/Page/59247. Use the hyperlink or enter the URL in the browser's address bar.

(Multilingual Department - Migrant Education)

To access the Intent to Participate form for *Title I, Part C* go to http://bit.ly/migrantdocs. Use the hyperlink or enter the URL in the browser's address bar.

(Multilingual Department - English Learner or Immigrant)

To access the Intent to Participate form for *Title III, Part A EL or IMM* go to http://Bit.ly/CmpDocs. Use the hyperlink or enter the URL in the browser's address bar..

Please feel free to contact me with any questions or concerns regarding Titles I, Title II, and IV, Part A. If you have questions for the Multilingual Department regarding Title I, Part C or Title III, Part A, contact Magda Galindo or Dr. Randal Jones respectively. Those names and the corresponding contact information appear on the Intent to Participate Form.

- Eligibility Requirements (Criteria for PNP School and Student Participation)
 - The school must have private non-profit status. Schools must provide the evidence of that with the submission of the Intent to Participate Form.
 - For Title I, Part A / Title I, Part C / Title III, Part A The private nonprofit school must have students (PreK-4 through 12th Grade) enrolled who reside within the HISD attendance boundaries of a Title I school. The private nonprofit school can be located within or outside of the HISD boundaries. (IMPORTANT: Students must reside within HISD boundaries because HISD funds can only be used for HISD Students.)
 - For Title II, Part A The private nonprofit school must be located within the HISD boundaries.
 - For Title IV, Part A The private nonprofit school must be part of the "group" of PNP Schools
 participating with HISD of which one school in the group is participating in Title I, Part A.
 - For all grants, the school cannot be a stand-alone early childhood center serving only PreK-4 students (or younger).

<u>IMPORTANT</u>: There will be additional documents that school personnel must complete to fulfill the requirements of participation. These documents will be requested at a later date. The timely return/submission of these additional information is necessary for participation.

You may contact me via phone or email should you have *any* questions.

Carla Lewis

Grants Administrator, External Funding Titles I, II & IV
713-556-6928 (department) | 713-556-6941 (direct)
cholmes2@HoustonISD.org (email)
HOUSTON INDEPENDENT SCHOOL DISTRICT

Hattie Mae White Educational Support Center 4400 West 18th Street | Houston, TX 77092-8501 Keep up with the latest news from HISD: www.HoustonISD.org

Follow HISD on Twitter: @HoustonISD

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A Closer Look at the Process Steps, continued

Step 2: PNP Schools respond by sending completed **Intent to Participate forms** and proof of non-profit status via U.S. mail or delivery to HISD.

NOTE: Private nonprofit status is confirmed through the Office of the Texas Secretary of State or the IRS.

The Intent to Participate Form* does NOT obligate the PNP School to participate — "Intent to Participate" signifies the school's intent or interest in some or all of the federal programs offered. After attending the informational Spring Consultation Meeting, principals can make an informed decision regarding the school's participation in the federal programs. Questions about other federal programs can be directed to the contacts listed on each Intent to Participate form (see sample on next page).

*Forms found at:

- http://www.houstonisd.org/page/59247
- http://bit.ly/MigrantDocs
- http://bit.ly/CmpDocs

Step	Description	
1	Complete the form online (not manually) – use the electronic version accessed online. IMPORTANT: The form contains fields that require a Yes or No answer: Select "Yes" if choosing to participate; select "No" when	
	choosing not to participate.	
2	After completing the form in its entirety (top to bottom), print it.	
3	Have the Principal/Director sign the form (not a designee).	
4	Mail or hand deliver the completed form to HISD by the due date. NOTE: Scanned or faxed forms are not accepted – the signed original is required. Be sure to include proof of nonprofit status when submitting the Intent to Participate Form.	

The three Intent to Participate Forms are shown on the following pages.

A Closer Look at the Process Steps, continued

INTENT TO PARTICIPATE FORM - TITLES I, II & IV, PART A



PRIVATE NONPROFIT SCHOOLS

School:	Telephone:		
Address:	Principal:		
City, State, Zip:	Email:		
*Will your school participate?	Program Description	District Contact Person	
☐ Yes	Title I, Part A – Provides resources to assist students who are experiencing academic difficulty in reading and math. Schools are required to identify participating students and to provide related academic data. If you have checked "Yes," please complete the following: Title I, Part A, Private School Contact Person: Name: Phone: Email:	- Carla Lewis 713-556-6941 <u>cholmes2@houstonisd.org</u>	
☐ Yes	Title II, Part A – Provides professional development for teachers and other educational personnel to improve student achievement in the core academic areas. If you have checked "Yes," please complete the following: Title II, Part A, Private School Contact Person: Name: Phone: Email:	Carla Lewis 713-556-6941 cholmes2@houstonisd.org	
☐ Yes	Title IV, Part A – Provides resources for student support and academic enrichment. The grant focuses on the "well-rounded education opportunities", "safe and healthy students' activities" and "effective use of technology". If you have checked "Yes," please complete the following: Title IV, Part A, Private School Contact Person: Name: Phone: Email:	Carla Lewis 713-556-6941 cholmes2@houstonisd.org	
participation, you r	s form informs the district of your intent to participate in the program(s) checked "Yes." nust complete additional information that will be sent to you from each of the district con ature:		
	Return the ORIGINAL form no later than Friday, February 14, 2020, via US mail or o	delivery to:	
	Carla Lewis HISD Department of External Funding 4400 West 18ʰ Street		

Houston, Texas 77092

If you have questions or need additional information regarding a specific program, call or e-mail the specific *District Contact Person*.

A Closer Look at the Process Steps, continued

INTENT TO PARTICIPATE FORM - TITLE I, PART C

(For 2020-2021, there are no PNP Schools participating in this grant.)



PRIVATE NONPROFIT SCHOOLS 2020-2021 INTENT TO PARTICIPATE – TITLE I, PART C FEDERAL ESSA PROGRAM MIGRANT EDUCATION PROGRAM

School:		Telephone: () Principal:	
*Will your school participate?	Program Description	District Contact Person	
	Title I, Part C – Establishes and improves e for children of migratory farm workers. Fam must be authenticated by HISD personnel.		
☐ Yes ☐ No	If you have checked 'Yes,' please com Title I, Part C, Private School Contac Name: Phone: Email:	713-556-7288 mgalind2@HoustonISD.org	
uirements for p	s form notifies the district of your intent to part articipation, you will need to complete addition.	icipate in the program checked 'Yes.' To fulfill the al information that will be sent to you by the district	
ntact person. incipal's Sigi	Ature:	I, 2020 via <u>US mail</u> or <u>delivery</u> to: to nent Houston ISD	

A Closer Look at the Process Steps, continued

INTENT TO PARTICIPATE FORM - TITLE III, PART A

(Questions regarding this form should be addressed to Dr. Randal Jones, Multilingual Dept.)



PRIVATE NONPROFIT SCHOOLS 2020-2021 INTENT TO PARTICIPATE - TITLE III, PART A EL A FEDERAL ESSA PROGRAM

ddraee:	Telephone: ()		
uu 655	Principal:	Principal:	
ity, State, Zip	:,, Email:		
*Will your school participate?	Program Description	District Contact Person	
	Title III, Part A – Provides supplemental resources to ensure that children who are English Learners attain English proficiency.		
□ Yes □ No	If you have checked 'Yes,' please complete the following: Title III, Part A EL, Private School Contact Person: Name: Phone: Email:	Dr. Randal Jones 713-556-6961 rjones3@HoustonISD.org	

A Closer Look at the Process Steps, continued

Step 3: HISD emails a request for additional information to PNP principals and administrators.

PNP Schools respond by completing and submitting Phase ONE Documents (Titles I, II & IV, Part A) in order to determine SCHOOL eligibility and participation numbers. The information provided on these documents determines the funding allocated to the schools for equitable services. *See images below and on the following pages to* view the request to PNP Schools for additional information.

FOLLOW UP EMAIL - ADDITIONAL INFORMATION REQUEST (page 1)

From: Holmes, Carla D

Subject: Request for Additional Information for 2020-2021 Participation with HISD - Titles I, II & IV, Part A Importance: High

Good afternoon, PNP School Administrators and Grant Contacts. (Please read carefully. This is a lot of information.)

By returning the **Intent to Participate Form**, you indicated an interest for your Private Nonprofit (PNP) School to participate for the 2020-2021 school year with Houston Independent School District in the Titles I, II & IV- Part A federal grant programs and receive equitable services for students, teachers, administrators, and educational support personnel. Additionally, you confirmed the private nonprofit status of your school with proof from the IRS, Office of the Texas Secretary of State (OTSS), or the Comptroller of Texas Office.

ADDITIONAL DOCUMENTATION REQUEST - THE PARTICIPATION PROCESS

This email informs you of **additional**, **required information needed for participation** in the federal programs mentioned above. Failure to submit the correct information by the specified deadline may jeopardize your school's participation. There are two phases of the participation process with HISD.

Phase ONE of the participation process is about Campus Eligibility for all grant programs - Titles I, II & IV .

- For <u>Title I</u>, campus data is submitted every two years and used to determine funding for that two year period.
 - If your school is currently participating with HISD during the 2019-2020 school year, there is no need to submit data for the upcoming school year of 2020-2021.
 - If your school is a new participant for 2020-2021, then that data will be required from your school.
- For <u>Titles II and IV</u>, campus data is submitted every year by all campuses.

Phase TWO of the participation process is about Student Eligibility for those participating in the Title I federal program. Phase TWO information will be requested at a later date.

★ ★ PNP SCHOOLS' SPRING CONSULTATION MEETING - THE PARTICIPATION PROCESS ★ ★

Interest in participation is expressed as an "intent" at this time. PNP Schools, especially new schools for 2020-2021, can make a final decision after attending the <u>required</u> PNP Schools' Spring Consultation Meeting on Monday, May 4 or 18, 2020. See the table below to see when your school should attend.

PNP SCHOOLS' SPRING CONSULTATION MEETING Hattle Mae White ESC Rooms 1501 and 1620			
Monday, May 4, 2020	Monday, May 18, 2020		
All Currently Participating	AII JEWISH, LUTHERAN, INDEPENDENT		
CATHOLIC Schools	and NEW SCHOOLS		
MORNING: 8:15 AM - 12:00 PM	MORNING: 8:15 AM - 12:00 PM		
8:15 - 8:45: Title I, Part C/Title III, Part A	8:15 - 8:45: Title I, Part C/Title III, Part A		
9:00 - 10:15: Part III III, Part A	9:00 - 10:15: Title II, Part A		
10:15 - 11:00: Title IV, Part A	10:15 - 11:00: Title IV, Part A		
11:00 - 12:00: Title I, Part A	11:00 - 12:00: Title I, Part A		

Once a school finalizes the decision to participate, complete cooperation is expected from the school regarding:

- following district processes and procedures;
- completing documents, surveys, reports, evaluations and other requests;
- $\bullet \quad$ adhering to the guidance of the federal programs; and
- adhering to the guidelines and timelines of the district.

A Closer Look at the Process Steps, continued

FOLLOW UP EMAIL - ADDITIONAL INFORMATION REQUEST (page 2)

★★ACCESSING AND COMPLETING REQUIRED FORMS - THE PARTICIPATION PROCESS★★

★★ PHASE ONE (CAMPUS Eligibility) ★★

TITLE I, PART A – <u>NEW</u> schools <u>only</u>. There are six (6) new schools.

• Title I, Part A Campus Eligibility Roster - Any school choosing to participate with Houston ISD in the Title I, Part A federal program must have this document on file for 2020-2021. This roster provides HISD the information used to calculate your campus planning allocation. The planning allocation is the amount of funding your campus will have available for equitable services for eligible students, parents, and teachers: instructional services (tutoring), academic counseling, parental involvement activities, and professional development. The information that this form provides is needed from schools that participate in Title I, Part A and is completed every two years. The form is due in the HISD office no later than Wednesday, April 8, 2020. (NOTE: The due date is not a postmark date.) Because this form requires an original principal's signature "in ink" (no electronic signature or stamps), submit the form (1) either by U.S. mail or delivery AND (2) by email to ext.funding@houstonisd.org (Please DO NOT send the form to my cholmes2 email address.). Scanned or faxed forms cannot be accepted. To send by email, save the document to your computer once it is completed, and attach the Word document to your email. I realize the attached document will not have your signature. The address when sending by mail or delivery is on the document.

The **Title I, Part A Campus Eligibility Roster** can be accessed on the HISD PNP Schools' website at http://www.houstonisd.org/Page/59247. See the instructions below to access and complete the form:

- > Go to the homepage http://www.houstonisd.org/Page/59247. Most forms, guidance, and grant information are accessible at all times (regardless of HISD business hours) on the website.
- > Once the homepage is accessed, look under the picture of the administrators meeting to see the blue hyperlinks (Title I, Part A Title II, Part A Title IV, Part A).
- Click the hyperlink for Title I, Part A.
- > A new page opens with more information about the Title I, Part A grant.
- $\, \succ \,$ On the right side of the page, you will see the section, Documents and Forms.
- Under Documents & Forms, click the blue hyperlink to access the Title I, Part A Campus Eligibility Roster
- Using a computer, complete the information at the top of the Excel document: Principal's Name, School Contact Person, Contact Number, and School Name.
- The Principal/Director signs on the Principal's Signature line once the document is printed.
- Follow the instructions provided. The data (addresses) provided is from the students 2019-2020 school year enrolled as of Friday, October 25, 2019. IMPORTANT: Once you complete the search and find the zoned school, do not type in the school name. You must_select the school name from the drop down box and click the school name for the cell to auto-populate. Only the HISD Title I, Part A Schools for 2020-2021 are on the list from the drop down. If the school you are searching for is not part of the drop down list, do not type the name in the cell. It is intentional (and not an accident) that the school is not listed.
- > To find the zoned HISD school for the student address, conduct a School Search.
 - Go to www.houstonisd.org
 - In the gray box to the right of the page, click on FIND A SCHOOL.
 - Enter the student's address in the field labeled: Find Your Neighborhood School. Be sure to
 enter the address correctly and in the proper format.
 - Click the Search button to the right.
 - Under the gray bar, the HISD elementary, middle, or high school that the PNP student would attend in HISD will appear.
 - If school names do not appear, that address is not in the HISD attendance boundaries.
 DO NOT include that <u>address</u> on your form.
 - If school names do appear, look for the appropriate HISD school (elementary, middle, or high (from the drop-down list on the Campus Eligibility Roster.
- > The form accommodates schools with large enrollments that have many student addresses, so the entire document may not need printing. Be sure to check the print preview. You can see the actual pages with information on it. Only print those pages so you don't waste your paper.

A Closer Look at the Process Steps, continued

FOLLOW UP EMAIL - ADDITIONAL INFORMATION REQUEST (page 3)

• 2019-2020 Student Directory - Schools electing to participate in Title I, Part A must provide a 2019-2020 Student Directory (because the data provided on the form is from the 2019-2020 school year) which will validate the information on the 2020-2021 Campus Eligibility Roster. Providing the directory is a requirement. The school student directory is the district's auditable documentation from the campus that validates the addresses on the Campus Eligibility Roster as the actual student addresses on file from the parent or guardian. It is critical to "confirm" the information submitted that will determine the 2020-2021 campus planning allocation for your school. The student directory must be sent via U.S. mail or hand delivery; it cannot be scanned or faxed. If your school does not publish a school directory, one must be created. Please be sure you have a cover page with your school name, the school year, and even the school logo for ease of identifying the student directory (e.g. Achievement Academy ... 2020-2021 Student Directory ... and logo).

TITLE II, PART A - ALL schools intending to participate.

• <u>Title II, Part A Professional Development Participation Form</u> - EVERY school that chooses to participate with Houston ISD in the <u>Title II, Part A</u> federal program for 2020-2021 must have this document on file. This document provides HISD the information needed to calculate your campus planning allocation. The planning allocation is the amount of funding your school will have available for equitable services: a wide array of eligible professional development opportunities for all teachers, administrators, and educational school personnel at the school. The Professional Development Participation Form is completed annually. The form is due in the HISD office by Wednesday, April 8, 2020. (NOTE: The due date is not a postmark date.) Because this form requires an original principal's signature "in ink" (no electronic signature or stamps), submit the form either by U.S. mail or delivery. The address is on the document. Scanned or faxed forms cannot be accepted.

The Title II, Part A Professional Development Participation Form can be accessed on the HISD PNP Schools' website at http://www.houstonisd.org/Page/59247. See the instructions below to access and complete the form:

- Go to the homepage http://www.houstonisd.org/Page/59247. Most forms, guidance, and grant information are accessible at all times (regardless of HISD business hours) on the website.
- Once the homepage is accessed, look under the picture of the administrators meeting to see the blue hyperlinks (Title I, Part A Title II, Part A Title IV, Part A).
- Click the hyperlink for Title II, Part A.
- > A new page opens with more information about the Title II, Part A grant.
- On the right side of the page, you will see the section, Documents and Forms.
- Under Documents and Forms, click the blue hyperlink to access the Title II, Part A Professional Development Participation Form.
- Follow the instructions on the form.
- > Using a computer, complete the form providing the requested information.
- This form requires an original principal's signature "in ink" (no electronic signature or stamps).

TITLE IV, PART A - ALL schools intending to participate.

• <u>Title IV, Part A Student Support and Academic Enrichment Participation Form</u> - EVERY school that chooses to participate with Houston ISD in the <u>Title IV, Part A</u> federal program for 2020-2021 must have this document on file. This document provides HISD the information to calculate your campus planning allocation. The planning allocation is the amount of funding your school will have for equitable services: student opportunities and activities -- including field lessons -- pertaining to (1) well-rounded educational subject matter, (2) safe and healthy experiences, (3) effective use of technology for learning, plus professional development (PD) opportunities The PD exclusively pertains to the effective use of technology in the classroom for teachers, administrators, and educational personnel. The Student Support and Academic Enrichment Participation Form is completed annually. The form is due in the HISD office by Wednesday, April 8, 2020. (NOTE: The due date is not a postmark date.) Because this form requires an **original principal's** signature "in ink" (no electronic signature or stamps), submit the form either by U.S. mail or delivery. The address is on the document. Scanned or faxed forms cannot be accepted.

A Closer Look at the Process Steps, continued

FOLLOW UP EMAIL - ADDITIONAL INFORMATION REQUEST (page 4)

- The Title IV, Part A Student Support and Academic Enrichment Participation Form can be accessed on the HISD PNP Schools' website at http://www.houstonisd.org/Page/59247. See the instructions below to access and complete the form:
 - Go to the homepage http://www.houstonisd.org/Page/59247. Most forms, guidance, and grant information are accessible at all times (regardless of HISD business hours) on the website.
 - > Once the homepage is accessed, look under the picture of the administrators meeting to see the blue hyperlinks (Title I, Part A Title II, Part A Title IV, Part A).
 - Click the hyperlink for Title IV, Part A.
 - > A new page opens with more information about the Title IV, Part A grant.
 - > On the right side of the page, you will see the section, Documents and Forms.
 - Under Documents and Forms, click the blue hyperlink to access the Title VI, Part A Student Support and Academic Enrichment Participation Form.
 - Follow the instructions on the form.
 - > Using a computer, complete the form providing the requested information.
 - This form requires an original principal's signature "in ink" (no electronic signature or stamps).

★★ PHASE TWO (STUDENT Eligibility) ★★

TITLE I, PART A - ALL Title I, Part A Participating Schools

Following the PNP Schools Spring Consultation Meetings in May, information for Phase TWO will be provided -- including the forms needed and process for determining student eligibility for equitable services.

★★TECHNICAL SUPPORT/HISD ASSISTANCE FOR COMPLETING FORMS – THE PARTICIPATION PROCESS★★

OPEN LABS

HISD will host two **OPEN LABS** to provide technical support and demonstrate how to complete the additional forms **correctly** prior to submission.

DATE and TIME #1: Wednesday, March 27, 2020 @ 11:30 AM – 2:30 PM **DATE and TIME #2:** Thursday, March 28, 2020 @ 10:00 AM – 2:30 PM **LOCATION:** HISD – Room 2C03

NO NEED TO SIGN-UP; simply show-up at a time convenient for you.

The Open Labs are held to help new schools participating in Title I, Part A complete the **Campus Eligibility Roster** and help all schools complete the **Title II and IV Participation Forms** (PHASE ONE).

Assistance will also be provided on how to correctly complete the **Student Eligibility Service Roster** and **Student Eligibility Checklist** (Phase TWO).

Additional support can be given as needed with maintaining documentation bins, accessing websites or any other technical support needed for this school year or the next.

MATERIALS:

Bring a laptop (all schools)

Bring your **student directory** (for student addresses) if new to the Title I, Part A program to aid in completing the Campus Eligibility Roster.

<u>IMPORTANT</u>: All forms must be completed electronically (on the computer) for legibility and uniformity.

<u>IMPORTANT</u>: All additional documents are due no later than Wednesday, April 8, 2020.

Be sure the submitted information is accurate.

If a correction is needed after submission, HISD will accept those revisions until Friday, April 17, 2020.

After Friday, April 17, 2020, the data submitted will not be changed.

I look forward to seeing each on you at the PNP Schools Spring Consultation Meetings to be held in May at the HISD (Hattie Mae White ESC). Feel free to contact me via phone or email should you have *any* questions.

Carla Lewis

Grants Administrator, External Funding Titles I, II & IV 713-556-6941 (office) | 713-556-6946 (fax) cholmes2@HoustonISD.org (email)

A Closer Look at the Process Steps, continued

Step 4: HISD hosts the mandatory Spring Consultation Meeting attended by PNP School principals and other school personnel from schools that are currently participating in the federal programs with HISD as well as those interested in participating for the upcoming school year. The PNP principal or director is *required* to attend this meeting.

Consultation with officials, administrators, and other personnel from PNP Schools is a requirement for participation with HISD. Consultation facilitates the effective implementation of Titles I, II, and IV, Part A programs for students and their families, teachers, and administrators. During the meeting, HISD provides information regarding the elements of consultation, closing out the current school year and opening the upcoming school year, as well as the process for submitting Phase TWO documents for Title I, Part A programs regarding STUDENT eligibility.

The objectives of the **consultation meeting** are to:

- provide a genuine opportunity for the LEA (HISD), PNP School personnel and officials, as well as the third-party provider to share information and express their views regarding program coordination and implementation,
- establish positive and productive working relationships that make planning easier,
- ensure that the Titles I, II, and IV, Part A services provided meet the needs of eligible PNP students and school personnel, and
- address the required elements of consultation.



Consultation Meetings

The district is required to hold consultation meetings in the spring and fall that highlight requirements, eligibility, participation, funding, and equitable services with the federal programs.

Per federal guidelines, specific elements of consultation are addressed during the meeting. See more information on the following page.



PNP SCHOOL PARTICIPATION IN FEDERAL PROGRAMS & SERVICES, continued

A Closer Look at the Process Steps, continued

More About Consultation Meetings

PNP school administrators meet *formally* with HISD twice yearly (at the Spring and Fall Consultation Meetings). The Third-Party Provider, Catapult Learning, also attends these meetings.

Guidance requires ongoing consultation between the LEA and the PNP School. Therefore, *informal* consultation continues throughout the school year. During those campus-based consultations, PNP school administrators work with Catapult Learning to:

- complete the school's Campus Needs Assessment (CNA) and Comprehensive Professional Development & Spending Plan (CPDSP) and also discuss possible trainings that can meet those needs;
- determine and discuss the primary focus for student activities (Titles I & IV only) and the primary focus for teacher PD opportunities to establish alignment;
- identify different types of activities and opportunities available;
- select the school personnel who will be attending PD;
- determine the amount of funding that will be encumbered for student activities and PD; and
- ask or answer any related questions.



PNP SCHOOL PARTICIPATION IN FEDERAL PROGRAMS & SERVICES, continued

A Closer Look at the Process Steps, continued

Step 5: PNP Schools complete and submit the following Phase TWO Documents (STUDENT eligibility) to HISD for Title I, Part A programs:

- Student Eligibility Service Roster
 The Student Eligibility Service Roster is accessed from the PNP Schools website, on the Title I,
 Part A page: https://www.houstonisd.org/Page/141213.
- Supporting documentation representing multiple academic criteria [i.e., two of any of the following: standardized test scores with National Percentile Rank (NPR), individual student test reports, Student Eligibility Checklist Score, report cards, progress reports, a principal's letter of recommendation (with work samples) identifying the specific academic need for each student, or another alternative district-approved criterion]

Step 6: HISD hosts the mandatory Fall Consultation Meeting attended by PNP School principals and other school personnel. At the Fall Consultation meeting, PNP Schools are provided with more details about:

- the federal programs (i.e., guidelines, eligibility, funding, and timelines);
- the processes and procedures of the district and of Catapult Learning;
- the elements of consultation; and
- information from the third-party provider.

The PNP Principal or Director is **required** to attend this meeting. A designee may also attend — but not in lieu of the principal. At least one other school representative is encouraged to attend. PNP School administrators will complete an Affirmation of Consultation which documents that the consultation occurred for the grant programs in which their schools will participate.

Step 7: The Third-Party Provider (Catapult Learning) begins providing equitable services in coordination with the PNP Schools and HISD.

After successful completion and submission of appropriate forms relative to specific federal programs, the Third-Party Provider coordinates the commencement of services. This involves the following:

- scheduling and location of services,
- tutor training and assignment,
- access to the necessary forms for program implementation, and
- ongoing consultation via school visits, phone calls, and emails.

FEDERAL REQUIREMENTS

The federal requirements listed below shape the process used by HISD for PNP School participation in federal programs.

District Responsibilities

- HISD must annually contact PNP School officials located within its boundaries and outlying
 areas to determine whether they want to participate in the federal programs and receive
 equitable services for their students and staff.
- HISD must provide a genuine opportunity for PNP Schools that choose to participate to be involved in the planning and design of program services and activities.
- HISD must provide for "timely and meaningful consultation" with PNP School officials as to
 the design and development of programs. The consultation must occur prior to making any
 decisions that might affect the opportunity of PNP school students and teachers to participate.
- HISD must exercise administrative direction and control over federal funds. Funds never flow directly to the PNP Schools.

Services to PNP Schools

- HISD must ensure that services in a private nonprofit school supplement and do not supplant services that would otherwise be provided by the PNP School.
- HISD must ensure that academic services or other benefits, including materials, are secular, neutral, and nonideological.
- HISD must provide services to private nonprofit school students through:
 - employees of HISD, or
 - contract with an Education Service Center (ESC), association, agency, organization, or another third-party entity.

Supplies and Materials

- HISD must ensure that the PNP School is using materials for the approved purposes of the federal program.
- HISD must remove supplies from a PNP School when the supplies and materials are no longer needed for the federal program purposes or to avoid unauthorized use for purposes other than the particular federal program under which the supplies and materials were purchased.

PNP SCHOOL ASSURANCES

Assurances are pledges made by participating administrators as a condition of partnering with HISD for federal program services.

The PNP Administrator pledges to:

- work together with HISD so that the PNP School program will be administered in compliance with all applicable statutes and regulations;
- participate in ongoing consultation;
- identify students for funding and services;
- ensure that all materials and services will be supplemental to what is already provided by the PNP School; and
- ensure that all materials and services will be used only for secular, neutral, and nonideological services.



A FINAL NOTE

Due to this year's current unique environment, TEA has indicated that it will be flexible as to some of the requirements governing delivery of equitable services to PNP Schools. For example: 2019-2020 fund usage has been granted an extended duration (through 2021). It is possible that TEA will release further guidance on additional leniency.

We will provide updates as necessary.



TITLE I, PART A SERVICES & PROCEDURES

Your problem is to bridge the gap which exists between where you are now and the goal you intend to reach.

(Earl Nightingale)



Written to <u>support</u> schools in reaching their academic goals for student progress and success through instructional services, academic counseling, parental involvement, and professional development.

TITLE I, PART A SERVICES

TITLE I, PART A SERVICES FOR ELIGIBLE PNP SCHOOL STUDENTS, PERSONNEL, PARENTS, AND FAMILIES

TITLE I, PART A SERVICES

Equitable Services – General Information

Overview

Eligible Houston area private nonprofit (PNP) schools may elect to participate with Houston ISD to receive equitable services through the Title I, Part A federal program.

The purpose of the Title I, Part A federal grant is to provide supplemental educational services so that all children (especially those failing or at risk of failing) have a fair, equal, and significant opportunity to obtain a high-quality education.

Equitable services fall into the following categories:

- Instructional Services, including Academic Counseling
- Parent and Family Engagement
- Professional Development

Equitable services for students and families at PNP Schools are provided during the academic school year and the extended school year (summer school).

Federal Guidance

All components of the Title I, Part A federal program must be:

- eligible per federal guidance.
- student-centered to promote academic success
- secular, neutral, and nonideological (not representative of any established or systemized beliefs)
- aligned with the CNA

All Title I, Part A program expenditures must be:

- reasonable in cost (in line with market prices for comparable activities as to duration, location, and choice)
- necessary (aligned to school and student needs)
- allocable (allowable per federal guidance)
- sustainable (ongoing implementation)

Equitable Services – Scope and Delivery

The PNP Schools' campus planning allocation for equitable services is based on the number of eligible students enrolled in PNP Schools who are zoned to an HISD Title I school. The amount of the allocation determines the size and scope of the program.

Variables that Impact the campus planning allocation for Equitable Services

HISD receives the district planning entitlement from TEA in early June. PNP Schools that choose to participate with HISD must complete a Campus Eligibility Roster, used to identify eligible students zoned to HISD Title I schools. Using three specific variables (i.e., the district's entitlement, the district's low-income enrollment, and the data from the PNP Schools' Campus Eligibility Rosters), the Private School Reservation for the PNP Schools and the PNP campus planning allocations can be determined.

The planning allocation represents each school's share of funds that can be used for equitable services under Title I, Part A. There are three categories of equitable services under Title I, Part A: Instructional Services (including Academic Counseling), Parent and Family Engagement activities, and Professional Development for teachers.

Determining Proportionate Share and campus planning allocations

For detailed information regarding this, see the *Funding* chapter in this handbook. To calculate the proportionate share, HISD first determines the Private School Reservation by:

- totaling the number of low-income residing public school students at Title I schools in the district, and
- totaling the number of enrolled PNP School students who reside in the attendance boundaries of an HISD Title I school.

Then, using these two totals, HISD calculates the percentage of students at the PNP Schools and the percentage of students at the public schools, and then applies those percentages to the LEA Title I Entitlement to determine the proportionate share allocated to each group (public and PNP Schools). See example below.

Proportiona	te Share Formi	EXAMPLE ula (LEA Title I	Entitlement = \$1	,000,000)
HISD Public School - Title I	Public School Student Enrollment	PNP School #1 Low-Income Students	PNP School #2 Low-Income Students	Total Public and PNP School Students
A	500	60	60	620
В	300	5	4	309
с	200	3	3	206
D	350	5	10	365
	1,350	73	77	1,500
Total	1,350	+	150 =	1,500
Proportion of All Eligible Students	<u>1,350</u> = 90% 1,500	Public Schools	150 1,500 = 10%	PNP Schools
Proportionate Share of \$1,000,000	90% of \$1,000,	000 = \$900,000	10% of \$1,000,0	00 = \$100,000

Determining Proportionate Share and campus planning allocations, continued



IMPORTANT:

PNP Schools must follow the processes and guidelines that have been established by HISD and Catapult Learning.

Equitable Services - Delivery

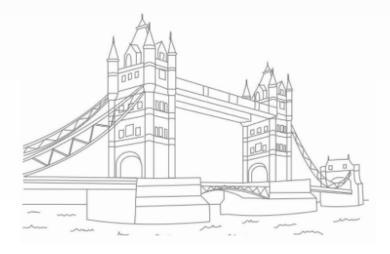
Delivery of Title I, Part A services is contracted to a third-party provider, Catapult Learning. HISD and Catapult Learning collaborate throughout the year to meet the needs of the schools effectively. The Title I Program Manager for Catapult Learning meets with principals prior to the delivery of services to discuss the Title I program, Campus Needs Assessment, Program Description, program implementation, and program services. (Refer to the *Third-Party Provider* chapter to learn more about Catapult Learning, their team, their support tools, and resources.)

Title I, Part A Program Duration

The Title I, Part A grant period begins July 1, 2020 and ends June 30, 2021 Therefore, the delivery of equitable services to PNP Schools must be completed by June 30, 2021. The grant period covers the academic school year and the extended school year (summer school).

Operating within this grant period:

- ensures that funds are used to impact instruction for the current school year, and
- allows for a close-out period so that HISD and Catapult Learning can complete year-end processing and prepare for the start-up of the following school year.



Equitable Service Categories

Instructional Services

Instructional services in reading and math are provided to students with an educational need to increase academic achievement.

Instructional Services include but are not limited to:

- instructional services provided by third-party provider tutors/teachers
- extended-day services
- computer-assisted instruction (including distance/remote instruction)
- extended school year services
- intervention services

Intervention services are provided to assist students who are struggling even though they are already receiving instructional services. These intervention services may also help students avoid the need for extended school year services.

Student Eligibility

Instructional services are provided to eligible students who demonstrate an educational need.

The requirements for student eligibility include the following:

- Students must be zoned to an HISD Title I school.
- Students must be failing or at risk of failing to meet the state's academic standard evidenced by supporting documentation. Schools must submit two forms of supporting documentation that will substantiate the recommendation for instructional services.

Supporting documentation requires multiple criteria to verify a student's eligibility -- any two from the following should be submitted: National Percentile Rank (NPR)*, Checklist Score (CS), Report Card (RC), Progress Report (PR), Principal's Letter of Recommendation (PLR) with work samples.

* For the NPR, students must score 40% or lower.

Student Participation

Instructional services are provided to eligible students only after obtaining parental consent. The PNP School and Third-Party Provider consult to determine the student's schedule, frequency of services, and assigned tutor.

Tutor Information

Prospective tutors must complete the standard Catapult Learning interview and hiring process in order to be considered for employment. All tutors are hired by Catapult Learning and must attend initial training and ongoing professional development throughout the year. As Catapult Learning contractors, tutors will be required to adhere to Catapult Learning policies and procedures. PNP School administrators may have input in selecting tutors in partnership with Catapult Learning; however, Catapult Learning will select the best candidate to work with students. Candidates may include teachers employed at the PNP School, but not administrators. Every tutor is expected to adhere to Catapult Learning's professional standards and expectations, and to follow their established procedures — this includes tutors employed by the PNP School.

District Requirements

In the best interest of the students, PNP Schools, HISD, and Catapult Learning, the following policies apply:

- Tutors contracting with Catapult are required to demonstrate professional behavior while working with students and staff at PNP Schools. This is because, as a provider of services contracted through Catapult Learning, they represent both HISD and Catapult Learning and, therefore, unprofessional behavior may be grounds for termination.
- Parental Consent is required for student participation in any grant activity. There is nothing in the ESSA PNP law which discusses parental consent. Whenever the law or guidance is silent on a matter, the district may elect to follow comparable practices that are in place for public schools. The district believes that there is a responsibility to request consent from parents when their child (student) is involved in a "unique" learning setting (e.g., field lessons or academic competitions) that is exclusive of all students and is not part of the general instructional program of the school.

For student assemblies, schools should inform parents in advance of the event details, allowing them the opportunity to decide whether their child should attend.

Additional Requirements

Tutors working at faith-based schools with specific customs and/or dress code mandated by either culture or religion must adhere to any established standards or training.

- Islamic Schools Specific dress code or attire may be required
- Catholic Schools VIRTUS/Safe Haven training is required

Instructional Services, continued

Frequency of Instructional Services

Unlike other categories, campus planning allocations for Instructional Services are pooled from the beginning of the academic school year. This is because at some schools the allocation amount may exceed the amount that is ultimately used, while at other schools there may be a greater need than their smaller allocation can cover. The pooling allows schools to receive services according to their needs, regardless of their allocations.

Typically, students receive 30-60 minutes of tutoring twice a week; Catapult Learning determines actual hours using a combination of factors, including the number of students, the number of teachers, the frequency of services, the amount of the allocation, and HISD contract specifics. This calculation encompasses services provided during the academic school year and the extended school year (summer school).

Academic Counseling

An additional optional category that HISD establishes within the Instructional Services Category is Academic Counseling. Catapult Learning hires only trained and licensed counselors to provide academic counseling services. Working under the instructional component of the grant, the counselors work with students in areas that affect their academics — executive function, study skills, and other educational aspects that influence academic success.

Because this service is optional, interested schools may reallocate a district-determined percentage of their Instructional Services funding to provide these equitable services. This reallocation is done prior to the start of services for the academic school year. The funds of participating schools are pooled together in order to cover the cost of the counselor. Catapult Learning will balance the available funding against the need for services (for example, one counselor may serve several schools). Catapult Learning will also facilitate the creation of a schedule.

Professional Development Opportunities

Professional development opportunities are available to enhance eligible teachers' knowledge and teaching techniques to improve instruction in specific content areas to Title I students. Eligible teachers are defined as those who instruct students receiving Title I services.

Professional development opportunities include but are not limited to:

- In-state workshops
- professional learning communities
- online training

Well-Rounded Education Subject Areas

Well-rounded subject areas have broadened the professional development opportunities for eligible teachers to expand their knowledge of instructional strategies. This professional development is for those who teach Title I students only.

HISD has identified specific academic subjects as priority subjects for the Title I, Part A federal program —reading, English, language arts, math, and science. Although those subjects will be the primary focus for the use of Title I funds, all well-rounded subject areas may be considered, based on school and student needs.

Per TEA, these funds are limited to in-state PD opportunities.



The term "Well-Rounded Education" encompasses the following (bolded items represent broadened subject areas under ESSA):

- English, reading, or language arts
- science, technology, engineering, mathematics
- computer science
- foreign languages (languages other than English)
- civics and government
- economics

- arts, music
- history, geography
- career and technical education
- health, physical education, and
- others as designated by State/Local Education Agency (LEA)

Parent and Family Engagement Activities

Parent and family engagement activities provide strategies that enable parents and families to help students increase academic achievement. These activities are only for parents and family members of eligible and/or participating Title I students.

Parent and family engagement activities include but are not limited to:

- in-person and virtual workshops resource materials and guides
- family literacy programs
- STEM Showcases

meetings

- personal reading libraries for students and parents
- information for parents and family members to use while working at home with students in content areas

TEA Requirements

As a district, HISD must adhere to state guidelines:

- In order to receive equitable services, a PNP School must complete and submit all required participation forms to the district, after which consultation must occur.

 This action is necessary because HISD is responsible for having all compliance documentation regarding participation prior to a school receiving services. The participation data is used to determine campus planning allocations, complete compliance reports, and affirm consultation. By not doing so, services may be delayed.
- A PNP School cannot receive equitable services until all district processes are followed to
 access services. The established request and approval processes of services must occur. This
 includes completing a Program Description that aligns with the Campus Needs Assessment
 (CNA), and the Comprehensive Professional Development and Spending Plan (CPDSP) per the
 district's due date occurring shortly after services begin.

TITLE I, PART A PROCEDURES

PROCEDURES TO OBTAIN

TITLE I, PART A SERVICES FOR ELIGIBLE PNP SCHOOL

STUDENTS, PERSONNEL, PARENTS, AND FAMILIES

TITLE I, PART A PROCEDURES

Processes and procedures for participation in Title I, Part A services have been established by the LEA (HISD) and by Catapult Learning in accordance with USDE guidance.

Forms – General Requirements

All forms must be **completed** electronically. Completed forms may be **submitted** in the following ways:

- electronically
- U.S. mail (always call to verify receipt within 3-5 days after mailing)
- professional delivery
- hand delivery (in lieu of U.S. mail)
- scans or faxes (with prior approval <u>only</u>)

IMPORTANT: All forms must be received by the due date.

NOTE: All forms should be submitted to HISD in the same format (e.g., Word, Excel, online fillable PDF) in which they were originally created.

Phase ONE Forms for School Eligibility and Participation

The process for determining campus planning allocations is dependent on the completion and submission of all Phase ONE forms. (Samples of required forms are provided within this section.)

Title I, Part A Campus Eligibility Roster

Why This Form is Important

Every school that chooses to participate with HISD in the Title I, Part A federal program must have a Campus Eligibility Roster on file for the following reasons:

- 1. This form helps to determine the campus planning allocation based on a per-pupil amount.
- 2. The planning allocation determines the scope of services provided to the campus in the areas of Instructional Services (including Academic Counseling), Professional Development, and Parent and Family Engagement activities.

Completing the Campus Eligibility Roster

This form is completed every two years – not annually. 2019-2020 data from the form will also be utilized in 2020-2021.

IMPORTANT: The Campus Eligibility Roster requires an original principal's signature on the mailed copy (no electronic signature or stamps). (See a sample form on the next page.)

- This form can be found on the HISD PNP schools webpage: http://www.houstonisd.org/page/59247
- PNP school officials can confirm attendance zones at the following online location: http://www.houstonisd.org/ selectAschool

Campus Eligibility Roster 2020-2021

	20-2021 Tit	le I, I	Part A
	mpus Eligil		
Principal's Name		Principa	al's Signature (original signature only)
School Contact Person		Contact	Number
INSTRUCTIONS: List the information for each	School No		ber 25, 2019 who resides within the HISD attendance
area. List addresses only; do <u>not</u> list student n	ames. Select the H	ISD Title	I school from the drop down list. Save the documen
mail to 4400 W. 18th St., Houston, TX 77092.			arla Lewis at ext.funding@houstonisd.org <u>AND</u> via U
Addresses		ton IS	D Boundaries HISD Zoned Title I School
-xample	Age	Grade	niab Zoned Title I acaooi
4400 W. 18th St., 77092	16	11	Scarborough HS

Student Directory

Every school that chooses to participate with HISD in the Title I, Part A federal program must provide a Student Directory for the school. Along with the Campus Eligibility Roster, this only needs to be provided every two years.

Why the Directory is Important

The PNP School Student Directory is important because it is the district's only auditable documentation from the PNP School that validates the addresses on the Campus Eligibility Roster as the students' addresses on file from the parent. This is critical to substantiate the planning allocation for a PNP School.

How the Directory is Submitted

The directory is submitted via U.S. mail, professional delivery, or hand delivery only.

Phase TWO Forms for Student Eligibility

Title I, Part A Student Eligibility Service Roster

The Student Eligibility Service Roster contains all information necessary to recommend a student for instructional services. See samples on the next page.

Access the Student Eligibility Service Roster and the Sample on the HISD PNP Schools webpage: http://www.HoustonISD.org/page/59247

In order to verify student qualification, requested supporting documentation must be submitted to HISD via U.S. mail, professional delivery, or hand delivery only. Supporting documentation requires multiple criteria to verify a student's eligibility — see page 45 for a complete list of acceptable documents.

Continued next page

Student Eligibility Service Roster (Blank)

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Student Eligibility Service Roster (Completed Sample)

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Timeline for Submitting a Student Eligibility Service Roster

Students can only be recommended for services during the designated windows shown in the table on the next page.



IMPORTANT! Once the submission window closes, other students can be added only during the next monthly submission window.

- PNP School administrators should communicate this information to their staff to ensure the timely submission of the service roster. HISD offers open labs and the third-party provider will also train on completing all documents
- <u>IMPORTANT:</u> Any student information received after a submission window closes will be processed when the next window opens. Keep in mind that if new students are being recommended for the following submission window, then the PNP School must submit that information in a timely manner (per the schedule on the next page).



Student Eligibility Service Roster | 2020-2021 Submission Windows

Window Month	Window Dates
August	July 1- August 7, 2020 PNP Schools may want to wait as long as possible before submitting the roster in order to capture students that enrolled over the summer or during the first days of school.
	Schools that conducted summer school must transfer information from the final 2019-2020 Student Eligibility Service Roster onto a 2020-2021 roster. The old supporting documentation does not need to be re-submitted (but the data does need to appear on the form).
	Schools that did not conduct summer school should follow standard procedures for submitting the Student Eligibility Service Roster - For instructions, see the Sample form on the HISD PNP Schools website as well as in this handbook.
September	August 31-September 4, 2020
October	October 5-9, 2020
November	November 2-6, 2020
December	November 30-December 4, 2020
January	January 6-12, 2021
February	February 1-5, 2021
March	March 1-5, 2021
April	April 5-22, 2021 (This three-week window includes the opportunity to recommend students for summer intervention.)
May	May 3-7, 2021 (This window allows schools to recommend new students who enrolled in the school on or after April 22, 2021.)

Supporting Documentation

Supporting documentation is used to confirm the recommendation for instructional services. There is a multiple academic criteria requirement. Two forms of criteria will be needed.

Supporting documents can be the following:

- Title I, Part A Student Eligibility Checklist (PK4 Grade 2)
- Title I, Part A Student Eligibility Checklist (Grades 3-5)
- Title I, Part A Student Eligibility Checklist (Grades 6-8)

These forms qualitatively evaluate the academic performance of a student. They require the principal's original signature and therefore must be sent via U.S. mail, professional delivery, or hand delivery only.

These forms can be found on the HISD PNP Schools webpage:

http://www.houstonisd.org/page/59247

Student Eligibility Checklist (Grades PK4-2)

TITLE I, PART A STUDENT ELIGIBILITY CHECKLIST FOR GRADES PK4-2

School:	
Teacher:	Year of Service: 2020-2021
Student:	Grade:

Complete the information below regarding the student's performance in Reading and/or Math. Each description must be rated.

Enter a "1" for descriptions that apply and "0" for descriptions that do not apply to the student. A total score of 5 or more will qualify a student for services in the content area.

READING	Rating	MATH	Rating
Classroom performance is below grade level		Classroom performance is below grade level	
Below grade level in concept of letter and sounds		Weak understanding of patterns	
Struggles with blending and segmenting sounds		Lacks ability to do one-to-one correspondence	
Demonstrates inability to recognize and generate rhymes		Demonstrates poor number sense	
Oral vocabulary is limited for their grade level		Lacks basic knowledge of mathematical concepts for current grade level	
Limited understanding of what is read to them	1	Knowledge of measurement is low (i.e. longer, shorter, inches, feet, pints and quarts)	
Limited ability to know and use reading strategies		Lacks ability to conceptualize single digit addition and/or subtraction	
Writing ability is below grade level		Weak in understanding geometric concepts	
Weak comprehension of written materials		Poor ability to solve word problems	
Weakness in following oral and/or written directions		Estimation skills are below grade level	
Total Score	17/10	Total Score	17/10

Principal's Signature

6/9/2020 - NG

Supporting Documentation, continued

Student Eligibility Checklist (Grades 3-5)

		unding Titles I, II & IV ED. SUPPORT DRIVEN. BILITY CHECKLIST FOR GRADES 3-5	
School:			
Teacher: Year of Service: 2	2020-2021		
Student: Grade:			
Complete the information below regarding the student's	s nerforman	see in Peeding and/or Math. Each description must be rated	
		ice ili reagilig aligor niagi. Each description filust de fateu.	
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Enter a "1" for descriptions that apply and "0" for descriptions that apply and "0" for descriptions that apply and "0" for descriptions to descript a services in the content area. READING Classroom performance is below grade level Inability to decode phonetically regular multisyllabic words. (Example: Abracadabra) Limited understanding of antonyms, synonyms homophones, and homographs Struggles with differentiating between different literary genres such as fiction and nonfiction Shows inability to draw conclusions or identify main idea based	Rating	MATH Classroom performance is below grade level Demonstrates poor understanding of place value; Unable to write numbers both in numerals and words Struggles to order and compare numbers for grade level Lacks ability to understand algebraic concepts Weak understanding of number patterns; Unable to count by skip	Ratir

_/10

Total Score

Weak in understanding geometric concepts

Poor ability to solve word problems

Estimation skills are below grade level

Total Score //10

Principal's Signature	

Weak understanding of common prefixes and suffixes Shows weakness in following multistep oral and/or written

Writing ability is below grade level

6/9/2020 - OH

Supporting Documentation, continued

Student Eligibility Checklist (Grades 6-8)

TITLE I, PART A STUDE	NT ELIGIE	BILITY CHECKLIST FOR GRADES 6-8	
School:			
Teacher: Year of Service: 2	020-2021		
Student: Grade:			
Complete the information below regarding the student's	performan	ce in Reading and/or Math. Each description must be rated.	
	•	do not apply to the student. A total score of 5 or more will qu	alify a
READING	Rating	MATH	Rating
Classroom performance is below grade level		Classroom performance is below grade level	
nability to identify and analyze the main events of the plot and discuss character traits and motivations		Demonstrates poor understanding of graphing interpretation	
Limited understanding of figurative language such as simile and metaphor, etc.		Struggles to compare, round, add, and subtract decimals	
Struggles with differentiating between different literary genres such as narratives, poems, and essays		Lacks ability to understand algebraic concepts	
Shows inability to recognize and identify common parts of speech		Weak understanding of number patterns; Struggles to understand concept of positive and negative numbers	
Sentence construction is below grade level		Knowledge of money and measurement is low	
Limited ability to properly use grammar in written sentences such as periods, question marks, commas, and apostrophes		Lacks ability to identify, compare, add, and subtract fractions	
Weak understanding of common prefixes and suffixes and the way in which these affect word meaning		Weak in understanding geometric concepts	
Shows weakness in following multistep oral and/or written directions		Poor ability to solve two-step word problems	
Writing ability is below grade level		Multiplication skills are below grade level	
Total Score	/10	Total Score	/10

• Individual Student Test Reports (Grades 3 – 12): Students who score at or below the 40th percentile in reading (ELA Total) and/or math (Math Total) on standardized tests are eligible for instructional services.

NOTE: A non-standardized or alternative test may be accepted as supporting documentation if approved by HISD.

• If there is no standardized testing at the PNP School: Other supporting documentation can include work samples, progress reports, report cards, and/or a recommendation letter from the principal. All of these are part of the ESSA-required multiple academic criteria.

Supporting Documentation: Next Steps

- 1) HISD reviews supporting documentation (2 of 5 options) to verify student eligibility.
- 2) Then, HISD contacts Catapult Learning, the PNP School Principal, and the Title I Grant Contact via email to provide notification as to which students are eligible for services. The email will also address any students who do not qualify for services. These students either do not meet the assessment criteria, are missing supporting documentation, or do not attend an HISD Title I school.
- 3) Catapult Learning will coordinate the start-up of services at the PNP School.

IMPORTANT NOTE:

For students who cannot be verified because of insufficient documentation, the PNP School must provide that information before the submission window closes. If the documentation is not received at HISD by that time, the student is ineligible to receive services. However, the student can be considered for the following submission window period once all information is provided.

Receiving Instructional Services During the Academic School Year

Federal Guidance and HISD Guidelines

Federal Guidance – If a PNP School participates in Title I, Part A, there must be direct instruction (tutoring) provided to eligible students during the regular academic school year in order to receive other Title I, Part A services of the grant (Parental Involvement, Professional Development, and Academic Counseling).

HISD Guidance – HISD has established that Title I, Part A services begin after the Fall Consultation Meeting and after the established start date of the district (typically the week of Labor Day).

Although the grant period begins on July 1, HISD requires -- as an internal control to the federal guidance -- that if a PNP School participates in Title I, Part A but delays instructional services beyond the week of Labor Day (either by choice or by not submitting required forms to determine student eligibility), the PNP School cannot receive other Title I, Part A services until these issues causing delay are addressed to allow direct instruction to begin.

Supplemental Instructional Services

Within the instructional services category, there are supplemental services that, when paired with direct instruction, will benefit eligible students. These are listed below:

- Push-In Services (Academic School Year) Push-in services are a benefit to students because they are receiving real-time support as the classroom teacher provides instruction. This is support provided by Catapult, but not intervention. The model for direct instruction requires either the district, an ESC (like Region 4), or a third-party provider to provide and be responsible for the instruction. Therefore, the curriculum content is their direct responsibility. The pull-out model holds the provider accountable for the results. The pull-out model is also in a small group setting versus the large classroom. There are benefits to push-in services when provided in addition to pull-out services. That means that direct instruction with Catapult must still take place.
- Summer Services (Extended School Year) Summer instructional services are supplemental to direct instructional services received during the academic school year. The only time there would be students receiving summer services without receiving services during the regular school year would be those who enrolled in the school on or after the close of the April submission window (April 22, 2021). Remember, schools are given a three-week window in April as an opportunity to recommend students for summer intervention. Summer Title I, Part A instructional services (including STEM instruction) cannot be received during the extended year, if students did not participate during the academic year because extended year implies there was a year to extend making it supplemental to the regular school year.

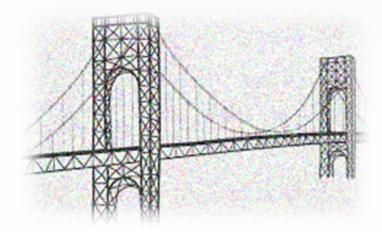
NOTE: STEM instruction utilizing Title IV, Part A funds (under Content Area 1: Well-Rounded Educational Opportunities) does not fall under the #2 guideline above because Title IV services are part of the Student Support and Academic Enrichment Grant. Another key difference is that Title I, Part A services are for eligible Title I students only, whereas all students are eligible to participate in Title IV, Part A grant services.

Instructional Services — Shaped by Campus Needs Assessment

A PNP School's need for instructional services is detailed in the Campus Needs Assessment. Those needs define the services received to help eligible at-risk students to obtain instruction and intervention support in reading and math. Intervention can be offered during the academic school year and extended school year. Services are provided based on the PNP School's request, student needs, and the feasibility of providing services. The receipt of instructional services can be influenced by a number of factors. There may be times when PNP Schools do not utilize their total planning allocation because the allocation exceeds the need. Each specific PNP School's program implementation should be detailed in their Program Description.

Campus planning allocations provide a specific amount for each school for services. However, the allocations are actually pooled collectively among participating PNP Schools. This means that the funds for services are shared by all participating PNP Schools. Since the funding is pooled, Catapult Learning carefully assigns instructional service hours to match student needs and teacher-student ratios to ensure that funding is available for services throughout the academic and extended school year.

A program is available to participating Jewish schools that offers an additional instructional service to students who are studying Hebrew. In Title I, Part A, a foreign language is designated as a Well-Rounded Educational Subject Area. For the Jewish student, studying Hebrew is comparable to a student studying English at a public school and is culturally significant to his or her pursuit of education. This program is limited to reading Hebrew and related components of the language. Since HISD prioritizes math and reading, this program is deemed to be in line with this focus.



Process for Receiving Instructional Services - Academic School Year

This is the school-level process for receiving instructional services during the academic school year.

Stage	Description
1	Catapult Learning and PNP administrator/team -
	Meet for a consultation with the following agenda:
	 Create a program description outlining the Title I program implementation. Determine the subject areas and grade levels to receive services. Develop a service plan to maximize the planning allocation (for services). Develop a tutor schedule and determine the on-site location for services. Confirm the START and END dates of services.
2	Catapult Learning - Hire tutors.
	Hiring stipulations include:
	 criminal background check fingerprinting - FAST PASS completion of VIRTUS/Safe Haven training (if working at the Catholic Schools) adherence to specific customs and/or dress code mandated by either culture or religion of the school (e.g., Islamic schools) professional business conduct at all times in order to best represent the district and Catapult Learning
3	Catapult Learning Tutors -
	Provide services, monitor student achievement, and review program documentation (which is
	 maintained by the PNP School). Administer and evaluate beginning-of-year diagnostic assessments or standardized testing, as
	well as end-of-year growth assessments on each student.
	Provide tutoring services and complete lesson logs, including student schedules. Provide tutoring services and complete lesson logs, including student schedules.
	 Retain student sign-in sheets. Provide quarterly progress parent reports in the subject area(s) in which tutoring is provided.
	Catapult Learning Counselors (Optional)
	Provide academic counseling, evaluate student progress, and review program documentation
	(which is maintained by the PNP School). This service is provided only to schools that have reallocated funds for counseling.
	 Counselor responsibilities: Accept students based on teacher referrals. Provide academic counseling and complete and maintain related supporting documentation. Provide progress reports to parents in the area(s) for which counseling is provided.

Parental Consent is Required

Parents must grant written consent for students to participate and receive counseling and direct instruction services per HISD guidelines. The Parental Consent forms are available on the Catapult Learning website for Federal Programs –

www.catapultlearning.com/hisd-professional-development/

Grouping Students for Instructional Services

When the number of eligible Title I students receiving services is small (1-3 students), HISD and Catapult will support multi-grade-level instructional services across two grade spans (e.g., PK/1st, 1st/2nd, etc.).

If students cannot be grouped because the gap in the qualifying student's grades are greater than one grade level, services will be provided separately. This is because grouping students who are academically dissimilar would not be an effective use of instructional time – either for student success or for teacher success – due to the varied curriculum requirements in reading and math. As other eligible students are identified, these micro-groups will hopefully expand to include other students.

Typically, intervention services have been available to students even during the summer regardless of the campus planning allocation. This is because the pooling of allocations from schools where the student need is not as great helps to make this possible.

Because of the potential increase in tutor hours (or possible increase in number of tutors), schools with micro-groups of 1-3 students may have to consider a modified weekly schedule of services in order to maintain consistent direct instruction throughout the academic school year (in the event funding becomes limited). Moreover, school administrators may have to consider if the balance of their funding can support Title I, Part A extended school year services (i.e., summer school). It has always been the school's decision whether to offer summer school for their students. As a reminder, summer school affords students the opportunity to benefit from intervention services and retain the momentum from the academic school year.

Receiving Services Throughout the Year

Student Interventions Throughout the Year

Student Intervention takes place during both the academic school year and the extended school year. Intervention is provided through instructional services (i.e., additional tutoring) to students.

Coordinating Student Intervention requires consultation between Catapult Learning and the PNP School.

Parent and Family Engagement Throughout the Year

Parent and Family Engagement takes place during both the academic school year and the extended school year. Coordinating Parent and Family Engagement activities requires consultation between Catapult Learning and the PNP School. Together, options are planned for involving parents and families through meetings, workshops, and activities. Parental involvement activities provide strategies for parents to help their children increase academic achievement.

NOTE: These activities are only for parents of eligible and/or participating Title I students.



Continued next page....

Process for Receiving PD Services Throughout the Year

This is the school-level process for receiving professional development services during the academic school year:.

Stage	Description
1	PNP School - Examine school data for student and teacher needs. Complete the school's CNA.
2	PNP School and Catapult Learning: PNP School & Catapult: Consult with Catapult's Professional Development Manager regarding school needs based on the Campus Needs Assessment. Options are explored for enhancing knowledge of instructional techniques in the classroom for teachers who instruct eligible Title I students. RESULT: Plan for in-state PD choices (in-person or virtually) for the upcoming year.
3	PNP School - Completes the CNA and the Comprehensive Professional Development & Spending Plan (CPDSP)- Submit both to the Catapult PD Manager by October 30, 2020. (These documents are living documents and can be modified as necessary.)
4	PNP School - Implement the PD plan. In the course of implementation, the PNP School completes and submits all required documentation related to professional development (e.g., Request Approval for School PD, Reimbursement & Receipt Submission Form, and a Materials Request Forms). NOTE: Purchasing materials for training purposes only is allowable. However, materials must be shared: They cannot be ordered for individual use.

Receiving Instructional Services During the Extended School Year

Extended School Year Services (Summer School) at a PNP School

When a PNP student plans to attend the extended school year (summer school) program at the PNP School, the same process applies for receiving services offered during the academic school year: Schools recommend students, HISD verifies eligibility based on supporting documentation (see page 45), and Catapult Learning coordinates the beginning or continuation of services.

Attending summer school at a PNP School is free to students eligible for services.

Extended School Year Services (Summer School) at a Public School

A private school (whether for profit or nonprofit)may choose not to offer extended year services during the summer. In those cases, private students may wish to attend the HISD summer school programs for promotion, to recover credits, or to accelerate credits.

Attending summer school at a public school in HISD is *not free* to students who did not attend an HISD school during the regular academic school year, nor is it guaranteed to any student who did not attend HISD. Attendance is not guaranteed to private school students, and a public school principal may deny admission based on space availability, staffing, or limited subject offerings. Parents or guardians of private school students are required to pay the in-district or out-of-district fees established by the district. Attending summer school at a public school is NOT free and NOT guaranteed to students. Payment is made according to the guidelines established by the district. Because tuition is being paid, students can attend any HISD school (if approved by the principal).

There are some private nonprofit schools that participate with HISD and receive equitable services through the Title I, Part A federal grant. There is no guaranteed placement for those students because of that relationship. Should they attend HISD summer school, district guidelines still apply.

Tuition Payment — Payment of Summer School tuition must be made by cash, cashier's check, or money order made payable to **Houston Independent School District**.

The tuition payment is given to the principal at the public school who in turn submits it to the appropriate office in HISD. This information is subject to change.

How Much Might It Cost? — The following options are based on the previous school year. This information is subject to change. Current information regarding cost and other details can be found on the HISD Summer School website.

Public School Options for Summer School

Public school options for extended year programs include:

- The Virtual School Network Secondary students only (\$200.00 per Non-AP and \$250 per AP courses).
- Districtwide Tuition-Based Summer School Program (at \$260 per course for HISD residents). If elementary or middle school students are taking two courses (e.g., reading and math) there will be a charge for both courses.

The fees listed above are subject to change.

Late Registration Fee

Students registering late will be charged a \$35 late fee.



TITLE II, PART A SERVICES & PROCEDURES

Wisdom is not a destination; wisdom is just a bridge.

It takes you from a misty world and takes you to a sunny world where you can see everything clearly!

(Mehet Muran Ildan)



Written to guide schools through providing effective professional development to teachers, paraprofessionals, administrators, and other educational personnel that will clearly meet the needs of students to brighten their future due to impactful teaching and learning.

TITLE II, PART A SERVICES

TITLE II, PART A SERVICES FOR ELIGIBLE PNP SCHOOL PERSONNEL

TITLE II, PART A SERVICES

Purpose and Beneficiaries

The purpose of the Title II, Part A federal program is to help PNP Schools increase student achievement in well-rounded education subjects by improving teacher effectiveness in the classroom and leadership effectiveness of campus administrators. Improved teacher and principal quality has been proven to make a difference in the academic performance of students.

Eligible Houston area PNP Schools may elect to participate with HISD to receive equitable services through this federal program. Equitable services under Title II, Part A consist of professional development (PD) for teachers, paraprofessionals, administrators, and other school personnel with an instructional responsibility to the students at the PNP School.

Federal Guidance

All components of the Title II, Part A federal program must be:

- eligible per federal guidance.
- student-centered to promote academic success
- secular, neutral, and nonideological (not representative of any established or systemized beliefs)
- aligned with the CNA

All Title II, Part A program expenditures must be:

- reasonable in cost (in line with market prices for comparable activities as to duration, location, and choice)
- necessary (aligned to school and student needs)
- allocable (allowable per federal guidance)
- sustainable (ongoing implementation)

Equitable Services Related to Travel

Travel-related Expenditures

Equitable services for personnel at PNP Schools include travel-related expenditures when attending professional development out-of-town (depending on location) or out-of-state. All out-of-state professional development and related expenses must be approved by HISD and the Texas Education Agency (TEA) prior to travel taking place.

International travel (to any country outside of the United States, including U.S. Territories) is not allowed.

Hotel, meals, and incidental rates are based on the General Services Administration (GSA) per diem rates found on the www.GSA.gov webpage. Other travel-related expenses include airfare, car rental and gasoline, mileage, hotel, meals, and other incidentals.

Well-Rounded Education Subject Areas

For the use of Title II funds, HISD prioritizes reading, English, language arts, math, and science — the same priority subjects as for the Title I, Part A federal program. Expanded well-rounded subject areas have broadened the professional development opportunities for teachers and other relevant school personnel.

The term "Well-Rounded Education" encompasses the following (boldface items represent broadened subject areas under ESSA):



- English, reading, or language arts
- science, technology, engineering, mathematics
- computer science
- foreign languages (languages other than English)
- civics and government
- economics

- arts, music
- history, geography
- career and technical education
- health, physical education, and
- others as designated by State/Local Education Agency (LEA)



Equitable Services—Scope and Delivery

Funding Information

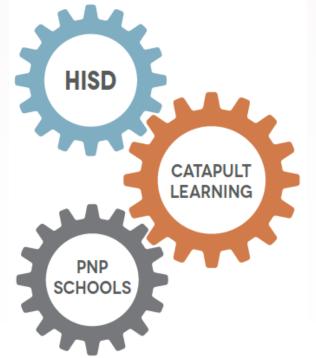
The district receives the planning entitlement from TEA. Using this and the Title II Professional Development Participation Form, the PNP School's campus planning allocation is determined. This planning allocation covers professional development opportunities for teachers, principals, and other educational personnel. For detailed information regarding calculating the Title II campus planning allocation, see the *Funding* chapter in this handbook.

Catapult Learning

Delivery of Title II equitable services is contracted to a third-party provider, Catapult Learning. HISD and Catapult Learning collaborate throughout the year to coordinate professional development opportunities for the PNP Schools. To handle the needs of the schools effectively, Catapult Learning has a local professional development manager. Catapult Learning's professional development manager begins meeting with principals prior to the delivery of services to discuss the Title II program, the Campus Needs Assessment, and PD opportunities listed on the CPDSP.

IMPORTANT: PNP Schools must follow the processes and guidelines that have been established by HISD and Catapult Learning.

(Refer to the *Third-Party Provider* chapter to learn more about Catapult Learning, their team, their support tools, and resources.)



Title II, Part A Program Duration

The Title II, Part A grant period begins July 1, 2020 and ends June 30, 2021. Therefore, delivery of equitable services to PNP Schools must be completed by June 30, 2021. PNP Schools may take advantage of PD opportunities during the grant period. The grant period covers the academic school year and the extended school year (summer school). This ensures that:

- funds are used to impact instruction for the current school year, and
- allows a close-out period so that HISD and Catapult Learning can complete year-end processing and prepare for the start-up of the following school year.



Important Dates

Campus planning allocations for professional development (all grants) must be encumbered by PNP Schools no later than April 2, 2021. The pool date is April 5, 2021 – on this date, the remainder of PD planning allocations are combined unless encumbered (obligated for use).

Encumbering ensures that funds will impact instruction at a specific PNP School for the current school year. Pooling ensures that funds impact instruction for all schools for the current school year. Professional development that takes place on or after July 1, 2021 will be deducted from the following year's campus planning allocation.



Eligible Personnel and Activities

Title II, Part A equitable services are for teachers, principals, and other educational personnel employed at the PNP School.

Selecting Participants for the Title II, Part A Program

Below are questions to consider when determining who should participate in professional development:

Campus needs:

- What are your areas of deficit or weakness?
- Is this identified in your Campus Needs Assessment?
- Is this part of the CPDSP?
- Is there a need for administrators to strengthen leadership skills

Student needs:

- What populations of students are showing achievement gaps?
- Are there behavior concerns?
- Have you recently received an influx of a particular student group migrant, gifted and talented, etc.

Teacher needs:

- Is this teacher having a challenging year?
- Is this a new teacher?
- Is this an experienced teacher with a new assignment?

Administrator needs:

- Is this administrator/leader knowledgeable regarding leadership and/or instructional strategies?
- Is this a new administrator/leader? Does the administrator/leader know how to interpret student data?
- Does the administrator/leader know their role in creating a culture and climate for other school professionals?

Paraprofessional needs:

- Does this paraprofessional work alongside the teacher in the classroom providing instructional support that is supervised by the teacher?
- Does this person need exposure to content area strategies, small group management skills, etc.?

Continued next page....

Eligible Personnel and Activities, continued

Careful consideration of the factors on the previous page will help to ensure that the appropriate people are selected to attend professional development opportunities.

To further ensure that the right professional development opportunity as well as the right person is being selected to attend, decision-makers should examine data sources (e.g., test results, classroom management information, student enrollment data, etc.) that support their selections.



PNP Schools should allow a variety of teachers, paraprofessionals, administrators, and other school leaders to attend PD opportunities so that all have a fair chance to participate and grow professionally.

Eligible Activities

Each school must complete a Campus Needs Assessment (CNA) which determines the PD needs. PD activities to be carried out for PNP School personnel (i.e., teachers, paraprofessionals, administrators, and other educational personnel) must be backed by evidence-based research, and must be sustainable (non-isolated, have follow-up activities) by the school. With these checks and balances in place, eligible activities will align with instructional goals for improving student academic achievement as established in the CPDSP. All services to PNP School personnel must be secular, neutral, and nonideological.

All professional development opportunities must promote the following:

- Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills;
- Training in effectively integrating technology into curricula and instruction;
- Training in how to teach students with different needs, including students with disabilities or limited English proficiency, and gifted and talented students;
- Training in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education;
- Leadership development and management training to improve the quality of principals and superintendents; and
- Training in the use of data and assessments to improve instruction and student outcomes.

Eligible Activities, continued

Allowable Professional Development (per ESSA) consists of:

- Assessment and Data Analysis
- Career Readiness Education
- Child Sexual Abuse Prevention
- Early Childhood Instruction
- Effectively Teaching Children with Disabilities
- Effectively Teaching English Learners
- Evaluation and Support Systems
- Supporting Students Affected by Trauma and/or Mental Illness
- STEM-focused Professional Development
- Other Evidence-Based Professional Development

Evidence-Based professional development is defined as having rigor and relevance of evidence, a local capacity to implement, and there is evidence in content when considering this professional development.

Allowable ESSA Professional Development Activities ARE:	Allowable ESSA Professional Development Activities DO NOT:	
 Sustained Intensive Collaborative Job-embedded Data-driven Personalized or based on information from an evaluation and support system, and Classroom-focused 	 Stand alone Connect to a larger schoolwide or individualized plan 	

NOTE: Professional development opportunities for PNP Schools are not offered directly by HISD.

Examples of Eligible Activity Types/Locations

Below are examples of acceptable PD activity types and locations.

PNP Schools may take advantage of a variety of activity types such as:

- customized workshops
- workshops hosted through Catapult's Alliance PD
- conferences
- book studies
- online trainings with contracted site license for specific user needs
- webinars
- coaching
- DVD Series
- offerings through established educational entities (e.g., Rice University, the ESCs, Neuhaus Education Center)

PNP Schools may take advantage of a variety of activity locations such as:

- the school
- within the city and surrounding areas (local)
- in-state
- out-of-state

Non-Secular Professional Development

For training that is non-secular (i.e., related to religion or faith-based), PNP School personnel will be reimbursed a percentage of the cost for the training or conference. This percentage is based on the total number of sessions offered at the PD event. "Total number of sessions" consists of ALL sessions offered at a conference, including the pre-conference.

To calculate the percentage that can be reimbursed if attending a conference where there are non-secular sessions offered: Divide the number of eligible (secular) sessions by the total number (secular plus non-secular) of sessions.

An agenda, brochure, or conference website must be supplied to Catapult Learning by the individual(s) requesting to attend.

TITLE II, PART A PROCEDURES

PROCEDURES TO OBTAIN TITLE II, PART A SERVICES FOR ELIGIBLE PNP SCHOOL PERSONNEL

TITLE II, PART A PROCEDURES

Procedures for participation in Title II, Part A services provide systematic and uniform standards of operation. These procedures and processes have been established by HISD, the Local Education Agency (LEA), and by Catapult Learning in accordance with USDE guidance.

Forms – General Requirements

All forms must be **completed** electronically. Completed forms may be **submitted** in the following ways:

- electronically
- U.S. mail (always call to verify receipt within 3-5 days after mailing)
- professional delivery
- hand delivery (in lieu of U.S. mail)
- scans or faxes (with prior approval only)

IMPORTANT: All forms must be received by the due date.

NOTE: All forms should be submitted to HISD in the same format (e.g., Word, Excel, online fillable PDF) in which they were originally created.

Phase ONE Form for School Participation

The process for determining campus planning allocations is dependent on the completion and submission of the Phase ONE form (Title II, Part A Professional Development Participation Form).

Title II, Part A Professional Development Participation Form

Why This Form is Important

Every school that chooses to participate with HISD in the Title II, Part A federal program must have a Title II, Part A Professional Development Participation Form on file. This form helps determine the campus planning allocation for professional development opportunities for eligible school personnel.

Completing the Professional Development Participation Form

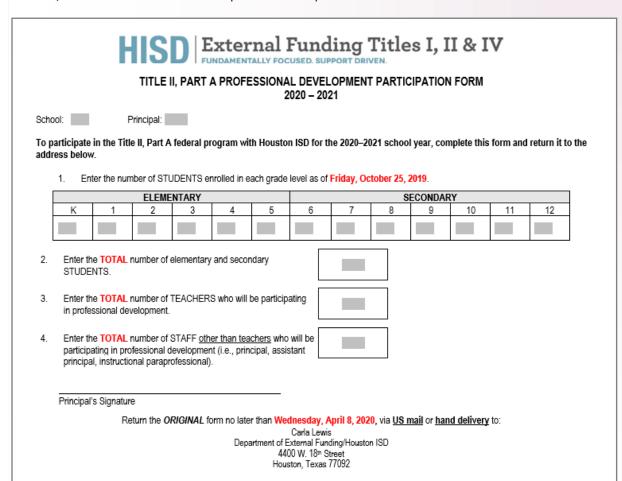
This form is completed annually. Instructions for completion are on the form itself.

The Professional Development Participation Form requires an *original* principal's signature on the mailed copy (no electronic signature or stamps). See sample form on the next page.

Access this form on the HISD PNP Schools webpage:

http://www.HoustonISD.org/page/59247

Title II, Part A Professional Development Participation Form 2020-2021



2/7/2020 - NG

Professional Development – Via Third-Party Provider

HISD uses Catapult Learning as the third-party provider of equitable services to PNP Schools that participate in the Title II, Part A federal program. HISD and Catapult Learning collaborate to offer professional development opportunities that will increase students' academic achievement in well-rounded education subject areas by helping schools improve teacher and principal quality.

Catapult Learning handles PD requests, eligibility, reimbursements, and submissions of documents for out-of-state travel.

Professional Development Requests

Criteria for Professional Development Requests

Requests to attend professional development (PD) are handled by Catapult Learning. Requested PD must meet federal requirements (see page 27).

Supplies, Materials and Equipment

Supplies, materials, and equipment specifically related to the implementation of a PD activity (such as books for a book study) may be obtained for the PD event.

Delivery Models

Some Title II professional development delivery models include book studies, use of consultants and coaches, attendance at on-site trainings, and web-based online training (requiring a site license).

For a more complete list of PD delivery models, see Examples of Eligible Activity Types/Locations on page 63.

 Continued next page

Procedures and Forms

Submitting Requests for In-State Professional Development

Use this procedure to submit a request for professional development that will take place within Texas (local, surrounding, and outlying areas). You must submit the request at least 30 days in advance of the event.

Step	Description
1	Access the HISD Title IIA Request Approval for School Professional Development - 2020-2021 form at http://www.catapultlearning.com/hisd-professional-development/ (See a sample of this form on the next page.)
2	Complete the form electronically. (A separate form is required for each attendee.) Fill out all information accurately and completely for timely processing. Incomplete forms will be sent back to participants for full completion.
3	Save the completed HISD Title IIA Request Approval for School Professional Development Form to your computer.
4	Email the completed form (as a Word document) to the Title II Professional Development Manager at Catapult Learning. To verify that the PD is Title II-eligible, the email must include a description of the event (e.g., a link to an agenda, brochure, or website may also be included). For Catholic schools, Catapult Learning will notify the Catholic Schools Office of the request. RESULT: Catapult Learning will: Check for eligibility per Title II federal guidelines. Contact HISD if eligibility is questionable. Email school personnel regarding the status of the request (e.g., Approved, Not Approved, or Pending/More Information Needed)
	 Prepay the registration fees and encumber other travel or material costs. For more details regarding reimbursements for same-day trips, see page 82.

For more information, see:

- Catapult Learning's website for Federal Programs
- Catapult Learning's catalog for an extensive listing and descriptions of workshops available through Catapult Learning
- Third-Party Provider chapter in this handbook

2020-2021 Request Approval for School Professional Development

		al Funding Titles I, II & IV		
	Cata	pult Learning		
2020–2021 RE	QUEST APPROVAL FOR	R SCHOOL PROFESSI	ONALD	DEVELOPMENT
	SCHOOL CONT.	ACT INFORMATION	V	
School Name:		Date Requested:	71-71	
Federal Grant Funding Used:	☐ Title I, Part A	☐ Title II, Part A	Г	Title IV, Part A
Name of Participant:		School Position:		
Participant Email:		Participant Phone:		
Participant Fax:		School Phone:		
School Address:		Principal:		
Date:		Location:		
Conference/Workshop Title:		- No.		·
Number and Class of Attendees				
Describe the requested profession	al development activity base	ed upon the school needs	assessme	ent:
	DOCUM	MENTATION		
Include a detailed description of the	e conference or workshop (a	nnouncement, agenda, ses	sion topi	cs, etc.).
	FSTIMA	TED BUDGET		
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Rev. 01/08/2021

Submitting Requests for Out-of-State PD

Initial requests can be made at the time the district submits the ESSA Consolidated Federal Grant Application to TEA. However, there will be other times (during the grant period) to submit out-of-state travel requests per the schedule established by the district. PNP Schools will find those submission dates in the *Calendar & Timeline* chapter of this handbook.

Use this procedure to request professional development (PD) that will take place out of the state.



IMPORTANT! All out-of-state travel must be requested and approved by HISD/TEA prior to the event. Attendance at out-of-state PD opportunities requires forethought and planning. Comparable PD opportunities that are available in-state should be given serious consideration to save costs – potentially increasing the number of PD events attended and the number of educational personnel trained.

Step	Description	
1	 Go to http://www.houstonisd.org/page/59247 and access the following two forms: TEA Justification of Specific Expenditure: Program-Related Out-of-State Travel School Year 2020-2021 TEA Request for Approval of Participant Support Costs School Year 2020-2021 — See samples of these forms on the following pages. 	
2	Complete these online fillable PDF forms electronically. Save the two completed forms to your computer.	
3	Email the completed PDF forms (no scans) to the Title II Professional Development Manager at Catapult Learning. To verify that the PD is Title II-eligible, the email must include a description of the event (e.g., an agenda, brochure, or website). RESULTS (chronological):	
	1) Catapult Learning reviews the paperwork for eligibility, accuracy, and completeness. If any changes are needed, Catapult Learning will request the PNP Schools to edit the documents and re-submit.	
	2) Catapult Learning submits the paperwork on behalf of the PNP School to HISD by the designated dates.	
	3) HISD reviews the submissions as part of the approval process.	
	4) After approval is granted, HISD notifies the PNP School via email. Some requests require additional information and therefore approval may be pending. Other requests may be denied. HISD will send an email regarding the status of each request.	
	Continued next page	

Submitting Requests for Out-of-State Professional Development, continued

Step	Description
4	Once approved, travelers may attend and submit all approved costs from the PD opportunity for reimbursement by emailing to reimbursements@catapultlearning.com . Costs consist of related travel expenses (i.e., airfare, mileage, car rental and gas, hotel parking, cab/shuttle, hotel, and food).
	• For approved PD that is 100% secular, participants may attend and may be reimbursed for 100% of the costs.
	For approved PD that is a combination of secular and non-secular, participants may attend and may be reimbursed for a pre-determined percentage of the costs.
	If PD is not approved, participants must use a funding source other than Title II, Part A to pay for the PD if they still wish to travel and attend.

Receipt of Equitable Services

This protocol differs for schools that are new participants to this federal grant (services cannot be received until after the fall consultation meeting in August).



INSTRUCTIONS for Completing the Justification of Specific Expenditure: Program-Related Out -of-State Travel School Year 2020-2021

The information in this form should have enough detail so that TEA or an auditor can clearly see how personnel will benefit from the activity.

The Justification of Specific Expenditure: Program-Related Out-of-State Travel School Year 2020-2021 (see sample on the next page), is accessed on HISD's PNP Schools webpage:

http://www.houstonisd.org/page/59247

Field	Description
Name of Federal Grant	Title II, Part A
Name of Grantee	School name – PNP
County-District #	101912
Date Submitted	Date the form is completed
DESCRIPTION OF PROPOSED PROGRAM-RELATED OUT-OF-STATE TRAVEL	
Destination	City, State
# of Travelers	Total number of travelers – no more than 5
Is travel a requirement of the federal program?	No
Describe the purpose of the program-related out-of-state travel.	Provide the name and the date(s) of the conference/training. The PD name should be fully spelled out (no acronyms or abbreviations). The dates should be the actual date(s) of the conference only - not travel dates. Include a detailed description of the conference/training.
Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).	Explain how the benefits of attending the conference will support the traveler's job responsibilities. Give connections to what will be learned and how attending this opportunity supports the traveler's job responsibilities.
Describe the specific need, as identified in your comprehensive needs assessment, that this out-of-state travel addresses.	Provide the information from the Campus Needs Assessment that addresses the need for this PD opportunity. This demonstrates how the PD aligns with the needs of the campus and students and should be taken verbatim from your Campus Needs Assessment.

Continued next page....

2020-2021 TEA Justification of Specific Expenditures: Program-Related Out-of-State Travel

he costs of program-related out-of-state travel have been determined to have a programmatic purpose for this federal grant program and are pecifically authorized in the program guidelines. our must justify your plans to use these federal grant funds for program-related out-of-state travel. Complete and maintain this form locally to documen he justification by our planned expenditure of federal grant funds on the costs of program-related out-of-state travel. In this form locally to documen into one justification per form. Jame of Federal Grant 2020-2021 Title II, Part A Jame of Grantee COUNTY-District # 101912 Today's Date COUNTY-	exas Education Agency	Grants Administration Division Justification of Specific Expenditure: Program-Related Out-of-State Travel
County-District # 101912 Today's Date Description of Proposed Program-Related Out-of-State Travel Destination # of travelers Is travel a requirement of the federal grant program? No Describe the purpose of the program-related out-of-state travel. Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).	pecifically authorized in the program guidel ou must justify your plans to use these fede ne justification of your planned expenditure	lines. rral grant funds for program-related out-of-state travel. Complete and maintain this form locally to documen
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Describe the specific need, as identified in your comprehensive needs assessment, that this out-of-state travel addresses.		
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About Reimbursement for Out-of-State PD

Travelers are not named on the TEA forms so that if a traveler is unable to attend for any reason, another person can travel in his/her place without any changes to the request. However, this could result in changes to reimbursement. If a traveler cannot attend the PD but has already paid some of the costs, those costs will not be reimbursed unless there is a substitute traveler who could benefit from costs that are transferable (e.g., registration fees). In such cases, the person who paid the initial cost can be reimbursed per stipulations of the transaction. For costs incurred by substitute travelers, standard reimbursement procedures must be followed upon their return.

INSTRUCTIONS for for Completing the Request for Approval of Participant Support Costs School Year 2020-2021

The information in this form should have enough detail so that TEA or an auditor can clearly see how personnel will benefit from the activity.

The Request for Approval of Participant Support Costs Form (see sample on the following page) is accessed on the HISD PNP Schools webpage: http://www.houstonisd.org/page/59247

Field	Description
Name of Federal or State Grant	Title II, Part A
Name of Grantee	School name – PNP
County-District #	101912
Date Submitted	Date the form is completed
DESCRIPTION OF COSTS	
Describe the planned participant support cost.	Provide the name and the date(s) of the conference/training. The PD name should be fully spelled out (no acronyms or abbreviations). The dates should be the actual date(s) of the conference only – not travel dates. Include a detailed listing of the costs related to this trip (e.g., registration, lodging, meals, rental car and gas, mileage, parking, shuttle, etc.).
Describe the specific need, as identified in your comprehensive needs assessment, that this planned participant support cost addresses.	Provide the information from the Campus Needs Assessment that addresses the need for this PD opportunity. This demonstrates how the PD aligns with the needs of the campus and students and should be taken verbatim from your Campus Needs Assessment.
Explain how the planned participant support cost is reasonable and necessary (see form for complete text).	Leave the large box blank. Put an X in the small square below it regarding equitable services to PNP Schools.
Certification section	DO NOT SIGN OR COMPLETE ANYTHING IN THIS SECTION
For TEA Use	DO NOT SIGN OR COMPLETE ANYTHING IN THIS SECTION

About Out-of-State PD Scheduling

HISD provides a tentative schedule to request out-of-state travel. This schedule is subject to change. Schools are advised to be mindful of the travel dates and to submit PD requests accordingly.

Continued next page....

Request for Approval of Participant Support Costs

Texas Education Agency	
itle 2 of the Code of Federal Re	egulations (2 CFR) 200.456 makes allowable the expenditure of federal grant funds on participant support costs. The
	de required approval to all TEA grantees that expend any federal grant funds. ticipant support costs means direct costs for items such as stipends or subsistence allowances, travel allowances, and
	ehalf of participants or trainees (but not employees) in connection with conferences, or training projects."
his form is applicable to all TEA	A subrecipients and to any federal grant administered by TEA.
lame of Federal or State Grant	2020-2021 Title II, Part A
lame of Grantee	County-District # 101912
escription of Costs	
Describe the planned participa	int support cost.
Describe the specific need, as i	dentified in your comprehensive needs assessment, that this planned participant support cost addresses.
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Reimbursements

Professional development-related costs can be reimbursed only for PD opportunities that were approved by HISD/TEA. Travel expenses related to professional development can be reimbursed after the PD activity has been completed and the appropriate documentation submitted.

To ensure timely reimbursement, appropriate documents must be submitted accurately, along with requisite supporting information, to reimbursements@catapultlearning.com within 30 days after completion of the PD event. Catapult Learning should reimburse the individual within 30 days after receipt of all required documentation. This gives a maximum period of 60 days for reimbursement following the end of the PD event.

For more detailed information regarding the timeline and workflow involved in processing reimbursements, see page 85.

NOTE: Once a month Catapult Learning emails the Catholic Schools Office (CSO) to inform them of each Catholic school's:

- 2020-2021 campus planning allocation,
- PD request(s), including dates of those opportunities, and
- current balance with encumbered amounts.

The CSO may follow up on any of this information.

Who Can Receive Reimbursement?

Reimbursement <u>cannot</u> be paid to the school under any circumstances. Per federal guidelines, money <u>cannot</u> flow to the schools from HISD.

Reimbursement can only be paid to an individual – either:

- the **person** attending, OR
- the **person** at the PNP School who was authorized to sign the check or use the credit card that paid for the professional development

For tracking purposes, all reimbursement checks for the person attending the PD event will normally be sent to the PNP School, not to their home address.



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Reimbursements, continued

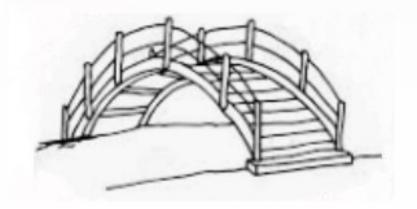
Overview of Reimbursable Expenditures

Expenditures that can be reimbursed include:

- appropriate reimbursement percentage for all expenses (fees, registration, travel, etc.)
 related to non-secular training (faith-based/religious)
- all travel-related expenses for out-of-town PD (i.e., airfare, hotel, rental car and gas, mileage, meals, transportation cabs/Ubers/Lyfts, shuttles)
 IMPORTANT: HISD wants to ensure the best use of federal funds; therefore, airline tickets should be purchased at least 3 weeks in advance of the PD event because flight costs increase substantially if purchased closer to the date of travel.
- parking costs related to business travel and attendance at PD opportunities (i.e., airport parking, hotel parking, parking at conference-related events/sites, restaurant parking)
- courses at colleges and universities to meet Title II federal guidance, a single college course taken as PD must be:
 - tied to the professional development plan for the campus,
 - an eligible activity/eligible content per guidance, and
 - reasonable as well as eligible.



IMPORTANT: Courses at colleges and universities: cannot be used to accumulate credits for acquiring a degree. Individuals may only take one course per one school year (August – July) per one university per HISD guidelines..



Continued next page....

Reimbursements, continued

Per Diem Cut-Off Times

Per diem cut-offs may not always be the same. Consideration must be given to what is reasonable and necessary, depending on foreseen factors such as when the PD event ends, the availability of flights, the safety of the traveler, and unforeseen factors such as inclement weather, flight cancellations, or pubic health emergencies, etc.

For example, where a conference ends in the early afternoon, it would not be reasonable or necessary for a traveler to stay the additional night - the traveler would be expected to return after the conference ends. If a conference ends in the late afternoon, an additional night of lodging might be justified if there were no flights available at a reasonable time that evening. However, documentation corroborating that decision would be required and the traveler would be expected to return on a morning flight (or provide documentation that there were no flights available). This would also affect the meal per diem, allowing a morning meal.

Modifications to lodging, flights, and meals are subject to what is reasonable and necessary. This standard also applies when driving to and from a PD event, although the affected per diems may differ (e.g., mileage, gasoline, or other travel-related aspects). In any case, HISD does not expect a traveler to leave professional development early in order to return home the same day.

Because of the per diem cut-off stipulations, advance planning will be required to prevent travelers from forfeiting allowable reimbursements.

NOTE: In such cases, the traveler would be expected to contact HISD/Catapult Learning via email as soon as practicably possible upon return.



Reimbursements, continued

Mileage Reimbursement

Per TEA:



In reference to guidance regarding travel, there are times when guidance is silent as to specific matters. Though guidance does not provide specific information regarding mileage reimbursement for PNP Schools, Title II, Part A and the PNP Guidance provide general overviews on PD related activities. When specifics are not provided, the district may revert to its own policy on reimbursement of travel expenses for PD activities in general as it relates to public schools and apply the same rules for a PNP School.

HISD policy and practices are equitable relative to what is done for public schools.

For travel-related expenses on a group trip, HISD only reimburses one person for mileage per vehicle. That one person is the one who is designated to drive and who provided the vehicle for the trip. If receiving mileage reimbursement, a person does not also receive gasoline reimbursement.

Getting to a designated pick up point is a common practice when traveling as a group and is not reimbursable. Passengers on the trip are NOT reimbursed for mileage for the distance driven between their home and a designated pick up point.

Traveling as a group requires planning and coordination. For same-day or overnight trips, about three or four travelers and their luggage can fit comfortably in one vehicle — therefore, multiple requests for mileage/rental and gas reimbursement related to the same trip originating from the same school, are discouraged and reimbursement may not be granted.

Vehicle Rental and Gasoline Reimbursement

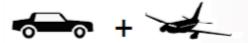
When a rental vehicle is utilized:

- HISD will reimburse the cost of the rental car plus the cost of gasoline used. It is strongly recommended that the rental vehicle is fueled up prior to its return to the rental facility. This is because the cost of refueling at a rental facility is typically higher than at gas stations.
- Compact to mid-size automobiles may be used by all travelers on business. Minivans may be rented when used by four or more persons.
- Luxury vehicles may not be rented.
- SUV-class vehicles may not be rented without prior approval from HISD/Catapult Learning. A statement of the need for the rental of a vehicle other than a mid-size car or minivan must be attached to the request for approval.
- There are no distance restraints regarding vehicle rentals; use good judgment to determine what is necessary and reasonable..

Reimbursements, continued

When airfare is combined with vehicle rental, reimbursement is permitted only under the following specific circumstance: The only airport accessible to the PD opportunity location is many miles away AND both of the following conditions apply:

- there is no available shuttle (e.g., hotel shuttle or Super Shuttle), and
- the cost of a cab/Uber/Lyft (round trip) would exceed the cost of renting a vehicle



Same Day Trip Reimbursement

HISD policy and practices are equitable relative to what is done for public schools.

Day trips are defined as those trips where an overnight stay is not required. Therefore, day trips can include trips within Harris County as well as trips outside of Harris County. Travel policies for day trips are the same as those for overnight trips except that no per diem is allowed.

<u>To clarify</u>: There can **be no meal allowance**, **no hotel allowance** – but transportation expenses are allowed (e.g., mileage, reasonable rental car with gasoline, and airfare costs). There are no distance constraints with respect to the location of the same day PD opportunity; however, best judgment should be exercised (e.g., taking into consideration the vehicle's return, lateness of travel, etc.). If there is a question about the reasonableness of vehicle rental costs, check with HISD or Catapult Learning if expecting to be reimbursed.

Parking costs at locations related to the PD and the per diem expenses can be reimbursed. Also, the cost of fuel is reimbursable (see Vehicle Rental and Gasoline Reimbursement above). Travelers are expected to return on the same day that the PD opportunity ends, but consideration is given to the time and/or location of the PD opportunity, as well as any extenuating circumstances.

In such cases, the trip will become an overnight trip subject to the appropriate guidelines, and proof of the extenuating circumstance will be required. Also, contacting HISD and/or Catapult Learning at the earliest opportunity is strongly advised.

Reimbursements, continued

Extended Trip Reimbursement

An extended trip is one that lasts a week or longer.

If the extended trip is at a location that is out of town, this time period encompasses weekends for reimbursement purposes. As such, weekend meals and lodging are reimbursable since it would be unreasonable to expect a traveler to return home for meals and lodging, and then travel back for the remainder of the PD opportunity.

If the extended trip is in Houston or surrounding areas (requiring 45 minutes or more of local travel), then mileage, meals and lodging during the business week are reimbursable. This allows the traveler to attend daily PD sessions without worrying about travel time, traffic, early-morning session times, etc. Additionally, it affords the PD participant enough time in the evenings to complete "homework" that is typically required by extended-duration PD opportunities.

Lodging Reimbursement

The following guidelines apply to lodging:

- Reimbursement is not allowed for same day trips.
- Hotels are reimbursable based on the GSA per diem rate.
- In addition to hotels, travelers can use other lodging options (e.g., an Airbnb or dormitory).

Travelers who stay at hotels or other lodgings which are not affiliated with the conference will be subject to the rates applicable to federal or state employees.

Food Reimbursement

The term "food" includes meals, snacks, or non-alcoholic beverages. The following reimbursement guidelines apply to food:

- Reimbursement is not allowed for same day trips.
- Food is reimbursable based on the GSA per diem rate during overnight trips (an overnight trip is one that lasts two or more days).
- Food receipts are required for reimbursement and specific rules apply (see *Documents Required for Reimbursement* on the next page).



Non-Reimbursable Expenses

The following expenditures are not reimbursable:

- Any reimbursable expenses without receipts
- Local food expenditures (e.g., any food purchases in Houston or its environs, whether at the airport or en route and still within the city limits)
- Non-business-related expenditures (e.g., pharmaceuticals, newspapers, alcoholic beverages, etc.)

GSA per diem rates can change based on date of travel, destination city, etc. Be sure to obtain the current GSA per diem rate based on each opportunity to travel.

Reimbursements, continued

Documents Required for Reimbursement

When requesting reimbursement, attendees must email the following documentation to Catapult Learning at reimbursements@catapultlearning.com:

Additional information The Britishurgerest Bernett and Bernitt Submissions from each be
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The Reimbursement Request and Receipt Submissions form can be accessed at the Catapult Learning website for Federal Programs: http://www.catapultlearning.com/hisd-professional-development/ See the reimbursement request form in the Third-Party Provider chapter.
The name on the W-9 must be the name used when completing all paperwork.
Include the certificate if it was provided at the PD event.
The receipt must have the name of the establishment imprinted on it.
 Each person must have separate receipts for their own expenses. Receipts cannot be shared under any circumstances.
 Receipts must be itemized (they cannot show the total amount only).
 The receipt cannot be a xerox copy; however, it can be a duplicate receipt printed by the restaurant or establishment.
 The receipt cannot have items circled or crossed out. If you wish to purchase non-allowable items, then you must purchase them separately.
 The receipt cannot include alcoholic beverages. If you choose to purchase an alcoholic beverage, ask the server to place your purchase on a separate receipt from your meal receipt.
IMPORTANT! Any receipt not meeting the criteria above will be disallowed because receipts are auditable documentation. An individual may contact the business establishment for an itemized receipt; however, the receipt re-submission period will not be extended beyond 30 days after the PD event.
Hotel receipts must show the name of the person attending the conference. (the name cannot be added manually)
 Hotel receipts must show a zero balance. If using an express checkout receipt, please verify that it shows a zero balance.
 Original receipts must be submitted for airfare (i.e., confirmation page printout), mileage (e.g., MapQuest or other driving directions), car rental and gas, hotel parking, cab/shuttle.
 Other receipts must not show unallowable items such as pharmaceuticals, newspapers, personal items, etc.
 When booking travel arrangements through a travel site (e.g., Expedia, Priceline, KAYAK, etc.), alternative documentation must be provided (e.g., booking page printout, credit card statement, etc.). This is the preferred documentation. If such documentation is not available, try contacting the commercial travel provider for assistance.

Reimbursements, continued

Processing of Reimbursements: Workflow

Catapult Learning's processing of reimbursement requests will follow the sequence of events as shown below and on the following page:

30 Day Reimbursement Process

Catapult Learning

Step 1: Intake & Review

The Reimbursement Request and Receipt Submissions Form, along with supporting documents and eligible receipts, are submitted via email to reimbursements@catapultlearning.com. These reimbursement packets undergo a two-step review process to ensure all documentation is received and accurate. If more documentation is needed, the school will be notified at that time.

Step 2: Operations Processing

Final reimbursement packets are submitted to the Catapult Billing Department every Friday. Confirmation emails are sent to schools, informing them that their request has been processed and submitted to the Billing Department.

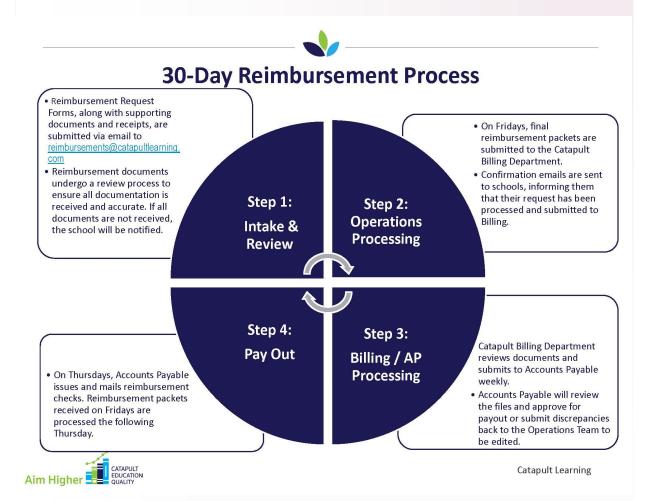
Step 3: Billing / AP Processing

Catapult's Billing Department checks documents and submits to Accounts Payable (AP) weekly. Accounts Payable will review the files and approve for payout or submit discrepancies back to the Operations Team to be revised.

Step 4: Pay Out

Accounts Payable issues and mails the reimbursement checks to schools on Thursdays. (Reimbursement packets submitted to the Catapult's Billing Department on Friday are processed the following Thursday for delivery.)

Reimbursements, continued



Reimbursements— FAOs

Passthrough Reimbursement Processing

Catapult Learning

Contacts Em

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Regional Director – Texas / Oklahoma randi.jones@catapultlearning.com

Carla Lewis

Grants Administrator, External Funding Titles I, II & IV

cholmes2@houstonisd.org

Email:

reimbursements@catapultlearning.com

FAQs:

How long is the reimbursement process?

The process can take up to 60 days. A requestor should submit the reimbursement form and eligible receipts within 30 days of an event. After submission, processing and issuing of a reimbursement check should take no longer than 30 days. This time allows the Catapult Learning Team to work through the 30-Day Reimbursement Process.

What causes delays in the reimbursement process?

There can be a few reasons your reimbursement is delayed. Invalid receipts and missing information on the Reimbursement Request Form will cause delays in the process. The most common delays are caused by the requestor needing a vendor number. To be assigned a vendor number, a W-9 Form must be on file for the requestor. If a reimbursement request is submitted without this information, there will be a delay in receiving the reimbursement check.

Where are reimbursement checks mailed to?

During a normal school year, reimbursement checks are mailed to the school.

Due to COVID-19 and the uncertainty of schools staying open, reimbursement checks are mailed to the address of the recipient at this time. Once schools completely open again, reimbursement checks will be mailed directly to the school.

What if my address has changed since submitting my last W-9 Form?

In order for your check to be mailed to an updated address, another W-9 Form must be completed and submitted to accountspayable@fullbloom.org

NOTE: The **name on the W9** is the name that will appear on the **reimbursement check**. Most importantly, the name on all receipts (e.g., hotel, airfare, credit card signatures, car rental, etc.) should also match the W-9. <u>Click here</u> to download W-9 Form

How do I check the status of my reimbursement once it is submitted?

After your reimbursement request has been processed and approved, you will receive a confirmation email that will include an assigned ID. This unique ID (or cadence) is specific to the reimbursement request. Use this ID to check the status of your reimbursement and for all other inquiries.

The ID is structured as follows:

{School Name_Event Name- Recipient's Initials-Date of Event_R)

Prepayment Option for Professional Development

Allowable Expenses for Prepayment

The option to prepay through Catapult Learning is only available for payment to vendors who accept the American Express Card, and only for the following:

- registration fees for secular trainings*
- supplies and materials for PD purposes only (e.g., book studies, software for professional development [e.g., DVD / DVD series])
- online eCourses

Prepayment is Non-Refundable

Once prepayment is made by Catapult Learning, all costs are immediately applied against the PNP School's campus planning allocation. Changes by the participant (e.g., non-attendance, change of mind, change in the number of participants, etc.) are not permitted after this occurs. EXCEPTION: If the change/cancellation originated with the vendor, your campus planning allocation should not be affected, and fair and appropriate adjustments will be made.

Submitting Expenses for Prepayment

The individual completes specific steps to request prepayment of upcoming PD registration fees and supplies/materials used for PD. See procedure on the following page.



A Word About Book Studies

Books for book studies are purchased exclusively from Amazon. Use the 2020-2021 Workshop Materials Request Form (on Catapult Learning's website) and include necessary information (e.g., title, author, ISBN number). As with all professional development, documentation regarding book studies must be maintained as evidence for audit purposes. Acceptable documentation might include an agenda showing book study discussions, sign-in sheets showing participants, written reviews from participants, etc.



A Word About Online Professional Development

When purchasing software for professional development, use the **2020-2021 Workshop Materials Request Form** (on Catapult Learning's website) and include any necessary information.

As with all professional development, documentation regarding online PD must be maintained as evidence for audit purposes. Acceptable documentation might include an agenda showing the PD as an agenda item, sign-in sheets showing participants, written reviews from participants, etc.

^{*} Non-secular trainings are reimbursed on a percentage basis; they cannot be prepaid.

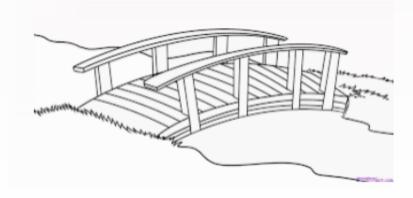
SUBMITTING EXPENSES FOR PREPAYMENT

Approval for prepayment must be obtained 30 days prior to the date of the PD opportunity

Step	Description
1	 At least 30 days prior to the PD opportunity, contact the vendor and ask if they accept American Express. If YES, go to the next step. If NO, then you cannot process this transaction as a prepayment –the transaction must be completed on a reimbursement basis.
2	Complete all paperwork required to request and obtain approval for the PD. 2020-2021 Campus Needs Assessment 2020-2021 Title IIA Request Approval for School Professional Development On the form, enter the following under the DOCUMENTATION section: a detailed description of the conference or workshop, notation that the PNP School would like this PD registration to be prepaid by Catapult Learning, and that this vendor accepts American Express. Registration form for the workshop/conference
	(All forms are found on the Catapult Learning website for Federal Programs: http://www.catapultlearning.com/hisd-professional-development/) Email the completed forms to the Title II Professional Development Manager at Catapult Learning.
3	Ask the vendor if Catapult Learning will be invoiced directly or if they will send the invoice directly to the PNP School. Provide the vendor with instructions to include the following on the invoice: • "Houston Independent School District" • name of the private nonprofit school • participant's name (if applicable) NOTE: If the vendor invoices Catapult Learning directly, it is important that the requester (the individual requesting the prepayment) is copied on the email. Verify that the vendor's invoice to Catapult Learning contains only charges that are Title II eligible for payment. Anything else must be billed separately to the school or individual. (Catapult Learning will NOT split or pay a portion of an invoice.) Invoice Not Available? If an invoice is not available (i.e., online purchase request), print and submit the shopping cart page – showing final cost – to the Title II Professional Development Manager at Catapult Learning. Continued next page

SUBMITTING EXPENSES FOR PREPAYMENT, continued

Step	Description
4	If the vendor invoices the PNP School employee, email the vendor's invoice to the Title II Professional Development Manager at Catapult Learning.
	RESULT: After receiving the invoice, Catapult Learning does the following:
	 Processes payment for the invoiced amount and notifies the requester when payment has been made. Applies the cost against the PNP School's campus planning allocation. Retains the invoice with other auditable documents. Maintains financial information to include in the budget reports to HISD, CSO, Jewish Federation of G-H, and the PNP School.
	Once prepayment is made, all costs are immediately applied against the PNP School's campus planning allocation.
	REMINDER: Money cannot flow to PNP Schools. If a PNP School pays for professional development with a business credit card or company check, neither the school nor the signer on those forms of payment can be reimbursed.



TITLE IV, PART A SERVICES & PROCEDURES

Greatness is not measured by the walls we build, but by the bridges.
(DaShanne Stokes)



Written to <u>address</u> great student support and academic enrichment activities that will enhance the whole student in well-rounded educational subject areas, safe and healthy activities including social emotional counseling, and the effective use of technology. There can be great professional development available to teachers that will heighten their effective use of technology in the classroom.



TITLE IV, PART A SERVICES FOR ALL PNP SCHOOL STUDENTS, PERSONNEL, PARENTS, AND FAMILIES

TITLE IV, PART A SERVICES

Purpose and Beneficiaries

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

- Provide access to and opportunities for a well-rounded education for all students,
- Improve school conditions for student learning in order to create a healthy and safe school environment; and
- Improve access to personalized, technology-driven learning experiences for students and Professional Development (PD) for teachers about the effective use of data and technology.

Services fall into three content areas: (1) Well-Rounded Educational Opportunities, (2) Safe and Healthy Student Activities, and (3) Effective Use of Technology.

Title IV, Part A services are intended for the benefit of all students at PNP Schools in the areas of student support and academic achievement.

Content Area 1



Well-Rounded Educational Opportunities Content Area 2



Safe and Healthy
Student
Activities

Content Area 3



Effective Use of Technology

Federal Grant Description

The Title IV, Part A federal grant focuses on:

- Well-Rounded Educational Opportunities
- Safe and Healthy Student Activities
- Effective Use of Technology

In accordance with program requirement assurances, all services must:

- Occur after consultation with HISD, the Third-Party Provider, and the PNP school officials/ administrators
- Align with the Campus Needs Assessment
- Apply Internet safety practices
 (The PNP School must have a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through computers to visual depictions that are obscene, pornographic, or harmful to minors, and is enforcing the operation of such technology protection measure during any use of such computers by minors.)
- Supplement, and not supplant
- Coordinate with other schools and community-based services and programs
- Be properly documented for tracking and compliance purposes
- Be evaluated for continuous improvement
- Be secular, neutral, and non-ideological

Additionally, if providing services related to specific Content Areas, such services must:

- Provide Well–rounded Educational Opportunities (Content Area 1)
 - Conducted in partnership with an institution of higher education, business, nonprofit
 organization, community-based organization or other public or private entity with a
 demonstrated record of success with implementing activities
- Provide support for Safe and Healthy Students (Content Area 2)
 - Fostering safe, healthy, supportive, and drug-free environments that support student academic achievement
 - Promoting the involvement of parents/families in the activity or program
- Apply Effective Use of Technology (Content Area 3)
 - Consisting of activities for students that expand their knowledge of technology
 - Consisting of professional development opportunities for teachers that expand their knowledge/expertise of technology

Eligible Activities/Opportunities



Content Area 1 - Well-Rounded Educational Opportunities:

- College and career guidance and counseling programs
- Arts and music programs that promote problem solving, conflict resolution, and constructive student engagement
- STEM programming and activities, including computer science
- Accelerated learning programs
- History, civics, economics, geography, and government education
- Instruction, programs, or activities in foreign languages (other than English), or environmental education
- Programs and activities that promote volunteerism and community involvement
- Educational programs and activities that support integration of multiple disciplines, such as those combining arts and mathematics
- Other LEA-approved opportunities
 - Social-emotional learning
 - Academic counseling
 - Local field experiences related to Well-Rounded Educational Opportunities



Content Area 2 - Support for Safe and Healthy Student Activities

- Drug and violence prevention
- School-based mental health services
- Programs or activities that:
 - a) integrate health and safety practices into school or athletic programs,
 - b) support a healthy, active lifestyle,
 - c) prevent bullying and harassment, d) improve instructional practices for developing relationship-building,
 - e) provide mentoring and school counseling to all students,
 - f) prevent student dropout and facilitate re-entry, and
 - g) establish learning environments that are essential for school readiness and academic success
- Other LEA-approved activities
 - Activities related to current social concerns (e.g., drug abuse, violence, trafficking, suicide, vaping, and traumatic events, etc.)
 - Social-emotional counseling
 - Local field experiences related to Safe and Healthy Student Activities

Continued next page....

Eligible Activities/Opportunities, continued



Content Area 3 - Support for Effective Use of Technology Opportunities:

- Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators
- Student blended learning projects
- Building technological capacity by providing educators, school leaders, and administrators with professional learning tools, content, and resources
- Professional development for *teachers* to increase student achievement in the eligible subject areas
- Developing effective teaching strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology
- Other LEA-approved opportunities
 - Local field experiences related to the Effective Use of Technology

Title IV, Part A—Funding Information

Participation Criteria:

- The school must be physically located within the HISD attendance boundaries.
- All students enrolled at the school in grades K–12 are counted in order to apply a per pupil allocation.
- Determining participation criteria is an annual process.

Determining the Campus Planning Allocation

The district receives the planning entitlement from TEA. Using this and the **Title IV Student Support** and **Academic Enrichment Participation Form**, the PNP campus planning allocation is determined. This planning allocation covers student support for the Title IV Content Areas.

For detailed information regarding calculating the Title IV campus planning allocation, see the *Funding* chapter in this handbook.

Delivery of Services

Delivery of Title IV, Part A equitable services is contracted to a third-party provider. HISD and the third-party provider collaborate throughout the year to coordinate professional development opportunities for the PNP Schools.

To handle the needs of the schools effectively, the third-party provider has a Title IV, Part A team dedicated to providing services. The third-party provider's Title IV, Part A team meets with principals prior to the delivery of services to discuss the Title IV program, the Campus Needs Assessment, PD opportunities, and topics related to other content areas.

(Refer to the *Third-Party Provider* chapter to learn more about Catapult Learning, their team, their support tools, and resources.)

<u>Travel-Related Expenditures</u>

Professional development for teachers and student experiences are allowable under specific Title IV Content Areas . Consequently, there may be travel-related expenditures such as:

- **Field Lessons** (transporting students to pre-approved field lessons in local or surrounding areas no overnight or out-of-town travel)
- **UIL Academic Competition** (transporting students to pre-approved academic competitions in local or surrounding areas no overnight or out-of-town travel)
- **Professional Development** (costs of PNP school personnel attending professional development locally or out-of-town)

IMPORTANT: Out-of-state or international travel (to any country outside of the United States or U.S. territories) for PD is not allowed.

Hotel, meals, and incidental rates are based on the General Services Administration (GSA) per diem rates found on the www.GSA.gov webpage. Other travel-related expenses include airfare, car rental and gasoline, mileage, hotel, meals, and other incidentals.

NOTE:

Professional development opportunities for PNP Schools are not offered directly by HISD.



IMPORTANT:

PNP Schools must follow the processes and guidelines that have been established by HISD and the Third-Party Provider.

Title IV, Part A Program Duration

The Title IV, Part A grant period begins July 1, 2020. The grant period ends June 30, 2021 – therefore, delivery of equitable services to PNP Schools must be completed by that date. The grant period covers the academic school year and the extended school year (summer school).

This ensures that:

- funds are used to impact instruction for the current school year, and
- allows a close-out period so that HISD and the Third-Party Provider can complete year-end processing and prepare for the start-up of the following school year.



TITLE IV, PART A PROCEDURES

PROCEDURES TO OBTAIN TITLE IV, PART A SERVICES FOR ALL PNP SCHOOL STUDENTS, PERSONNEL, PARENTS, AND FAMILIES

TITLE IV, PART A PROCEDURES

Processes and procedures for participation in Title IV, Part A services have been established by the LEA (HISD) in accordance with USDE guidance.

Forms – General Requirements

All forms must be **completed** electronically. Completed forms may be **submitted** in the following ways:

- electronically
- U.S. mail (always call to verify receipt within 3-5 days after mailing)
- professional delivery
- hand delivery (in lieu of U.S. mail)
- scans or faxes (with prior approval only)

IMPORTANT: All forms must be received by the due date.

NOTE: All forms should be submitted to HISD in the same format (e.g., Word, Excel, online fillable PDF) in which they were originally created.

Phase ONE Form for School Participation: Title IV, Part A Student Support and Academic Enrichment Participation Form

The process for determining campus planning allocations is dependent on the completion and submission of the Phase ONE form (Title IV, Part A Student Support and Academic Enrichment Participation Form).

Why This Form is Important

Every school that chooses to participate with HISD in the Title IV, Part A federal program must have a **Title IV**, **Part A Student Support and Academic Enrichment Participation Form** on file. This form helps determine the campus planning allocation for Title IV, Part A activities/opportunities for all students.

This form is completed annually. Instructions for completion are on the form itself.

The Student Support and Academic Enrichment Participation Form requires an original principal's signature (no electronic signature or stamps) on the mailed or delivered copy.

Accessing the Form

Access this form on the HISD PNP Schools webpage:

http://www.HoustonISD.org/page/59247

An image of the Student Support and Academic Enrichment Participation Form is shown on the following page.

Title IV, Part A Student Support and Academic Enrichment Participation Form

HISD External Funding Titles I, II & IV

TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT PARTICIPATION FORM 2020 - 2021

School: Principal:

To participate in the Title IV, Part A federal program with Houston ISD for the 2020–2021 school year, complete this form and return it to the address below.

1. Enter the number of STUDENTS enrolled in each grade level as of Friday, October 25, 2019.

ELEMENTARY							S	ECONDAP	RY			
K	1	2	3	4	5	6	7	8	9	10	11	12

Enter the TOTAL number of elementary and secondary STUDENTS.

Principal's Signature

Return the *ORIGINAL* form no later than Wednesday, April 8, 2020, via <u>US mail</u> or <u>delivery</u> to:

Carla Lewis

Department of External Funding/Houston ISD

4400 W. 18th Street

Houston, Texas 77092

Student Support and Academic Enrichment

Third-Party Provider – Catapult Learning

HISD uses Catapult Learning as the third-party provider of equitable services to PNP Schools that participate in the Title IV, Part A federal program. HISD and Catapult Learning collaborate to offer Student Support and Academic Enrichment opportunities.

Catapult Learning handles requests for student activities and opportunities plus professional development for teachers.

Federal Guidance

All components of the Title IV Part A federal program must be:

- eligible per federal guidance.
- student-centered to promote academic success
- secular, neutral, and nonideological (not representative of any established or systemized beliefs)
- aligned with the CNA

All Title IV Part A program expenditures must be:

- reasonable in cost (in line with market prices for comparable activities as to duration, location, and choice)
- necessary (aligned to school and student needs)
- allocable (allowable per federal guidance)
- sustainable (ongoing implementation)

Program Requests

All requests must be made 30 days prior to the activity/PD opportunity.

Supplies, Materials, and Equipment

Supplies, materials, and equipment specifically related to the implementation of a Title IV, Part A activity may be obtained through Catapult Learning or another vendor. Regardless, all of these transactions must be handled by Catapult Learning.

All related costs will be applied to the campus planning allocation of the PNP School.

Delivery Models

Title IV professional development is only allowable to promote student achievement through the effective use of technology. Possible delivery models for this include book studies, use of consultants and coaches, attendance at on-site trainings, and web-based online training (requiring a site license). Possible delivery models for student activities and opportunities include student body assemblies, cooperative and blended learning opportunities, counseling, digital learning, field lessons (and more).

See information regarding TEA flexibility in the *Overview* chapter.

Receiving Title IV, Part A Services (Process)

This is the high-level process for receiving Title IV, Part A services:

Stage	Description
1	The PNP School submits a Request Approval for School Professional Development Form indicating content areas for the grant along with a description of planned activities to the Third-Party Provider. (A Materials Request Form may also be required for activities.)
2	The Third-Party Provider verifies eligibility per guidance and, if appropriate, approves the activities/opportunities.
3	The Third-Party Provider notifies the PNP School of approval.
4	 The eligible PNP School employee or Catapult Learning makes the necessary purchases and/or transactions. If an employee purchase, then he or she must submit receipts to the Third-Party Provider for reimbursement within 30 days after the activity/opportunity. If a Catapult Learning purchase, then the cost is automatically applied to the campus planning allocation.
5	The Third-Party Provider either applies the costs to the Campus Planning Allocation of the school or reimburses the eligible employee for the student activity expenditure or travel-related PD expenses within 30 days of receiving the reimbursement request. Thus, the total time between reimbursement submission and payout could be up to 60 days.

Receipt of Equitable Services

This protocol differs for schools that are new participants to this federal grant (services cannot be received until after the fall consultation meeting in August).



Availability of Forms

All forms can be found on the Catapult Learning website for Federal Programs: http://www.catapultlearning.com/hisd-professional-development/



Availability of Funding

All funding must impact students for the current school year. PNP Schools should plan effectively to ensure that all Title IV, Part A funds are utilized or encumbered by the pool date.

Submitting Requests for Field Experiences

Use this procedure to submit a request for field experiences that will take place within local and surrounding areas. You must submit the request at least 30 days in advance of the event.

Step	Description
1	Access the PNP School Request for Approval of Field Lesson/Field Lesson Implementation Plan form (which includes the Field Lesson Implementation Plan for PNP Schools) on the Catapult Learning website for Federal Programs.
2	Complete the form electronically. A separate form is required for each field lesson/experience. (Fill out all information accurately and completely for timely processing — Incomplete or incorrect forms will be sent back to the requestor for editing.)
	Save the completed form to your computer.
3	Access the TEA Justification of Specific Expenditure: Educational Field Trips form from the HISD PNP Schools website or the Catapult Learning website for Federal Programs.
	Complete the form electronically and save it to your computer.
4	Email the completed forms (from Steps 2 & 3) to the designated Catapult Learning contact.
	RESULT: Catapult Learning will:
	Check for eligibility per Title IV federal guidelines.
	Contact HISD if eligibility is questionable.
	 Email school personnel regarding the status of the request (e.g., Approved, Not Approved, or Pending/More Information Needed).
	Prepay the registration fees and encumber other related costs (if PD).
5	If approved by Catapult, do the following:
	a) Distribute the Parent Consent and Medical Release form (to be completed either manually or electronically by parents).
	b) Ensure that that all Parent Consent and Medical Release forms – with signatures –have been collected and are on file at the PNP School within 3 business days prior to the date of the Field Lesson/Experience.

Forms

PNP SCHOOL REQUEST FOR APPROVAL OF FIELD LESSON - PAGE 1

Catapult Learning	PNP School Request for Approval of Field Lesson
Name of School	
Teacher(s)	
Place to be Visited (Give physical address)	
Purpose of Visit/Specific Learning (Attach Field Lesson Implementation Plan)	Activities
Day(s) of Visit	Date(s) of Visit
Departure Time	Return Time School Time Required
Number of Students*	Minimum Number of Chaperones Required Student to Chaperone Ratio: 10 to 1
Chaperones (First and Last Names)	мияет по-спаретова како: 10 to 1
Cost of Transportation	
Cost of Transportation To Be Submitted <u>Immediately</u> with completed Field Lesson Requestr Itinerary Details	th the To Be Verified No Later Than 3 Business Days Prior to Actual Date of the Field Lesson Experience: The PNP School agrees to collect and retain at the school: Parent Approval Forms / Medical Release Forms - with signatures
To Be Submitted <u>Immediately</u> with completed Field Lesson Requesti	of the Field Lesson Experience: The PNP School agrees to collect and retain at the school:
To Be Submitted Immediately with completed Field Lesson Requestr Itinerary Details Transportation Proof of Liability uring the field lesson, students and a comply with acceptable practices of Historical Principal's Signature	of the Field Lesson Experience: The PNP School agrees to collect and retain at the school: Parent Approval Forms / Medical Release Forms - with signatures (Mark the box to indicate the PNP School's assurance of the above directive.) adults are expected to follow established protocols for safety and responsible behavior that
To Be Submitted Immediately with completed Field Lesson Requestr Itinerary Details Transportation Proof of Liability uring the field lesson, students and a comply with acceptable practices of History	of the Field Lesson Experience: The PNP School agrees to collect and retain at the school: Parent Approval Forms / Medical Release Forms - with signatures (Mark the box to indicate the PNP School's assurance of the above directive.) adults are expected to follow established protocols for safety and responsible behavior that ISD and the PNP School.
To Be Submitted Immediately with completed Field Lesson Requestr Itinerary Details Transportation Proof of Liability uring the field lesson, students and a amply with acceptable practices of Historical Principal's Signature Signed: Principal's Signature	of the Field Lesson Experience: The PNP School agrees to collect and retain at the school: Parent Approval Forms / Medical Release Forms - with signatures (Mark the box to indicate the PNP School's assurance of the above directive.) adults are expected to follow established protocols for safety and responsible behavior that ISD and the PNP School.

PNP SCHOOL REQUEST FOR APPROVAL OF FIELD LESSON - PAGE 2

Name of School	Date
Title of Field Lesson	
Grade Levels	Date of Field Lesson
Number of Students	Number of Teachers Number of Chaperones
NSTRUCTIONAL OBJEC	TIVES:
ACTIVITIES: Prior to the Field Lesson	
2i the Field I	
During the Field Lesson	
Following the Field Lesso	on
Following the Field Lesson	

CONSENT AND MEDICAL RELEASE FORM / PNP SCHOOLS

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TEA EDUCATIONAL FIELD TRIP FORM 2020-2021

Texas Education Agency	Grants Administration Division Justification of Specific Expenditure: Educational Field Trips
authorized in the program gui You must justify your plans to your planned expenditure of fo	ng field trips, have been determined to have a programmatic purpose for this federal grant program and are specificall elines. se federal grant funds for the costs of field trips. Complete and maintain this form locally to document the justification deral grant funds on costs of field trips. (Note: One justification for the same field trip location may include multiple campuses or grade levels.)
Name of Federal Grant 2020	2021 Title IV, Part A
Name of Grantee	County-District # 101912 Date Submitted
Description of Propos	ed Field Trip
Destination	# of Attendees
Type of transportation	Duration of instructional component Supported TEKS component(s)
Describe the purpose of prov	ling this field trip to attendees.
Describe how the field trip su	ports the goals and objectives of the federal grant.
Describe the specific need, as	identified in your comprehensive needs assessment, for this field trip.
Section the specific freed, as	оснитеся п усм. сопристеняте несоз взясаяненую ина неш пр.

INSTRUCTIONS for Completing the TEA Justification of Specific Expenditure: Educational Field Trips (2020-2021)

The information in this form should have enough detail so that TEA or an auditor can clearly see how students will benefit from the activity.

Field	Description
Name of Federal Grant	Title IV, Part A
Name of Grantee	School name - PNP
County-District #	101912
Date Submitted	Date the form is completed
Description of Proposed Field Trip:	
Destination	City, State (Houston or surrounding area only)
Number of Attendees	Total number of students and chaperones NOTE: Chaperones are required (at least 1 chaperone per 10 students)
Type of transportation	Specify school bus/van, charter bus, or rental vehicle: 12-passenger van
Duration of instructional component	Must be 100%
Supported TEKS component(s)	Not applicable
Describe the purpose of providing this field trip to attendees.	Provide the instructional objective, taken directly from your Field Lesson Implementation Plan.
Describe how the field trip supports the goals and objectives of the federal grant.	Explain how the benefits of attending the field lesson will support one of the three Content Areas of Title IV, Part A.
Describe the specific need, as identified in your comprehensive needs assessment, for this field trip.	Provide the information from the Campus Needs Assessment that addresses the need for this field trip. This demonstrates how the experience aligns with the needs of the campus and students.

Handbook References (PD/Reimbursement Requests & Prepayment Options)

Where to Look in This Handbook re Requests for PD or Reimbursement, and Prepayment Options:

- To submit a request for professional development that will take place within Texas (local, surrounding, and outlying areas) refer to information in the *Title II, Part A Procedures* section of this handbook.
- To submit a request for reimbursement refer to information in the *Title II, Part A Procedures* section of this handbook.
- For information regarding the prepayment option for PD refer to information in the *Title II,* Part A Procedures section.

For prepayment of materials for student activities, complete the **Materials Request Form** (see *Third-Party Provider* chapter in this handbook).

Grant Opportunities and Activities

Campus Needs Assessment

Services are provided based on the PNP School's request, student needs, and the feasibility of providing services. Poor planning will adversely affect the receipt of services: Examples include not submitting requests in a timely manner or not keeping track of funds usage. To ensure that funding is available for services throughout the academic and extended year, PNP Schools need to plan carefully for the entire grant duration period.

The CPDSP captures this information.

Parental Consent is Required

Parents must grant written consent for activities involving student participation.

Promoting the Involvement of Parents

The PNP School must promote the involvement of parents in Content Area 2 (Support for Safe and Healthy Students) activities or programs.

Professional Development

Coordinating professional development opportunities requires collaboration between the Third-Party Provider and the PNP School. Together, options are explored for enhancing eligible subject areas and the effective use of technology.

FUNDING

Don't blame your challenge, rather get up and see it as a bridge to your success.

(Bruce Mbanzabugabo)



Written to <u>explain</u> the many facets of funding – successfully calculating the Private School Reservation, campus planning allocation, and accessing equitable services with the grant funding allocations.

FUNDING OVERVIEW

Campus planning allocations are used to plan for:

- Title I, Part A services: Instructional, Academic Counseling (if funds are reallocated), Parental Involvement, and Professional Development
- Title II, Part A services: Professional Development
- Title IV, Part A services: Student Support and Academic Enrichment for Well-Rounded Educational Opportunities, Safe and Healthy Student Activities, Support for Effective Use of Technology, and Social-Emotional Counseling (if funds are reallocated)

Funding the Federal Grants

In order to calculate the campus planning allocations for a PNP School, the district considers the school and student eligibility information provided by the PNP School for participation.

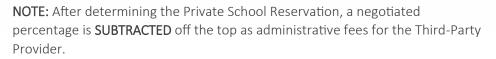
NOTE: Per pupil amounts used in the campus planning allocations are equal for public schools and PNP Schools.

<u>TITLE I - DETERMINING THE PRIVATE SCHOOL RESERVATION AND PROPORTIONATE SHARE</u> OF EQUITABLE SERVICES

First, calculate the Private School Reservation.

- ADD the total number of low-income residing public school students at Title I schools in the district to the total number of enrolled PNP School students who reside in the attendance boundaries of an HISD Title I school.
 RESULT: Total number of public and private school students used in determining the PNP School's Proportionate Share.
- 2. **DIVIDE** the LEA's current year Title I allocation by the RESULT in Step #1. RESULT: The Per Pupil Allocation (PPA) for the LEA and PNP Schools.
- 3. **MULTIPLY** the total number of enrolled PNP School students residing in the attendance boundaries of an HISD Title I school by the RESULT in #2 (per pupil amount).

RESULT: The Private School Reservation.



Continued next page....

<u>TITLE I</u> - DETERMINING THE PRIVATE SCHOOL RESERVATION AND PROPORTIONATE SHARE OF EQUITABLE SERVICES, continued

Then, apportion the Private School Reservation for each equitable service category.

- 1. **MULTIPLY** the total (pre-admin fee) Private School Reservation by 1%. RESULT: **The Parents & Families Proportionate Share**.
- 2. **SUBTRACT** the RESULT in Step #1 from the reduced (post-admin fee) Private School Reservation.

RESULT: The Instructional Services & Professional Development Proportionate Share.

- 3. Determine (from the RESULT in #2) the separate shares for <u>Instructional Services</u> and <u>Professional Development</u>.

 To do this:
 - a) **MULTIPLY** the RESULT in Step #2 by 5%.
 RESULT: **The Professional Development Proportionate Share**.
 - b) **SUBTRACT** the RESULT from Step #3a from the RESULT in Step #2. RESULT: **The Instructional Services Proportionate Share.**

(PNP Schools have the option to later reallocate district-defined percentages to Academic Counseling using the Reallocation to Counseling form accessed from the HISD PNP Schools website.)

See sample form on page 114.

At this point, aggregate amounts for all three service categories have been determined.



Continued next page....

<u>TITLE I</u> - DETERMINING THE PRIVATE SCHOOL RESERVATION AND PROPORTIONATE SHARE OF EQUITABLE SERVICES, continued

Now calculate the campus planning allocation for each school:

1. **DIVIDE** the monetary amount for each equitable services share (Parental Involvement, Instructional Services, and Professional Development) by the total number of enrolled PNP School students who reside in the attendance boundaries of an HISD Title I school (identified on the Campus Eligibility Roster)

RESULT: The Per Pupil Allocation (PPA) per category

2. **MULTIPLY** the Per Pupil Allocation (PPA) for each proportionate share by the number of students identified on the Campus Eligibility Roster.

RESULT: The campus planning allocation

TITLE II - DETERMINING THE PRIVATE SCHOOL RESERVATION

To calculate the Private School Reservation for Professional Development Services:

1. **ADD** the total student enrollment in the LEA to the total student enrollment in participating private schools.

RESULT: Total enrollment in the LEA and participating private schools.

2. **DIVIDE** the LEA's current year Title II allocation by the RESULT in Step #1. RESULT: **The Private School Reservation**.

3. **DIVIDE** the RESULT in Step #2 by the RESULT in Step #1. RESULT: The Per Pupil Allocation (PPA)

Now calculate the campus planning allocation for each school:

4. **MULTIPLY** the RESULT in Step #3 by the number of students identified on the Professional Development Participation Form for the specific PNP School.

RESULT: The campus planning allocation for Professional Development services.

TITLE IV - DETERMINING THE PRIVATE SCHOOL RESERVATION

First, calculate the Private School Reservation for Student Support and Academic Enrichment.

1. **ADD** the total student enrollment in the LEA to the total student enrollment in participating private schools.

RESULT: Total enrollment in LEA and participating private schools.

2. **SUBTRACT** the LEA's direct administration costs from the LEA's Title IV allocation. RESULT: **The Private School Reservation**.

3. **DIVIDE** the RESULT in Step #2 by the RESULT in Step #1. RESULT: The Per Pupil Allocation (PPA).

Now calculate the campus planning allocation for each school:

4. **MULTIPLY** the RESULT in Step #3 by the number of students identified on the Student Support and Academic Enrichment Participation Form for the specific PNP School.

RESULT: The campus planning allocation for Student Support and Academic Enrichment services.

Then, apportion the Private School Reservation for each Content Area.

1. **DIVIDE** the Private School Reservation by 3.

RESULT: Content Area 1 equitable services
RESULT: Content Area 2 equitable services
RESULT: Content Area 3 equitable services

2. **DIVIDE** the Content Area 3 equitable services amount in half to determine the separate service amounts for <u>Student Services</u> and <u>Professional Development</u>.

RESULT: Professional Development amount for teachers

RESULT: Student Activities amount

(PNP Schools have the option to later reallocate student activity amounts to Social-Emotional Counseling according to district-defined percentages using the Reallocation to Counseling form accessed from the HISD PNP Schools website.) See sample form on page 114.

At this point, predetermined amounts for all three Content Areas have been established.

PNP Schools Reallocation for Counseling Form



2020-2021 PNP Schools Reallocation for COUNSELING Services

DEDCE	NITACI	for DEALLOCATION	Due Wednesday Aus						
PERCEI	NIAGE		- Due Wednesday, Aug holmes2@houstonisd.org	gust 12, 2020					
School Name:	Click or tap here to enter text.								
Submitted By:	Click or	Click or tap here to enter text.							
Principal's Signature:									
		Reallocatio	on Decision						
☐ NO, I do n	ot wa	nt to reallocate funds	to Counseling.						
\square YES, I want to reallocate funds to Counseling. (Complete below.)									
		Part A - Instructional S	Services Category (Ma	x = 40%)					
INSTRUCTIONA SERVICES ALLOCA		PERCENTAGE TO MOVE	AMOUNT TO MOVE	MOVE TO					
Click here to enter	r text.	□ 20% □ 30% □ 40%	Click here to enter text.	☐ Academic Counseling					
TITLE IV, I	Part A	– Student Support an	d Academic Enrichme	nt (Max = 50%)					
STUDENT SUPPO ALLOCATION		PERCENTAGE TO MOVE	AMOUNT TO MOVE	MOVE TO					
Click here to enter	r text.	□ 20% □ 30% □ 50%	Click here to enter text.	☐ Social Emotional Counseling					
		Cost of C	ounselors						
YEARLY COSTS – 9 Months (Sept - May) / 6.5 hours per day 1 day / week = \$15,300 (or can be 2 half days) 2 days / week = \$30,600 3 days / week = \$45,900									

- 4 days / week = \$61,200

 Having a counselor (full-time or part-time) assigned to a school is based on the funds available
- per the PNP School campus planning allocation.

 Sharing a counselor would require interested schools to coordinate and pool funds.
- Only schools that contribute to the counseling pool receive counseling services.
- If pooling, the amount of counseling services that a school receives is in proportion to the amount contributed.
- If schools elect to pool funds, the amount must be enough to offer a sensible work schedule to the counselor; otherwise, funds will remain with the original campus planning allocation.

Rev. 07/20/2020

Federal to State to Local Funding

Planning Amount

These federal funds are provided to the district by the U.S. Department of Education (USDE). Each federal grant has a specific purpose and intent. The Texas Education Agency (TEA) awards these funds to districts to support the academic programs of schools. The Planning Amount is the preliminary award to allow districts to plan for the school year. It is from this Planning Amount that the Private School Reservations are determined.

Maximum Entitlement

Sometimes there may be an increase or decrease in the planning amount. Districts receive notification of such only if there is a change. This revised amount is called maximum entitlement and such adjustment usually occurs mid-year. Should there be a change, then the PNP Campus Planning Allocation is updated based on the PPA.

Final Entitlement

Before the grant end date, any remaining funds with USDE for each ESSA grant is sent to TEA for distribution to districts that receive an entitlement for those grant(s). PNP Schools will then receive funding to expend for additional equitable services.



Title I, Part A: Eligibility and Funding

School and Student Eligibility

Under Title I, Part A, schools and students must meet the eligibility criteria listed below.

Schools, in order to *participate* and *receive funding*, must:

- be private and nonprofit,
- be physically located in Houston or the surrounding areas,
- have students enrolled that reside in the HISD attendance boundaries of Title I schools, and
- must have a kindergarten grade level as part of their grade span.

Students, in order to *receive services*, must be:

- failing or at risk of failing (scoring at or below 40% on standardized testing),
- zoned to a Title I school in HISD, and
- in grades **PreK4** –12.

Funding Data Sources

Funding data is collected from schools using the Title I, Part A Campus Eligibility Roster. Schools must:

- enter the addresses for all students on their campus from grades K-12 who were enrolled at the PNP School on the last Friday in October of the previous school year (district PEIMS snapshot date),
- identify the HISD Title I school corresponding to each student's address, and
- provide supporting documentation that verifies each student address by submitting a Campus Student Directory.

Proportionate Share

By calculating the proportionate share, PNP Schools are given their appropriate percentage of funding from the Private School Reservation for each equitable service category.

NOTE:

Under ESSA — for Title I, Part A only — the administration fee is subtracted from the Private School Reservation prior to determining the proportionate share for the various service categories. In essence, the private nonprofit schools' administration fee (i.e., Third-Party Provider cost) for equitable services is taken "off the top" of the Private School Reservation.

Title I, Part A: Eligibility and Funding, continued

Title I, Part A Reservations

With federally funded grants, there are often allowable reservations that may affect the actual monies allocated to schools. Reservations are set-asides that are authorized by USDE.

One in particular is deducted "off the top" from the Private School Reservation – prior to all other calculations.

For 2020-2021, there are two Title I reservations:

- Taken off the top are Administration fees (negotiated between HISD and the Third-Party Provider). Administration fees represent the cost of providing support to PNP Schools participating with HISD, such as:
 - payroll
 - travel
 - telephone usage
 - office supplies
 - postage
 - end-of-year program evaluation
 - other support functions
- Not taken off the top is the Parent and Family Engagement proportionate share (1% of the private school reservation)

Campus Eligibility Roster

PNP School personnel complete the **Campus Eligibility Roster** to provide data to HISD in order to determine the Private School Reservation.

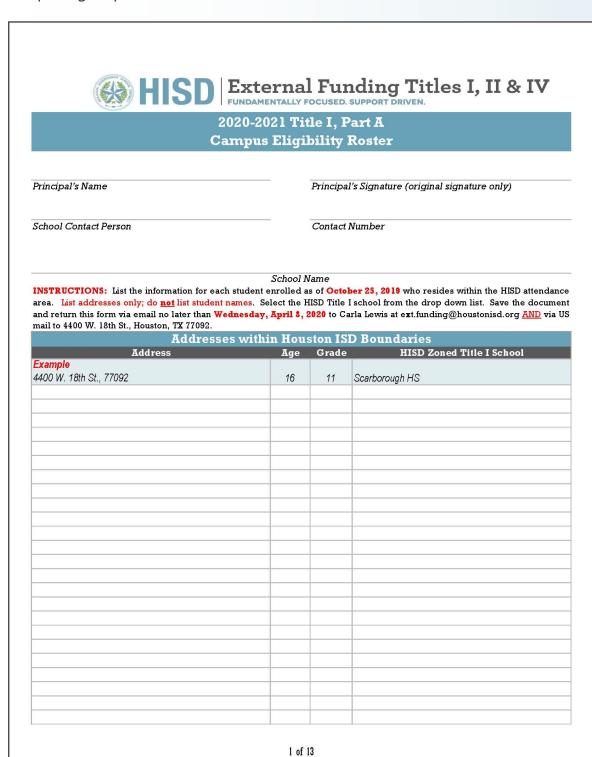
The information on the Campus Eligibility Roster allows HISD to determine the number of K-12th grade students who are enrolled at participating PNP Schools zoned to HISD Title I schools. Data extracted from the Campus Eligibility Roster is used for a period of two years. Thus, the numbers used to determine proportionate share for 2019-2020 will continue to be used through the 2020-2021 school year. Another two-year cycle begins with the 2021-2022 school year.

EXCEPTION: Schools that enter participation in the second year of a two-year cycle must complete the Campus Eligibility Roster for two consecutive years in order to "sync up" with the cycle followed by all schools.

See sample form on the following page.

Title I, Part A: Eligibility and Funding, continued

Campus Eligibility Roster 2020-2021



Title II, Part A: Eligibility and Funding

School and School Personnel Eligibility

Schools, in order to participate and receive funding, must:

- be private and nonprofit,
- be physically located within the attendance boundaries of HISD, and
- must have a kindergarten grade level as part of their grade span.

School personnel, in order to receive services, must:

- be teachers, paraprofessionals, administrators, or other educational support personnel,
- instruct in the well-rounded subject areas for grades **PreK4** –12 (teachers),
- assist in the classroom working with students under the direct supervision of the teacher (paraprofessionals),
- function as principals, directors, or teacher leaders on campus (administrators), or
- be seeking professional development related to an academic outcome (e.g., other educational personnel such as a school nurse seeking professional development in order to provide health education to students).

Funding Data Sources

The Title II, Part A Professional Development Participation Form provides the following information:

- number of elementary and secondary students per each grade level on the campus, ranging from grades K –12, enrolled on the last Friday in October of the previous school year (district PEIMS snapshot date),
 - **NOTE:** HISD uses this information to determine the Private School Reservation for professional development for PNP Schools.
- number of teachers who teach in well-rounded subject areas, and
- number of eligible staff members (other than teachers) who will participate in professional development (e.g., principal, assistant principal, instructional paraprofessional, etc.).

The Title II, Part A Professional Development Participation Form is completed annually by PNP School personnel.

Title II, Part A Reservations

With this federally funded grant, there is an allowable *district* reservation which does not affect the actual monies allocated to PNP Schools.

It is a *district* reservation for direct administration which is subtracted from the *district's* total Title II, Part A allocation. This direct administration cost is the amount that is paid to the Third-Party Provider for administration fees, mailing certified letters, the cost of handbook production, and legal notices with media outlets regarding participation with HISD in federal grants.

Title II, Part A: Eligibility and Funding, continued

Administration Fee

The Administration Fee (negotiated between HISD and the Third-Party Provider) represents the cost of providing support to PNP Schools participating with HISD, such as:

- payroll
- travel
- telephone usage
- office supplies
- postage
- end-of-year program evaluation
- other support functions

Professional Development Participation Form

The purpose of the **Professional Development Participation Form** is to identify the total number of students who are enrolled at PNP Schools in grades K-12 as well as the number of personnel eligible for Title II equitable services.

HISD uses this information to determine the Private School Reservation for PNP Schools. This form is completed annually by PNP School personnel. (See sample below.)

	HISD External Funding Titles I, II & IV	
	TITLE II, PART A PROFESSIONAL DEVELOPMENT PARTICIPATION FORM 2020 – 2021	
Sch	nool: Principal:	
	participate in the Title II, Part A federal program with Houston ISD for the 2020–2021 school year, complete this form and return it to the dress below.	
	 Enter the number of STUDENTS enrolled in each grade level as of Friday, October 25, 2019. 	
	ELEMENTARY SECONDARY	
	K 1 2 3 4 5 6 7 8 9 10 11 12	
2.	Enter the TOTAL number of elementary and secondary STUDENTS.	
3.	Enter the TOTAL number of TEACHERS who will be participating in professional development.	
4.	Enter the TOTAL number of STAFF other than teachers who will be participating in professional development (i.e., principal, assistant principal, instructional paraprofessional).	
	Principal's Signature Return the <i>ORIGINAL</i> form no later than Wednesday, April 8, 2020, via <u>US mail</u> or <u>hand delivery</u> to: Carla Lewis Department of External Funding/Houston ISD 4400 W. 18* Street Houston, Texas 77092	
	2/7/2020 – NG	

Title IV, Part A: Eligibility and Funding

School and School Personnel Eligibility

Schools, in order to participate and receive funding, must:

- be private and nonprofit,
- be physically located within the attendance boundaries of HISD, and
- must have a kindergarten grade level as part of their grade span.

School Personnel, in order to *receive services*, must be teachers seeking professional development opportunities under Content Area 3 (Effective Use of Technology).

Funding Data Sources

The **Title IV**, **Part A Student Support and Academic Enrichment Participation Form** provides the following information:

- the number of elementary and secondary students per each grade level on the campus, ranging from grades K–12, enrolled on the last Friday in October of the previous school year (district PEIMS snapshot date),
 - **NOTE:** HISD uses this information to determine the Private School Reservation for Student Support and Academic Enrichment for PNP Schools.
- the total number of eligible staff members who will participate in professional development.

The Title IV, Part A Student Support and Academic Enrichment Participation Form is completed annually by PNP School personnel.

Title IV, Part A Reservations

With this federally funded grant, there is an allowable *district* reservation which does not affect the actual monies allocated to PNP schools.

It is a district reservation for direct administration which is subtracted from the district's total Title II, Part A allocation. This direct administration cost is the amount that is paid to the Third-Party Provider for administration fees, mailing certified letters, the cost of handbook production, and legal notices with media outlets regarding participation with HISD in federal grants.

Administration Fee

The Administration Fee (negotiated between HISD and the Third-Party Provider) represents the cost of providing support to PNP Schools participating with HISD, such as:

- payroll
- travel
- telephone usage
- office supplies
- postage
- end-of-year program evaluation
- other support functions

Title IV, Part A: Eligibility and Funding, continued

Title IV, Part A Student Support and Academic Enrichment Participation Form

The purpose of the **Student Support and Academic Enrichment Participation Form** is to identify the total number of students who are enrolled at PNP Schools in grades K-12 as well as the number of personnel eligible for Title IV equitable services.

HISD uses this information to determine the Private School Reservation for PNP Schools. This form is completed annually by PNP School personnel.

(See sample form below.)



TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT PARTICIPATION FORM 2020 – 2021

School:

Principal:

To participate in the Title IV, Part A federal program with Houston ISD for the 2020–2021 school year, complete this form and return it to the address below.

1. Enter the number of STUDENTS enrolled in each grade level as of Friday, October 25, 2019.

ELEMENTARY					SECONDARY							
K	1	2	3	4	5	6	7	8	9	10	11	12

2.	Enter the TOTAL number of elementary and secondary
	STUDENTS.

Principal's Signature

Return the ORIGINAL form no later than Wednesday, April 8, 2020, via US mail or delivery to:

Carla Lewis
Department of External Funding/Houston ISD
4400 W. 18th Street
Houston, Texas 77092

2/7/2020 - NG

Expenditure Timelines: Titles I, II & IV

Extended Period for Grant Fund Usage

For the 2020-2021 school year, TEA granted 2019-2020 participating PNP Schools an extended use of the ESSA funds (similar to carryover) through September 2022 due to the COVID-19 public health crisis. In addition, a year's extension was granted for 2020-2021 federal funding — also through September 2022. As a reminder, there are some PNP Schools with 2018-2019 CARRYOVER for professional development that should be expended by the same target date (September 2022).

This means that for the 2020-2021 school year, PNP Schools will have a greater amount of federal funding to expend on equitable services for the three school year allocations mentioned above. Be advised that expenditures during the 2020-2021 school year will be charged against campus planning allocations in the following order:

- 1) 2018-2019 CARRYOVER for professional development (if applicable);
- 2) 2019-2020 funds (if applicable);
- 3) 2020-2021 funds

Robust planning is definitely in order to utilize these funds in meeting the needs of the students, families, teachers, and administrators at the PNP school.

Meeting expenditure timelines should be a priority to ensure that the equitable services impact student achievement .

Refer to the timeline on the following page and in the *Calendar and Timeline* chapter to stay on track.



Expenditure Timelines: Titles I, II & IV, continued

2020-2021 TIMELINE: Grant Fund Usage

DATE	ACTION
December 11, 2020	50% of campus planning allocations have been utilized for Instructional Services, Professional Development, and Student Support Activities
March 15, 2021	75% of campus planning allocations have been utilized for Instructional Services, Professional Development, and Student Support Activities
April 2, 2021	100% of campus planning allocations have been utilized or encumbered for Professional Development (PD for all grants) and Student Support
May 17, 2021	Check your remaining balances to ensure that all funds are on track to be fully utilized per your Comprehensive Professional Development and Spending Plan.
June 30, 2021	GRANT END DATE — 100% of campus planning allocations have been utilized and/or encumbered for all grants and services (both academic school year and extended school year).

Extended Use of Funds and Additional Funding

Extended Use of Funds

Equitable services provided with the campus planning allocation are available for the duration of the academic school year and extended school year (Summer School). PNP Schools should plan and exercise good judgment, ensuring that all campus planning amounts are utilized within the extended time period. EXCEPTION: 2018-2019 CARRYOVER for professional development is expected to be fully exhausted by this year's initial grant period end date (June 30, 2021).

Additional Funding

When initially awarded a federal grant, districts receive a **planning amount** as the entitlement. Additional funding may be added to the district's entitlement by the state from the U.S. Department of Education (USDE).

This added amount is called **maximum entitlement**. If TEA provides a maximum entitlement to the district, then the PNP campus planning allocations are updated. Later in the year, a **final entitlement** is determined for school districts, which may result in an increase or decrease in funding. After this, the PNP campus planning allocations are updated accordingly.

THIRD-PARTY PROVIDER

Bridges are made with intention. They make it possible to go between two places that were previously difficult to access.

(Gudjon Bergmann)



Written to <u>highlight</u> the ease of turning funding into equitable services by completing the correct forms and knowing the appropriate grant source that should be utilized.

CATAPULT LEARNING: OVERVIEW

For the 2020-2021 school year, Catapult Learning is the third-party provider for HISD. They are contracted to provide equitable services for Titles I, II, and IV, Part A. PNP Schools must follow the procedures set forth by HISD and Catapult Learning.

Catapult Learning's Website

Catapult Learning has a webpage dedicated specifically to PNP Schools participating with HISD in all the federal programs.

Visit: http://www.catapultlearning.com/hisd-professional-development/

PNP School personnel can access important information, forms, and other documents quickly and efficiently at this location. Becoming familiar with this website — which should be bookmarked as a favorite — will help PNP school personnel utilize this resource to the greatest capacity. All forms found on the Catapult Learning Federal Programs webpage are shown in this chapter.

The Catapult Learning Team

CONTACT	POSITION	EMAIL ADDRESS AND PHONE
Annette Charles	Territory Vice-President - South Operations	annette.charles@catapultlearning.com
Randi Jones	Regional Director	randi.jones@catapultlearning.com 404-734-0026
Sally Paz	TX Area Manager – Student Services –Titles I & IV	sally.paz@catapultlearning.com 713-301-5993
Dana Foughty	Professional Development Manager	dana.foughty@catapultlearning.com 317-503-5197

Evaluating a Third-Party Provider

Beginning July 1, 2017, Catapult Learning was awarded the contract to provide equitable services to PNP Schools participating with HISD in the Titles I, II, and IV, Part A federal programs. This was a one-year award with the option to renew annually for four additional years ending June 30, 2022. Input from PNP Schools is provided to HISD via mid-year and end-of-year evaluations of equitable services provided.

A Word From Catapult Learning

Catapult Learning is currently the largest and most experienced provider of contracted educational services to schools and school districts nationwide. Catapult is led by its mission of creating brighter futures for students, regardless of the learning barriers or other challenges they may face. For more than 40 years, Catapult Learning and our predecessor companies have partnered with education institutions, government agencies, and community groups to provide outcomes-based learning programs that are tailored to individual student needs to produce positive academic results.

Our team works to achieve sustained academic gains and build teacher and leadership capacity through evidence-based programs that include student instruction and family support services, professional development, special education and alternative education programs. Utilizing a suite of proprietary, research-based programs, Catapult Learning works with students and teachers in public and nonpublic schools throughout the country and around the globe. We are happy to partner with HISD and the participating PNP Schools to provide equitable services.

Title I, Part A Instructional Program

The instructional program includes reading intervention, math intervention, STEM, and ELL support.

Catapult Learning's intervention programs use a proven-effective instructional model that provides systematic instruction. Our Core Instructional Model guides our programs and combines a diagnostic and prescriptive approach with a gradual release of responsibility.

Academic counseling services are also available. Our counseling staff will provide counseling for eligible Title I students who need extra support for behavioral, academic, social, emotional, and family problems that are interfering with the student's success at school. Students must meet the same eligibility criteria as those identified to participate in the Title I intervention program.

Title II, Part A - Professional Development

Our Alliance professional development builds the capacity of teachers and leaders to raise and sustain student achievement. Delivered by our nationwide team of experienced coaches, our Alliance solutions feature best practices directly informed by research and our long-standing involvement with schools and districts across the country. Our holistic, research-based model is built upon five interrelated areas of focus that are integral to a learning organization's development. The five focus areas or "strands"— Leadership, Pedagogy & Curriculum, Assessment for Learning, Learning Environment, and Student & Family Support—serve as the foundation for our Alliance professional development solutions and are all essential to promoting behaviors intended to increase and successfully maintain student achievement.

Title IV, Part A Student Support and Academic Enrichment Programs

Our support of student-driven activities allows students to experience growth in the three content areas of this grant. Through our coordination and provision of professional development, teachers can learn to effectively integrate technology in the classroom.

Our social-emotional counseling program supports students in reaching their full academic potential. Our credentialed, committed, master's level counselors provide counseling for students or groups of students who need extra support for behavioral, academic, social, and emotional challenges. Through our program, school counselors work as a team with the school staff, parents, and the community to create a caring environment where students become healthy, competent, and confident learners.

STEM: Our STEM program develops students' critical thinking and problem-solving skills through engaging, hands-on activities. The STEM curriculum is based on the engineering design process and leverages our 40+ years of experience working with over 500 school districts across the country. Our supplemental STEM curriculum is modular in design, able to be implemented during and after-school, or as a summer program.

CATAPULT LEARNING: OVERVIEW, continued

Third-Party Provider's Responsibilities

GRANT/RECIPIENT	CATAPULT LEARNING'S RESPONSIBILITIES	
Title I, Part A	 Participates in regular and ongoing consultation Coordinates instructional services (including academic counseling) ♦ Hires tutors and counselors ● criminal background check ● fingerprinting – FAST PASS ● VIRTUS/Safe Haven Training for Catholic Schools ♦ Trains tutors ● Catapult Learning and district processes ● curriculum for student instruction ♦ Provides online curriculum ♦ Provides direct instruction and support for indirect instruction ♦ Provides student progress reports to parents Coordinates parent and family engagement activities/workshops ♦ Provides literacy materials ♦ Provides workshops ♦ Provides monthly parent and family engagement newsletters Coordinates professional development events/opportunities Coordinates extended-year (summer school) instructional services Submits monthly billing to HISD for all services Provides a link to each PNP School for real-time budget information showing service expenditures and remaining grant balance Provides end-of-year report to HISD 	
Title II, Part A	 Participates in regular and ongoing consultation Coordinates professional development opportunities ◇ Processes requests, approvals, and reimbursements for PD ◇ Submits paperwork for approval of out-of-state PD to HISD ◇ Coordinates PD events Submits monthly billing to HISD for all services Provides a link to each PNP School for real-time budget information showing service expenditures and remaining grant balance Provides end-of-year report to HISD 	
Title IV, Part A	 Participates in regular and ongoing consultation Coordinates student support and academic enrichment services to PNP Schools Submits monthly billing to HISD for all services Provides a link to each PNP School for real-time budget information showing service expenditures and remaining grant balance Provides end-of-year report to HISD 	

END-OF-YEAR REPORTS

Summative data regarding equitable services provided to PNP Schools is made available to the External Funding and Research and Accountability Departments of HISD via an End-of-Year (EOY) Report for each federal grant. As a result of participation in the Titles I, II, and IV, Part A federal programs, HISD expects to see evidence of improvement in:

- student performance in the classroom and on standardized testing;
- teacher and school leader effectiveness; and
- student support and academic enrichment.

These reports provide information about the success of the programs at all PNP Schools.

Title I, Part A

To measure the effectiveness of the Title I, Part A service categories, Catapult Learning compiles an End-of-Year Report that includes an overview of services in three areas:

- Instructional Services (including Academic Counseling)
- Parent and Family Involvement
- Professional Development

This EOY Report also documents achievement results for reading and math, professional development overview of services with workshops and evaluations, parent and family engagement activities, and principal and teacher satisfaction survey results. Instructional hours, student demographics, program timelines, and service descriptions are also reported.

Title II, Part A

To measure the effectiveness of the Title II, Part A service category, Catapult Learning compiles an End-of-Year Report that includes an overview of professional development services (e.g., workshops, institutes, some web-based professional learning applications, consulting, and coaching). Also reported are Professional Development evaluation results.

Title IV, Part A

To measure the effectiveness of the Title IV, Part A service categories, Catapult Learning compiles an End-of-Year Report that includes an overview of services in three areas:

- Content Area 1 Opportunities for Well-Rounded Educational Opportunities
- Content Area 2 Activities to Support Safe and Healthy Students (including social-emotional counseling services)
- Content Area 3 Effective Use of Technology (including student activities and professional development for teachers that will enhance classroom instruction)

THIRD-PARTY PROVIDER FORMS

2020-2021 HISD TITLE IIA GUIDELINES



Title II, Part A Guidelines

Professional Development Services to Private Nonprofit Schools

Title II, Part A (Improving Teacher Quality) allocations are to be utilized to increase the academic achievement of all students by helping schools improve teacher and principal quality. Activities carried out for private nonprofit school personnel must be evidence-based. Only those workshops, conferences, and degree programs and university courses (subject to district guidelines) that meet federal requirements as outlined by the Title IIA guidelines and HISD will be approved by Catapult Learning, HISD, and TEA.

Eligible Professional Development Activities may include:

- Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills;
- Training in effectively integrating technology into curricula and instruction;
- Training in how to teach students with different needs, including students with disabilities or limited English proficiency, and gifted and talented students;
- Training in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education;
- Leadership development and management training to improve the quality of principals and superintendents; and
- Training in the use of data and assessments to improve instruction and student outcomes.

Additional Title II Eligible Opportunities per ESSA

- · Assessment and Data Analysis
- Career Readiness Education
- Child Sexual Abuse Prevention
- Early Childhood Instruction
- Effectively Teaching Children with Disabilities
- Effectively Teaching English Learners
- Evaluation and Support Systems
- Other Evidence-Based Professional Development
 NOTE: With Evidence-Based Professional Development, there is rigor and relevance of evidence, a local capacity to implement, and there is evidence in content when considering this professional development.
- Supporting Students Affected by Trauma and/or Mental Illness
- STEM-focused Professional Development

2020-2021 HISD TITLE IIA GUIDELINES—OVERVIEW



Title II, Part A Guidelines

Professional Development Services to Private Nonprofit School Personnel

Title II, Part A (Improving Teacher Quality) provides equitable services to private nonprofit school teachers, principals, and other educational personnel. The allocations are used to increase the academic achievement of all students. Activities carried out with Title II, Part A funds must be evidence-based, of high quality, and provide sustained training, so as to positively impact teaching and learning in the classroom. Only those workshops, conferences, coaching sessions, and university courses (subject to district guidelines) that meet federal requirements as outlined by Title II, Part A statutes and guidance will be approved by Catapult Learning.

Eligible professional development activities seek to improve the knowledge of teachers, principals, and other educational personnel in:

- Content knowledge—providing training in one or more of the core academic subjects that the teachers teach; and
- Classroom practices--providing training to improve teaching practices and student academic achievement.

Professional development activities improve the knowledge of teachers, principals, and other educational personnel regarding effective instructional practices.

Planning effective professional development activities is a collaborative process involving teachers, administrators, and other educational personnel.

PROCEDURES FOR REQUESTING PD SERVICES



HISD Private Nonprofit Schools Title II, Part A 2020-2021

Procedures for Requesting Professional Development Services

Custom Professional Development Services and Attendance at Outside Workshops and Conferences

- Complete the Needs Assessment form with explicit details: purpose of the professional development request, objectives and goals of the training, participants, requested date(s), time, location, contact person, etc. for preapproval of all professional development services.
- Submit Workshop Request forms to the Catapult Title II Professional Development Manager 30 calendar days in advance of the event.
 - NOTE: These 30 days are calendar days but do not include extended holiday periods. When the district is closed for the 2-week Winter Break and 1-week Spring Break, it is not reasonable to consider these days as part of the 30 calendar days. In such cases, the days off during those holidays are added to the professional development request timeline. One-day holidays do not add to the professional development request timeline.
- Approval must be obtained prior to attending the professional development workshop. Any workshop attended without prior approval will not be reimbursed.
- 4. Federal funds cannot be used to pay for goods or services prior to the delivery of those goods or services. Therefore, when requesting PD utilizing the services of a coach or consultant, an invoice for the cost of services should be included if the PNP School chooses to make direct payment to the vendor immediately after services are rendered. Catapult can make such payment only via American Express. Otherwise, the invoice should be included with the reimbursement request (to be paid within 30 days).

EXCEPTION: "Early Bird" Registration can be pre-paid with American Express (due to cost savings). All other travel-related expenses can be paid on a reimbursement basis only.

<u>NOTE</u>: At the end of each month, Catapult Learning provides a report to the Catholic Schools Office to inform them of each Catholic school's planned professional development activities and remaining campus planning allocation.

Questions Regarding Professional Development

If you have questions regarding professional development, please contact the Catapult Title II Professional Development Manager via email.

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CONSORTIUM CONTACT INFORMATION



2 Aquarium Drive, Suite 100 Camden, New Jersey 01803

2020-2021

Randi Jones Regional Director (TX / OK) 218-947-2378 randi.jones@catapultlearning.com

Sally Paz Area Manager (South Texas) Titles I & IV 713-301-5993 sally.paz@catapultlearning.com Dana Foughty
Professional Development Manager (TX / OK)
Titles I, II & IV
317-503-5197
dana.foughty@catapultlearning.com

Teresa Crowell
Professional Development Coordinator (South Texas)
318-451-6188
teresa.crowell@catapultlearning.com
reimbursements@catapultlearning.com

Consortium Officials

Archdiocese of Galveston-Houston

Debra Haney dhaney@archgh.org 713-741-8704

Lutheran Consortium

Dana Gerard

dana.gerard@lhnlions.org

713-880-3131

Jewish Federation of Greater Houston

Elaine Kellerman ekellerman@houstonjewish.org 713-729-7000 ext. 310

Lisa Klein

Iklein@houstonjewish.org
713-729-7000 ext. 330

Independent Consortium
Brad Sewell
brad.sewell@veritasca.org

713-773-9605

To access HISD/Catapult Learning forms, visit:

http://www.houstonisd.org/page/59247 http://www.catapultlearning.com/hisd-professional-development/

Rev. 07/09/2020

ESSA TECHNOLOGY GUIDANCE



NEW INFORMATION REGARDING THE <u>PURCHASE</u> OF TECHNOLOGY FOR ESSA PNP EQUITABLE SERVICES

TEA does not endorse or approve purchasing technology with ESSA funds per written guidance from USDE. TEA will revise guidance as necessary should USDE issue new guidance.

USDE is currently revisiting the guidance regarding the purchase of technology. See also *NEW INFORMATION UNDER THE CARES ACT* below.

SAFEGUARDS FOR THE <u>USE</u> OF TECHNOLOGY IN FEDERALLY-ASSISTED EDUCATION PROGRAMS

Safeguards should be in place for students when using school-purchased technology to prevent their exposure to inappropriate content on the worldwide web.

U.S. Department of Education Guidance

Although the **purchase** of technology using federal funds remains under review, the U.S. Department of Education supports the **use** of technology in federally-assisted programs. For example, Content Area 3 in the Title IV, Part A federal grant program allows professional development for the effective use of technology to promote interaction and engagement in the classroom environment.

NEW INFORMATION UNDER THE CARES ACT

With the enactment of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, technology may be purchased using ESSA funding and the Elementary and Secondary Schools Emergency Relief (ESSER) Fund until September 30, 2022 due to the global public health emergency.

CAMPUS NEEDS ASSESSMENT—PAGE 1



Title II, Part A Private Nonprofit Schools

Campus Needs Assessment and Program Development Plan

2020-2021

Please complete the following Needs Assessment and Program Development Plan and submit to the Catapult Learning Title II Professional Development Manager.

HISD requires all private nonprofit schools to complete a professional development plan to ensure federal programs meet the needs of students in increasing student academic achievement.

chool:
ddress:
nrollment:
rivate School Official/Primary Contact:
hone Number:
-mail Address:

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CAMPUS NEEDS ASSESSMENT—PAGE 2

HISD External Funding Titles I, II & IV Catapult Learning

Accecement	

Vee	ds Assessment:
1.	Identify your students' academic needs and provide appropriate data for support. Prioritize needs, with most significant as #1.
_	
۷.	Provide a summary of the needs in the past school year (2019-2020) and the professional development activities that addressed those needs. Identify the services or activities that require continued sustained training for the current school year.
3.	Identify your teachers' professional development needs as related to improving your students' academic achievement.
ro	grams and Services:
4.	Describe the program, services, or other activities you would like to implement to address these identified needs. To the extent possible, include estimated costs of programs and services. Prioritize programs and services as related to meeting the needs noted above.

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CAMPUS NEEDS ASSESSMENT—PAGE 3

CAMPUS NEEDS ASSESSMENT—PAGE 4



Requests for School Faculty Participation

Professional Development Activities	Number and Class of Attendees	Place and Date	Identify PD Need Addressed by This Activity (1-3) with Explanation	Cost Breakdown Categories and Totals (e.g., airfare, stipends, speaker fee, etc.)

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4

2020-2021 PROGRAM DESCRIPTION (ASY) - PAGE 1



2020-2021 PROGRAM DESCRIPTION

Title I, Part A Private Nonprofit School ACADEMIC SCHOOL YEAR

School:	
Principal Signature:	
Email Address:	
Submitted By:	
PART 1	
PROGRAM GOALS AND OBJECTIVES	
(Describe the purpose and intent of the program at your school.)	
DADTA	
PART 2 PROGRAM DESCRIPTION	
(Describe the instructional program at your school and how services are provided to	
eligible Title I students.)	
DART 2	
PART 3 STUDENT POPULATIONS	
STUDENT POPULATIONS (Check all that apply.)	
STUDENT POPULATIONS	
STUDENT POPULATIONS (Check all that apply.)	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students:	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students: □ Educational Risk □ Limited English	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students: Educational Risk	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students: Educational Risk	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students: Educational Risk	
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STUDENT POPULATIONS (Check all that apply.) The program serves the following students: Educational Risk	

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2020-2021 PROGRAM DESCRIPTION (ASY) - PAGE 2

PART 4		
DESCRIPTION OF SUPPLEM (Check all that apply.)	IENTAL SERVICES	
The program offers the following	ng types of services:	
Computer assisted instruction	☐ Extended Year	Reach-in teacher
☐ Drop Out Prevention	☐ Interactive technology	Take-Home
Extended Day	Professional Development for Staff	Computer Program Tutoring
PART 5		
PROGRAM EVALUATION / N	IEEDS ASSESSMENT	
(Describe how you plan to eva	luate your program based on	the Title I services received
Detailed documentation must l	oe providea.)	
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catap	bult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	pult Learning Title I Student	Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catap	oult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	oult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wednesc	day, September 30, 2020
via email to the Catar	oult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wednesc	day, September 30, 2020
via email to the Catar	oult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	s Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wednesc	day, September 30, 2020
via email to the Catap	oult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	: Services Manager.
Submit the completed Prog via email to the Catar	gram Description by Wednesoult Learning Title I Student	day, September 30, 2020 : Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catap	bult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wedneso	day, September 30, 2020
via email to the Catar	bult Learning Title I Student	: Services Manager.
Submit the completed Prog	gram Description by Wednesoult Learning Title I Student	day, September 30, 2020 : Services Manager.

2020-2021 PROGRAM DESCRIPTION (SUMMER SCHOOL) - PAGE 1



2020-2021 PROGRAM DESCRIPTION

Title I, Part A Private Nonprofit School EXTENDED SCHOOL YEAR - Summer School

School:	
Principal Signature:	
Email Address:	
Submitted By:	
PART 1	_
PROGRAM GOALS AND OBJECTIVES]
(Describe the purpose and intent of the program at your school.)	
	-
PART 2	1
PROGRAM DESCRIPTION (Describe the instructional program at your school and how services are provided to	
eligible Title I students.)	
	1
	1
]
PART 3	
PART 3 STUDENT POPULATIONS]
STUDENT POPULATIONS (Check all that apply.)]
STUDENT POPULATIONS]
STUDENT POPULATIONS (Check all that apply.) The program serves the following students:	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students: □ Educational Risk □ Limited English	
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STUDENT POPULATIONS (Check all that apply.) The program serves the following students: Educational Risk	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students: Educational Risk	
STUDENT POPULATIONS (Check all that apply.) The program serves the following students: Educational Risk Limited English Gang Members Migrant Youth Immigrant Youth Pregnant/Parenting Teens Youth in contact with Juvenile Justice System Youth at least One Year Behind Expected Grade Level Other (Describe):	

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2020-2021 PROGRAM DESCRIPTION (SUMMER SCHOOL) - PAGE 2

PART 4		
DESCRIPTION OF SUPPLEM (Check all that apply.)	MENTAL SERVICES	
The program offers the followi	ng types of services:	
Computer assisted instruction	Extended Year	Reach-in teacher
☐ Drop Out Prevention	☐ Interactive technology	Take-Home
Extended Day	Professional Development for Staff	Computer Program Tutoring
PART 5		
PROGRAM EVALUATION / N		
(Describe how you plan to eva Detailed documentation must	aluate your program based on he provided)	the Title I services received.
Detailed documentation much	so provided.)	
	gram Description by Wednes pult Learning Title I Student	
	2	

TITLE I COMPREHENSIVE PD & SPENDING PLAN - PAGE 2

INSTRUCTIONS: List the **Title I, Part A professional development (PD) opportunities** that your eligible school staff will attend in order to exhaust the 2020-2021 campus planning allocation. Provide all requested information needed (see sample blue text below). The cells will expand as you type in them, giving more space. Be sure to calculate and enter the TOTAL AMOUNT for your plan *manually*.

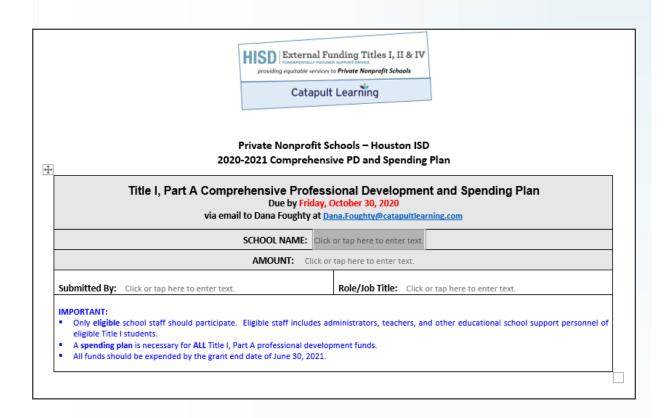
DATE	NAME	DESCRIPTION	LOCATION	costs
(example)	(example)	(example)	(example)	(example)
10/8/2020	Region 4 ESC Annual Reading and Writing Conference	Offers sessions on various topics including the reading and writing connection, genre integration, critical thinking skills, technology incorporation, differentiation, reaching struggling learners, and many other areas.	Region 4 ESC 7145 W. Tidwell Houston, TX 77092	\$135.00

Complete your Title I, Part A PROFESSIONAL DEVELOPMENT SPENDING PLAN Information Below						
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here		
to enter a			to enter text.	to enter text.		
date.						
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here		
to enter a			to enter text.	to enter text.		
date.						
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here		
to enter a			to enter text.	to enter text.		
date.						
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here		
to enter a			to enter text.	to enter text.		
date.						

TOTAL AMOUNT: Click or tap here to enter text.

PRINCIPAL'S SIGNATURE: DATE COMPLETED: Click or tap here to enter text.

TITLE I COMPREHENSIVE PD & SPENDING PLAN - PAGE 1



TITLE II COMPREHENSIVE PD & SPENDING PLAN - PAGE 1



Private Nonprofit Schools – Houston ISD 2020-2021 Comprehensive PD and Spending Plan

Title II, Part A Comprehensive Professional Development and Spending Plan Due by Friday, October 30, 2020 via email to Dana Foughty at Dana.Foughty@catapultlearning.com SCHOOL NAME: Click or tap here to enter text. AMOUNT: Submitted By: Click or tap here to enter text. Role/Job Title: Click or tap here to enter text. IMPORTANT: Only eligible school staff should participate. Eligible staff includes administrators, teachers, and other educational school support personnel. A spending plan is necessary for ALL Title II, Part A professional development funds. All funds should be expended by the grant end date of June 30, 2021. Rev. 07/25/2020

TITLE II COMPREHENSIVE PD & SPENDING PLAN - PAGE 2

INSTRUCTIONS: List the **Title II, Part A professional development (PD) opportunities** that your eligible school staff will attend in order to exhaust the 2020-2021 campus planning allocation. Provide all requested information needed (see sample blue text below). The cells will expand as you type in them, giving more space. Be sure to calculate and enter the TOTAL AMOUNT for your plan *manually*.

DATE	NAME	DESCRIPTION	LOCATION	COSTS
(example)	(example)	(example)	(example)	(example)
10/8/2020	Region 4 ESC Annual Reading and Writing Conference	Offers sessions on various topics including the reading and writing connection, genre integration, critical thinking skills, technology incorporation, differentiation, reaching struggling learners, and many other areas.	Region 4 ESC 7145 W. Tidwell Houston, TX 77092	\$135.00

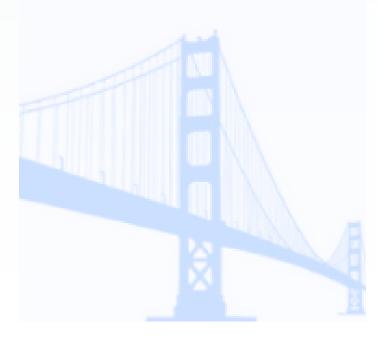
	Complete your Title II, Part A PROFESSIONAL DEVELOPMENT SPENDING PLAN Information Below						
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here	Click or tap here		
to enter a				to enter text.	to enter text.		
date.							
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here	Click or tap here		
to enter a				to enter text.	to enter text.		
date.							
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here	Click or tap here		
to enter a				to enter text.	to enter text.		
date.							
			TOTAL AI	MOUNT: Click or tap	p here to enter text.		
PRINCIPAL'S	SIGNATURE:	DATE COMP	LETED: Click or tag	here to enter text.			

TITLE IV COMPREHENSIVE PD & SPENDING PLAN - PAGE 1



Private Nonprofit Schools – Houston ISD 2020-2021 Comprehensive PD and Spending Plan

Title IV, Part A Comprehensive Professional Development and Spending Plan Due by Friday, October 30, 2020 via email to Dana Foughty at Dana.Foughty@catapultlearning.com SCHOOL NAME: Click or tap here to enter text. AMOUNT: Click or tap here to enter text. Role/Job Title: Click or tap here to enter text. IMPORTANT: All school staff members are eligible to participate. The professional development should train participants to effectively integrate technology in the classroom. A spending plan is necessary for ALL Title IV, Part A professional development funds. All funds should be expended by the grant end date of June 30, 2021.



TITLE IV COMPREHENSIVE PD & SPENDING PLAN - PAGE 2

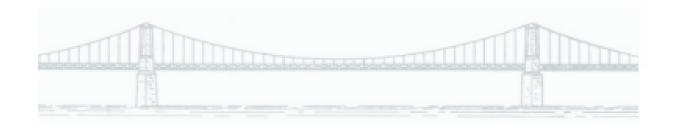
INSTRUCTIONS: List the **Title IV**, **Part A professional development (PD) opportunities** that your eligible school staff will attend in order to exhaust the 2020-2021 campus planning allocation. Provide all requested information needed (see sample blue text below). The cells will expand as you type in them, giving more space. Be sure to calculate and enter the TOTAL AMOUNT for your plan *manually*.

DATE	NAME	DESCRIPTION	LOCATION	COSTS
(example)	(example)	(example)	(example)	(example)
10/8/2020	Region 4 ESC Annual Reading and Writing Conference	Offers sessions on various topics including the reading and writing connection, genre integration, critical thinking skills, technology incorporation, differentiation, reaching	Region 4 ESC 7145 W. Tidwell Houston, TX 77092	\$135.00
		struggling learners, and many other areas.		

	Complete your Title IV, Par	A PROFESSIONAL DEVELOPMENT SPENDING F	PLAN Information Below	
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here
to enter a			to enter text.	to enter text.
date.				
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here
to enter a			to enter text.	to enter text.
date.				
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here
to enter a			to enter text.	to enter text.
date.				
Click or tap	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here	Click or tap here
to enter a			to enter text.	to enter text.
date.				

TOTAL AMOUNT: Click or tap here to enter text.

PRINCIPAL'S SIGNATURE: DATE COMPLETED: Click or tap here to enter text.



REIMBURSEMENT REQUEST - PAGE 1

			HISD :	equitable services	s to Private Nonp				
					t Learnin				
	2	.020-2021 R	EIMBURSE	MENT REC	QUEST AND) RECEIPT SUB	MISSION	S	
Name (on W-9):					-	School Name:			
Name of PD:					-	School Address:			
Location of PD:					-	Dates of Travel:			
Select One	INSTRU	CTIONS: Att	tach and subr	mit all receipt	s in the order	rlisted. Find the pe	er diem rate	es at www.	.gsa.gov.
RELATED EXPENSES			Details			Total Amount			PROVED pult Use Only)
NELATED EXPENSES			Details			Total Amount	Yes	(r or outur	No No
Registration		Pre-Paid			Reimburse				Need Proof of Attendance
						\$0.00		 	Non-Secular %
									Non-Secular %
Materials & Supplies		Pre-Paid			Reimburse				Not Aligned to PD/Needs Assessment
						\$0.00			Not Eligible Per Guidance
ROOM EXPENSES	# of I	Nights	GS	A Per Diem R	Rate	Total Amount			
						\$0.00			Over Per Diem Need Receipt; Not
Hotel						\$0.00			Confirmation
						\$0.00			Non-Secular %
PARKING	Day 1	Day 2	Day 3	Day 4	Day 5	Total Amount			la
									Pre-Conference Post Conference
Airport								 	At Restaurant
							-		For Recreation
						\$0.00			Non-Secular %
									Pre-Conference
							l _		Post Conference
Conference									At Restaurant
						60.00			For Recreation
			_	_		\$0.00			Non-Secular % Pre-Conference
							_	 	Post Conference
Hotel									At Restaurant
						\$0.00			Non-Secular %
Other (specify below):									At Restaurant
						\$0.00			At Recreational Site

REIMBURSEMENT REQUEST - PAGE 2



2020-2021 REIMBURSEMENT REQUEST AND RECEIPT SUBMISSIONS

TRANSPORTATION	Day 1	Day 2	Day 3	Day 4	Day 5	Total Amount			PROVED oult Use Only)
							Yes		No
Cab						\$0.00			Pre-Conference
huttle						\$0.00			Post Conference
ber						\$0.00			At Restaurant
ther						\$0.00			Non-Secular %
	# of	Days		Rate		Total Amount			
Rental Car						\$0.00			Non-Secular %
	Day 1	Day 2	Day 3	Day 4	Day 5	Total Amount			
asoline v/rental car only)						\$0.00			Non-Secular %
	# of	Miles	GS	A Per Diem R	ate	Total Amount			
lileage er Roundtrip Driving Directions attach directions)						\$0.00			Allowed Only for Personal Car
			Details			Total Amount			
									Not Reasonable
								\vdash	No First Class
									Non-Secular %
	_						_	\vdash	Extras:
irfare		Pre-Paid			Reimburse			-	Internet
									Food
								\vdash	Drinks
								-	Early Boarding
FOOD	Day 1	Day 2	Day 3	Day 4	Day 5	Total Amount			zan, zanang
1000	J 4, 1	J, _	<i>54,</i> •	54, 1		Total Alliount		Т	Not Itemized
GSA								$\vdash \overline{}$	In Houston
Per Diem Rate								 	Alcoholic Beverage
Enter the rate below.								 	Not Eligibile
Enter the rate below.							_	 	Shared
				l		I			
						60.00			Tips
						\$0.00			Non-Secular %
			Grand	d Total: Page	1 & 2	\$0.00 \$0.00			'
			Grand	d Total: Page	1 & 2				'

REIMBURSEMENT REQUEST INSTRUCTIONS PAGE 1

INSTRUCTIONS – REIMBURSEMENT REQUEST

Receipts MUST be submitted within 30 days after travel or the reimbursement is forfeited.



- Complete the form on the computer in order to request any reimbursements from Titles I, II, and IV, Part A.
 - Excel 2010 (or higher) must be operating on your computer for the document to function properly.
 - o Complete all six fields at the top of the form with the identifying information.
 - Use the drop-down box above the table before the word, "INSTRUCTIONS", to indicate the grant funds from which to process the reimbursement.
 - There are five areas for reimbursement indicated on the black bars across the page: (1) Related Expenses, (2) Room Expenses, (3) Parking, (4) Transportation, and (5) Food.
 - Be sure to enter the GSA per diem rate per the date of your travel. There are two places on the form where the rate may be entered: <u>Transportation</u> > Mileage and/or <u>Food</u>
 - Do not mark in the last column of the table (light blue heading).
 This is for Catapult Learning use only.
 - Enter all necessary data on the document for processing.
 The form is an Excel document, so the rows and columns will automatically calculate based on the formulas in the spreadsheet. The cells will respond to the data entered, but you must be sure to click or enter once the last data is entered so that the total will enter or update



- Email <u>all</u> information –form and receipts to the Catapult Learning Title II Professional Development Manager.
 - o Include two attachments on the email:
 - Attach eligible receipts and supporting documentation (e.g., proof of attendance, driving directions, lodging receipt, etc.) in the order of the travel expenses listed on the Reimbursement Request form. This must be scanned and attached to the email. Receipts with any ineligible items will not be reimbursed.

IMPORTANT: See your Private Nonprofit Schools Handbook for more information.

- Attach your completed Reimbursement Request form using the standard attachment process for documents (e.g., share as attachment, insert, or paperclip). Do not scan the Reimbursement Request form. If you scan the document, the form cannot be edited to make needed corrections or to indicate approval or non-approval.
- 3. Catapult Learning will acknowledge via email that your initial submitted information has been received.

1

Rev. 03/02/2020

REIMBURSEMENT REQUEST INSTRUCTIONS PAGE 2

INSTRUCTIONS – REIMBURSEMENT REQUEST

- Catapult Learning will contact you again by sending the form back to you with the light blue column marked, indicating approval or any edits/changes/non-approvals to what has been submitted.
 - The totals may be corrected as necessary to inform of the exact amount of the reimbursement.
 - o Also check the Comment Box at the bottom of the form in case there are notes.

IMPORTANT: <u>Submit only one email per traveler</u> with that person's supporting receipts and other documentation. This is for ease of communication to that specific individual regarding their own submitted documents (if follow-up is needed).

Do not group all documents for all persons on one email for the same trip or event.



REMINDER: Checks will not be mailed to personal addresses. All reimbursement checks are mailed to the PNP School for tracking purposes. Allow 30 calendar days for processing the reimbursement after the request is submitted.

Rev. 03/02/2020

WORKSHOP MATERIALS REQUEST FORM

	2020 - 2021 Mate	erials Request Form	
School Name:	_	_	
Content Area Focus: Date:			
oste.		HISD External Funding Tit PROMOMENTALLY POCUMED. SUPPORT DIVISE. providing equitable services to Private Non.	
This Item is for an APPROVED Title I, II, or IV Plan (Catapult Use Only)	YES NO	Catapult Learnin	g
Items Requested	Quantity	Website	Proposed Cost
Administrator's Signature		Catapult Signature	
	Typed signature will be acce	epted as a digital signature.	

REQUEST APPROVAL FOR SCHOOL PROFESSIONAL DEVELOPMENT

		pult Learning	
2020-2021 RF	OLIFST APPROVAL FOR	R SCHOOL PROFESSIONA	I DEVELOPMENT
EULU EULI NE		ACT INFORMATION	E DEVELOT IVILITY
School Name:		Date Requested:	
Federal Grant Funding Used:	☐ Title I, Part A	☐ Title II, Part A	☐ Title IV, Part A
Name of Participant:		School Position:	
Participant Email:		Participant Phone:	
Participant Fax:		School Phone:	
School Address:		Principal:	
Date:		Location:	
Conference/Workshop Title:		- M2	
Number and Clare of Attendage			
umber and Class of Attendees escribe the requested professional development activity based upon the school needs assessment: DOCUMENTATION	ed upon the school needs assess	sment:	
	DOCUM	MENTATION	Control Control Control Control
Include a detailed description of th	e conference or workshop (a	nnouncement, agenda, session t	opics, etc.).
	ESTIMA	TED BUDGET	
D			S
Registration Fee			
kegistration Fee Lodging (per diem amount or city b	ased on federal travel rates)		\$
	20 30 State of the	xet (whichever is less)	\$
Lodging (per diem amount or city b	n POV mileage) or airline tick ased on federal travel rates)*	set (whichever is less)	
Lodging (per diem amount or city b Mileage (per diem amount bosed a Meals (per diem amount for city bo *Itemized receipts required for the	n POV mileage) or airline ticl ised on federal travel rates)* se reimbursements.	set (whichever is less)	\$ \$
Lodging (per diem amount or city b Mileage (per diem amount based a Meals (per diem amount for city ba	on POV mileage) or airline ticl ised on federal travel rates)* se reimbursements. TED:		\$
Lodging (per diem amount or city b Mileage (per diem amount based a Meals (per diem amount for city ba *Itemized receipts required for the TOTAL REIMBURSEMENT REQUES	on POV mileage) or airline ticl used on federal travel rates)* se reimbursements. TED:	ORIZATION	\$ \$
Lodging (per diem amount or city be Mileage (per diem amount based a Meals (per diem amount for city be *Itemized receipts required for the TOTAL REIMBURSEMENT REQUESTANT ALL REIMBURSEMENT REQUESTANT ALL REIMBURSEMENT REQUESTANT RE	on POV mileage) or airline tick used on federal travel rates)* se reimbursements. TED: AUTHO to support the professional of	ORIZATION development activity stated above	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Lodging (per diem amount or city be Mileage (per diem amount based a Meals (per diem amount for city be *Itemized receipts required for the TOTAL REIMBURSEMENT REQUESTANT ALL REIMBURSEMENT REQUESTANT ALL REIMBURSEMENT REQUESTANT RE	in POV mileage) or airline tick ised on federal travel rates)* ise reimbursements. TED: AUTHO to support the professional of the support and support an	ORIZATION development activity stated above	\$ \$
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Lodging (per diem amount or city be Mileage (per diem amount based of Meals (per diem amount for city be *Itemized receipts required for the: TOTAL REIMBURSEMENT REQUEST I authorize the use of federal funds activity supports the instructional re	in POV mileage) or airline tick ised on federal travel rates)* se reimbursements. TED: AUTHO to support the professional of	ORIZATION Jevelopment activity stated aborulessional development plan of contents of the cont	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Lodging (per diem amount or city be Mileage (per diem amount based of Meals (per diem amount for city but it it is	in POV mileage) or airline tick ised on federal travel rates)* se reimbursements. TED: AUTHO to support the professional of	ORIZATION development activity stated abort fessional development plan of or NATURES	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
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Lodging (per diem amount or city be Mileage (per diem amount based of Meals (per diem amount for city be *Itemized receipts required for the: TOTAL REIMBURSEMENT REQUES: I authorize the use of federal funds activity supports the instructional redays from the date the invoice is submedient of the support of the invoice is submedied.	in POV mileage) or airline tick used on federal travel rates)* use reimbursements. IED: AUTHO to support the professional of the professional o	ORIZATION development activity stated above fessional development plan of contact and the contact activity stated above fessional development plan of contact activities and the contact activities and the contact activities are contact activities activities and the contact activities are contact activities and the contact activities a	ye. This professional development our school. All invoices are to be paid 30

REQUEST APPROVAL FOR STUDENT SERVICES

	Catap	ult Learning	
202	2024 PEOLIFET APP	DOMAL FOR STUDENTS	-D) #656
2020		ROVAL FOR STUDENT SI	ERVICES
School Name:	SCHOOL CONT	ACT INFORMATION Date Requested:	
Federal Grant Funding Used:	☐ Title I, Part A	☐ Title II, Part A	☐ Title IV, Part A
Name of Participant:		School Position:	
Participant Email:		Participant Phone:	
Participant Fax:		School Phone:	
School Address:		Principal:	
Date:		Location:	
Conference/Workshop Title:		Cocatoni	
Number and Class of Attendees			
Describe the requested profession	al development activity has	ad unon the school needs asse	ccmant.
	FSTIMA'	TED BUDGET	
Registration Fee	LOTHINA	ILD DODGET	\$
Lodging (per diem amount or city be	ased on federal travel rates)		\$
Mileage (approximately .58 cents p	er mile) or airline ticket, whi	chever is less	\$
Meals (per diem amount for city ba			\$
*Itemized receipts required for all n			
TOTAL REIMBURSEMENT REQUEST			\$
	(0.450 m) (10.450 m)	ORIZATION	
	eeds of our students and pro	[25] 10.47(10.1000) 15] 25 15 150 150	ove. This professional development our school. All invoices are to be paid 30
	SIGN	NATURES	
		Date	
Principal Signature			
Principal Signature PD Manager Signature		Date	

PARENTAL CONSENT—INSTRUCTIONAL SERVICES

	RENTAL CONS				
	CI				
To Parents:					
Your child is elig	gible to receive Title I	, Part A servi	ces in the area(s)	checked below.	
	Reading	Math]		
In order to asse assessments wi and your child's Before these se space below. By	de additional reading as your child's needs all take place. Student classroom teacher dervices can begin, we y signing this consent academic records with	for academic t progress rep uring the sch must have you	c intervention, ong ports will be sent to ool year. our consent. This is so give permission	o you and shared may be given by s	with you
I <u>GIVE</u> permiss	sion for my child to	receive instr	uctional services	through Catapu	ılt Learninç
Signature of Pa	arent or Guardian			Date	
Address					
	City		State	Zip Cod	de .
Phone:		Work P	Phone:		

PARENTAL CONSENT—COUNSELING



PARENTAL CONSENT - COUNSELING

School:	School Year: 2020-2021
Student	Date of Birth:
Grade:	Classroom Teacher:

Your child has been identified as eligible to receive federally-funded supplemental services which are offered at your child's private nonprofit school in accordance with Title I, Part A and/ or Title IV, Part A of the Every Student Succeeds Act (ESSA). The service suggested for your child is individual/group school counseling. Counseling services are provided through Catapult Learning by professional personnel with a legitimate educational interest in your child. Houston ISD has contracted with Catapult Learning to provide these services.

The counselor will assist the student to recognize and address problems that interfere with his/ her best possible school performance. Your written permission is required to begin services. By giving your permission, you are also allowing the Catapult Learning professional staff to review information in your child's school file in order to be well-informed and to provide the best possible service to your child. Only essential information will be shared with your child's classroom teacher. You have the right to examine, obtain copies of, and file objections to reports written by Catapult Learning professionals.

If you wish counseling services to be provided, please complete this form and return it to the school. If you have any questions or concerns, please contact your school principal.

100 MILES				
Signature	of Parent or Guardi	an		Date
idress				
	Number	Street		
City			State	Zip Code
ne e				24 000

OR

I <u>DO NOT GIVE</u> permission for my child to received to catapult Learning.	ve counseling services through
Sec. 100	
Signature of Parent or Guardian	Date

Rev. 03/03/2020

PARENTAL CONSENT— STUDENT SERVICES



School:	School Year: <u>2020-2021</u>
Student	Date of Birth Classroom Teacher
Grade	_ Classroom Teacher
child's private nonprofit school in Succeeds Act (ESSA). Houston	ederally-funded supplemental services which are offered at your accordance with Title IV, Part A of the Every Student ISD has contracted with Catapult Learning to provide these tivities, enrichment opportunities in a variety of subject areas,
By giving your permission, you a child's school file in order to be v child. By signing this consent fo earning to share academic reco	egin services. This may be given by signing in the space below are also allowing school staff to review information in your well-informed and to provide the best possible service to your rm, you give permission for the district, school, and Catapult ords. Services are provided through Houston ISD, using Title ers with a legitimate educational interest in your child also have ecords.
you wish student services to be	e provided, please complete this form and return it to the
chool. If you have any question	e provided, please complete this form and return it to the s or concerns, please contact your school principal. It to receive student services through Catapult Learning.
chool. If you have any question	s or concerns, please contact your school principal. I to receive student services through Catapult Learning.
GIVE permission for my child	s or concerns, please contact your school principal. I to receive student services through Catapult Learning. Date
GIVE permission for my child	s or concerns, please contact your school principal. I to receive student services through Catapult Learning.
GIVE permission for my child Signature of Parent or Guard Address Number City	It to receive student services through Catapult Learning. Street State Zip Code
GIVE permission for my child Signature of Parent or Guard	It to receive student services through Catapult Learning. Street State Zip Code
GIVE permission for my child Signature of Parent or Guard Address Number City	It to receive student services through Catapult Learning. Street State Zip Code
GIVE permission for my child Signature of Parent or Guard Address Number City Phone	Street State Zip Code

Rev. 08/23/2020

FIELD LESSON: REQUEST FOR APPROVAL

• • • • •	PNP School Request for Approval of Field Lesson
Catapult Learning	
Place to be Visited (Give physical address)	
Purpose of Visit/Specific Learning Activ (Attach Field Lesson Implementation Plan)	rities
Day(s) of Visit	Date(s) of Visit
Departure Time	Return Time School Time Required
Number of Students*	Minimum Number of Chaperones Required Student-to-Chaperone Ratio: 10 to 1
Chaperones (First and Last Names)	Station-to-chapterine Ratio, 10 to 1
Registration/Admission Cost (Total G	erson)
Registration/Admission Cost (Total G Type of Transportation School Cost of Transportation To Be Submitted Immediately with the	ol Bus/Van Rental Vehicle (12-passenger van only) To Be Verified No Later Than <u>3 Business Days Prior</u> to Actual Date
Registration/Admission Cost (Total G Type of Transportation School Cost of Transportation	roup)
Registration/Admission Cost (Total G Type of Transportation School Cost of Transportation To Be Submitted Immediately with the completed Field Lesson Request:	To Be Verified No Later Than <u>3 Business Days Prior</u> to Actual Date of the Field Lesson Experience: The PNP School agrees to collect and retain at the school:
Registration/Admission Cost (Total G Type of Transportation School Cost of Transportation To Be Submitted Immediately with the completed Field Lesson Request: Itinerary Details Transportation Proof of Liability	To Be Verified No Later Than 3 Business Days Prior to Actual Date of the Field Lesson Experience: The PNP School agrees to collect and retain at the school: Parent Approval Forms / Medical Release Forms - with signatures (Mark the box to indicate the PNP School's assurance of the above directive.)
Registration/Admission Cost (Total G Type of Transportation School Cost of Transportation To Be Submitted Immediately with the completed Field Lesson Request: Itinerary Details Transportation Proof of Liability uring the field lesson, students and adults chavior that comply with acceptable practical Signed:	To Be Verified No Later Than 3 Business Days Prior to Actual Date of the Field Lesson Experience: The PNP School agrees to collect and retain at the school: Parent Approval Forms / Medical Release Forms - with signatures (Mark the box to indicate the PNP School's assurance of the above directive.)
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FIELD LESSON: IMPLEMENTATION PLAN

Title of Field Lesson		_
	Date of Field Lesson	
	Number of Teachers Number of Chaperones	
INSTRUCTIONAL OBJECTIVES	5:	
ACTIVITIES:		
Prior to the Field Lesson		_
During the Field Lesson		
Following the Field Lesson		
EVALUATION OF LEARNING:		\neg

FIELD LESSON: PARENTAL CONSENT & MEDICAL RELEASE

TE	EACHERS MUST R	KEEP THIS FO	DRM IN THEIR POSSES	SION ON THE FIE	
	SCHOOL	PERSONNE	L MUST RETAIN A COP	Y AT THE SCHOO	L
chool Name:					
tudent Name:					
ddress:				City	State: TX
ome Phone No.:			Alexander Chara No.		Control 174
arent/Guardian Cell No.:			Alternative Phone No.: Parent/Quartien Cell No.:		
arent/Guardian Work No.:			Parent/Guardian Work No.:		
	Name of Field La	sson:			
arent/Guardian	Concept				
is is to certify that		h-	my permission to go on the	fold leases named a	houp
515 ID Celuly Utal	(Name of Student)		my permason in good the	acoreson named a	LAVE.
	,				
edical Release	Information				
		oca fet on ha	atta conditions that this star	tent may have	
aristine a safe a	no enjoyable trip, pie	sase islamy he	alth conditions that this stud	Denix may nave.	
				ense von	
			at has been prescribed by		
			at has been prescribed by on file for each medication		
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Written physician ar All prescribed medic	nd parent/quardian co cation must be in the	onsent must be original contain	on file for each medication er in which the prescription	to be given. label is affixed.	with required
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COMPLIANCE

Effort and hard work construct the bridge that connects your dreams to reality.

(Daisaku Ikeda)



Written to <u>simplify</u> the organization and maintenance of records through a standard system for all schools in order for the school (and district) to be in compliance with local, state, and federal guidelines.

DOCUMENTATION

Documentation is required as evidence of compliance with federal/state guidance and district guidelines. It provides a condensed yet comprehensive overview of the school's federal programs for a particular school year.

Grant Documentation

Maintaining grant documentation at the school is a PNP School responsibility as a participant in the Titles I, II, and IV, Part A federal programs.

In HISD, documentation is kept for seven years. PNP school administrators should adhere to a process for proper documentation management and destruction that includes HISD's seven (7) year documentation with assistance from the Third-Party Provider.

Documentation is retained in order to:

- chronicle compliance with the federal program per USDE, TEA, and LEA (district) guidelines,
- provide evidence that substantiates the implementation of the activities and strategies that lead to academic success, and
- preserve a record of the dynamic work taking place at that school that leads to student achievement for that particular school year.

Documentation Bins

The documentation required for PNP participation in the federal programs should be kept in an organized bin. The External Funding Department of HISD provides a plastic bin with formatted labels, hanging file folders, and manila folders to each PNP School for the purpose of organization. HISD also provides a sturdy box for storing files at the end of the year.

Documentation bins are provided for use as an easy and efficient tool for record keeping. Because schools are responsible for maintaining documentation for compliance purposes, ongoing documentation bin reviews will be conducted for all grants during the school year.

This documentation is auditable and should therefore be organized, complete, and thorough.





Your documentation should be organized enough to "speak for you" in your absence (such as in an audit).

DOCUMENTATION, continued

General Bin Organization

- The documentation bin must be clearly labeled. Include the school name, school year, federal program, and a destroy date.
- Tabbed, hanging file folders separate the bin into major sections. This enables easy access to specific documents.
- Manila file folders group together documents into categories within the major sections.

Recommendations

- For documents comprised of two or more pages:
 - ♦ DO use staples to hold related sets of information together.
 - ♦ DO use binder clips for very bulky stacks of paper.
 - ♦ DO NOT use paper clips or have loose sheets in a file folder (unless the document is a single page).
- If information is disseminated in multiple languages, staple corresponding English and translated documents together (e.g., parent and family involvement announcements and invitations).
- Organize papers chronologically in the file folder.
- Highlight any text in a document which merits special attention.
- Duplicate documents are not necessary; only one set is needed in the file.
- For empty folders, insert a "fly sheet" in the folder (i.e., "Not Applicable" or "No Meetings at this Time").



Always Be Prepared for an Audit

At any time, there is the possibility of a full audit or random validation conducted either externally (by USDE, TEA, or a private entity) or internally (by HISD).

To prepare for that possibility, PNP staff should be educated on the Titles I, II, and IV, Part A federal programs. Being informed enables school staff to respond appropriately to audit questions. If a PNP School is selected for an on-site visit from TEA, the principal will be interviewed. Additionally, school personnel may be interviewed and share in roundtable discussions, or receive a classroom visit. Parents may be interviewed as well.

Sample Bin Review Documentation Checklist

The sample checklists below and on the following pages will be used to review all compliance documents, ensuring that schools have the necessary documentation on file that meets ESSA requirements. These checklists mirror the order of the files in each bin. Full-size checklists can be accessed on the HISD PNP Schools website.

DOCUMENTATION BIN REVIEW: TITLE I - page 1

HISD External Funding Titles I, II & IV
2020-2021

Checklist - Title I, Part A Documentation Bin Review Private Nonprofit Schools

	Private Nonprofit		IT SCHOOLS	
	School Name PNP School Grant Contact		Date of Review	
			HSD Grants Administrator, Carla D. Lewis	
		TITLE I, PART A DOCUMENTS	COMMENTS / RECOMMENDATIONS	
Yes	No -	Hanging File 1:	Participation	
		Intent to Participate Form		
		Campus Eligibility Roster (Completed Every 2 Years)		
		Student / Family Directory (Submitted w/ Campus Eligibility Roster)		
		Consultation Meeting Folders - Spring and Fall (with PowerPoint and Handouts0		
		 Affirmation of Consultation (Fall Meeting) 		
		Campus Needs Assessment		
		Program Description (Academic School Year and Summer School)		
		Comprehensive Professional Development Plan/Spending Plan		
		ESSA Compliance Report Information		
		Other		
Yes	- No -	Hanging File	2: Funding	
		Campus Planning Allocations (sent by HISD)		
		Campus Budget Reports (sent by Catapult Learning)		
		Reallocation Document (if applicable)		
Yes	- No -	Hanging File 3: Equitable Ser	vices - Instructional Services	
		(12 folders: July – June) Program Information / Eligibility Contents:		
		Student Information / Implementation Contents:		

-

Student Sign-In/Attendance SheetsStudent Progress Notes

Teacher Information / Implementation Contents:

Sample Bin Review Documentation Checklist, continued

DOCUMENTATION BIN REVIEW: TITLE I - page 2



2020-2021 Checklist - Title I, Part A Documentation Bin Review Private Nonprofit Schools

	School Name		Date of Review	
	PI	NP School Grant Contact	HISD Grants Administrator, Carla D. Lewis	
		Teacher Sign-In Sheets Lesson Plans		
		Hanging File 4: Equitable Services - Pa	rent and Family Involvement	
		Materials Request Forms		
		Parent Meetings Contents (Need all four) Flyer/ Announcement Sign-In Sheets Agenda Minutes		
		Parent Workshops Contents: Flyer/Announcement Handouts Evaluation		
		Parent Activities Contents: Examples: Math Night, Reading Challenge Newsletter Dissemination		
		Hanging File 5: Equitable Services -	Professional Development	
		 Approval Request for School Prof. Developmen Corresponding Reimbursement Forms with Documentation (e.g., Receipts, Proof of Attendance, etc.) 	t	
		Campus-Based Professional Development Sign-In Sheets Handouts Evaluation		
		Off Campus Professional Development (In-State) Reimbursement F		
		Hanging File 6: Equitable Services - Counselin	g (if applicable due to re-allocation)	
		Referrals (No names) Parental Consent Forms Group Logs Individual Logs		
		TITLE I, PART A DOCUMENTS	COMMENTS / RECOMMENDATIONS	
Yes	No		ITIONAL Documentation	
		Current Private Nonprofit Schools Handbook		

Sample Bin Review Documentation Checklist, continued

DOCUMENTATION BIN REVIEW: TITLE I - page 3



2020-2021 Checklist - Title I, Part A Documentation Bin Review Private Nonprofit Schools

School Name	Date of Review
PNP School Grant Contact	HISD Grants Administrator, Carla D. Lewis
(Place in the back of the pin at the end of the	he year.)
Importent emails (specific to your school)	
Other	
	•



Sample Bin Review Documentation Checklist, continued

DOCUMENTATION BIN REVIEW: TITLE II



2020-2021 Checklist - Title II, Part A Documentation Bin Review Private Nonprofit Schools

School Name	Date of Review
PNP School Grant Contact	HISD Grants Administrator, Carla D. Lewis

		TITLE II, PART A DOCUMENTS	COMMENTS / RECOMMENDATIONS		
Yes	- No -	Hanging File 1: P	articipation		
		Intent to Participate Form			
		Professional Development Participation Form			
		Consultation Meeting Folders - Spring and Fall (with PowerPoint and Handouts0			
		Affirmation of Consultation (Fall Meeting)			
		Campus Needs Assessment			
		Comprehensive Professional Development Plan/Spending Plan			
		Other			
Yes	· No ·	Hanging File 2:	Funding		
		Campus Planning Allocations (sent by HISD)			
		Campus Budget Reports (sent by Catapult Learning)			
Yes	No =	Hanging File 3: Equitable Services - Professional Development			
		Approval Request for School Professional Development Materials Request Form Corresponding Reimbursement Forms with Documentation (e.g., Receipts, Proof of Attendance, etc.)			
		Campus-Based Professional Development			
		Sign-In Sheets			
		Handouts			
		Evaluation Out-of-State Professional Development Forms			
		TEA Justification of Expenditures TEA Participant Support Costs			
		TITLE II, PART A DOCUMENTS	COMMENTS / RECOMMENDATIONS		
Yes	- No -	Hanging File 7: ADDITION	AL Documentation		
		Current Private Nonprofit Schools Handbook (Place in the back of the bin at the end of the year.)			
		Important emails (specific to your school)			

Sample Bin Review Documentation Checklist, continued

DOCUMENTATION BIN REVIEW: TITLE IV - page 1



2020-2021 Checklist - Title IV, Part A Documentation Bin Review Private Nonprofit Schools

School Name	Date of Review
PNP School Grant Contact	HISD Grants Administrator, Carla D. Lewis

		TITLE IV, PART A DOCUMENTS	COMMENTS / RECOMMENDATIONS
Yes No		Hanging File 1: P	articipation
		Intent to Participate Form	
		Student Support and Academic Enrichment	
		Participation Form	
		Consultation Meeting Folders - Spring and Fall	
	_	(with PowerPoint and Handouts0 • Affirmation of Consultation (Fall Meeting)	
	-	Campus Needs Assessment	
		Comprehensive Professional Development	
		Plan/Spending Plan	
		Other	
Yes	- No -	Hanging File 2:	Funding
		Campus Planning Allocations	
		(sent by HISD)	
		Campus Budget Reports	
		(sent by Catapult Learning)	
		Reallocation Document (if applicable)	
		\ ,	
Yes	No	Hanging File 3: Equitable Services – Content Area	1: Well Rounded Educational Opportunities
	-110	Approval Request for School Professional	The state of the s
	l	Development (Assembly)	
	l	Materials Request Form	
	l	 Corresponding Reimbursement Forms with eligible supporting Documentation 	
	\vdash	Field Lessons	
	l	Request for Approval of Field Lesson and	
	l	Field Lesson Implementation Plan	
	l	 Parent Consent and Medical Release Form 	
		TEA Form – Justification of Specific Expenditures	
		Other	
Yes	No	Hanging File 4: Equitable Services – Conte	nt Area 2: Safe and Health Activities
		Approval Request for School Professional	
	l	Development (Assembly)	
	l	Materials Request Form	
	l	Corresponding Reimbursement Forms with eligible	
		supporting Documentation	

Sample Bin Review Documentation Checklist, continued

DOCUMENTATION BIN REVIEW: TITLE IV- page 2



2020-2021 Checklist - Title IV, Part A Documentation Bin Review Private Nonprofit Schools

	School Name D		Date of Review	
	PNP School Grant Contact		HISD Grants Administrator, Carla D. Lewis	
		Field Lessons Request for Approval of Field Lesson and Field Lesson Implementation Plan Parent Consent and Medical Release Form TEA Form – Justification of Specific Expenditures		
		Parent and Family Involvement Promoted Invitation and Announcement Other		
Yes	No		rea 2: Safe and Healthy Activities – Counseling	
		Referrals (No names) Parental Consent Forms Group Logs Individual Logs		
Yes	No	Hanging File 6: Equitable Services – Con	tent Area 3: Effective Use of Technology	
		For Students Only Approval Request for School Professional Development /Activity (Assembly) Materials Request Form Corresponding Reimbursement Forms with eligible Documentation		
		Field Lessons Request for Approval of Field Lesson and Field Lesson Implementation Plan Parent Consent and Medical Release Form TEA Form – Justification of Specific Expenditures		
		For Teachers Only Approval Request for School Professional Development (In-State Only Materials Request Form Corresponding Reimbursement Forms with Documentation (e.g., Receipts, Proof of Attendancetc.)	е,	
		On-Campus Professional Development Sign in Sheets Handouts Evaluation Off-Campus Professional Development (In-State Only		
		Reimbursement Form with Eligible Documentation	7	
		TITLE IV, PART A DOCUMENTS	COMMENTS / RECOMMENDATIONS	

Sample Bin Review Documentation Checklist, continued

DOCUMENTATION BIN REVIEW: TITLE IV- page 3



2020-2021 Checklist - Title IV, Part A Documentation Bin Review Private Nonprofit Schools

	s	ch ool Name	Date of Review	
	P	NP School Grant Contact	HISD Grants Administrator, Carla D. Lewis	
Yes	- No -	Hanging File	Hanging File 6: ADDITIONAL Documentation	
		Current Private Nonprofit Schools Hando (Place in the back of the oin at the end of	ook	
		Important amails (specific to your school)		
		Other		
			-	

COMPLIANCE MONITORING

HISD regularly conducts announced site visits at PNP Schools to review program implementation for Titles I, II, and IV, Part A federal programs. Catapult Learning moni-tors the school programs also.

During such visits, HISD may:

- Observe instructional services (Title I)
- Review professional development requests (Title II)
- Discuss student projects (Title IV)
- Check documentation bins (All grants)
- Make inquiries regarding general program implementation (All grants)

As the LEA receiving the federal grants, HISD must comply with USDE guidance. HISD is responsible for ensuring that:

- the federal programs at PNP Schools are implemented according to the grant guidelines, and
- funds are used appropriately for allowable and eligible activities.



TEXAS EDUCATION AGENCY (TEA) AND DISTRICT COMPLIANCE DOCUMENTS

Intent to Participate

PNP School	.Completes the Intent to Participate Form (see below and on the next page).
HISD	Retains the form as a record of the PNP School's participation and grant selection(s)

INTENT TO PARTICIPATE FORM

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

PRIVATE NONPROFIT SCHOOLS 2020–2021 INTENT TO PARTICIPATE – FEDERAL ESEA PROGRAMS

School:	Telephone:	
Address:	Principal:	
City, State, Zip:	Email:	
"Will your school participate?	Program Description	District Contact Person
☐ Yes	Title I, Part A – Provides resources to assist students who are experiencing academic difficulty in reading and math. Schools are required to identify participating students and to provide related academic data. If you have checked "Yes," please complete the following: Title I, Part A, Private School Contact Person: Name: Phone: Email:	Carla Lewis 713-556-6941 cholmes2@houstonisd.org
☐ Yes	Title II, Part A – Provides professional development for teachers and other educational personnel to improve student achievement in the core academic areas. If you have checked "Yes," please complete the following: Title II, Part A, Private School Contact Person: Name: Phone: Email:	Carla Lewis 713-556-6941 cholmes2@houstonisd.org
☐ Yes	Title IV, Part A – Provides resources for student support and academic enrichment. The grant focuses on the "well-rounded education opportunities", "safe and healthy students' activities" and "effective use of technology". If you have checked "Yes," please complete the following: Title IV, Part A, Private School Contact Person: Name: Phone: Email:	Carla Lewis 713-556-6941 cholmes2@houstonisd.org
	s form informs the district of your intent to participate in the program(s) checked "Yes." must complete additional information that will be sent to you from each of the district con	
Principal's Sign	ature:	
	Return the ORIGINAL form no later than Eriday, February 14, 2020 via US mail or a	felivery for

Carla Lewis HISD Department of External Funding 4400 West 18th Street Houston, Texas 77092

If you have questions or need additional information regarding a specific program, call or e-mail the specific District Contact Person.

TEXAS EDUCATION AGENCY (TEA) AND DISTRICT COMPLIANCE

ESSA Compliance Report

PNP School......Provides information about student participation per the criteria defined on the form.

HISD......Verifies information received from PNP Schools in order to complete the ESSA

Compliance Report that is submitted to TEA.

CONSOLIDATED COMPLIANCE REPORT—TITLE I, PART A (HISD)

Private Nonprofit Scho	ool:	
Tivate nonprone sene		
2019-2020 TITLE I, PART A	, STUDENT	PARTICIPATION
Totals for "By Grade," "By	Gender," a	and "By Ethnicity" must MATCH.
By Grade		
Pre-K 4	\longrightarrow	
Kindergarten	\longrightarrow	
Grade 1	-	
Grade 2		
Grade 3	-+	
Grade 4 Grade 5	\longrightarrow	
Grade 5 Grade 6	-+	
Grade 7	-+	
Grade 8	-+	
Grade 9	$\overline{}$	
Grade 10	-+	
Grade 11	$\overline{}$	
Grade 12	-	
Ungraded	\neg	
	Total	0
By Gender		
Male	\longrightarrow	
Female		
	Total	0
Du Ethnicitu		
By Ethnicity American Indian/Alaskan N	Jating	
	io dive	
Asian		
Asian Black/African American	\longrightarrow	
Asian Black/African American	\Rightarrow	
Asian Black/African American Hispanic/Latino	\dashv	
Asian Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander		
Asian Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander		
Asian Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander White	Total	0
Asian Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander White	Total	0
Asian Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander White Two or More Races By Type of Instructional Se		0
Asian Black/African American Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander White Two or More Races By Type of Instructional Se Reading/Language Arts		0
Asian Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander White Two or More Races By Type of Instructional Se	ervice	0
Asian Black/African American Hispanic/Latino Native Hawaiian/Other Pacific Islander White Two or More Races By Type of Instructional Se Reading/Language Arts		0

TEXAS EDUCATION AGENCY (TEA) AND DISTRICT COMPLIANCE

Affirmation of Consultation with PNP School Officials

PNP School......Following the Fall Consultation Meeting, the principal completes the Affirmation of Consultation form affirming that the required timely and meaningful consultation has occurred and that the federal program is equitable (though not always equal). Also, principals confirm their school's participation in each federal grant.

HISD...... Scans and uploads the forms through the ESSA Reports Application on the TEA Login (TEAL) Portal and provides a copy of the affirmation to the school.

TEA AFFIRMATION OF CONSULTATION

		gency	A	School Year				
			Act of 1965 (ESEA), as ame ational agency (LEA) and p				5, requires that	
ame of I	LEA		CDN	Name	of PNP			
		t School Participati		DNID III		If the DND is not as a	-111	
		odown menu to indicat t participating."	e the method by which th	ie PNP will receive prog	ram service	s. If the PNP is not parti	icipating in the gr	ant
Title	, Part A	Title I, Part C	Title II, Part A	Title III, Part AE	L	Title III, Part AIMM	Title IV, I	Part A
mely a	nd Mear	ingful Consultation	n/Equitable Program D	Design				
r each o	grant prog	ram for which the PNP	will receive services, the P	NP official selects "Yes"		ndicate both of the follo	owing:*	
			tation with the LEA has occ ith respect to eligible priva		nd			
	, Part A	Title I, Part C	Title II, Part A	Title III, Part AI	EL	Title III, Part AIMM	Title IV,	Part A
	○No	○Yes ○No	○ Yes ○ No	○ Yes ○ No		○ Yes ○ No	○ Yes	
er ESSA	Section 1	117(b), Title I, Part A; Se	ection 8501(c) for Title I, Pa	rt C; Title II, Part A; Title	III, Part AE	L; Title III, Part AIMM;	and Title IV, Part	4
		sultation						
		s the elements that the	consultation should include	de for each grant progr	am.			
ection 17(b)(1)	Section 8501(c)(1)							
X	X	How the children's nee	eds will be identified					
X	X	What services will be o						
Х	Х		hom the services will be p	rovided				
Χ			oe academically assessed a					es
	Х		oe assessed and how the re					
х	Х		the equitable services to be tion/amount of funds that					
Х		The method or source	s of data that are used to do attend private schools	letermine the number o	of children fr	om low-income familie	es in participating	school
х	х		A will make decisions abou f the private school official					
Х			ees with the views of the p					EA will
			uch private school official a provide services directly o					,
Χ	Χ	contractor	provide services directly 0	н иноиун а зерагасе gc	veninent ä	igency, consortium, en	acy, or unite-party	•
х	х	allocated based on all (2) in the LEA's particip	quitable services to eligible the children from low-inco pating school attendance a om low-income families wh	ome families in participa area who attend private	ating school schools wit	attendance area who	attend private sch	nools or
Х			pproximate time of day, se					
Х			e and use funds provided	in coordination with eli	gible funds	available for services to	private school c	hildren
rryov	er Discus	under application pro-	grams					
			ction to assure they have o	discussed any carryover	that may be	applicable to this pro	gram, as follows:	
	carryover		Across Title programs:	, ,	,		te of discussion:	
NP Offic	ial			LEA Official			L	
		ature and Submissi	on	LEATOMICIAI				
			on is section to complete the	affirmation of consults	tion			
NP Offic		nciais must aiso sign th	is section to complete the	LEA Official	uon.			

CALENDAR & TIMELINE

Action is the bridge between thought and reality.
(Richie Norton)



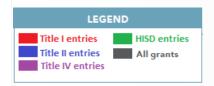
Written to <u>serve</u> as a reminder to schools of all due dates that coincide with the services and fiscal calendars. Additionally, to remedy forgetfulness of mind by providing a very real and tangible tool to utilize for effectively planning the access and use of funds for equitable services.

HISD 2020-2021 ACADEMIC CALENDAR

							H	loust	on Ind	iepen	dent	Schoo	l Distri	ict							
			ly 20						Aug	gust 2							Sept		r 2020		
S	м	Т	1	T 2	F 3	S 4	S	W	Т	W	T	F	5		S	М	T	W 2	T (3)	F 4	S 5
5	6	7	8	9	10	11	2	3	4	5	6	7	8		6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15		13	14	15	16	17	18	19
19 26	20 27	2 1 28	22 29	23 30	24 31	25	16 23 30	17 24 31	25 25	19 (26)	27	21 (28)	22 29		20 27	21 28	22 29	23 30	24	25	26
		Octo	ber 2	2020					Nove	mber	2020				_		Dece		2020		_
S	м	Т	W	1	F 2	S 3	S 1	M 2	3	W 4	5	F 6	5 7		S	М	1	W 2	T 3	F 4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14		6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21		13	14	15	16	17	18	19
18 25	19 26	20 27	21) 28	22 29	23 30	24 31	22 29	23 30	24	25	26	27	28		20 27	21 28	22	23 30	24 31	25	26
		Janı	uary 2	2021						uary								arch 2			
s	M	Т	w	Т	F 1	s	S	м 1	T 2	W 3	T 4	F 5	s 6		S	м 1	T 2	W 3	T 4	F 5	5
3	4	5	6	7	8	9	7	8	9	10	11	12	13		7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20		14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	(24)	25	26	27		21	22	23	24	25	26	27
24 31	25	26	27	28	29	30	28								28	29	30	31			
_		Ap	ril 20		_		_		W	ay 20	21	_	_		_			une 2		_	
S	M	Т	W	T 1	F 2	s 3	S	W	Т	w	Т	F	S 1		S	м	T 1	w 2	T 3	F 4	S 5
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11	12	13	14	15	16	17	9	10	11	12	13	14	15		13	14	15	16	17	18	19
18 25	19 26	20 27	21 28	22 29	23 30	24	16 23 30	17 24 31	18 25	19 26	20 27	21 28	22 29		20 27	21 28	22 29	23 30	24	25	26
Key							30	31	Holid	favs											
	Holid	ays							1	ember	7, 202	20					Labor	Day			
	Teach	er Pr	eparat	ion Da	ys (no	student	ts)		1	ember							Fall H	oliday	(Studer	nts Onl	y)
\bigcirc	Teach	ner Se	rvice D	Days (r	no stud	lents)			Nove	mber	23-27	2020					Thank	sgiving	3		
	Enric	nmen	t Oppo	ortunit	ies				Dece	mber :	21, 20	20 - Ja	nuary 1	, 2021	L		Winte	r Brea	k		
									Janua	ary 18,	2021						Marti	n Luthe	er King,	Jr. Day	,
Scho	ol Day	Start	and E	nd Tin	nes				Marc	h 15-1	9, 202	21					Spring	g Break			
7:30	-3:00	Elem	entary	,					Marc	h 29, 2	2021						Chave	z-Huer	ta Day		
8:30	-4:00	K-8 a	nd Mi	ddle S	chool				April	2, 202	1						Spring	Holid:	ay		
8:30	-4:10	High	Schoo	1					May,	31 20	21						Mem	orial Da	Эγ		
	ficant				.							1	ng Peri						rt Card		
	st 24, ember		10			iers repo		OFK				1 1	3-Oct 1			28 da			er 23, 1		.
	ember ary 29,	-				ay or so ay of fir		ester				1	9-Dec 4 -Jan 29			29 day 28 day			nber 1: ary 5, 2		'
	uary 1,					lay of se			er			1	-Jan 25 -March			29 day			ary 3, 2 1 26, 20		
	11, 20					ay of sc						1	122-Ap			28 day			7, 2021		
	14, 20					ay for to						1	3-June			29 day		June :	11, 202 18, 202	1 (ES/N	AS)
																				,	

2020-2021 PNP SCHOOLS CALENDAR

It is important to adhere to calendar due dates (see below) so that services can continue on schedule for students, parents, teachers, principals, and all educational support personnel.



July 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY 2020

7/1	Title I grant begins for 2020-2021 <i>Per HISD,</i> schools can access only PD services at this time.
7/1	Title II grant begins for 2020-2021. - Per HISD, schools can access PD services at this time.
7/1	Title IV grant begins for 2020-2021.—Per HISD, schools can access only PD services at this time.

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	1
9	10	11	12	13	14	1!
16	17	18	19	20	21	2
23	24	25	26	27	28	2
30	31					

AUGUST 2020

8/7	Title I initial submission of Student Eligibility Service Roster (ESSA-required multiple academic criteria)
8/25	PNP Schools Fall Consultation Meeting at HISD Administration Building
8/17- 9/4	Catapult Teacher PD/Prep Days

September 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER 2020

8/31 - 9/4	Title I submission window (September)
9/1	Submission of Affirmation of Consultation to TEA
9/9	Title I services begin (student and parent)
9/9	Title IV student services begin
9/23	Catapult Teacher PD
9/30	Title I Program Description due

October 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2020

10/5 - 10/9	Title I submission window (October)
10/2- 11/2	Title II Requests for Out-of-State PD due to Catapult Learning
10/12	Catapult Teacher PD
10/30	Titles I, II & IV Campus Needs Assessment due
10/30	Titles I, II & IV Comprehensive PD and Spending Plan due

November 2020

Juli		MOH	rue	TTEG	IIIG	111	Jac
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

NOVEMBER 2020

11/2 -	
11/6	Title I submission window (November)

December 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER 2020

11/30 - 12/4	Title I submission window (November)
12/7	Mid-Year Evaluation of HISD & Catapult Learning
12/11	Mid-Year Consultation with PNP officials (optional)
12/11	50% of campus planning allocations utilized for Instr. Svcs, PD (all grants), and Student Support Services
12/16	Catapult Teacher PD

January 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2021

1/6— 1/12	Title I submission window (January)
1/11	Certified letter mailed out for participation with HISD
1/13	Follow up email to certified letter
1/22 - 2/22	Title II Request for Out-of-State PD due to Catapult Learning

February 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY 2021

2/1 – 2/5	Title I submission window (February)
2/2 - 2/6	Media solicitation for PNP Schools to participate in federal grant programs with HISD
2/15	Catapult Teacher PD
2/19	Intent to Participate form due to HISD (all grants)

March 2021



MARCH 2021

3/1 – 3/5	Title I submission window (March)
3/15	75% of campus planning allocations utilized for Instr. Svcs, PD (all grants) and Student Support Services
3/29	Catapult Teacher PD
3/31	Title I Phase ONE document due: Campus Eligibility Roster
3/31	Title II Phase ONE document due: PD Participation Form
3/31	Title IV Phase ONE document due: SSAE Participation Form

APRIL 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4/5 - 4/22	Title I submission window (April) - includes Summer School students
4/1	Titles I and IV - PNP Schools confirm participation for summer services
4/1 – 4/30	Parents register for summer services
4/2	Encumber Date—100% of campus planning allocations must be encumbered for Title IV Student Support Services
4/5	Pool Date—the remainder of planning allocations for Title IV Student Support Services are combined unless encumbered
4/8 - 5/10	Title II Requests for Out-of-State PD due to Catapult Learning
4/23	Encumber Date—100% of campus planning allocations must be encumbered for PD (all grants)
4/26	Pool Date—the remainder of planning allocations for PD (all grants) are combined unless encumbered
4/29	Spring PNP Schools: Consultation Meeting (Location and actual date TBD)

May 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY 2021

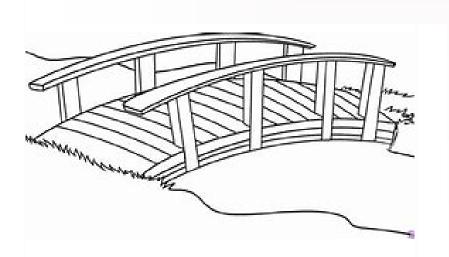
5/3 - 5/7	Title I submission window (May) - only students new/just enrolled to the school since 4/22
5/12	Catapult Teacher PD
5/7	Hiring event of Catapult Teachers for Summer Services (Kingdom Builders' Center)
5/14	Title I ESSA Compliance Report information due
5/17	Check remaining balances to ensure that all funds are on track to be fully utilized per your CPDSP
5/19	End-of-Year Evaluation of HISD & Catapult Learning
5/21	Instructional services end for ASY
TBD	Catapult Teacher PD - for Summer School

June 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE 2021

6/1 – 6/29	Extended Year Services (Summer School/Summer Programs)	
6/30	Title I grant ends for 2020-2021. Per HISD, use of funds ends (unless preencumbered).	
6/30	Title II grant ends for 2020-2021. Per HISD, use of funds ends (unless preencumbered).	
6/30	Title IV grant ends for 2020-2021. Per HISD, use of funds ends (unless preencumbered).	



FISCAL TIMELINE

PNP Schools should follow the fiscal timeline below to impact student achievement during the current school year.

DATE	ACTION
December 11, 2020	50% of campus planning allocations utilized for Instructional Services, Professional Development, and Student Support Activities
March 15, 2021	75% of campus planning allocations utilized for Instructional Services, Professional Development, and Student Support Activities
April 2, 2021	100% of campus planning allocations encumbered for Professional Development (PD for all grants) and Student Support
May 17, 2021 🗹	Check your remaining balances to ensure that all funds are on track to be fully utilized per your Comprehensive Professional Development and Spending Plan.
June 30, 2021	100% of campus planning allocations utilized and/or encumbered for all grants and services (both academic school year and extended school year)

EQUITABLE SERVICES END DATES

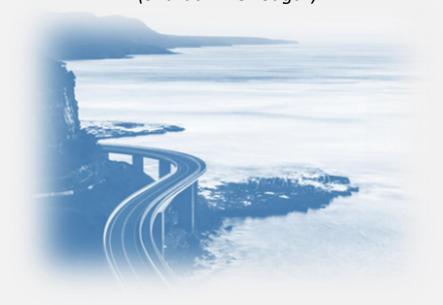
Counseling services must be completed in May (by the close of the academic school year).

Instructional Services, Professional Development, Parent and Family Engagement, and Student Support Activities to PNP Schools must be utilized and/or encumbered by June 30, 2021 when the grant period ends for that school year. This ensures that funds are used to impact instruction for the current school year.

RESOURCES

For too long, information, opportunities, and resources have been constraints, they need to be bridges.

(Sharad Vivek Sagar)



Written to <u>supply</u> resources that will support schools by providing links to websites, contact information, and more for HISD, Catapult Learning (the Third-Party Provider), TEA, and other entities.

ACRONYMS

ACRONYMS

HS High School IS Instructional Services JFGH Jewish Federation of Greater Houston LEA Local Education Agency LEP Limited English Proficiency	Acronym	What It Stands For
CCR College and Career Readiness CIP Campus Improvement Plan CL Catapult Learning CNA Campus Needs Assessment CPA Campus Professional Development Plan CSO Catholic Schools Office DVD Digital Video Disc ED U.S. Department of Education (alternate) EDGAR Education Department General Administrative Regulations ES Elementary School ESC Education Service Center EL English Learner ELA English Language Arts/English Language Acquisition ESEA Elementary and Secondary Education Act ESSA Every Student Succeeds Act EOY End of Year FY Fiscal Year GSA General Services Administration G/T Gifted/Talented GY Grant Year HISD Houston Independent School Distric HS High School IS Instructional Services JFGH Jewish Federation of Greater Houston LEA Local Education Agency LEP Limited English Proficiency	BOY	Roginning of Voor
CIP Campus Improvement Plan CL Catapult Learning CNA Campus Needs Assessment CPA Campus Planning Allocation CPDP Campus Professional Development Plan CSO Catholic Schools Office DVD Digital Video Disc ED U.S. Department of Education (alternate) EDGAR Education Department General Administrative Regulations ES Elementary School ESC Education Service Center EL English Learner ELA English Language Arts/English Language Acquisition ESEA Elementary and Secondary Education Act ESSA Every Student Succeeds Act EOY End of Year FY Fiscal Year GSA General Services Administration G/T Gifted/Talented GY Grant Year HISD Houston Independent School District HS High School IS Instructional Services JFGH Jewish Federation of Greater Houston LEA Local Education Agency LEP Limited English Proficiency	2 Maria	The Contraction of the Contracti
CL Catapult Learning CNA Campus Needs Assessment CPA Campus Planning Allocation CPDP Campus Professional Development Plan CSO Catholic Schools Office DVD Digital Video Disc ED U.S. Department of Education (alternate) EDGAR Education Department General Administrative Regulations ES Elementary School ESC Education Service Center EL English Learner ELA English Language Arts/English Language Acquisition ESEA Elementary and Secondary Education Act ESSA Every Student Succeeds Act EOY End of Year FY Fiscal Year GSA General Services Administration G/T Gifted/Talented GY Grant Year HISD Houston Independent School District HS High School IS Instructional Services JFGH Jewish Federation of Greater Houston LEA Local Education Agency LEP Limited English Proficiency	SECURIOR SECURIOR	
CNA Campus Needs Assessment CPA Campus Planning Allocation CPDP Campus Professional Development Plan CSO Catholic Schools Office DVD Digital Video Disc ED U.S. Department of Education (alternate) EDGAR Education Department General Administrative Regulations ES Elementary School ESC Education Service Center EL English Learner ELA English Language Arts/English Language Acquisition ESEA Elementary and Secondary Education Act ESSA Every Student Succeeds Act EOY End of Year FY Fiscal Year GSA General Services Administration G/T Gifted/Talented GY Grant Year HISD Houston Independent School District HS High School IS Instructional Services JFGH Jewish Federation of Greater Houston LEA Local Education Agency LEP Limited English Proficiency		
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MS	Middle School
NOGA	Notice of Grant Award
PD	Professional Development
PEIMS	Public Education Information Management System
PFEP	Parent and Family Engagement Policy
PNP	Private Nonprofit
PPA	Per Pupil Amount/Allocation
SBOE	State Board of Education
SEA	State Education Agency (in Texas, this refers to the TEA)
SIP	School Improvement Plan
SOS	Secretary of State
SSAE	Student Support and Academic Enrichment
STAAR	The State of Texas Assessments of Academic Readiness
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
SY	School Year
TEA	Texas Education Agency
TEASE	TEA Secure Environment
TEKS	Texas Essential Knowledge and Skills
USDE	U.S. Department of Education

Acronym What It Stands For



OMBUDSMAN—PNP CONCERNS

General Information about the PNP Ombudsman

To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B))

What are the roles and responsibilities of an ombudsman?

An ombudsman should serve as an SEA's primary point of contact for addressing questions and concerns from private school officials and LEAs regarding the provision of equitable services under Titles I and VIII. In addition, the ombudsman is required to monitor and enforce the equitable services requirements under Titles I and VIII and, thus, should have a significant role in the State's monitoring process. Furthermore, the ombudsman should ensure that private school officials know how to contact the ombudsman.

The following are examples of activities the ombudsman could undertake in fulfilling the roles and responsibilities of the position:

- Serve as a general resource regarding equitable services requirements for both LEAs and private school officials, which may include conducting initial outreach to define the contours of the ombudsman's responsibilities.
- Develop, in partnership with other relevant SEA staff, monitoring protocols applicable to the provision of equitable services and participate in a sample of any monitoring activity.
- Provide technical assistance regarding equitable services requirements for SEA staff administering applicable programs, LEA staff, and private school officials.
- Establish a process for receiving documentation of agreement from LEAs consistent with the consultation requirement that the results of such agreement shall be transmitted to the ombudsman. (ESEA section 1117(b))
- Participate in the State's Title I Committee of Practitioners (ESEA section 1603(b)) and, as applicable, nonpublic schools working group.

What responsibilities does an ombudsman have with respect to monitoring and enforcement? The primary responsibilities of an ombudsman are to monitor and enforce the equitable services requirements in Titles I and VIII.

To ensure that monitoring protocols are being followed, the ombudsman should take an active role in the monitoring process, particularly with respect to the resolution of any findings regarding equitable services requirements under Titles I and VIII. The ombudsman also should serve as the primary point of contact for responding to and resolving any complaints regarding equitable services that the SEA receives under its ESEA complaint procedures.

OMBUDSMAN—PNP CONCERNS, continued

Contact Information

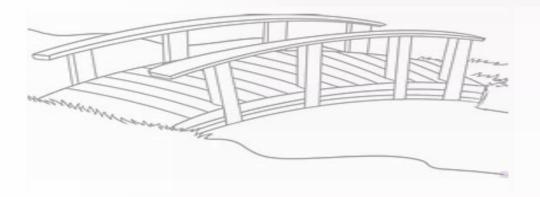
STAFF:

Director & PNP Ombudsman: LaNetra Guess
 Executive Assistant: Gean Wilkerson
 Private School Services State Coordinator: LaNetra Guess

EMAIL AND TELEPHONE:

Email: PNPombudsman@tea.texas.gov

Phone: (512) 463-6939



FREQUENTLY ASKED QUESTIONS

ALL GRANTS

Q: What is ESSA?

A: The No Child Left Behind (NCLB) Act was reauthorized as of December 10, 2015. The No Child Left Behind Act became the Every Student Succeeds Act (ESSA) with changes implemented in the 2017-2018 school year.

Q: What is an off-the-top reservation?

A: A reservation is taken "off-the-top" of the LEA's entitlement and not from the funds allocated to campuses for services. Campus planning allocations are calculated after the "off-the-top" costs are determined.

TITLE I

Q: When do Title I, Part A services begin?

A: For schools that participated in a previous year, the projected start date is shortly after Labor Day. For newly participating schools, the start date must be after the Fall Consultation Meeting and after students are first verified. Services can be delayed due to other factors (e.g., timely paperwork submission, timely Title I parental consent, timely TEA approval for Title II out-of-state PD opportunities).

Q: What are the well-rounded subject areas?

Well-rounded subject areas have broadened the professional development opportunities for teachers to expand their knowledge of instructional strategies. This professional development is for Title I teachers only. HISD has identified specific academic subjects as priority subjects for the Title I, Part A federal program -- reading, English, language arts, math, and science. Therefore, those subjects will be the primary focus for the use of Title I funds. (20 U.S. Code § 7117)

The term "Well-Rounded Education" encompasses:

- English, reading, or language arts
- science, technology, engineering, mathematics
- computer science
- foreign languages (languages other than English)
- civics and government
- economics

- · arts, music
- history, geography
- · career and technical education
- health, physical education, and
- others as designated by State/Local Education Agency (LEA)

Continued next page

TITLE I, continued

Q: As a participating PNP School, can I serve any student at my campus needing support?

A: For Title I, Part A, students served must be zoned to an HISD Title I school. For Title IV, Part A, all students at the school may be served utilizing these funds.

NOTE: Title II, Part A funds do not serve students directly. This grant offers administrators, teachers, and educational personnel at the school an array of eligible PD opportunities.

- Q: Can Title I, Part A funds be used to support Common Core State Standards (CCSS) for private schools?
- A: Response from TEA:

Title I funds may not be used to support Common Core State Standards (CCSS) in public or private schools. PNP Schools may use their private funds to support any other program they wish.

- Q: If PNP Schools use the Common Core State Standards and not the TEKS, can professional development be provided for Common Core training with Title II funds if that need has been expressed by the schools?
- A: Response from TEA:

HB 462 (the bill that addressed this issue) is silent as to how districts spend Title II, Part A funds. For districts, it only prohibits them from using Common Core Standards in lieu of TEKS or as the method to satisfy TEKS requirements. It does not restrict the use of Title II, Part A funds. So, HB 462 does not prevent the use of Title II, Part A funds for professional development based in Common Core.

TITLE II

- Q: If PNP Schools use the Common Core State Standards and not the TEKS, can professional development be provided for Common Core training with Title II funds if that need has been expressed by the schools?
- A: Response from TEA:

HB 462 (the bill that addressed this issue) is silent as to how districts spend Title II, Part A funds. For districts, it only prohibits them from using Common Core Standards in lieu of TEKS or as the method to satisfy TEKS requirements. It does not restrict the use of Title II, Part A funds. So, HB 462 does not prevent the use of Title II, Part A funds for professional development based in Common Core.

Cont	tinued next page

TITLE II, continued

Q: When do Title II, Part A services begin?

A: For schools participating in the previous year, the projected start date is at the beginning of the new grant period (July 1st). For newly participating schools, the start date must be after the Fall Consultation Meeting. Services can be delayed due to other factors (e.g., timely paperwork submission, timely parental consent, timely HISD/TEA approval for out-of-state PD opportunities).

Q: Are degree programs allowable under Title II, Part A?

A: Response from TEA:

The issue isn't whether or not degree programs are allowable under Title II A – they can be if they are used by the public ISD as a method to recruit and retain highly qualified teachers in core academic areas. This would need to be in alignment with your needs assessment, however. The issue is that paying for degree programs isn't considered professional development, which is why they are not allowed under an equitable services arrangement with a PNP. Those equitable services are only for professional development, not for recruiting/retaining highly qualified teachers. And since paying for a degree program isn't professional development, then it can't be a use of PD funds for a PNP under equitable services. So they are allowed for public ISDs because they can use Title II A for more than PD. They aren't allowed for PNPs because they can only have equitable access to professional development, which paying for a degree program is not. HISD Guidelines (Based on TEA's response): Courses at colleges and universities cannot be used to accumulate credits for acquiring a degree; however, individuals may take only one course per one school year (August-July) per one university.

Q: Can teachers participate in alternative certification programs under Title II, Part A?

A: Response from TEA:

This would be a benefit to the teacher (alternative certification) and not the student. For that reason... Title IIA could not support a PNP's alternative certification request.

Response from HISD:

Pursuing alternative certification for eligible Title I (non-certified) teachers and eligible personnel using Title II funds cannot be considered as professional development equitable services for PNP schools. Per our State Ombudsman, alternative certification has a benefit to the teacher primarily and not the student. With all grants for equitable services, the student must be the primary beneficiary and purpose of the services.

Continued next page.

TITLE II, continued

Q: I do not want to give a W-9 to Catapult Learning. Can I still be reimbursed for attending a workshop?

A: No, that information is required. If you do not want to provide the information, you are responsible for the cost of the PD event.

- Q: When PNP Schools select a coach independent from Catapult Learning what documentation is required to verify that the instructional coach is qualified to provide this type of PD?
- A: Adequate documentation requires a biography, brochure, website, or any other relevant information about the Coach not just the name of the person/business.

 As documentation of the scope of work, the district also requires that any agreement, contract, or confirmation email include:
 - Names of teachers and grade levels, etc., with whom the coach will be working.
 If using Title I PD funds, there must be an affirmation or assurance that the teachers being supported are teaching eligible Title I students who are actively receiving instructional services.
 - Date(s) and total hours of services provided
 - Cost of services

<u>Pre-payment</u> for coaching services is not an allowable use of federal funds.

When using federal funds, payment for services or goods can only be made after they are received.

<u>Direct payment</u> for coaching services by the Third-Party Provider is allowable if:

- ♦ The Coach accepts American Express,
- ♦ The services have been rendered

<u>Reimbursement</u> is an allowable payment method *if* standard procedures are followed. The reimbursement must be paid to an individual because federal funds cannot flow directly to the PNP School.

Continued next page

TITLE II, continued

Q: What is the policy regarding mileage reimbursement if not using a personal vehicle?

A: HISD's policy does allow for mileage reimbursement when using a personal vehicle – the reimbursement amount takes into account the wear and tear on the vehicle as well as gasoline costs.

However when operating "business-owned" vehicles (e.g., rental or chartered vehicles, or those owned by the school), drivers cannot be reimbursed for mileage but can receive reimbursement for gasoline.

Remember: Funds cannot flow directly to PNP Schools; therefore, drivers/passengers must pay for all fuel costs out-of-pocket and will be reimbursed as part of their overall travel-related expenses.

Q: How early should a request for professional development be submitted?

A: Requests must be submitted at least 30 days in advance of the event (of course, it is always better to allow ample time for getting professional development approved because of the number of schools that participate with HISD). These 30 days are calendar days but do not include extended holiday periods. When the district is closed for the 2-week Winter Break and 1-week Spring Break, it is not reasonable to consider these days as part of the 30 calendar days. In such cases, the days off during those holidays are added to the professional development request timeline.

One-day holidays do not add to the professional development request timeline. (This answer applies to professional development for Title I and Title IV as well.)

TITLE IV

Q: When do Title IV, Part A services begin?

A: For schools that participated in a previous year, the projected start date is at the beginning of the new grant period (July 1st). For newly participating schools, the start date must be after the Fall Consultation Meeting. Services can be delayed due to other factors (e.g., timely paperwork submission, timely parental consent, timely HISD/TEA approval for out-of-state PD opportunities).

Q: When a consultant comes to the school to address the students, is that considered to be a field lesson?

A: No. Field lessons are events that take place away from the school. Whenever a consultant comes to the school to address the students, it is considered to be a student assembly.

Continued next page

GENERAL INFORMATION

What is required of the PNP School administrators for participation in the Title I, Part C and Title III, Part A LEP/IMM federal programs?

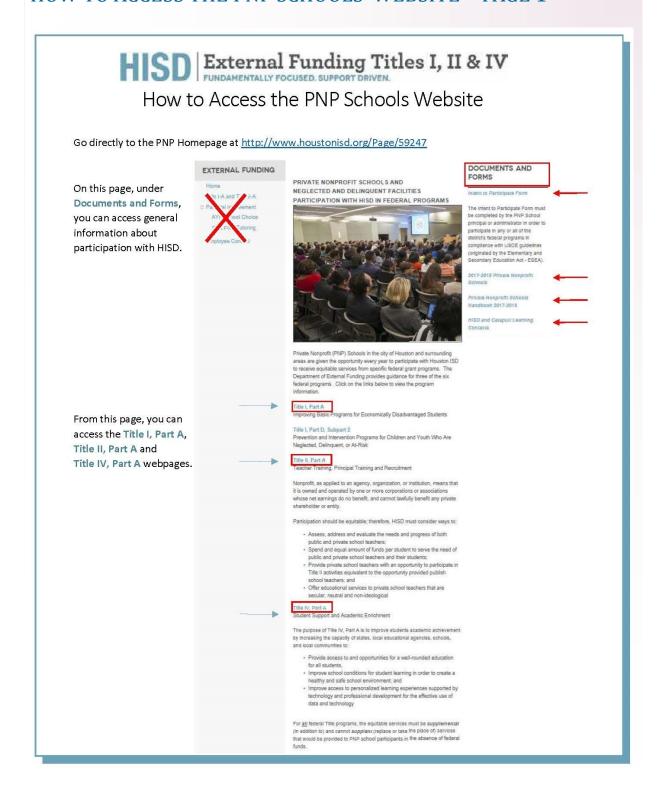
A: Contact the HISD Department of Multilingual Programs regarding their specific federal programs. The contact person for a specific grant cannot provide guidance for other federal programs. See the contact list in the appendix for all other federal programs' district representatives. This contact information is also on the Intent to Participate form.

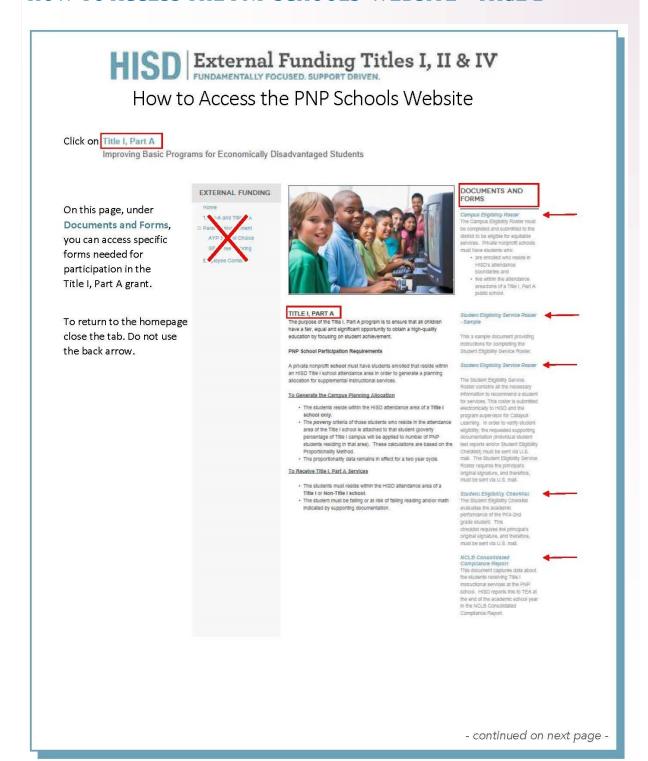
Q: What do I do when I encounter challenges completing the HISD and Catapult Learning online forms?

A: This is most likely an equipment-related issue. Perhaps your computer is not running the latest version of the Microsoft software (e.g., Word, Excel, etc.) or Adobe Acrobat. The best solution is to update your software by purchasing the latest version. An alternative would be to use a computer that has the more up to date programs loaded. If such a computer is not available at your school (e.g., in the computer lab, office, or classroom), you will need to locate a computer off-campus (e.g., at home, at the local library, etc.). As of the 2015-2016 school year, all forms must be completed electronically. Handwritten forms or those completed electronically but altered or otherwise manipulated will not be accepted.

Q: Do private nonprofit school officials have the right to complain?

A: Yes. Private school officials have the right to complain to the State Education Agency (SEA) if they believe that a Local Education Agency (LEA) did not engage in timely and meaningful consultation or did not consider their views. TEA (the SEA) has an ombudsman to address complaints as well as concerns about PNP Schools, the district (the LEA), the third-party provider, etc.





HISD External Funding Titles I, II & IV

How to Access the PNP Schools Website

Click on Title II, Part A

Teacher Training, Principal Training and Recruitment

On this page, under Documents and Forms, you can access specific

forms needed for participation in the Title II, Part A grant and. the Catapult Learning website.

To return to the homepage close the tab. Do not use the back arrow.



, Part A program is to provide professiona verenturiens in principals, reachers and other school personnel that will improve teaching and learning in core academic subjects through effective strategies, methods and/or skills.

PNP School Participation Requirements

To improve teacher and principal quality, Private Nonprofit schools are given the opportunity to participate in eligible professional development services.

To Generate the Campus Planning Allocation

- . The PNP school must be located within the attendance boundaries
- or Histo.

 All students enrolled at the campus in grades PK4 12 grade are counted in order to apply the per pupil allocation.

 This process is completed annually.

Title II, Part A <u>services</u> are intended for the teachers, administrators, paraprofessionals and other instructional school personnel.

To Receive Title II, Part A Services

- · Campuses must complete a Campus Needs Assessment. All professional development must be proven per scientifically.
- The professional development should be sustainable by the school.

- effective instructional teaching strategies, methods, or skills
- Integrating technology into curricula and instruction
- teaching students with different needs, including students with disabilities or limited English proficiency, and G/T students
- methods of improving student behavior, identifying early and appropriate interventions, and involving parents
- use of data and assessment to improve instruction and student
- leadership development and management training
- all services to private school personnel must be secular, neutral,

DOCUMENTS AND

Development visit:

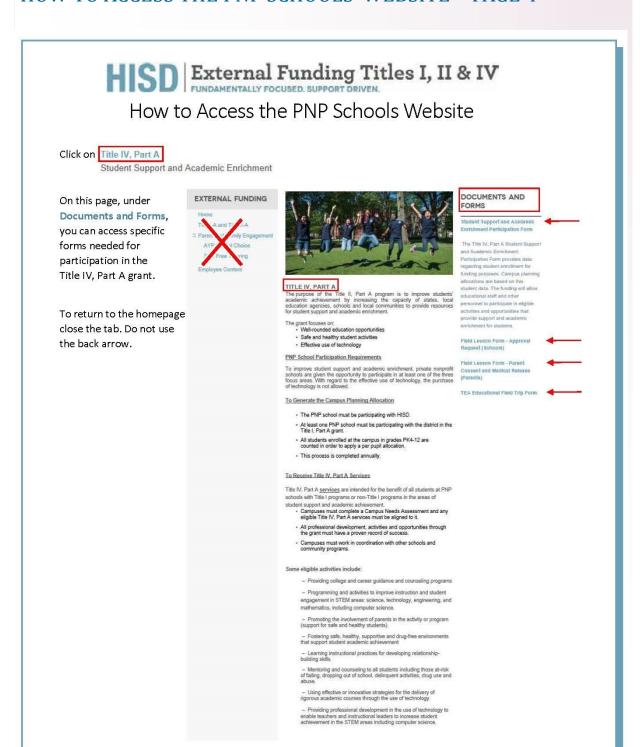
Professional Development: Parafolpation Form The Title II, Part A Professional Development Participation Form provides data regarding student enrollment for funding purposes. Campus planning allocations are based on this student data. Fundi will allow teachers and educati personnel on the campus to participate in eligible professi development opportunities.

Approval Request Out-of-State Travel

Tide II, Part A Federal Guidance



Rev. 08/23/2020





External Funding Titles I, II & IV

FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN

How to Access the PNP Schools Website

Go directly to the following pages:

PNP Homepage - http://www.houstonisd.org/Page/59247

Title I, Part A - http://www.houstonisd.org/Page/141213

Title II, Part A - http://www.houstonisd.org/Page/141214

Title IV, Part A - http://www.houstonisd.org/Page/161270

LINKS AND WEBSITES

CATAPULT LEARNING WEBPAGE FOR FEDERAL PROGRAMS www.catapultlearning.com/hisd-professional-development/

HISD PNP SCHOOLS' WEBPAGE

http://www.houstonisd.org/page/59247

HOUSTON ISD WEBPAGE (GENERAL)

http://www.houstonisd.org

OFFICE OF NON-PUBLIC EDUCATION

http://www2.ed.gov/about/offices/list/oii/nonpublic/index.html

REGION 4 EDUCATION SERVICE CENTER

www.esc4.net

TEXAS EDUCATION AGENCY

http://tea.texas.gov

TEXAS EDUCATION AGENCY - OMBUDSMAN

Email: PNPombudsman@tea.texas.gov

U.S. DEPARTMENT OF EDUCATION

www.ed.gov

U.S. GENERAL SERVICES ADMINISTRATION

www.GSA.gov

HOUSTON INDEPENDENT SCHOOL DISTRICT ESEA PROGRAMS PNP Schools Participating in Title I, Part A (SY 2020–2021)

PARTICIPATING SCHOOLS (32)

Al-Hadi School of Accelerative Learning	San Francisco Nativity Academy
Assumption Catholic School	Shlenker School, The
Beth Yeshurun Day School	St. Ambrose Catholic School
Chinquapin Preparatory School	St. Anne Catholic School
Corpus Christi Catholic School	St. Augustine Catholic School
Cristo Rey Jesuit College Preparatory School of Houston	St. Cecilia Catholic School
Holy Ghost School	St. Christopher Catholic School
Iman Academy Southwest	St. Francis de Sales Catholic School
Incarnate Word Academy	St. Mary of the Purification Catholic School
Lutheran High North	St. Pius X High School
Muhammad University of Islam	St. Rose of Lima Catholic School
Our Lady of Guadalupe Catholic School	St. Theresa Catholic School
Our Redeemer Lutheran North School	St. Thomas More Parish School
Regis School of the Sacred Heart	Torah Day School of Houston
Resurrection Catholic School	Torah Girls Academy of Texas
Robert M. Beren Academy	Yeshiva Torat Emet

HOUSTON INDEPENDENT SCHOOL DISTRICT ESEA PROGRAMS PNP Schools Participating in Title II, Part A (SY 2020–2021)

PARTICIPATING SCHOOLS (43)

Assumption Catholic School	St. Ambrose Catholic School
Beth Yeshurun Day School	St. Anne Catholic School
Corpus Christi Catholic School	St. Augustine Catholic School
Cristo Rey Jesuit College Preparatory School	St. Catherine's Montessori
Emery/Weiner School, The	St. Christopher Catholic School
Holy Ghost School	St. Francis de Sales Catholic School
Imani School, The	St. John Paul II Catholic School
Incarnate Word Academy	St. Mark's Episcopal School
Lutheran High North	St. Mary of the Purification
Muhammad University of Islam	St. Michael Catholic School
Our Lady of Guadalupe School	St. Pius X High School
Our Redeemer Lutheran North	St. Rose of Lima Catholic School
Our Savior Lutheran School	St. Theresa Catholic School
Post Oak School, The	St. Thomas High School
Presbyterian School	St. Thomas More Parish School
Resurrection Catholic School	St. Vincent de Paul Catholic School
Robert M. Beren Academy	Strake Jesuit College Preparatory
Saint Thomas' Episcopal School	Torah Day School of Houston
San Francisco Nativity Academy	Torah Girls Academy of Texas
Shlenker School, The	Veritas Christian Academy of Houston
Small Steps Nurturing Center	Westbury Christian School
	Yeshiva Torat Emet

HOUSTON INDEPENDENT SCHOOL DISTRICT ESEA PROGRAMS PNP Schools Participating in Title IV, Part A (SY 2020–2021)

PARTICIPATING SCHOOLS (39)

Assumption Catholic School	St. Augustine Catholic School
Beth Yeshurun Day School	St. Catherine's Montessori
Corpus Christi Catholic School	St. Christopher Catholic School
Cristo Rey Jesuit College Preparatory School	St. Francis de Sales Catholic School
Emery/Weiner School, The	St. John Paul II Catholic School
Holy Ghost School	St. Mark's Episcopal School
Imani School, The	St. Mary of the Purification Catholic School
Incarnate Word Academy	St. Michael Catholic School
Lutheran High North	St. Pius X High School
Muhammad University of Islam	St. Rose of Lima Catholic School
Our Lady of Guadalupe School	St. Theresa Catholic School
Our Redeemer Lutheran North School	St. Thomas High School
Resurrection Catholic School	St. Thomas More Parish School
Robert M. Beren Academy	St. Vincent de Paul Catholic School
Saint Thomas' Episcopal School	Strake Jesuit College Preparatory
San Francisco Nativity Academy	Torah Day School of Houston
Shlenker School, The	Torah Girls Academy of Texas
St. Ambrose Catholic School	Veritas Christian Academy of Houston
St. Anne Catholic School	Westbury Christian School
	Yeshiva Torat Emet

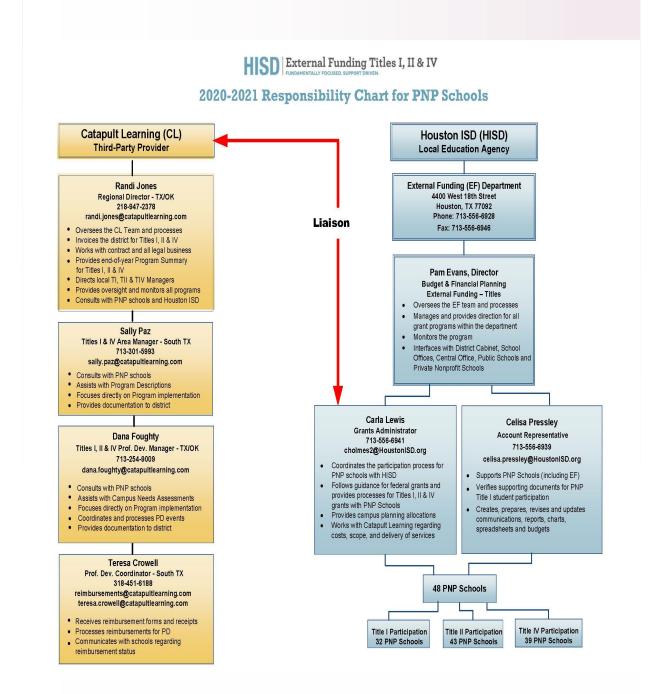
HOUSTON INDEPENDENT SCHOOL DISTRICT ESEA PROGRAMS ALL Participating PNP Schools (SY 2020–2021)

PARTICIPATING SCHOOLS (48)

Al-Hadi School of Accelerative Learning	Small Steps Nurturing Center
Assumption Catholic School	St. Ambrose Catholic School
Beth Yeshurun Day School	St. Anne Catholic School
Chinquapin Preparatory School	St. Augustine Catholic School
Corpus Christi Catholic School	St. Catherine's Montessori
Cristo Rey Jesuit College Preparatory School	St. Cecilia Catholic School
Emery/Weiner School, The	St. Christopher Catholic School
Holy Ghost School	St. Francis de Sales Catholic School
Iman Academy Southwest	St. John Paul II Catholic School
Imani School, The	St. Mark's Episcopal School
Incarnate Word Academy	St. Mary of the Purification Catholic School
Lutheran High North	St. Michael Catholic School
Muhammad University of Islam	St. Pius X High School
Our Lady of Guadalupe School	St. Rose of Lima Catholic School
Our Redeemer Lutheran North School	St. Theresa Catholic School
Our Savior Lutheran School	St. Thomas High School
Post Oak School, The	St. Thomas More Parish School
Presbyterian School	St. Vincent de Paul Catholic School
Regis School of the Sacred Heart	Strake Jesuit College Preparatory
Resurrection Catholic School	Torah Day School of Houston
Robert M. Beren Academy	Torah Girls Academy of Texas
Saint Thomas' Episcopal School	Veritas Christian Academy of Houston
San Francisco Nativity Academy	Westbury Christian School
Shlenker School, The	Yeshiva Torat Emet

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HISD/CATAPULT LEARNING — RESPONSIBILITY CHART



LIST OF HISD TITLE I SCHOOLS (2020-2021) - PAGE 1

As of 8-5-2020

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

2020 - 2021 TITLE I, PART A CAMPUSES (249)

Shirlene Haynes, Title I Sc	hool Grants Administrator (85)	Karen Aubrey, Title I So	chool Grants Administrator (34)
Shinene Haynes, Title 1 Sc 102 Alcott 104 Almeda 105 Anderson 178 Arabic Immersion Magnet 180 School 181 Askew 181 Askew 182 Askew 183 Bastian 181 Bell 186 Bellfort ECC 189 Benavidez 188 Benbrook 198 Benbrook 198 Benavidez 198 Benbrook 199 Benavidez 198 Benavidez 198 Benavidez 198 Benavidez 199 Benavidez 199 Benavidez 199 Benavidez 199 Benavidez 199 Benavidez 190 Bourus 191 Bourus 191 Bourus 193 Condit (TA)	195 Lockhart 196 Longfellow 128 Lyons 201 MacGregor 203 Mading 298 Martinez, R. 480 Marshall EL 179 McGowen 227 McNamara 204 Memorial 212 Oates 213 Osborne 113 Paige 215 Parker 217 Peck 220 Pleasantville 222 Port Houston 223 Pugh	109 Berry 111 Bonham 112 Bonner 114 Braeburn 117 Briscoe 119 Brookline 120 Browning 122 Burbank 124 Burnet 287 Cage 292 Carrillo 123 Codwell 133 Cornelius 290 Crespo 135 Crockett 383 DeAnda 137 DeChaumes 138 DeZavala	140 Dogan 144 Durkee 350 Energized for Excellence Academy ECC 364 Energized for Excellence Academy EL 352 Farias ECC 271 Foerster 153 Fondren 470 Fonwood ECC 155 Franklin 291 Gallegos 158 Garden Villas 159 Golfcrest 162 Gregg 262 Grissom 369 Gross 131 Halpin ECC
358 Cook 132 Coop 136 Cunningham 1396 Daily 1397 Davila 1415 Durham 147 Eliot 1475 Elmore 148 Elrod 149 Emerson 152 Field 154 Foster 156 Frost 1283 Garcia 167 Harris, R. P. 168 Hartsfield 172 Henderson, N.Q. 173 Herod 174 Highland Heights 173 Hilliard 180 Isaacs 185 Kashmere Gardens 187 Kelso	224 Red 186 Robinson 372 Rodriguez 231 Roosevelt 237 Scarborough 353 School at St. George Place 269 Scroggins 276 Shadowbriar 479 Shadydale 239 Shearn 241 Sinclair 242 Smith, K. 245 Stevens 248 Sutton 243 Thompson 374 Tinsley 252 Wainwright 253 Walnut Bend 254 Wesley 257 Whidby 267 White, Ed 483 White, Mark 258 Whittier 247 Young		School Grants Administrator (39) 209 Neff ECC (EE-1st) 394 Neff EL (2-5) 210 Northline 214 Park Place 216 Patterson 265 Petersen 219 Piney Point 225 Reynolds 232 Ross 233 Rucker 281 Sanchez 373 Seguin 240 Sherman 244 Southmayd 279 Tijerina 285 Valley West 260 Windsor Village 127 Woodson School 392 Young Learners

(TA) Targeted Assistance Campus

NOTE: This campus list is a draft. Campus eligibility is subject to change until it has been approved by TEA (August/Sept 2020).

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LIST OF HISD TITLE I SCHOOLS (2020-2021) - PAGE 2

As of 8-5-2020 2020 – 2021 Title I, Part A Campuses (cont'd)

		MIDDLE SCHOOLS (48)			
	<u>Karen</u>	Aubrey, Title I School Grants Administrate	or		
041 Attucks 467 Baylor College of Medicir 234 Baylor College of Medicir 042 Black 344 Briarmeadow Charter 043 Burbank 048 Clifton 044 Cullen 045 Deady 046 Edison 342 Energized for Excellen 390 Energized for STEM A 078 Fleming 072 Fondren 047 Fonville 476 Forest Brook MS	ne Biotech Academy at Rusk ce Academy Inc. MS	157 Garden Oaks 058 Gregory-Lincoln Ed. Ctr. 049 Hamilton 051 Hartman 052 Henry 456 High School Ahead Academy 053 Hogg 050 Holland 079 Key 340 Las Americas 075 Lawson (formerly Dowling) 061 Marshall MS 062 McReynolds 055 Meyerland (formerly Johnston) 054 Navarro (formerly Jackson) 338 Ortiz	064 Pershing 218 Pilgrim Academy 337 Pin Oak (TA) 071 Project Chrysalis 382 Reagan K-8 Education Center 060 Revere 080 Rice School 098 Stevenson 163 Sugar Grove Academy 068 Tanglewood (formerly Grady) 077 Thomas 056 Welch 099 West Briar 256 Wharton K-8 Dual Language Academy 082 Williams, M. C. 371 Young Scholars Academy for Excellence		
		HIGH SCHOOLS (43)			
	<u>Quiandi</u>	ne Jarrett, Title I School Grants Administra	ator		
001 Austin 002 Bellaire 323 Challenge Early Colleg 027 Chavez 026 DeBakey HS for Healtt 345 East Early College 301 Eastwood Academy 321 Energized for STEM A 468 Energy Institute 004 Furr 012 Heights (formerly Reag 348 Houston Academy for I 310 Houston Math/Science 006 Jones Futures Academ 007 Kashmere	h Professions cademy Southeast HS gan) Int'l Studies & Technology Ctr.	 008 Lamar 034 Law Enforcement Criminal Justice 324 Liberty 059 Long Academy 010 Madison 485 Middle College HS at HCC Fraga 484 Middle College HS at HCC Gulfton 458 Mickey Leland College Prep Academy for Young Men 011 Milby 311 Mt. Carmel Academy 477 North Forest 308 North Houston Early College HS 003 Northside (formerly Davis) 024 Scarborough 	023 Sharpstown HS (9–12) 081 Sharpstown International School (6–12) 486 South Early College HS 014 Sterling 100 Texas Connections Academy at Housto 015 Waltrip 016 Washington 017 Westbury 036 Westside 018 Wheatley 009 Wisdom (formerly Lee) 019 Worthing 020 Yates 463 Young Women's College Prep. Academ		
		NON-TITLE I CAMPUSES (19)			
Elementary S	chools (14)	Middle Schools (3)	High Schools (2)		
116 Briargrove 275 Bush 169 Harvard 178 Horn 189 Kolter 199 Lovett 211 Oak Forest	221 Poe 228 River Oaks 229 Roberts 039 TH Rogers School 249 Travis 251 Twain 255 West University	057 Lanier 460 Mandarin Immersion Magnet School 259 Wilson Montessori	322 Carnegie Vanguard HS 025 Performing & Visual Arts HS		
TITLE I. PART A ELIGIBILITY					

(TA) Targeted Assistance Campus

NOTE: This campus list is a draft. Campus eligibility is subject to change until it has been approved by TEA (August/Sept 2020).

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CONTACTS FOR HISD AND CATAPULT LEARNING

PRIVATE NONPROFIT SCHOOLS CONTACT INFORMATION

EXTERNAL FUNDING TITLES I, II & IV

Title I, Part A (Economically Disadvantaged)
Title II, Part A (Professional Development)
Title IV, Part A (Student Support & Academic Enrichment)

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Noblette Grant, Business Operations Team Lead 713-556-6944 ngrant@houstonisd.org

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Title III, Part A, (ELA and Immigrant)

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Dr. Randal Jones, Program Specialist 713-556-6961 riones3@houstonisd.org

IDEA/SPED

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Rev. 07/09/2020

2020-2021 Private Nonprofit Schools Handbook: Corrections and Updates

Click on the page number to access the revised page.

Chapter	Page	Description	Date
Calendar & Timeline	176	Corrected dates for October 2020 Title I submission window	10/6/2020
Title II, Part A Procedures	71	Replaced outdated image of "Request Approval for School PD" form	1/08/2021
Third-Party Provider Forms	153- 154	Replaced outdated images of "Request Approval" forms (School PD & Student Services)	1/08/2021
Calendar & Timeline	177- 178	Revised dates in March and April 2021	03/05/2021

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An Expression of Fortitude Building Bridges • Breaking Barriers



Bridges. Breaking the impasse.

Amid our current reality, it is easy to become anxious.

How will we educate our children? How will we ensure our students are not left behind academically? How will we protect their future success?

How in the midst of a pandemic?

This is how.

We will build bridges to break the educational impasse.

Bridges that join, connect, and reach the other side to break the barriers.

School administrators are willing to do what has not been done before.

Teachers are flexible, determined, and ready to close the gaps.

Parents with unprecedented concerns are seeking answers for their children.

Students are thrust into a new learning environment and expected to adjust.

Remote learning.

Safer face-to-face learning. Hybrid learning.

With tenacious will power, relentless strength, and an unwavering hope, we must build bridges that will make the menacing barriers passable because we must get to the other side.

(Carla Lewis)

~ Fortitude is strength in the face of adversity. ~