

Federal Programs Parent Consultation Meeting

June 11, 2020

CLOSED CAPTION IN SPANISH



Closed Caption Instructions

- Closed caption will be provided in the following languages:
- Spanish
- Arabic
- Vietnamese

WELCOME PARENTS

ATTENDANCE:

Click on the attendance link in the “Q&A” box and indicate your first and last name and your child’s campus.



Parent Consultation Meeting Norms

- Submit questions via the Q & A
- This presentation will not be recorded
- The following attachments for the Parent Consultation Meeting will be provided on the External Funding and Multilingual websites after the meeting, June 11, 2020.
 - PowerPoint Presentation – English and Spanish
 - Title, I Part C Family Survey– English, Spanish, Vietnamese, Arabic
 - 19-20 Title I District Parent and Family Engagement Policy – English and Spanish

Parent Consultation Meeting

FAQ's

- Please submit questions via the Q & A and all questions will be answered and provided via the External Funding Website and the Multilingual Website the week of June 22, 2020.
- External Fund Website:
<https://www.houstonisd.org/Page/31999>
- Multilingual Website:
<https://www.houstonisd.org/Domain/8037>

2019 – 2020 Title I Parent and Family Engagement Evaluation



- Please complete the Parent and Family Engagement Survey at the end of the meeting today.
- We value your input!

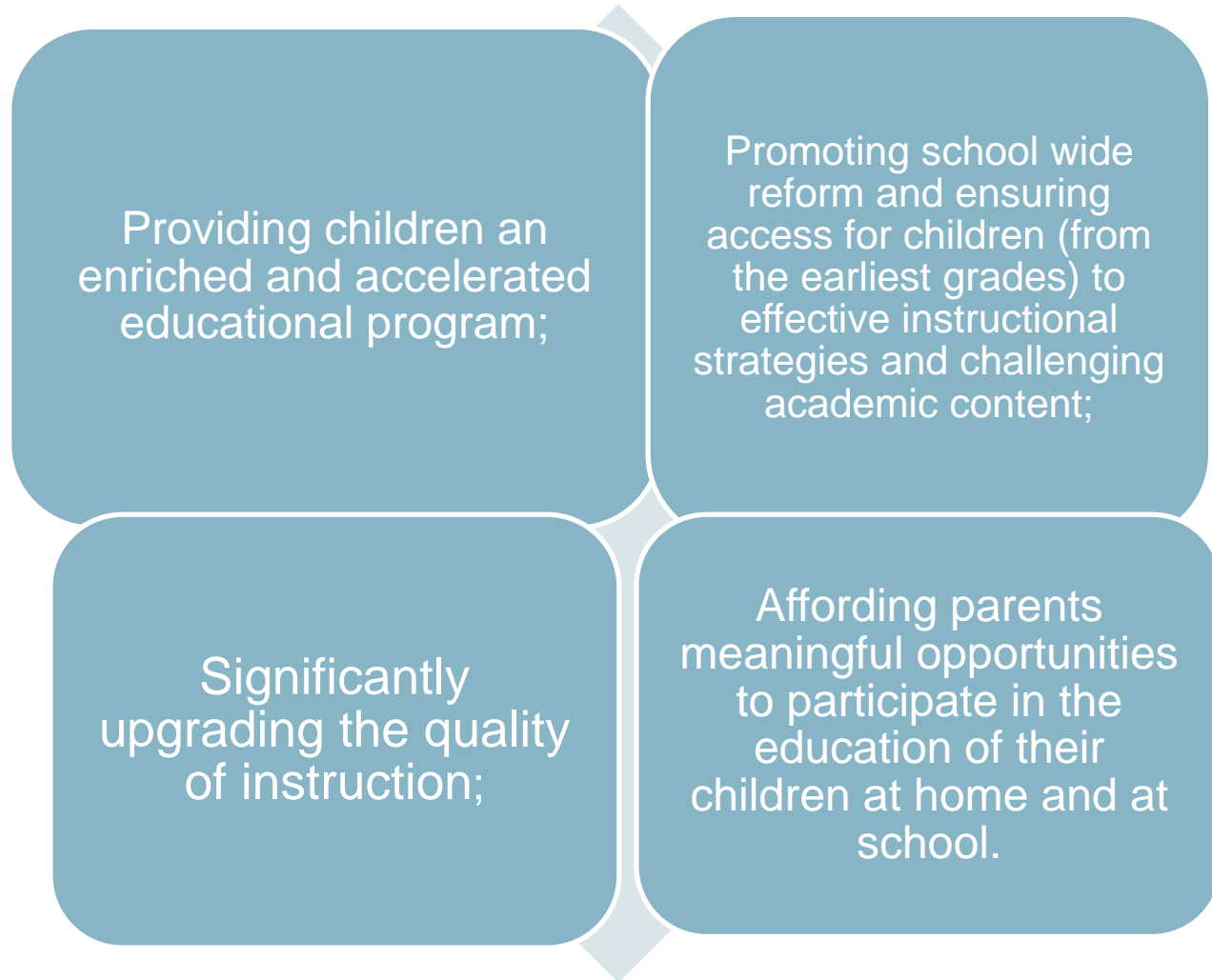
**Title I, Part A—
Improving Basic Programs
Parent Consultation Meeting
June 11, 2020**



Purpose



Purpose of Title I, Part A Program



Title I Eligibility



Title I Eligibility



Campuses with a low-income percentage of 40–100% are considered “**school-wide**” campuses.



Campuses with a low-income percentage of 35–39% are considered a “**targeted assistance**” campus.



Campuses with a low-income percentage below 35% are **not eligible** for Title I.

School-wide Campus

- **All** students enrolled in a **school-wide** campus are eligible for Title I, Part A, services.
- There are 3 required elements of a School-wide Program and a Targeted Assistance Program:
 1. Comprehensive needs assessment
 2. Campus Improvement Plan Requirement
 3. Strategies to increase parental involvement



Use of Funds

- Campuses may use Title I, Part A, funds only for activities that are designed and implemented to meet the educational needs of economically disadvantaged students. Activities may include, but are not limited to:
 - Instructional materials and equipment
 - Employment of special instructional personnel, school counselors, and other pupil-services personnel



Use of Funds (cont.)



- Employment and training of instructional aides
 - Training of teachers, librarians, and other instructional and pupil-services personnel
 - Parental-involvement activities
 - Planning for and evaluation of Title I, Part A, activities and projects
-
- Programs purchased with Title I, Part A, funds must be **scientifically research based**, and these funds must be used to **supplement, not supplant** local or state funds.

Parent and Family Engagement



Parental Involvement : Parent Notifications

Parents Right to
Know Notification

Title I Program
Status Notification

School-Parent
Compact

Parent Involvement
Policy (District &
Campus)

Description and
Explanation of the
Curriculum

Description and
Explanation of the
Academic
Assessments

Promotion
Standards
(Distributed by
HISD)

Federal School
Report Card

The Annual
Evaluation of the
Title I, Part A Parent
Involvement
Program and Policy

Parent and Family Engagement: The Annual Evaluation



The Annual Evaluation of Title I, Part A Parent Involvement Program and Policy should be sent home to all parents of participating children for parental input on the effectiveness of the parental involvement policy in improving the academic quality of the Title I campus.

Contact Information

Pamela Evans, Director

Tiffany Green, Grants Administrator

Department of External Funding

Phone: 713-556-6928

Fax: 713-556-6946

Title I, Part C Overview Parent Consultation Meeting Houston ISD Multilingual Programs

*June 11, 2020
Magda Galindo
mgalind2@houstonisd.org
Manager
713-556-7288*



What is the Migrant Education Program (MEP)

Federal-funded
program
Title I, Part C

Provides additional
resources to local
education agencies to
provide supplemental
services to migrant
children



Conducts identification
and recruitment of
potential migrant
students



Who is a Migrant Student?

A migrant student refers to any child under the age of 22 lacking a U.S. issued high school diploma or Certificate of High School Equivalency, or whose parent/guardian/spouse **works in the fishing or agricultural industry**, and has crossed school district lines within the previous 36 months for the purpose of engaging in temporary or seasonal employment.

Identification Process

- Houston ISD assists the state in identifying students who may qualify for the Migrant Education Program by using the ***Family Survey***.
- At the beginning of the school year, campuses include a copy of the Family Survey with their enrollment packet and to new students enrolled throughout the school year.

Identification & Recruitment: Family Survey

HOUSTON INDEPENDENT SCHOOL DISTRICT

FAMILY SURVEY

STUDENT NAME:	DATE OF BIRTH:
CAMPUS NAME:	GRADE LEVEL:

Dear Parent/Guardian:

The Houston Independent School District is assisting the state of Texas to identify students who may qualify for the Migrant Education Program to receive additional services. **The information provided below will be kept confidential.**

Please answer the following questions and return this form to your child's school.

1. Have you or anyone in your household moved within the last 3 years from one school district to another in Texas or within the United States?









YES ☐ (Continue to question 2)

NO ☐ (Stop here and return survey to your child's school)

2. Were any of these moves made to find temporary/seasonal work in agriculture or fishing? (e.g., field work, canneries, dairy work, meat processing, etc.)

YES ☐ (Please check all that apply below)

NO ☐ (Stop here and return survey to your child's school)

 Fruit, vegetables, sunflower, cotton, wheat, grain, farms or ranches, fields & vineyards <input type="checkbox"/>	 Dairy farm <input type="checkbox"/>	 Fishery <input type="checkbox"/>	 Cannery <input type="checkbox"/>
 Poultry farm <input type="checkbox"/>	 Plant nursery, orchard, tree growing or harvesting <input type="checkbox"/>	 Slaughterhouse <input type="checkbox"/>	 Other similar work, please explain: <input type="checkbox"/>

If you answered "yes" to the questions above, an education representative will contact you to provide additional information. Please complete the following information:

Parent/Guardian Name	Home Address	Telephone Number

— FOR SCHOOL USE ONLY —
PLEASE SUBMIT THIS INFORMATION AND FORMS AT

<https://form.jotform.com/200085674857156>

MIGRANT EDUCATION PROGRAM

4400 W. 18th Street, Route 1 | Houston, TX 77092 | 713-556-7288
HISD Multilingual Programs | 713-556-0980 Fax | January 2020

Identification Process

To complete the survey, parents/guardians answer “yes” or “no” to two qualifying questions (as seen below):

1. Have you or anyone in your household moved any time during the last three years from one school district to another in Texas or within the United States?
2. Were any of these moves made to find temporary/seasonal work in agricultural or fishing?

Supplemental Services

(Dependent on Availability of Funds)

- Uniform clothing vouchers
- School supplies
- Parent meetings
- Medical, legal, counseling referrals
- Advocacy support
- Home visits
- Pre-literacy classes for 3 and 4-year old migratory students and their parents participating in the “A Bright Beginning” program



Supplemental Services (Cont.)

(Dependent on Availability of Funds)

- Monitoring of academic achievement per grading cycle and communication of status to parents
- Tutorials for at-risk migrant students
- Collaboration with campus personnel to identify and implement intervention approaches to meet migrant students' needs
- Dropout recovery efforts



Supplemental Services (Cont.)

(Dependent on Availability of Funds)

- Credit recovery opportunities
- College tours
- College workshops
- FAFSA – TASFA application support
- Migrant scholarship support
- College application support
- Summer enrichment opportunities



Parent Advisory Committee (PAC)



- Parental involvement builds capacity to improve student academic achievement.
- Parental involvement enables parents to have informed conversations with MEP and school staff.
- Through parental involvement, parents are more likely to become advocates and supporters of the MEP because they have a personal stake in its success.



2019-2020

Migrant Parent Advisory Committee

PAC Vice-President
Maria Zamarripa

PAC President
Silvia Castillo



HISD Contacts

Isela Anaya, Migrant Recruiter
ranaya@houstonisd.org

Elizabeth Rodriguez, Migrant Recruiter
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Irasema Gonzalez, Admin. Asst.
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713-556-7288
Office

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Fax

**TITLE II, PART A –
Supporting Effective Instruction
Consultation Meeting
June 11, 2020**



What is the purpose of the Title II, Part A Program?

The purpose of Title II, Part A—Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders Program is to provide grants to State educational agencies and subgrants to local educational agencies to:

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

Title II, Part A Implementation

To ensure a successful professional development program; professional development must include, but is not limited to, activities that:

1. Improve and increase teachers' knowledge of academic subjects;
2. Give teachers and principals the knowledge and skills to help students meet challenging Texas academic standards;
3. Improve classroom management skills;
4. Are sustained, intensive, and classroom-focused;
5. Advance teachers' understanding of effective instructional strategies that are evidence-based; and
6. Are developed with extensive participation of teachers, principals, other school leaders, administrators, and parents

Use of Funds

Houston ISD's Title II, Part A funds are centralized in the district. These funds must supplement and may not supplant existing state-mandated programs.

- These funds are used to:
 - Prepare, train, and recruit high-quality teachers, principals, or other school leaders;
 - Provide professional development is provide to target specialized content subject areas based on the District's and individual campuses' needs assessment;
 - Provide one-on-one coaching to teachers, principals, and other school leaders;

Use of Funds (continued)

- Provide mentoring programs;
- Leadership development;
- Assist teachers in meeting the guidelines to become effective teachers;
- Recruitment and retention to attract and retain effective teachers;
- Recruitment and selection to effectively recruit, select, and onboard high-quality teachers; and
- Certification compliance and alternative certification to verify teachers, principals, and other school leaders to verify certification compliance

Contact Information

Pamela Evans, Director

Ryan Blodgett, Grants Administrator

Department of External Funding

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Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act

Parent Consultation Meeting

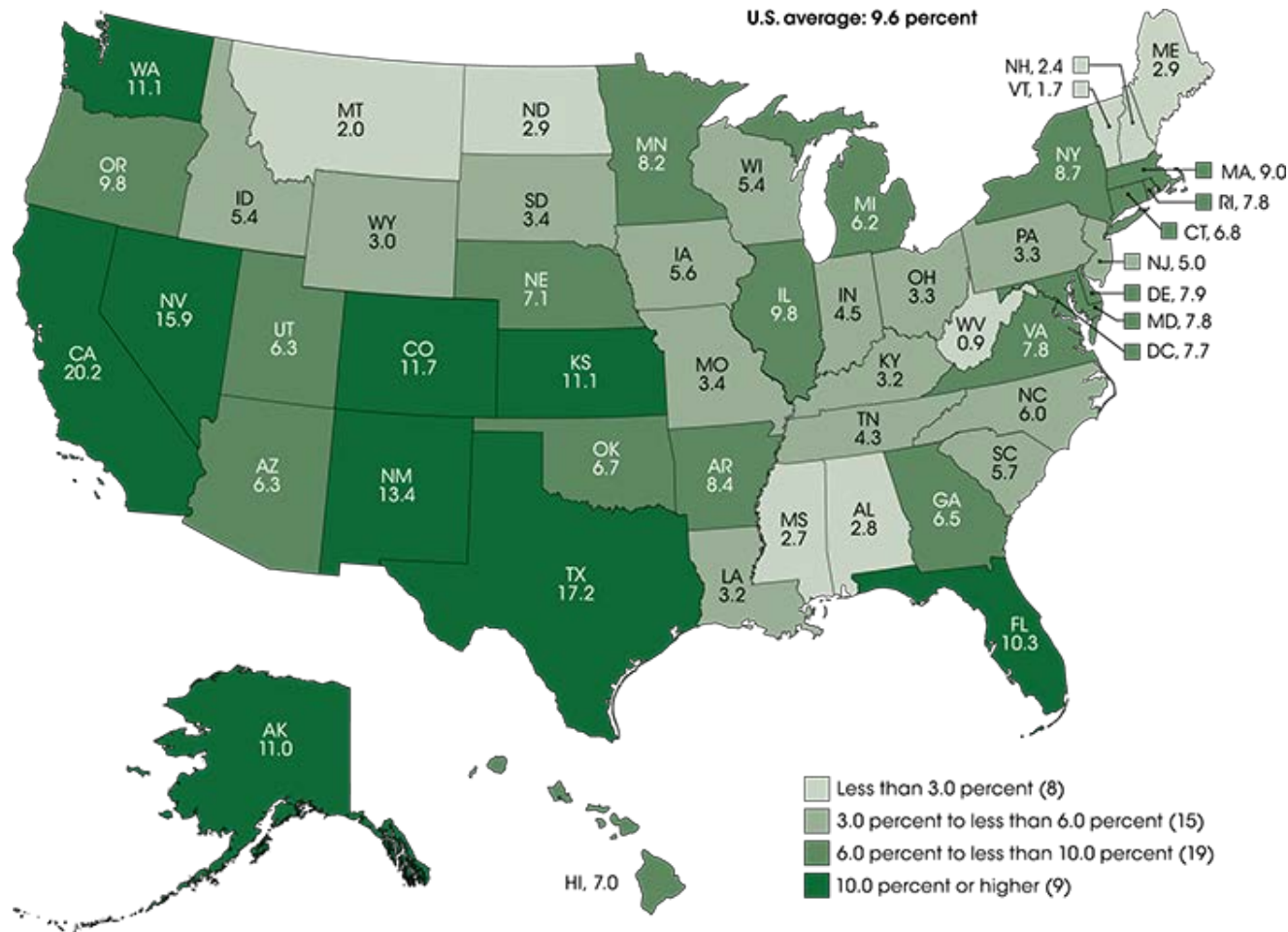
Multilingual Programs Department



English Learners are...

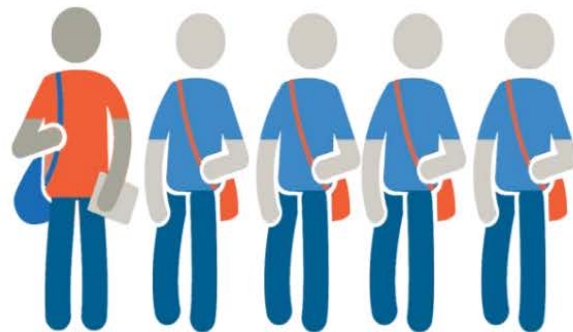
Students who are not proficient in understanding, speaking, reading and writing the English language and whose limited English proficiency may deny them the opportunity to learn successfully in classrooms where the language of instruction is English.

English Learners in the U.S. 2016



English Learners in Texas 2018

In addition to having 1 out of 5 ELs in the country...



20% = EL Population in Texas
1 in 5 students in Texas

There was almost a **4% increase**
from the 2017-2018 school year
(39,880 identified ELs)



English Learners in HISD 2020

71,000

34%

Title III, Part A

ESSA Requirements

The Title III funds that the district receives must be used:

- To increase the English language proficiency and academic achievement of English learners
- To provide effective professional development to classroom teachers, principals, school leaders, and district administrators
- To provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which include parent, family, and community engagement activities

To Fulfill ESSA Requirements...

- English learners are identified based on criteria established by the state
- Bilingual education and ESL programs are provided as integral parts of the general education program
- Effective professional development is provided to teachers, principals, school leaders, and central office administrators
- Central and campus-based parent, family, and community engagement activities are offered throughout the year.

Supplemental Resources and Services Include...

- Professional Development for educators and administrators
- Coaching teachers who work with ELs by Program Specialists
- Programming guidance and support to school administrators
- District-wide parent, family, and community activities
- English language development resources specially designed for English learners and immigrant students

Supplemental Resources and Services Include...cont.

- STEM Enrichment Program for Newcomers
- Summer school tuition vouchers for credit accrual
- Supplemental curriculum writing
- Parent Guides in numerous languages
- Parent and student outreach services for refugee/asylee students and parents
- Supplemental tutoring support for newcomers

HISD Contacts

- Anna White, Assistant Superintendent
awhite2@houstonisd.org
- Patricia Sanchez, Senior Manager, Compliance
psanche5@houstonisd.org

Multilingual Programs Department
713-556-6961

Title IV, Part A Overview
Parent Consultation Meeting
Student Support and Academic Enrichment
Grant Program (SSAE)



Title IV, PART A

Purpose	Purpose: Title IV, Part A
Improve	Improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to--
Provide	provide access to, and opportunities for, a well-rounded education for all students
Improve	improve school conditions for student learning in order to create a healthy and safe school environment; and
Improve	Improve access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Title IV, Part A – Well-Rounded Education



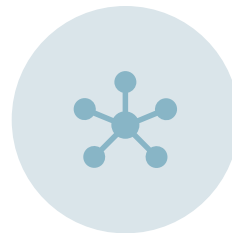
Use music and the arts to support student success



Provide college and career guidance/counseling



Improve student engagement and instruction in STEM



Integrate multiple disciplines

Title IV, Part A – Healthy and Safe Schools



Foster safe, healthy, and drug-free environments



Promote involvement of parents



Provide drug and violence prevention activities, including PD and mental health activities



Prevent bullying and harassment

Title IV, Part A – Effective Use of Technology



Improve the use of technology to increase academic achievement, academic growth, and digital literacy of all students



Build technological capacity and infrastructure



Implement strategies to deliver rigorous academic courses and content



Provide professional development in the use of technology

Contact Information

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19-20 Title I Parent and Family Engagement Survey

Deadline: June 19, 2020

2019 – 2020 BRIEF PARENT AND FAMILY ENGAGEMENT SURVEY Parent Consultation Meeting – June 11, 2020

Thank you for completing this survey. This short survey will help HISD Title I Campuses provide additional ways to help parents be actively involved and engaged in their child's education. It should take about two minutes to complete. If you have any questions about this survey, please email the Department of External Funding at Ext.funding@houstonisd.org.

1. Were you provided a copy of the Title I Parent and Family Engagement Policy from your child's school? Yes/No
2. Were you included in the development of the Title I Parent and Family Engagement Policy? Yes/No
3. Were you provided a copy of the Title I School - Parent Compact from your child's school? Yes/No
4. Were you included in the development of the Title I School - Parent Compact? Yes/No
5. Did you know your Title I Campus Contact Person at your child school? Yes/No
6. How often did the Title I Campus Contact Person communicate with you regarding the Title I Program?
 - a. Often
 - b. Sometimes
 - c. Never
 - d. I don't know
7. Did your child's school communicate with you in a way that you understood? Yes/No
8. Did the school encourage you to attend parent-teacher conferences? Yes/No
9. Were you invited to an annual Title I Parent meeting at the beginning of the school year, which explained Title I programs and activities at your child's school? Yes/No

- English Link:

<https://tinyurl.com/ydydj7ml>

- Spanish Link:

- <https://tinyurl.com/yc5b7u6p>

Review and Revise the 19-20 District Parent and Family Engagement Policy

Submit feedback via the Department of External Funding Website:
Ext.funding@houstonisd.org.

HOUSTON INDEPENDENT SCHOOL DISTRICT

2019-2020 TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Houston Independent School District (HISD) will implement the following Every Student Succeeds Act requirements:

1. Conduct a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to parents of participating children the district's written Parent and Family Engagement Policy. The district will incorporate this policy into the district's plan.
3. Provide technical assistance for all of its Title I, Part A schools to develop jointly with parents the school's written Parent and Family Engagement Policy including the school-parent compact.
4. Provide the coordination, technical assistance, and other support necessary to assist its Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
5. Support its Title I, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement.
6. Coordinate and integrate parental involvement strategies for the Title I, Part A program with parental involvement strategies under other programs when feasible.
7. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy and its program in improving the academic quality of its Title I, Part A schools. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
8. Identify any barriers to greater participation by parents in activities of participating children at its Title I, Part A schools with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
9. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.



**THANK YOU
PARENTS**