HOUSTON INDEPENDENT SCHOOL DISTRICT

HOUSTON ISD PRIVATE NONPROFIT SCHOOLS HANDBOOK

HISD

External Funding
Titles I, II & IV

FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Houston ISD Private Nonprofit Schools Handbook

TABLE OF CONTENTS

CALENDAR AND CONTACTS 1

HISD 2024-2025 Academic Calendar 1

HISD PNP Schools Calendar 2024-2025 2

HISD / Catapult Learning Contacts 4

Consortium Contact Information 5

PROGRAM OVERVIEW AND PARTICIPATION 6

Federal Program Guidance 6

Supplement, Not Supplant 6

Proving That Expenditures are Supplemental 6

Well-Rounded Education 6

Priority Subjects for Titles I, II, IV 7

Capital Outlay Expenditures 7

PNP SCHOOL PARTICIPATION IN FEDERAL PROGRAMS & SERVICES 8

How PNP Participation Works: It's a Partnership 8

HISD coordinates PNP School participation in the federal programs 9

Forms Submission 9

Participation Process Overview 10

A Closer Look at the Process Steps 11

Instructions for Providing Proof of Nonprofit Status (Page 1) 11

Instructions for Providing Proof of Nonprofit Status (Page 2) 12

Completing the Intent to Participate Form 13

Additional Information Request 14

Consultation Meetings 14

Student Eligibility Service Roster 15

FEDERAL REQUIREMENTS 17

District Responsibilities 17

Services to PNP Schools 17

Supplies and Materials 17

PNP SCHOOL ASSURANCES 17

TITLE I, PART A SERVICES **18**
How Title I, Part A Works **18**
Title I, Part A: Improving Basic Programs **18**
Purpose and Beneficiaries 18
Federal Guidance 18
Targeted Assistance Program **19**
Equitable Services—General Information **19**
Equitable Services—Scope 19
Participation Requirements for PNP Schools 20
Variables That Impact the Campus Planning Allocation for Equitable Services 21
Determining Proportionate Share and Campus Planning Allocations 21
Equitable Services—Delivery 22
Title I, Part A Program Duration 22
Equitable Services—Categories 22
Instructional Services 22
Student Eligibility 23
Student Participation 23
Teacher Information 23
District Requirements 24
Instructional Services, continued 25
Frequency of Instructional Services 25
Academic Counseling 25
Professional Development Opportunities 25
Well-Rounded Education Subject Areas 26
Parent and Family Engagement Activities 26
TEA Requirements **27**

TITLE I, PART A PROCEDURES **28**
Forms—General Requirements **28**
Phase ONE Forms for School Eligibility and Participation **28**
Title I, Part A Campus Eligibility Roster 28
Why This Form is Important 28
Completing the Campus Eligibility Roster 28
Student/Family Directory 30
Why the Directory is Important 30
How the Directory is Submitted 30

Phase TWO Form for Student Eligibility 30
Title I, Part A Student Eligibility Service Roster 30
Student Eligibility Service Roster (Completed Sample) 31
Submission Window Periods 32
Accepting Corrections During the Submission Window 33
Scenarios 33
Supporting Documentation 34
Supporting Documentation: What to Expect 35
Receiving Instructional Services During the Academic School Year 36
Federal Guidelines and HISD Guidelines 36
Federal Guidance 36
HISD Guidelines 36
Supplemental Instructional Services 36
Instructional Services — Shaped by a Variety of Factors 37
Planning Allocations 37
Special Condition for Language Studies 37
Process for Receiving Instructional Services—Academic School Year 38
Parental Consent is Required 39
Grouping Students for Instructional Services 39
Receiving Services Throughout the Year 40
Student Instructional and Intervention Services Throughout the Year 40
Parent Involvement Throughout the Year 40
Process for Receiving PD Services Throughout the Year 41
Receiving Instructional Services During the Extended School Year 42
Extended School Year Services (Summer School) at a PNP School 42
Extended School Year Services (Summer School) at a Public School 42
Public School Options for Summer School 43
Late Registration Fee 43
TITLE II, PART A SERVICES 44
Title II, Part A: Supporting Effective Instruction 44
Purpose and Beneficiaries 44
Federal Guidance 45
Equitable Services Related to Travel 45
Travel-related Expenditures 45
Well-Rounded Education Subject Areas 46

Equitable Services—Scope and Delivery 46
Funding Information 46
Catapult Learning 46
Title II, Part A Program Duration 47
Important Dates 47
Eligible Personnel and Activities 48
Campus needs 48
Student needs 48
Teacher needs 48
Administrator needs 48
Professional needs 48
Eligible Activities 49
Examples of Eligible Activity Types/Locations 51
Non-Secular Professional Development 51
TITLE II, PART A PROCEDURES 52
Forms—General Requirements 52
Phase ONE Form for School Participation 52
Title II, Part A Professional Development Participation Form 52
Why This Form is Important 52
Completing the Professional Development Participation Form 52
Professional Development – Via Third-Party Provider 53
Professional Development Requests 53
Criteria for Professional Development Requests 53
Supplies and Materials 53
Delivery Models 53
In-State Professional Development 53
Procedures and Forms 54
Submitting Requests for In-State Professional Development 54
Submitting Requests for Out-of-State PD 55
TEA Justification of Specific Expenditures: Program-Related Out-of-State Travel 57
INSTRUCTIONS for Completing the Justification of Specific Expenditure: Program-Related Out-of-State Travel 58
TEA Request for Approval of Participant Support Costs 59
INSTRUCTIONS for Completing the Request for Approval of Participant Support Costs 60

Reimbursements 61

Who Can Receive Reimbursement? 61

Overview of Reimbursable Expenditures 62

Per Diem Cut-Off Times 63

Mileage Reimbursement 64

Vehicle Rental and Gasoline Reimbursement 64

Same Day Trip Reimbursement 65

Extended Trip Reimbursement 66

Lodging Reimbursement 66

Food Reimbursement 66

Non-Reimbursable Expenses 66

Documents Required for Reimbursement 67

Processing Reimbursements: 68

Passthrough Reimbursements—FAQs 70

Prepayment Option for Professional Development 71

Allowable Expenses for Prepayment 71

Prepayment is Non-Refundable 71

Submitting Expenses for Prepayment 71

Submitting Expenses for Prepayment 73

TITLE IV, PART A SERVICES 75

Purpose and Beneficiaries 75

PNP School Participation Requirements 75

Content Areas 76

Federal Grant Description 76

Eligible Activities/Opportunities 77

Title IV, Part A — Funding Information 79

Participation Criteria: 79

Determining the Campus Planning Allocation 79

Delivery of Services 79

Travel-Related Expenditures 80

Title IV, Part A Program Duration 80

TITLE IV, PART A PROCEDURES **81**
Forms — General Requirements **81**
Phase ONE Form for School Participation: **81**
Title IV, Part A Student Support and Academic Enrichment Participation Form 81
Why This Form is Important 81
Completing the Student Support and Academic Enrichment Participation Form 81
Title IV, Part A Student Support and Academic Enrichment Participation Form 82
Student Support and Academic Enrichment **83**
Third-Party Provider – Catapult Learning **83**
Federal Guidance **83**
Student Support and Academic Enrichment, continued 84
Program Requests **84**
Supplies and Materials 84
Delivery Models 84
Teacher Support 84
Receiving Title IV, Part A Services (Process) **85**
Submitting Requests for Field Experiences **86**
Instructions for Completing the TEA Field Trip Form **87**
Handbook References (PD/Reimbursement Requests & Prepayment Options) **88**
Additional Grant Requirements **88**
Campus Needs Assessment 88
Comprehensive Professional Development and Spending Plan (CPDSP) 88
Parental Consent is Required 88
Involvement of Parents 88
PNP FUNDING **89**
FUNDING THE FEDERAL GRANTS **89**
THE PROPORTIONALITY METHOD: Calculating Title I, Part A Allocations **90**
REALLOCATION FOR COUNSELING: Titles I and IV, Part A **91**
FUNDING FLOW: Federal to State to Local **91**
Funding Terminology **91**
Planning Amount 91
Maximum Entitlement 91
Final Entitlement 91

Title I, Part A Reservations **92**
Administration Fees 92
Title I, Part A School Funding – Data Sources 92
Title II, Part A Reservations **93**
Administration Fees 93
Title II, Part A School Funding – Data Sources 93
Title IV, Part A Reservations **94**
Administrative Fees 94
Title IV, Part A School Funding – Data Sources 94
EXPENDITURE TIMELINES: TITLES I, II, IV **95**
Period for Grant Fund Usage **95**
Extended Use of Funds and Additional Funding **96**
Extended Use of Funds 96
Additional Funding 96
THIRD-PARTY PROVIDER **97**
CATAPULT LEARNING: OVERVIEW **97**
The Catapult Learning Team **97**
Evaluating a Third-Party Provider **97**
A Word From Catapult Learning **98**
Third-Party Provider's Responsibilities **100**
End of Year Reports **102**
Title I, Part A 102
Title II, Part A 102
Title IV, Part A 102
THIRD PARTY PROVIDER FORMS **103**
HISD Title IIA Guidelines 103
HISD Title IIA Guidelines—PERSONNEL 104
Procedures for Requesting PD Services 105
ESSA Technology Guidance 106
Reimbursement Request 107
Reimbursement Request Instructions – Page 1 108
Reimbursement Request Instructions – Page 2 109

COMPLIANCE **110**
DOCUMENTATION **110**
Grant Documentation **110**
Documentation Bins **110**
Documentation Bins, continued 111
General Bin Organization **111**
Recommendations 111
Always Be Prepared for an Audit 111
COMPLIANCE MONITORING **112**
Texas Education Agency (TEA) and District Compliance Documents **112**
Intent to Participate 112
ESSA Compliance Report 112
Participation = HISD Verification of Students + Parent Consent 112
Affirmation of Consultation with PNP School Officials 112
RESOURCES **113**
OMBUDSMAN – PNP CONCERNS **114**
General Information about the PNP Ombudsman **114**
What are the roles and responsibilities of an ombudsman? 114
FREQUENTLY ASKED QUESTIONS **115**
Accessing the PNP Schools Website **121**
Links and Websites **122**
HOUSTON ISD WEBPAGE (GENERAL) 122
OFFICE OF NON-PUBLIC EDUCATION 122
REGION 4 EDUCATION SERVICE CENTER 122
TEXAS EDUCATION AGENCY 122
TEXAS EDUCATION AGENCY - OMBUDSMAN 122
U.S. DEPARTMENT OF EDUCATION 122
U.S. GENERAL SERVICES ADMINISTRATION 122
PNP Partcipating Schools – 2024-2025 ..... **123**
HISD TITLE I SCHOOLS – 2024-2025 ..... **127**

CALENDAR AND CONTACTS

HISD 2024-2025 Academic Calendar

HISD PNP Schools Calendar 2024-2025

FALL SEMESTER

Jul 2024						Aug 2024						Sep 2024						
S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	2	3	4	5	6	7
7	8	9	10	11	12	13	5	6	7	8	9	10	9	10	11	12	13	14
14	15	16	17	18	19	20	12	13	14	15	16	17	16	17	18	19	20	21
21	22	23	24	25	26	27	19	20	21	22	23	24	23	24	25	26	27	28
28	29	30	31			25	26	27	28	29	30	31	30					

Important dates:

- **July**
  - **7/1 - Title I, II, IV grant begin**
- **August**
  - **8/12- Title I, Part A submission of Student Eligibility Service Roster**
  - **8/21- Fall Consultation Meeting**
- **September**
  - **9/9- Title, I services begin (student)**
  - **9/9-9/13- Title I submission window**
  - **9/27- Affirmation of Consultation due**
  - **9/27- Titles I, II, IV – Campus Needs Assessment & Comprehensive PD and Spending plan due**

Oct 2024						Nov 2024						Dec 2024						
S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	23	24	25	26	27	28
27	28	29	30	31		24	25	26	27	28	29	30	30	31				

Important dates:

- **October**
  - **10/7-10/11- Title I submission window**
  - **10/14- Title IV student services begin**
- **November**
  - **11/4-11/8- Title I submission window**
- **December**
  - **Mid-Year Evaluation HISD & Catapult Learning**
  - **12/2-12/6- Title I submission window**
  - **50% of campus planning allocations should be utilized**

SPRING SEMESTER

Jan 2025						Feb 2025						Mar 2025						
S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
			1	2	3	4						1						1
5	6	7	8	9	10	11	3	4	5	6	7	8	3	4	5	6	7	8
12	13	14	15	16	17	18	10	11	12	13	14	15	10	11	12	13	14	15
19	20	21	22	23	24	16	17	18	19	20	21	22	17	18	19	20	21	22
26	27	28	29	30	31	23	24	25	26	27	28	23	24	25	26	27	28	29
												30	31					

Important dates:

- **January**
  - **1/6-1/10- Title I submission window**
  - **Invitational certified letter mailed out for participation with HISD.**
- **February**
  - **2/3-2/7- Title I submission window**
  - **Media solicitation for PNP schools to participate.**
  - **2/17- Intent to Participate for due to HISD (all programs)**
- **March**
  - **3/3 - 3/7- Title I submission window**
  - **75% of campus planning allocations should be utilized.**
  - **3/21- Title I, II, IV – Phase ONE document(s) due**

Apr 2025						May 2025						Jun 2025						
S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
		1	2	3	4	5				1	2	3	2	3	4	5	6	7
6	7	8	9	10	11	12	5	6	7	8	9	10	9	10	11	12	13	14
13	14	15	16	17	18	19	12	13	14	15	16	17	16	17	18	19	20	21
20	21	22	23	24	25	26	19	20	21	22	23	24	23	24	25	26	27	28
27	28	30				25	26	27	28	29	30	31	30					

Important dates:

- **April**
  - **4/7-4/11- Title I submission window- includes summer school students**
  - **Title I, IV – PNP schools confirm participation for summer services.**
  - **Encumber date – 100% of campus planning should be utilized.**
  - **4/4- Pool date – the remainder of planning allocations for PD (all programs)**
  - **Spring Consultation Meeting - TBD**
- **May**
  - **5/5-5/9- Title I submission window- only for new students enrolled after 4/22**
  - **5/16- Title I ESSA Compliance Report due**
  - **Check remaining balances to ensure all funds are fully utilized per CPDSP.**
  - **5/23- End of year evaluation of HISD & Catapult Learning**
  - **Instructional Services end for ASY**
- **June**
  - **6/5-6/30- Extended year services (Summer School & Summer Programs)**
  - **6/27- Title I, II, IV grant ends**

EQUITABLE SERVICES END DATES

Counseling Services
Must be completed in May for the academic school year. If funds are available, pre-encumbered, and the school is open, then counseling services may extend through June for the extended school year.

Instructional Services
Professional Development, Parent and Family Involvement, and Student Support Activities to PNP schools must be utilized and/or encumbered by end of June when the grant period ends for that school year. This ensures that funds are used to impact instruction for the current school year.

HISD / Catapult Learning Contacts

HISD EXTERNAL FUNDING

- Pamela Evans, ***Senior Executive Director of Ext Fund & Grants***
  PEVANS@houstonisd.org
- Angela Brooks, ***Director 2 Ext Fund & Grants***
  Angela.Brooks@houstonisd.org
- Ryan Bramlett, ***Cross Functional Team Member***
  Ryan.Bramlett@houstonisd.org
- Barbara Hill, ***Coordinator I, Grants and Donations***
  HISDPNP@houstonisd.org

HISD MULTILINGUAL PROGRAM

- Sonya Monreal, ***Director, Multilingual Programs***
  Sonya.Monreal@HoustonISD.org
- Dr. Randal Jones, ***Coordinator 1 Multilingual Education***
  RJONES3@houstonisd.org
- Irasema Gonzalez, ***Analyst 1 Multilingual Program***
  IGONZAL2@houstonisd.org

CATAPULT LEARNING

- Annette Charles, ***Territory Vice President, South and West Operations***
  annette.charles@catapultlearning.com
- Randi Knight, ***Vice President, Programs – Central South***
  randi.knight@catapultlearning.com
- Sally Paz, ***Area Manager- South Texas Student Services***
  sally.paz@catapultlearning.com
- Ashley Leverett, ***Professional Development Manager***
  ashley.leverett@catapultlearning.com
- Greg Groenke, ***Regional Director***
  greg.groenke@catapultlearning.com

Consortium Contact Information

PROGRAM OVERVIEW AND PARTICIPATION

Federal Program Guidance

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

Per TEA, 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 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.

The term "Well- Rounded Education encompasses:

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

FEDERAL PROGRAM GUIDANCE, continued

Priority Subjects for Titles I, II, IV

HISD had determined that reading, English, language arts, math, and science are priority subjects for the Title 1 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 (See chart below)

	Title I	Title II	Title IV
Purpose:	Helps ensure that all children meet challenging state academic standards.	Program for preparing and training teachers, principals, and other school leaders to increase student achievement.	Student support and academic enrichment grant.
Who is Eligible:	Eligible staff includes administrators, teachers, and other educational school personnel supporting eligible Title I students (Priority focus on **reading/ELA, math, science**, and **social studies**)	Eligible staff includes administrators, teachers, and other educational school support personnel. (Priority focus – **Same as for Title I**; Secondary focus – **Fine Arts**)	ALL school staff members are eligible to participate in PD that is focused on **well-rounded education opportunities, safe and healthy students**, and **effective use of technology**.

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.

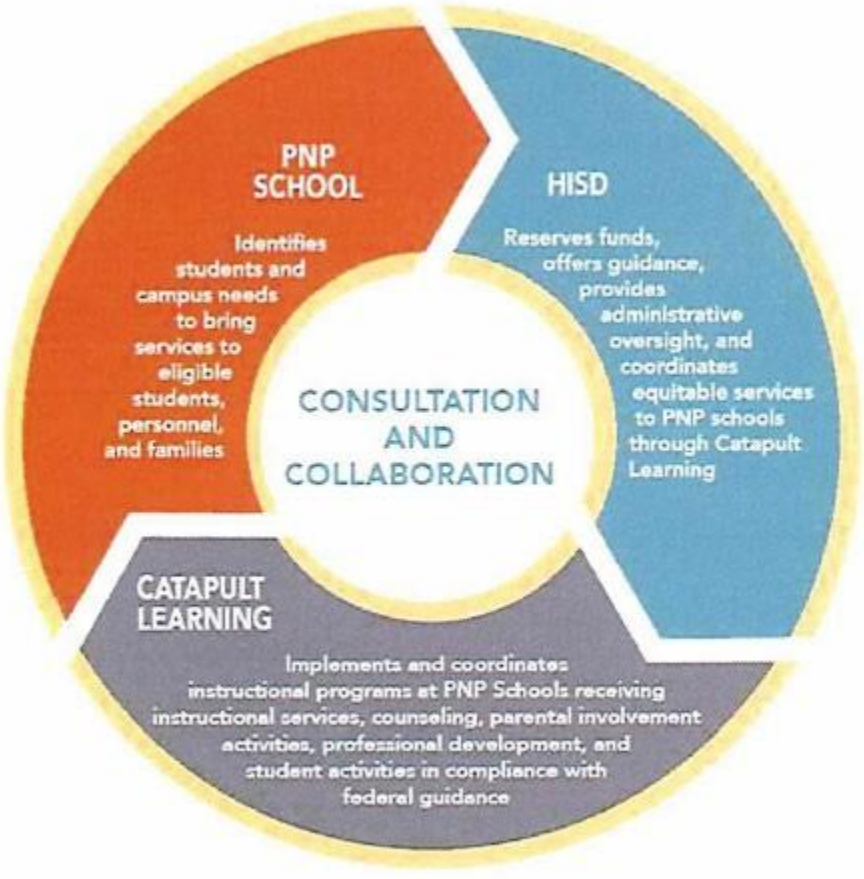
United States Department of Education (USDE) had provided guidance, saying that because of the inability to monitor such equipment to verify that it is only used for secular purposes, Private Nonprofit (PNP) Schools cannot be provided with capital outlay. Moreover, HISD does not provide equipment or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

PNP SCHOOL PARTICIPATION IN FEDERAL PROGRAMS & SERVICES

How PNP Participation Works: It's a Partnership

Offering equitable services to PNP Schools through federal program participation is a mandate to LEAs under Every Student Succeeds Act. Program effectiveness is reliant upon the involvement of all stakeholders.

Below is a diagram illustrating the partnership that exists between HISD, PNP Schools, and the third-party provider (Catapult Learning) of allowable equitable services. All entities work together to comply with PNP School participation requirements to achieve success.



PNP SCHOOL PARTICIPATION IN FEDERAL PROGRAMS & SERVICES, continued

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

HISD coordinates PNP School participation in the federal programs

The participating PNP School must be located within HISD boundaries (for Titles II and IV, Part A participation) and the students enrolled at the PNP school must reside within the district's Title I school boundaries (for Title I, Part A participation). HISD's External Funding Department is responsible for providing equitable services to PNP Schools by contracting with a Third-Party Provider.

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 and sent submitted via email. HISDPNP@houstonisd.org IMPORTANT: All forms must be received by the due 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

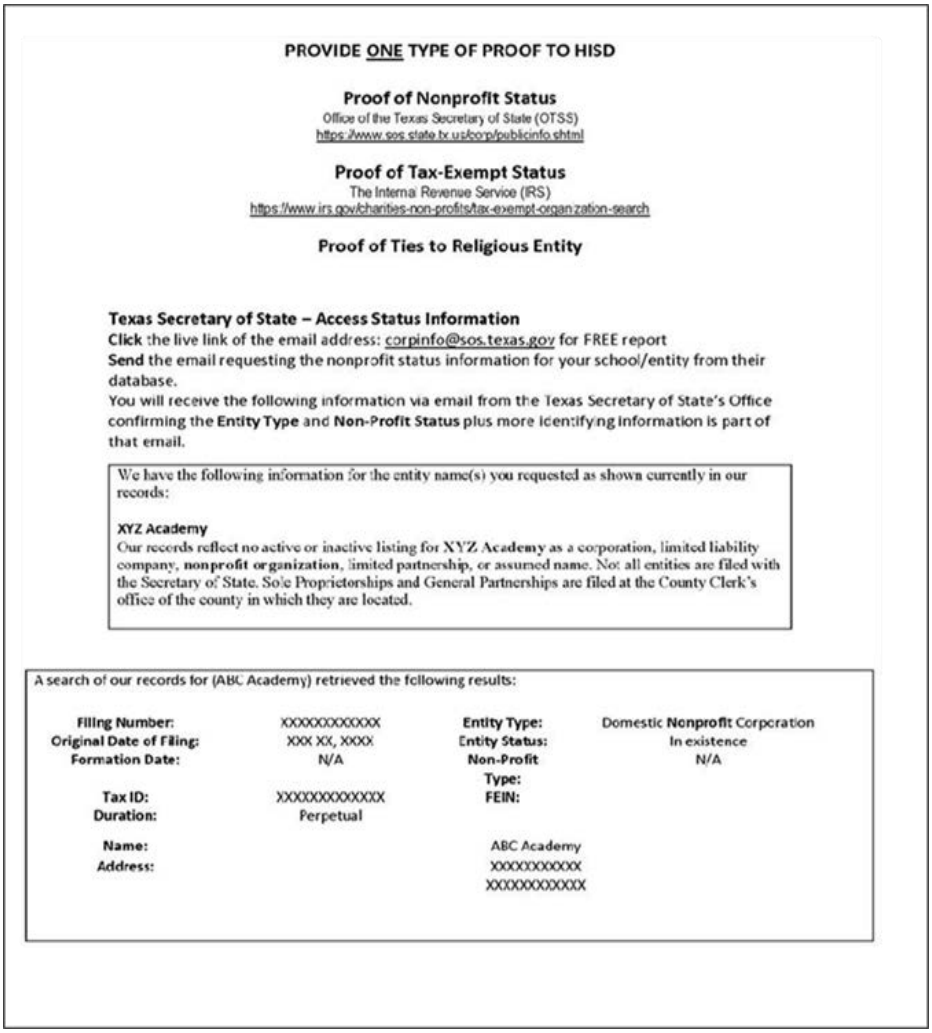
Stage	Description
1	**HISD** Contacts area PNP Schools via U.S. mail (certified) and/or email. NOTE: An email is sent to currently participating schools as a follow-up to the certified letter. Informs the public via HISD social media platforms, community magazines, and newspapers. (e.g., HISD Facebook and Twitter accounts, Forward Times, La Voz, Vietnam Post
2	**PNP Schools** Respond by sending a completed Intent to Participate Form and evidence of non-profit status.
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 (CER) All schools participating with HISD for the upcoming school year must complete the Phase ONE Document to submit school data which will be used for a two-year cycle Title I, Part A: PNP School's Student/Family Directory (*must* accompany the CER) ***Title II, Part A***: Professional Development Participation Form ***Title IV, Part A***: Student Support and Academic Enrichment Participation Form
4	**HISD**: Hosts the mandatory Spring Consultation Meeting attended by PNP School principals and other school personnel.
5	**PNP Schools**: Complete and submit Phase TWO Documents for Instructional Services (STUDENT Participation) to HISD if choosing to participate in the Title I, Part A federal grant. Student Eligibility Service Roster with reported scores/data Supporting documentation that supports the academic need based on multiple academic criteria and verifies information on the Student Eligibility Service Roster Multiple Academic Criteria (two of the following): individual student test report with NPR, Student Eligibility Checklist, report card, progress report, a principal letter of recommendation identifying the specific academic need for each student (with three work samples over time). If these are not available, another alternative district-approved criterion may be used.
6	**HISD**: Hosts the mandatory Fall Consultation Meeting attended by PNP School principals and other school personnel.
7	**Third-Party Provider**: Provides equitable services for students, families, teachers, administrators, and other educational personnel at the PNP School.

A Closer Look at the Process Steps

- Step 1— 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

An invitational letter is sent by US certified mail to currently participating PNP Schools and others in the local and surrounding areas. The letter includes information regarding the Spring Consultation Meeting, the Intent to Participate Form, and instructions for verifying nonprofit status. (An email with the same information is sent on the following day — but only to currently participating schools) HISD also informs the wider public through media platforms such as HISD website, HISD Facebook, and HISD Twitter.

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:	XXXXXXXXXXX	**Entity Type:**	Domestic **Nonprofit** Corporation
Original Date of Filing:	XXX XX, XXXX	**Entity Status:**	In existence
Formation Date:	N/A	**Non-Profit Type:**	N/A
Tax ID:	XXXXXXXXXXXX	**FEIN:**	
Duration:	Perpetual		
Name:		ABC Academy	
Address:		XXXXXXXXXX XXXXXXXXXXX	

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.

PNP SCHOOL PARTICIPATION IN FEDERAL PROGRAMS &SERVICES, continued

A Closer Look at the Process Steps, continued

- Step 2— PNP Schools respond by sending the completed Intent to Participate Form 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.

*Forms found at the links below:

Intent to Participate Form—Titles I, II & IV, Part A
Intent to Participate Form—Title I, Part C (Migrant Education Program)
Intent to Participate Form —Title III, Part A

Completing the Intent to Participate Form

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	Print the form once it is completed.
3	Have the Principal/Director (not a designee) sign the printed form.
4	Send documents electronically. Be sure to include proof of nonprofit status when submitting the Intent to Participate Form.

A Closer Look at the Process Steps, continued

Additional Information Request

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

PNP Schools respond by completing and submitting Phase ONE and TWO Documents (Titles I, II &IV, Part A) 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.

- 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 Meetings

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 Third-Party Provider participates in this meeting as well.

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
- address the required elements of consultation.

Consultation Meetings
The district is required to hold consultation meetings in the Fall and Spring semesters 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.

A Closer Look at the Process Steps, continued

More About Consultation

PNP school administrators meet formally with HISD twice yearly (at the Spring and Fall Consultation Meetings). The Third-Party Provider, Catapult Learning, also participates in 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 and HISD to:

- complete the school's Campus Needs Assessment (CNA), Program Description for the academic school year, and Comprehensive Professional Development & Spending Plan (CPDSP).
- identify available professional development (PD) opportunities which meet student and teacher needs that align with the school's CNA
- select the school personnel who will be attending PD determine and discuss the primary focus for student activities (Titles I & IV only)
- determine the amount of funding that will be encumbered for student activities and Professional Development
- discuss effective federal grant programming and implementation
- request services for students, parents, families, teachers, administrators, and other educational personnel; and
- ask or answer any related questions via phone, email, campus visits, or virtual meetings.

➢ Step 5— PNP Schools complete and submit the following Phase TWO Document (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: Houston ISD PNP Website

Supporting documentation must accompany the Student Eligibility Service Roster in order to supports the academic need based on multiple academic criteria i.e., Two of the following: individual student test report (must show the NPR), Student Eligibility Checklist, report card, progress report, the principal letter of recommendation identifying the specific academic need for each student (with three work samples spanning a reasonable time period). If these are not available, another alternative district-approved criterion may be used.

PNP SCHOOL PARTICIPATION IN FEDERAL PROGRAMS & SERVICES, continued

A Closer Look at the Process Steps, continued

- 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. The school grant contact is encouraged to attend. Other school personnel are also welcomed.

IMPORTANT:
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 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 and **after obtaining parental consent**, 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 can provide services to private nonprofit school students through:
    - HISD employees (option not utilized), 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 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 required and provided by the PNP School; and
- ensure that a materials and services will be used only for secular, neutral, and nonideological services

TITLE I, PART A SERVICES

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: Improving Basic Programs

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. of the program.

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:

- allowable (Cost can be allocated to the grant. The expense can be paid by the grant. The grant permits this expenditure based on allowable uses and terms of the grant defined by OMB Uniform Guidance.)
- reasonable (Cost is in line with market prices for comparable activities as to duration, location, and choice. It reflects what a prudent person might pay.)
- necessary (Cost deemed important to assign to the work/services allowed by the grant to
- fulfill the grant purpose. Therefore, the expenditure must be aligned to student and school needs.)
- allocable (Cost is incurred to advance the work of the grant. The expense will benefit who or what it should.)
- sustainable (There will be ongoing and consistent implementation regarding the use of funds to meet the student and school needs.)

Targeted Assistance Program

There are two programs available per guidance for participation — Schoolwide or Targeted Assistance. A school participating in a targeted assistance program uses Title I, Part A funds on activities and services for all eligible students identified as having an academic need per the established criteria. PNP Schools provide targeted assistance programs only.

IMPORTANT: Documentation must be maintained 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

Equitable Services—General Information

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).

Equitable Services—Scope

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.

Participation Requirements for PNP Schools

PNP Schools are not Title I schools. However, they are PNP Schools with a targeted assistance Title I program.

See participation requirements below:

PNP SCHOOL TITLE I, PART A PARTICIPATION REQUIREMENTS
School Eligibility PNP Schools can be located anywhere inside or outside the HISD attendance boundaries; however, for participation, there must be students enrolled at the PNP School who reside within an HISD Title I, Part A school attendance zone.
Student Eligibility PNP Schools must identify the eligible PNP students who: • Reside within an HISD Title I, Part A school attendance zone and are enrolled in the PNP School, 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) based on two academic criteria (academic criteria: National Percentile Rank (NPR), student checklist, report card, progress report, and principal letter of recommendation). **School Personnel Eligibility** Personnel who directly service identified Title I students can receive professional development
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 out-line the professional development plan (with related costs) for the entire grant period.
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 should 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.

Variables That Impact the Campus Planning Allocation for Equitable Services

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., 1) the district's entitlement from TEA, 2) the district's low- income enrollment, and 3) the residing 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

HISD compiles a ranking sheet of all Title I, Part A public schools in rank order of their poverty level (based on socio- economic data collected by the district). In doing so, HISD fairly and accurately ranks public schools so that those with the highest poverty level (or percentage) will receive the largest Title I allocation and those with a lesser poverty level (or percentage) will receive a lower Title I allocation.

The Per Pupil Amount (PPA) for that specific public school and the PNP School is determined based on:

- the district's Title I, Part A entitlement from TEA,
- the total low-income enrollment in the district, and
- the total low-income number of PNP Students enrolled at the PNP School who reside in a Title I public school attendance boundary.

Once ranked, every public school in HISD has a unique school allocation that is determined based on the poverty percentage, student enrollment, and the PPA.

NOTE: The public schools and the private schools have the same PPA.

Using the Proportionality Method, the low-income percentage of each participating Title I public school is applied to the number of students enrolled at the PNP school who reside in a corresponding Title I, Part A public school attendance boundary. HISD uses the same proportionality data for two years to determine the campus planning allocations for the PNP Schools. After that period, the student data is collected for a new two-year cycle.

See the *Funding* chapter for more details.

Determining Proportionate Share and Campus Planning Allocations, continued

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.

Equitable Services—Delivery

Delivery of Title I, Part A services is contracted to a Third-Party Provider. HISD and the Third- Party Provider collaborate throughout the year to meet the needs of the schools effectively.
The Title I Program Manager for the Third-Party Provider 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 1st and ends June 30th. Therefore, the delivery of equitable services to PNP Schools must be completed by June 30th. 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 the Third-Party Provider can complete year-end processing and prepare for the start-up of the following school year.

Equitable Services—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 teachers
- computer-assisted instruction (including distance/remote instruction)
- extended day services
- intervention services
- extended school year services

Instructional services are defined as supplemental services provided before, during, or after- school to assist students who are struggling even though they are already receiving instructional services by the classroom teacher. These intervention services may also help students avoid the need for extended school year services and perform well on school and state performance assessments.

TITLE I, PART A SERVICES, continued

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 Letter of Recommendation (PLR) with three work samples spanning a reasonable and realistic time period.
  **For the NPR, students must score 40% or lower.*
- Students must be in grades PreK-4 through 12th grade.

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 teacher.

Teacher Information

Prospective teachers must complete the standard interview and hiring process established by the Third-Party Provider to be considered for employment. All teachers are contracted by the Third-Party Provider and must receive initial training and ongoing professional development from them throughout the year. As contractors, teachers will be required to adhere to established policies and procedures. PNP School administrators may have input in selecting teachers; however, the Third-Party Provider will select the best candidate to work with students.

Candidates may include teachers employed at the PNP School; however, their work schedule cannot overlap with their regular work schedule at the PNP school. School administrators are not eligible to work as contractors in because their regular work duties can prevent them from being available to work with students at the scheduled instructional times.

All contracted teachers are expected to adhere to the Third- Party Provider's professional standards, expectations, and guidelines.

Additional Requirements

Teachers working at faith-based schools with specific traditions, customs, practices, and dress code mandated by either culture or religion must adhere to any established standards or required training.

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

District Requirements

The following district requirements serve the best interests of the students, PNP Schools, the Third-Party Provider, and HISD:

- Contracted teachers are required to demonstrate professional behavior while working with students and staff at PNP Schools. This is because, as a provider of services, they represent both HISD and the Third- Party Provider. Therefore, unprofessional behavior may be grounds for termination.

- Parental Consent is required for student participation in most grant activities. 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 (i.e., small-group instruction, supplemental instruction, and counseling) that is exclusive of all students and is not part of the general instructional program of the school.

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 needed, while at other schools there may be a greater need than their smaller allocation can meet. 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; the Third-Party Provider 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. The Third-Party Provider 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, test anxiety, 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 reallocated funds are used by the school to service their students. There may be instances when schools elect to pool their funds to share a counselor; however, services will be provided at that school in a proportionate amount of funding contributed to the shared arrangement. The Third-Party Provider will facilitate the creation of the counselor schedules for schools with input from the PNP administrators or grant contacts.

Professional Development Opportunities

The following are some allowable professional development opportunities for eligible teachers of eligible children receiving Title I, Part A instructional services.

Professional development that improves knowledge of:

• the well-rounded educational academic subjects	• identifying early and appropriate interventions
• effective teaching strategies, methods, skills, and best practices	• the use of data and assessment to improve instruction
• differentiating (teaching students with unique needs)	• involving parents in the education of the child/student

Well-Rounded Education Subject Areas

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

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.

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

- English, reading, or language arts
- arts, music
- science, technology, engineering, mathematics
- history, geography
- computer science
- career and technical education
- foreign languages (languages other than English)
- health, physical education
- civics and government
- economics
- 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:

- 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, ser- vices 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.

- A PNP School must receive equitable services (direct instruction) in the Instructional Services category to receive equitable services in the remaining Title I categories (i.e., Academic Counseling, Professional Development, Parent Involvement). — This requirement only applies to the Title I, Part A grant.

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

TITLE I, PART A PROCEDURES

Forms—General Requirements

- **All forms must be completed electronically.**

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

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 Involvement activities.

Completing the Campus Eligibility Roster

This form is completed every two years – not annually. Only *newly participating* schools would need to complete the Campus Eligibility Roster in the absence of data.

IMPORTANT: The Campus Eligibility Roster requires an original principal's signature.
(See a sample form on the next page.)

This form can be found on the HISD PNP schools webpage:
Houston ISD PNP Website

PNP school officials can confirm attendance zones at the following online location:
HISD School Finder

Phase ONE Forms for School Eligibility and Participation, continued

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

Title I, Part A
Campus Eligibility Roster

Principal's Name

Principal's Signature (original signature only)

School Contact Person

Contact Number

SAMPLE

School Name

INSTRUCTIONS: List the information for each student enrolled as of **Friday, October 28, 2022** who resides within the HISD attendance area. List addresses only; do **not** list student names. Select the HISD Title I school from the drop down list. Save the document and return this form via email no later than **Friday, March 24, 2023** to Shirlene Alexander at HISDPNP@houstonisd.org AND via US mail to 4400 W. 18th St., Houston, TX 77092.

Addresses within Houston ISD Boundaries			
Address	**Age**	**Grade**	**HISD Zoned Title I School**
Example *4400 W. 18th St., 77092*	*16*	*11*	*Scarborough HS*

Phase One Forms for School Eligibility and Participation, continued

Student/Family Directory

Every school that chooses to participate with HISD in the Title I, Part A federal program must provide the school's Student/Family Directory to HISD when submitting the Campus Eligibility Roster for participation.

Why the Directory is Important

The PNP School Student/Family 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 email at HISDPNP@houstonisd.org

Phase TWO Form 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. Access the Student Eligibility Service Roster and the Sample on the HISD PNP Schools webpage: Houston ISD PNP Website

Supporting documentation is required to provide evidence (proof) that students meet the multiple academic criteria requirements to be verified as eligible. These documents verify student qualification. Supporting documentation must be submitted to HISD via email. HISDPNP@houstonisd.org

Phase TWO Form for Student Eligibility, continued

Student Eligibility Service Roster (Completed Sample)

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

TITLE I, PART A STUDENT ELIGIBILITY SERVICE ROSTER

SAMPLE

PNP SCHOOL: ENTER SCHOOL NAME HERE MONTH: ENTER MONTH HERE

PRINCIPAL'S SIGNATURE: _____

INSTRUCTIONS:
Use **Multiple Academic Criteria** (at least two) to qualify students for services: National Percentile Rank (NPR), Checklist Score (CS), Report Card (RC), Progress Report (PR), Principal's Letter of Recommendation (PLR) with work samples.
Use **Title I Eligibility Checklist Score** for grades PK4–2, grades 3-5, grades 6-8, and grades 9-12.
Enter all student's by grade level and alphabetize each grade level by last name. (See Sample)

LAST NAME	FIRST NAME	GENDER	GRADE 202X-202X SCHOOL YEAR	INSTRUCTIONAL AREA 1 - Reading 2 - Math 3 - Both	HISD ZONED TITLE I SCHOOL	202X-202X READING NPR, CS, RC, PR, PLR					For HISD Use Only READING STATUS Q- Qualifies DNQ - Does Not Qualify		202X-202X MATH NPR, CS, RC, PR, PLR				For HISD Use Only MATH STATUS Q- Qualifies DNQ - Does Not Qualify	
						NPR	CS	RC	PR	PLR	Q	DNQ	NPR	CS	RC	PR	PLR	Q	DNQ
WHITE	SARAH	F	K	1	ANDERSON EL	8	10								72D		Yes		
DOE	JANE	F	3	3	ASHFORD EL		7	60F					39		80B				
GREEN	SUSIE	F	3	2	ASKEW EL				55F	Yes			40	69F					

SUPPORTING DOCUMENTATION

- When using a standardized assessment, the student report must accompany this roster.
- If report card grades are used for grades 3–12 by schools that do not administer a standardized assessment, the report card must accompany this roster.
- The Student Eligibility Checklist score may be used only for grades PK4–2, grades 3-5, grades 6-8, and grades 9-12. If students are not administered a standardized assessment, the checklist must accompany this roster.
- The principal may submit a letter of recommendation on behalf of a student who has just entered the country, has no standardized assessment, has no current report card, or whose supporting documentation would inaccurately represent their classroom performance.

1 of 1

Submission Window Periods

Submission Window Periods Students can only be recommended for services during the designated windows shown in the table below.

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.

Student Eligibility Service Roster| Submission Windows

SUBMISSION WINDOWS	
MONTH	**DATES**
August	August 12 (only for returning students – Phase TWO Document (SESR)
September	September 3-9
October	October 1-7 (last window for returning students)
November	November 4-8
December	December 2-6
January	January 7-13
February	February 3-7
March	March 3-7
April	April 1-7
May	May 5-9 (for new students enrolled after April 18th)

Dates listed above will vary by year.

IMPORTANT!
Once the submission window closes, students with the required documentation supporting their academic need will be verified for services.

PNP School personnel who submitted incomplete student data and were unable to correct it per the terms for corrections, will need to submit student names and supporting documents during the following months submission window according to the regular submission process.

Submission Timeline, continued

Accepting Corrections During the Submission Window

To make things simple and efficient while maintaining a standard process for accepting corrections during the submission window, this process should provide additional clarity and establish a uniform process to which all schools will be held accountable. This benefits all partners.

Scenarios

- **SCENARIO#1**

If HISD emails PNP school personnel during a submission window about corrections to the Student Eligibility Roster regarding --- perhaps that one or two missing supporting docs --- those corrections can be emailed to HISD before the window closes. If your correction is being made on the last day of the window, that means the correction response must be emailed on the same day. The email is your placeholder.

- **SCENARIO #2**

If HISD emails PNP school personnel about corrections to your Continuing or New start-up Phase ONE roster --- the single due date counts as the closing date for submission. Since the Phase ONE due date had no submission window of time, the due by date is the last day of the window which means the correction must be emailed the same day as mentioned above and the process follows the steps to mentioned above.

Additional Information: If resubmitting the Student Eligibility Service Roster, PNP school personnel should still report which two academic criteria was met on the corrected Student Eligibility Service Roster even though the supporting docs do not need re-submitting. This is because HISD does not make corrections to the submitted rosters; they are your documentation of what you submitted. HISD verifies what schools have submitted.

✓ **REMEMBER: *Handwritten* documents or corrections are not accepted. For legibility and document integrity, all data should be entered electronically.**

Missing supporting docs can be handled by email as these are generally reports/documents and no signature is required. There is no need to hand deliver documents. HISD will provide an email with the information on how the correction will be handled.

Supporting Documentation

Supporting documentation is used to confirm the recommendation for instructional services. There is a multiple academic criteria requirement. Five forms of criteria are deemed acceptable— Two forms of criteria must be submitted to verify students to receive services.

Supporting documents can consist of *Student Eligibility Checklists*: These forms qualitatively evaluate the academic performance of a student. They require the principal's original signature and must be submitted via email at HISDPNP@houstonisd.org .

- 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 checklists can be accessed on the HISD PNP Schools webpage.
Houston ISDPNP Website

Other acceptable forms of supporting documentation:

1. **Individual Student Test Reports (Grades 3 – 12):** Students who score at or below the 40th percentile as their NPR 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.
2. **Progress Reports:** Use the latest reported data on the card. A Final Exam score does not count.
3. **Report Card:** Use the latest report card issued for this student (final exam grades will not be considered).
4. **Principal Letter of Recommendation:** The letter must be on school letterhead and accompanied by three student work samples ranging over time (not the same day).

Supporting Documentation: What to Expect

- HISD reviews supporting documentation (2 of 5 options) to verify student eligibility. Supporting documentation means that what you submit to HISD supports the student's academic need. If PNP school personnel submits data that does not support the academic need, the student will not qualify for services. A grade of A, B, or C does not indicate the student is failing or at risk of failing. An NPR of 41% or higher does not indicate that the student is failing or at risk of failing.
- HISD contacts the following parties: the Third-Party Provider, 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.
- ·The PNP School obtains parent consent using the official form. The Third-Party Provider assists with this.
- The Third-Party Provider and the PNP School will coordinate the start-up of instructional services for the verified students with parent consent.

IMPORTANT NOTE:

For students who cannot be verified because the documentation submitted was not sufficient, the PNP School must provide the needed information **before the submission window** closes for students to be verified for that month. Otherwise, those students will need to be recommended again during the following submission window and all corresponding supporting documents must accompany the recommendation. For any corrections, HISD will contact PNP Schools about what is needed.

If only one or two supporting documents are missing, they can easily be submitted by *email* (with authorization from HISD) as these are generally reports/documents and no signature is required.

Changes to the Student Eligibility Roster requires a signature and can be submitted electronically.

Receiving Instructional Services During the Academic School Year

Federal Guidelines and HISD Guidelines

Federal Guidance

If a PNP School participates in Title I, Part A, direct instruction via Pull-Out Services (tutoring in a small group setting with a low teacher: student ratio) must be provided first to eligible students during the regular academic school year to receive other Title I, Part A services of the grant (Parental Involvement, Professional Development, and Academic Counseling).

HISD Guidelines

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 issues causing the 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:

- 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). Schools are given a three-week window in April as an opportunity to recommend students for summer intervention. Title I, Part A instructional services 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, thus making it supplemental to the regular school year. This means that April or May students must receive parent consent before the close of the academic school year to be eligible for the Title I, Part A extended school year.

NOTE: STEM instruction utilizing Title IV, Part A funds (under Content Area 1: Well-Rounded Educational Opportunities) does not fall under the HISD guidelines above because Title IV services are part of the Student Support and Academic Enrichment Grant.

Also, 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 a Variety of Factors

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

- PNP School's request,
- student needs
- the feasibility of providing services.

Planning Allocations

Campus planning allocations provide a specific budget amount for each school for equitable services. The Title I, Part A allocations are pooled collectively among participating PNP Schools, meaning that the funds for services are shared by all participating PNP Schools. Since the funding is pooled, the Third-Party Provider carefully assigns instructional service hours to match student needs and teacher-student ratios to ensure that funding available for services throughout the academic and extended school year. 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.

Special Condition for Language Studies

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.

This special condition does not apply to every foreign language that is studied. The program is limited to culturally significant purposes (as in the example above).

Process for Receiving Instructional Services—Academic School Year

This is the school-level process for receiving instructional services during the academic school year in conjunction with the Third-Party Provider (Catapult Learning).

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 direct instruction tutoring 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 • Teacher certification
3	**Catapult Learning Teachers** - 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 instructional services and complete lesson logs, including student schedules. • Retain student sign-in sheets. • Provide progress parent reports in the subject area(s) in which tutoring is provided according to the determined schedule from Catapult Learning. **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 academic 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.

Process for Receiving Instructional Services—Academic School Year, continued

Parental Consent is Required

Parents must grant written consent for students to participate and receive counseling and direct instruction services per HISD Guidelines. Parental Consent forms are available on the Houston ISD PNP website: Houston ISD PNP Website

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 (based on teacher availability). 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 are 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 Instructional and Intervention Services 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 supplemental instruction before, during, and after school) to students. Coordinating Student Intervention requires consultation between Catapult Learning and the PNP School.

Parent Involvement Throughout the Year

Parent Involvement takes place during both the academic school year and the extended school year. Coordinating parent and family engagement activities requires consultation between the Third-Party Provider and the PNP School. Together, options are planned for involving parents and families through meetings, workshops, and activities. These activities provide strategies for parents to help their children increase academic achievement.

NOTE: The above applies only to parents of eligible and/or participating Title I students.

Process for Receiving PD Services Throughout the Year

This is the school-level process for receiving professional development services during the academic school year in conjunction with the Third- Party Provider (Catapult Learning)

Stage	Description
1	**PNP School** • Examine school data for student and teacher needs. • Complete the school's Campus Needs Assessment (CNA).
2	**PNP School and the Third-Party Provider**: PNP School and Catapult Learning: Consult with Catapult's HISD Professional Development Manager regarding school needs based on the CNA. 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 HISD PD Manager. (These documents are living documents and can be modified as necessary.)
4	**PNP School - Implement the PD plan.** During 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) Title I program at the PNP School, the same process applies for receiving services offered during the academic school year. Students recommended during the academic school year have already been verified and are eligible to attend. (However, the extended school year may use funding from a different grant which will have different participation requirements, allowing other students to attend.) The Third-Party Provider 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 or guaranteed* 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. 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 public-school principal).

For some PNP 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 private school students 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? — HISD determines this cost. This information was not available at time of publication.

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

Public School Options for Summer School

Private Nonprofit Schools may be a part of the public-school options for summer school. The private schools are subject to the processes and costs established by HISD if private nonprofit school parents choose to send students to the public-school summer school programs.

(Tentative) 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— based on the previous year and is subject to change).
- Districtwide Tuition-Based Summer School Program (at $260 per course for HISD residents—based on the previous year and is subject to change).

If elementary or middle school students are taking two courses (e.g., reading and math) there will be a charge for both courses.

Late Registration Fee

Students registering late will be charged a $35 late fee (based on the previous year and is subject to change).

TITLE II, PART A SERVICES

Title II, Part A: Supporting Effective Instruction

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.

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).

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.

PNP SCHOOL TITLE II, PART A PARTICIPATION REQUIREMENTS
School Eligibility The PNP School building must be physically located within the attendance boundaries of HISD.
School Personnel Eligibility Eligible PNP school personnel include: • Teachers Instructional Paraprofessionals • Administrators Other school personnel in educational roles
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.
Program Integration When possible, PNP Schools should integrate Title II, Part A PD opportunities for school personnel with resources from civic or community organizations, agencies, or other entities.
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.

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:

- allowable (Cost can be allocated to the grant. The expense can be paid by the grant. The grant permits this expenditure based on allowable uses and terms of the grant defined by OMB Uniform Guidance.)
- reasonable (Cost is in line with market prices for comparable activities as to duration, location, and choice. It reflects what a prudent person might pay.)
- necessary (Cost deemed important to assign to the work/services allowed by the grant to fulfill the grant purpose. Therefore, the expenditure must be aligned to student and school needs.)
- allocable (Cost is incurred to advance the work of the grant. The expense benefits who or what it is in- tended to benefit.)
- sustainable (There will be ongoing and consistent implementation regarding the use of funds to meet the student and school needs.)

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.

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.

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

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)

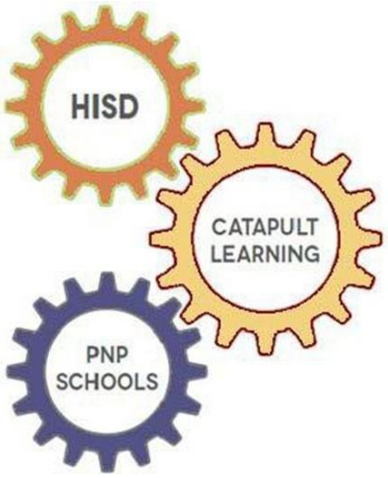
Equitable Services—Scope and Delivery

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 represents the PNP School's budget for 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 dedicated to the PNP Schools participating with HISD. Catapult Learning*'*s Catapult Professional Development Manager for HISD 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 1st and ends June 30th. Therefore, delivery of equitable services to PNP Schools must be completed by June 30th to be allocated to that grant year. 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).

Schools should be mindful that:

- funds are used to impact instruction for the current school year, and
- all PD opportunities are completed by that grant end date.

Important Dates

Campus planning allocations for professional development (all grants) must be encumbered by PNP Schools no later than April 21st. The pool date is April 26th –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 1st. will be deducted from the following year's campus planning allocation.

TITLE II, PART A SERVICES, continued

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?

Professional 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, • 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
- virtual

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 and the number of secular sessions.

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 the Third-Party Provider by the individual(s) requesting to attend.

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 complete and submitted electronically. 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 a principal's signature. (This form must be submitted via email to HISDPNP@houstonisd.org .

Access this form on the HISD PNP Schools webpage:
Houston ISD PNP Website

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. Catapult Learning coordinates and offers professional development opportunities that will increase students' academic achievement in well-rounded education subject areas by helping schools improve teacher and principal quality.

The Catapult Learning HISD PD Manager participates in ongoing consultation, accepts PD requests, determines eligibility status of requests, processes reimbursements, assists with the submissions of documents for all PD, and can make recommendations for related PD based on school needs.

Professional Development Requests

Criteria for Professional Development Requests

Requests to attend professional development (PD) are handled by the Third-Party Provider. Requested PD must meet federal requirements.

Supplies and Materials

Supplies and materials specifically related to the implementation of a PD activity (such as books for a book study) may be obtained for the PD event. The materials cannot be for each person attending the PD; instead, they are shared materials to allow for better understanding of the content.

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).

In-State Professional Development

Approval for In-State Professional Development required and contingent on meeting all requisite federal criteria:

- allowable
- necessary
- sustainable
- reasonable
- allocable

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). Submit the request at least 30 days in advance of the event.

Step	Description
1	Access the HISD Title II, A Request Approval for School Professional Development form at the website below: **Houston ISD PNP Website**
2	Complete the form electronically. NOTE: Only one form is needed for each PD opportunity. 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 request form to your computer.
4	Email the completed request form — no scanned forms— to the Professional Development Manager for HISD (Catapult Learning). To verify that the PD is Title II-eligible, the Request Approval for School PD form must include a written description of the event (in addition, a link to an agenda, brochure, or website may be included). The Catholic Schools Office, will be notified of all PD requests from the Catholic schools on a regular basis. RESULTS (chronological): The Third-Party Provider will: • check for eligibility per Title II federal guidelines (PNP Schools must make necessary revisions and then re-submit). • contact HISD for review and final decision regarding approval. • contact the requestor regarding the status of the request (e.g., Approved, Not Approved, or Pending/More Information Needed). HISD will review the submission.
5	Registration fees are prepaid or reimbursed. Travel-related expenses (i.e., airfare, mileage, car rental and gas, hotel parking, cab/shuttle, hotel, and food) are reimbursed *only*. Travel-related expenses exclude Houston.

Additional Resources:

Catapult Learning's extensive listing and descriptions of workshops are in the *Third-Party Provider* chapter in this handbook

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.

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.

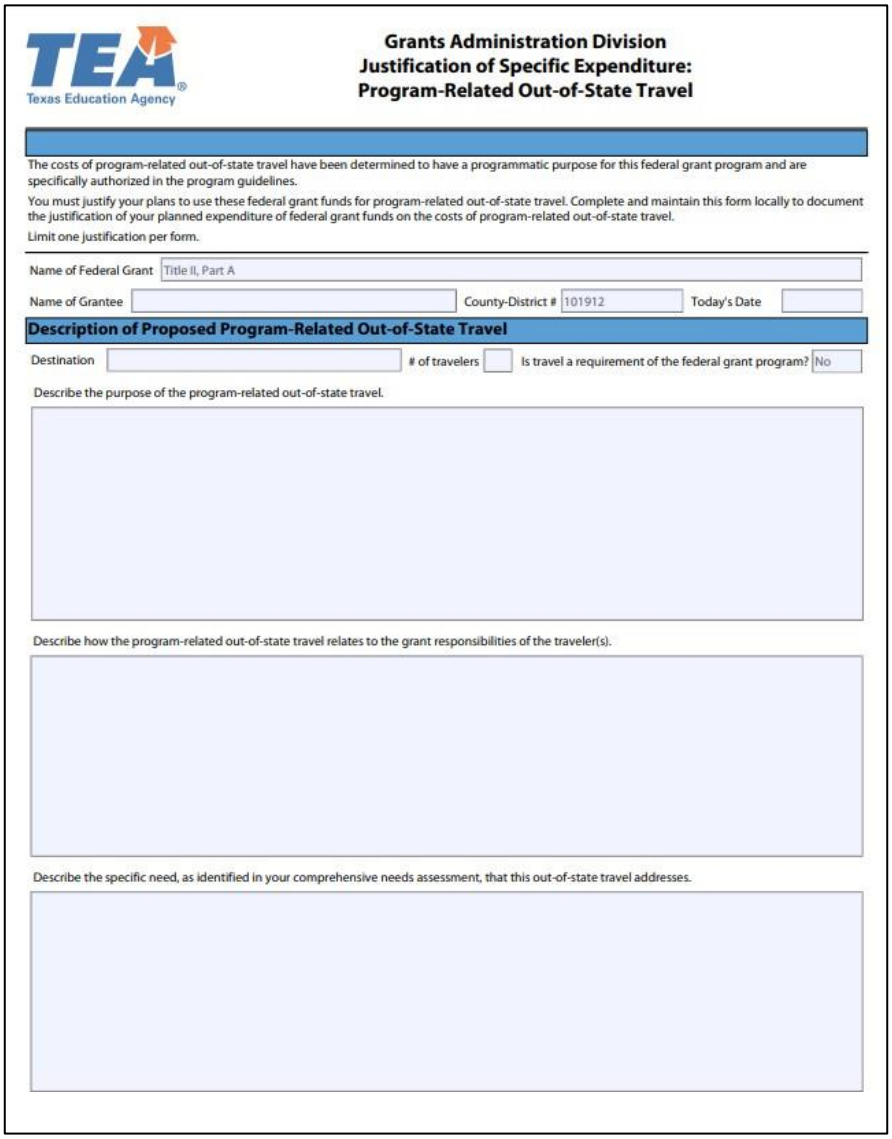
Step	Description
1	**Go to Houston ISD PNP Website and access the following two forms** • TEA Justification of Specific Expenditure: Program-Related Out-of-State Travel • TEA Request for Approval of Participant Support Costs
2	Complete these online fillable PDF forms electronically. Save the two completed forms to your computer.
3	Email the completed PDF forms — no scanned forms— to the PD Manager for HISD (Catapult Learning). To verify that the PD is Title II-eligible, the Request Approval for School PD form must include a written description of the event (in addition, a link to an agenda, brochure, or website may be included). The Catholic Schools Office will be notified of all PD requests from the Catholic schools on a regular basis. RESULTS (chronological): Catapult Learning will: • check for eligibility per Title II federal guidelines. If changes are needed, PNP Schools must edit the documents and re-submit. • submit the paperwork to HISD by the designated dates. HISD will: • review the submission as part of the HISD/TEA approval process. • email the requestor regarding the status of the request (e.g., Approved, Not Approved, or Pending/More Information Needed).

Submitting Requests for Out-of-State PD, 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. In lieu of reimbursement, PNP Schools are given the opportunity for pre-payment if the event is secular. Check with the Professional Development Manager for HISD (Catapult Learning) when requesting PD.

Receipt of Equitable Services
Schools that are new participants to this federal grant cannot receive services until after Fall Consultation Meeting in August.

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



Texas Education Agency

Grants Administration Division
Justification of Specific Expenditure:
Program-Related Out-of-State Travel

The costs of program-related out-of-state travel have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use these federal grant funds for program-related out-of-state travel. Complete and maintain this form locally to document the justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel.

Limit one justification per form.

Name of Federal Grant: Title II, Part A

Name of Grantee: | 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).

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

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 Completing the Justification of Specific Expenditure: Program-Related Out-of-State Travel

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 form is accessed on HISD's PNP Schools webpage.

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.

TEA Request for Approval of Participant Support Costs

Texas Education Agency

Department of Contracts, Grants and Financial Administration
Request for Approval of Participant Support Costs

Title 2 of the Code of Federal Regulations (2 CFR) 200.456 makes allowable the expenditure of federal grant funds on participant support costs. The purpose of this form is to provide required approval to all TEA grantees that expend any federal grant funds.

According to 2 CFR 200.75, "*Participant support costs* means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences, or training projects."

This form is applicable to all TEA subrecipients and to any federal grant administered by TEA.

Name of Federal or State Grant: **Title II, Part A**

Name of Grantee: _____ County-District #: **101912**

Description of Costs

Describe the planned participant support cost.

Describe the specific need, as identified in your comprehensive needs assessment, that this planned participant support cost addresses.

Explain how the planned participant support cost is reasonable and necessary, allocable to the federal or state grant program, and properly documented by the application. For a cost that is related to providing equitable services to eligible private nonprofit schools, check the box below and leave this section blank.

☐ Participant support costs are related to providing equitable services to eligible Private Nonprofit Schools.

Certification

Name and Title of Authorized Official: _____

Signature of Authorized Official and Date: _____

This form must be signed by the authorized official.

Email this signed form to TEA's Department of Contracts, Grants and Financial Administration (CGFA) at **GrantSupport@tea.texas.gov**.

For TEA Use

☐ Request for prior written approval is approved as requested.

☐ Request for prior written approval is approved with the following changes:

☐ Request for prior written approval is denied.

Signature of CGFA Associate Commissioner and Date: _____

INSTRUCTIONS for Completing the Request for Approval of Participant Support Costs

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 is accessed on HISD's PNP Schools webpage.

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….

Reimbursements

Professional development-related costs can be reimbursed only for PD opportunities that were approved by HISD/TEA. The approval must occur before attending the professional development. 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.

NOTE: Catapult Learning emails the Catholic Schools Office (CSO) regularly to advise of each Catholic school's:
campus planning allocation/remaining balances, PD request(s), including dates of those opportunities encumbered amounts.

Who Can Receive Reimbursement?

IMPORTANT! A reimbursement cannot be paid to the school under any circumstances. Per federal guidance, money cannot flow to the schools from HISD.

A reimbursement can only be paid to an individual who used a personal check, credit card, or cash receipt to pay the registration or related expenses of the professional development.
NOTE:
If a school check, credit card, or cash (per invoice) was used for payment, a reimbursement will not to be issued.

Reimbursement checks will be sent to the school for tracking purposes. In the event, that schools close for extended periods of time, a notice will be sent to indicate that checks will be mailed to home addresses.

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. HISD Guideline: Individuals may only take one course per one school year (August – July) per one university.

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 public 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 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

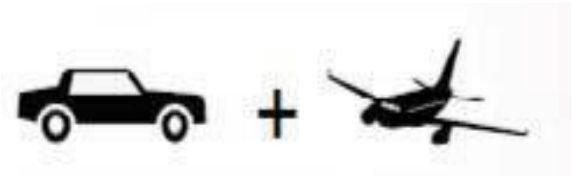
When a rental vehicle is utilized:

- 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.

To clarify:

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. The following are reimbursable costs for day trips:

- Parking costs at locations related to the PD and the per diem expenses
- Fuel costs (see *Vehicle Rental and Gasoline Reimbursement* on the previous page)

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.

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

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
- Any receipts containing marked up or crossed out items.
- Local food expenditures (e.g., any food purchases in Houston or its environs, whether at the airport or enroute and still within the city limits)
- Non-business-related expenditures (e.g., pharmaceuticals, newspapers, alcoholic beverages, etc.)

Reimbursements, continued

Documents Required for Reimbursement

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

Submitted Items	Additional information
Completed Reimbursement Form	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.
Completed W-9	The name on the W-9 must be the name used when completing all paperwork.
Certificate of Attendance	Include the certificate if it was provided at the PD event.
Food receipts	• 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	• 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.
Other receipts	• 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 Reimbursements:

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

Catapult Learning

30 Day Reimbursement Process

Step 1: Intake & Review

Reimbursement Requests Forms along with supporting documents and receipts are submitted via email to reimbursements@catapultlearning.com. Reimbursement documents undergo a 2-step review process to ensure all documentation is received and accurate. Once reviewed, a confirmation email is sent to inform of the status of the submission. If more documentation is needed, the school will be notified at that time.

Step 2: Operations Processing

On Fridays, final reimbursement packets are submitted to the Catapult Billing Dept. Confirmation emails are sent to schools, informing them that their request has been processed and submitted to the Billing Department.

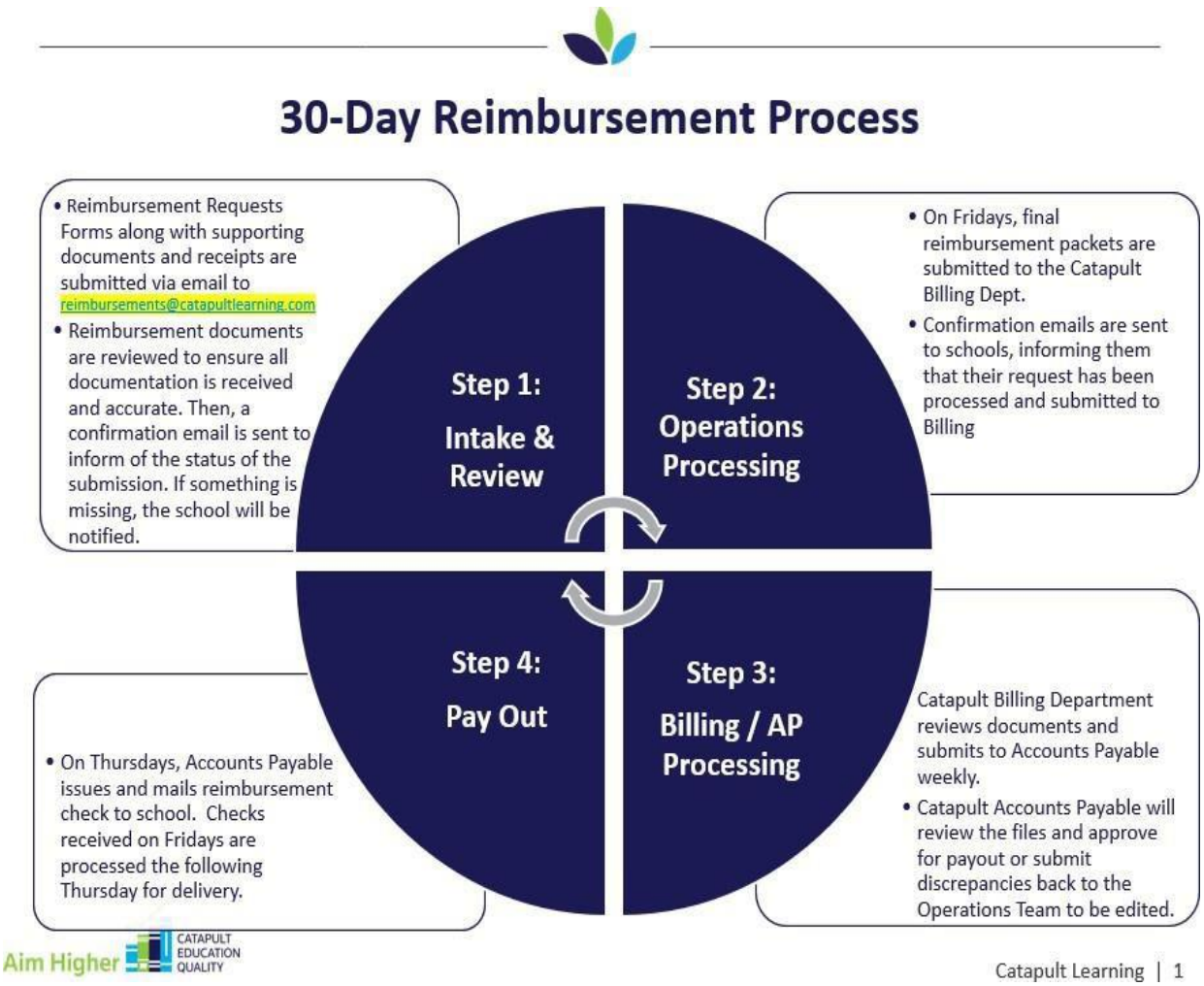
Step 3: Billing/ AP Processing

Catapult Billing Department reviews documents and submits to Accounts Payable weekly. Accounts Payable will review the files and approve for payout or submit discrepancies back to the Operations Team to be edited.

Step 4: Pay Out

On Thursdays, Accounts Payable issues and mails reimbursement checks to school. Checks received on Fridays are processed the following Thursday for delivery.

Reimbursements, continued



Passthrough Reimbursements—FAQs

Passthrough Reimbursement Processing

How long is the reimbursement process?
Typically, the process takes approximately 30 days before a check is disbursed from accounts payable. This time is designed for the Catapult Learning Team to work through the 4- Step ***30 Day Reimbursement Process.***

What cause delays in the reimbursement process?
There can be a few reasons your reimbursement is delayed even after submission. Most common delays are caused by recipient needing a vendor number assigned by accounts payable for a check to remitted. To be assigned a vendor number, a W-9 Form must be on file for the recipient. If a reimbursement request is submitted without this information, there will be a delay in receiving the reimbursement check. Additionally, invalid receipts and missing information on the Reimbursement Form will cause delays in the process.

Contacts

Kasey Khama
Professional Development - Operations Coordinator
Kasey.khama@catapultlearning.com

Ashley Leverett
Professional Development – Manager
ashley.leverett@catapultlearning.com

Randi Knight
Vice President, Programs- Central South
randi.knight@catapultlearning.com

Barbara Hill
Coordinator I, Grants and Donations
HISDPNP@houstonisd.org

Email
reimbursements@catapultlearning.com

Where are reimbursement checks mailed to?
Reimbursements checks are sent to the school for tracking purposes. In the event, that schools close for extended periods of time, a notice will be sent to indicate that checks will be mailed to home addresses. Beginning September 1, 2021, reimbursement checks will be mailed to the PNP School.

What if my address has changed since submitting my last W-9 Form?
To have your check mailed to an updated address, you must submit a new W-9 to reimbursements@catapultlearning.com

How do I check the status of my reimbursement once submitted?
Once your reimbursement request has been processed and approved, you will receive a confirmation email that will include an assigned ID. This unique ID is specific to the reimbursement request and should be used when checking the status and for all other inquires regarding the reimbursement request following submission.

Your ID will be labeled as followed:
Dept Number 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.

Purchase Limit: Catapult Learning's American Express card use policy allows cardholders (our Catapult partners) to make purchases up to $5,000 for a single purchase to a vendor. Purchases over that amount can be declined.
Therefore, if a PNP school has a single purchase request for professional development greater than $5,000, contact Catapult Learning as soon as possible for possible options with making the purchase.

The AMEX card can be used only for the following:

- Registration fees for secular PD opportunities
- Non-secular PD opportunities are reimbursed on a percentage basis; therefore, they cannot be prepaid.
- Early bird registrations to prevent paying a higher registration rate.
- Payment of a vendor (speaker, consultant, trainer, etc.) immediately after rendering services.

NOTE:
All charges made with the AMEX card will be encumbered and deducted from the school's campus planning allocation. If for any reason, the PD is not attended, the deduction will still be taken from the budget of the school unless the vendor will allow a person to attend in the place of the original registrant.

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.

Prepayment Option for Professional Development, continued

A Word About Book Studies
Books for book studies are purchased exclusively from Amazon. Use the Materials Request Form HISD's PNP Schools webpage. 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 assignments from participants, etc.

A Word About Online Professional Development
When purchasing software for professional development, use the Materials Request Form HISD's PNP Schools webpage. 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 assignments om participants, etc.

Prepayment Option for Professional Development, continued

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. • Campus Needs Assessment • 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 • that this vendor accepts American Express. • Registration form for the workshop/conference (All forms are found on the Houston ISD PNP website: HISD's PNP Schools webpage. Email the completed forms to the Catapult Professional Development Manager for HISD.
3	Ask the vendor if they will send the invoice directly to the PNP School or to Catapult Learning. 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 Catapult Professional Development Manager for HISD.

Prepayment Option for Professional Development, continued

Submitting Expenses for Prepayment, continued

Step	Description
4	If the vendor invoices the PNP School employee, email the vendor's invoice to the Catapult Professional Development Manager for HISD. 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 school credit card or check, neither the school nor the signer on those forms of payment can be reimbursed.

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.
- Improve access to personalized, technology-driven learning experiences for students and Professional Development (PD) for teachers about the effective use of data and technology.

The **beneficiaries** of the program are all students (PreK4-12_ enrolled at PNP Schools.

PNP School Participation Requirements

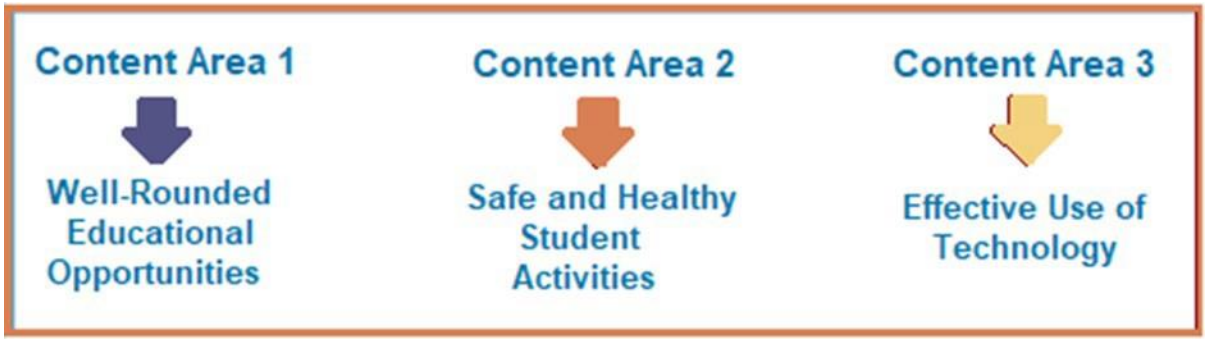
PNP SCHOOL PARTICIPATION REQUIREMENTS
School Eligibility The PNP School building must be physically located within the boundaries of HISD.
Student Eligibility All students are eligible to engage in student opportunities aligned with the grant. School Personnel Eligibility Personnel can receive professional development related to the Title IV content areas 1,2,3.
Content Areas To improve student support and academic enrichment, PNP Schools are given the opportunity to participate in 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 The purchase of technology is not allowed. 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.
Parent and Family Engagement Schools must promote the involvement of parents and families in the activity or program.
Program Integration Schools should work in coordination with other schools and community programs with a demonstrated record of success for *student opportunities and activities*.
Evidence-Based Program All *professional development opportunities* through the grant must have a demonstrated record of success

Content Areas

Services fall into three content areas:

(1) Well-Rounded Educational Opportunities
(2) Safe and Healthy Student Activities
(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.



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.

TITLE IV, PART A SERVICES, continued

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
    - Local & Out of State travel for PD 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

TITLE IV, PART A SERVICES, continued

Eligible Activities/Opportunities, continued

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
- Local & Out of State travel for PD related to Safe and Healthy Student Activities

➢ 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 *staff* 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
    - Local & Out of State travel for PD related to the Effective Use of Technology

Eligible Activities/Opportunities, continued

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 PreK-4 -12 are counted to apply a per pupil allocation using the Title IV Student Support and Academic Enrichment Participation Form.
- Meeting 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 and teacher 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 Student Services for student enrichment and Teacher Services for professional development opportunities for the PNP Schools.

To handle the needs of the schools effectively, the Third- Party Provider 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.)

Travel-Related Expenditures

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) — Lodging will never be an eligible expenditure because overnight field lessons are not permitted.
UIL Academic Competition (transporting students to pre-approved academic competitions in local or surrounding areas) - Competitions must be same-day events — overnight costs are not allowed.

Professional Development (cost of PNP school personnel attending professional development locally or out of town, including other travel related expenses- see below)

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

Travel-Related Expenses 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.

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

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

Title IV, Part A Program Duration

The Title IV, Part A grant period begins July 1st. The grant period ends June 30th – 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

Forms — General Requirements

All forms must be completed and submitted electronically. 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 activities/opportunities for all students in the three content areas.

Completing the Student Support and Academic Enrichment Participation Form

This form is completed annually. Instructions for completion are on the form itself.
The Student Support and Academic Enrichment Participation Form requires principal's signature and must be submitted via email to HISDPNP@houstonisd.org

Access this form on the HISD PNP Schools webpage: HISD's PNP Schools webpage.

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

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

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

School: Principal: **SAMPLE**

To participate in the Title IV, Part A federal program with Houston ISD for the 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 28, 2022.

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.

Click or tap here to enter text.

Principal's Signature – Signature

Entering your name above constitutes a binding digital signature.

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 coordinates all 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:

- allowable (Cost can be allocated to the grant. The expense can be paid by the grant. The grant permits this expenditure based on allowable uses and terms of the grant defined by OMB Uniform Guidance.)
- reasonable (Cost is in line with market prices for comparable activities as to duration, location, and choice. It reflects what a prudent person might pay.)
- necessary (Cost deemed important to assign to the work/services allowed by the grant to fulfill the grant purpose. Therefore, the expenditure must be aligned to student and school needs.)
- allocable (Cost is incurred to advance the work of the grant. The expense benefits who or what it is intend- ed to benefit.)
- sustainable (There will be ongoing and consistent implementation regarding the use of funds to meet the student and school needs.)

Student Support and Academic Enrichment, continued

Program Requests

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

Supplies and Materials

Supplies and materials specifically related to the implementation of a Title IV, Part A activity may be obtained through Catapult Learning or another vendor. Catapult Learning will still be involved with the coordination of the aspects of the Title IV activity and related follow- through. All costs will be applied to the campus planning allocation of the PNP School.

Delivery Models

Student Support
Delivery models for student activities and opportunities may include student body assemblies, cooperative and blended learning opportunities, counseling, digital learning, field lessons (and more).

Teacher Support

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).

Receiving Title IV, Part A Services (Process)

This is the process for receiving Title IV, Part A services for teacher or student support.

Stage	Description
1	Teacher Support: The PNP School submits a Request Approval for School Professional Development Form which includes a description and other details related to the professional development. Student Support The PNP School submits a Request Approval for Student Services Form which includes a description of planned activities in any of the three content areas of the grant. For either of the above, a Materials Request Form may also be required for supplies.
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 PNP School personnel or Third-Party Provider makes the necessary purchases and/or transactions.
5	The Third-Party Provider determines how costs will be applied against the Campus Planning Allocation. If an employee purchase/transaction, the individual must submit receipts to Catapult Learning for reimbursement within 30 days after the activity/opportunity (and *later* applied against the campus planning allocation). Once received, Catapult Learning has 30 days to process and mail the reimbursement. Consequently, the total reimbursement process can take up to 60 days. If a Catapult Learning purchase/transaction, then the costs are *automatically* applied against the campus planning allocation.

Availability of Forms

All forms can be found on the Houston ISD PNP website:
HISD 's PNP Schools webpage.

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 requester 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. Save the completed form 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 (i.e., transportation)
5	If approved by Catapult, the PNP School should 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.

Instructions for Completing the TEA Field Trip Form

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 for information regarding 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 – Refer to information in the *Title II, Part A Procedures* section.

The above information is applicable for both the Title II and Title IV grants.)

Additional Grant Requirements

Campus Needs Assessment

Services are provided based on the PNP School 's request, student needs, and the feasibility of providing services.

Comprehensive Professional Development and Spending Plan (CPDSP)

Teacher support via professional development should be recorded on the CPDSP, which identifies chosen PD opportunities and tracks fund usage. PD should align with the Campus Needs Assessment. The CPDSP captures professional development for the duration of the grant period.

Parental Consent is Required

Parental consent is required for some activities involving student participation (e.g., field lessons or student assemblies with sensitive content).

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.

PNP FUNDING

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: Content Area 1: Student Support and Academic Enrichment for Well-Rounded Educational Opportunities, Content Area 2: Safe and Healthy Student Activities, Social-Emotional Counseling (if funds are reallocated), and Content Area 3: Support for Effective Use of Technology

FUNDING THE FEDERAL GRANTS

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 for the campus planning allocations are equal for public schools and PNP Schools.

THE PROPORTIONALITY METHOD: Calculating Title I, Part A Allocations

HISD compiles a ranking sheet of all Title I, Part A public schools in rank order of their poverty level (based on the number of students on free and reduced lunch). In doing so, HISD fairly and accurately ranks schools so that those with the highest poverty level (or percentage) will receive the largest Title I allocation and those with a lesser poverty level (or percentage) will receive a lower Title I allocation. The Per Pupil Amount (PPA) for that specific public school and the PNP School is determined based on:

- the district's Title I, Part A entitlement from TEA
- the total low-income enrollment in the district
- the total low-income number of PNP Students enrolled at the PNP School who reside in a Title I public school attendance boundary.

Once ranked, every school in HISD has a unique school allocation that is determined based on the poverty percentage student enrollment, and the PPA. NOTE: The public schools and the private schools have the, same PPA.

Using the Proportionality Method, the low-income percentage of each participating Title I public school is applied to the number of students enrolled at the PNP school who reside in the Title I, Part A public school attendance boundaries. HISD uses the same proportionality data for two years to determine the campus planning allocations for the PNP Schools. After that period, the student data is collected for a new two- year cycle.

See the table below for an example illustrating the Proportionality Method

Proportionality Method – Example

Title I Public School	Percent of Poverty	Total # of PNP Children Who Live in Attendance Area	# of PNP Children Considered Low-Income	Rounded # of PNP Children Considered Low Income	Per Pupil Allocation	Total Allocation
Red ES	84.99%	x8	= 6.79	7	$350	7x350= **$2,450**
White ES	52.44%	x2	= 1.04	1	$300	1x300= **$300**
Blue ES	50.17%	x5	=2.50	3	$250	3x250= **$750**

REALLOCATION FOR COUNSELING: Titles I and IV, Part A

After receiving the initial campus planning allocations, PNP Schools can make a decision about reallocating funds to Counseling Services from Title I and/or Title IV, Part A campus planning allocations. There are three options: (1) not to reallocate, (2) reallocate from one grant or (3) reallocate from both grants.

This reallocation is based on predetermined percentages. The choice to reallocate is offered only once, at the onset of a new schoolyear.

FUNDING FLOW: Federal to State to Local

After receiving the initial campus planning allocations, PNP Schools can plan reallocating funds to Counseling Services from Title I and/or Title IV, Part A campus planning allocations.

There are three options:
(1) not to reallocate
(2) reallocate from one grant
(3) reallocate from both grants.

This reallocation is based on predetermined percentages. The choice to reallocate is offered only once, at the onset of a new school year.

Funding Terminology

Planning Amount

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 a school district (i.e., Local Education Agency— LEA) to support academic programs.

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 usually occurs mid-year. Should there be a change, then the PNP Campus Planning Allocation is updated.

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 a **final entitlement** for those grant(s). PNP Schools will then receive funding to expend for additional equitable services.

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.

There are two Title I reservations:

- **Taken off the top** are Administration fees (negotiated between HISD and the Third-Party Provider).

  Administration Fees

  The Administration fees represent the cost of providing support for equitable services 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 but set aside**, is 1% for Parental Involvement.

Title I, Part A School 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 a district- determined snapshot date (also known as the district PEIMS date).
- identify the HISD Title I school corresponding to each student's address
- provide supporting documentation that verifies each student address by submitting a Student/Family Directory.

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.

There is one Title II reservation --

This district reservation for **direct administration** is subtracted from the district's total Title II, Part A allocation.

The direct administration cost is the amount that is paid to the Third-Party Provider for administration fees to support providing equitable services, mailing certified letters, the cost of handbook production, and legal notices with media outlets regarding participation with HISD in federal grants.

Administration Fees

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

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

Title II, Part A School 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, who were enrolled at the PNP School on a district-determined snapshot date (also known as the district PEIMS date),

HISD uses the student counts 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 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. **There is one Title IV reservation**

This district reservation for **direct administration** is subtracted from the district's total Title II, Part A allocation. The 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.

Administrative Fees

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

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

Title IV, Part A School 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, who were enrolled at the PNP School on a district-determined snapshot date (also known as the district PEIMS 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

EXPENDITURE TIMELINES: TITLES I, II, IV

Period for Grant Fund Usage

Participating PNP Schools may have carryover funding from the previous school year.

Meeting expenditure timelines should be a priority to ensure that all funding is utilized for equitable services to impact student achievement for the current school year. In the event of carryover funding, schools will have more money to spend; therefore, being strategic and diligent in planning is imperative in order to exhaust the current year and carryover allocations.

Refer to the timeline below (and in the Calendar and Timeline chapter) to stay on track.

TIMELINE: Grant Fund Usage
*Dates below may vary from year to year

DATE	ACTION
December 9	50% of campus planning allocations utilized for Instructional Services, Professional Development, and Student Support Activities
March 10	75% of campus planning allocations utilized for Instructional Services, Professional Development, and Student Support Activities
April 7	Check your remaining balances to ensure that all funds are on track to be fully utilized per your Comprehensive Professional Development and Spending Plan.
April 24	100% of campus planning allocations utilized and/or encumbered for Professional Development (PD for all grants) and Student Support
June 30	100% of campus planning allocations utilized 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 period.

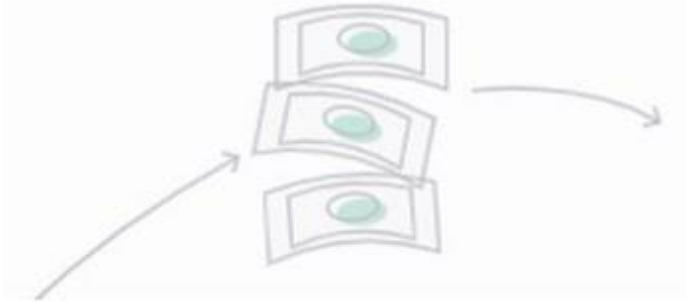
The expectation is that funds will be exhausted during the grant year given, and not carried over into the following year.
Unexpended Title II and IV, Part A funds are typically returned to TEA and redistributed to PNP Schools in the following school year.

Additional Funding

When there are changes in funding, PNP campus planning allocations are updated accordingly throughout the year to remain in compliance with TEA and USDE rules regarding allocated funds for equitable services.

As a reminder, 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.



THIRD-PARTY PROVIDER

CATAPULT LEARNING: OVERVIEW

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.

The Catapult Learning Team

CONTACT	POSITION	EMAIL ADDRESS
Annette Charles	Territory Vice-President - South and West Operations	annette.charles@catapultlearning.com
Randi Knight	Vice President, Programs – Central South	randi.knight@catapultlearning.com
Greg Gronke	Regional Director	greg.groenke@catapultlearning.com
Sally Paz	Area Manager South Texas Student Services (Titles I & IV)	sally.paz@catapultlearning.com
Ashley Leverett	Professional Development Manager for HISD (Titles I, II & IV)	ashley.leverett@catapultlearning.com

Evaluating a Third-Party Provider

Beginning May 13, 2022, 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 May 12, 2027. Input from PNP Schools is provided to HISD via mid-year and end-of-year evaluations of equitable services provided.

Catapult Learning

A Word From Catapult Learning

Catapult Learning is a leading provider of educational services in the United States. Partnering with school districts in over 42 states, we are driven by our mission of creating brighter futures for students, regardless of the learning barriers or other challenges they may face.

Our team works to achieve sustained academic gains and build teacher and leadership capacity through evidence-based programs. Such programs 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.

We take a consultative approach to delivering services, and through discussion with District Stakeholders and School Leaders, can design and deliver a customized package of services to qualifying students and staff.

Title I, Part A – Student Services

Our broad portfolio of services means Catapult Learning can support PNP Schools in HISD through a variety of offerings.
These services include – instruction and intervention leveraging our proprietary Achieve- Literacy and Achieve Math Curricula, High Dosage Tutoring through our Accelerate curriculum, a variety of PreK offerings, as well as academic counseling and family support services. Our latest offerings include a customizable Mental Health programming, as well as standalone and embedded Social and Emotional Learning opportunities for students.

Catapult's instructional and tutoring services are more vital than ever as students work to regain losses experienced due to the ongoing COVID-19 Pandemic. We also offer blended learning options. Additionally, academic counseling and family support services have been shown to play an integral role in fostering positive academic outcomes for learners.
Title I eligibility requirements are applicable for all students receiving any approved, qualifying services.

Title II, Part A - Professional Development

Catapult Learning's development builds the capacity of teachers and leaders to raise and sustain student achievement. Delivered by our team of experienced coaches, our solutions feature best practices directly formed 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.

We can work with individual schools or the district at large to deliver professional learning through a variety of methods including in-person or online workshops, multi-day institutes, or through ongoing, job- embedded professional coaching.

Continued on next page.

A Word from Catapult Learning, continued

Title IV, Part A Student Support and Academic Enrichment Programs
As with Title I, Catapult's extensive portfolio of offerings can benefit participating PNP Schools. Under Title IV we offer, STEM programming, Professional Development, Summer Programming and Services, APEX Learning for HS as well as our new Mental Health Programming.

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, 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.

Apex Learning Tutorials provide high school students (grades 9- 12) the opportunity to advance toward meeting grade-level standards and obtain appropriate reading and math skills.

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)
	  o Hires tutors and counselors
	  ▪ criminal background check
	  ▪ fingerprinting – FAST PASS
	  ▪ VIRTUS/Safe Haven Training for Catholic Schools
	  o Trains tutors
	  ▪ Catapult Learning and HISD processes
	  ▪ curriculum for student instruction
	  o Provides online curriculum
	  o Provides direct instruction and support for indirect instruction— in-person and virtually
	  o Provides student progress reports to parents
	• Coordinates parent and family engagement activities/workshops
	  o Provides literacy materials
	  o Provides workshops
	  o Provides monthly parent and family engagement newsletters
	• Coordinates professional development events/opportunities
	• Coordinates academic school year and extended year (summer school) instructional services and academic interventions
	• Submits monthly billing to HISD for all services
	• Provides real-time budget information showing service expenditures and remaining grant balance for all service categories
	• Provides end-of-year report to HISD

Title II, Part A	• Participates in regular and ongoing consultation
	• Coordinates professional development opportunities for teachers, administrators, and other educational personnel
	  o Processes requests, approvals, and reimbursements for PD
	  o Submits paperwork for approval of out-of-state PD to HISD
	  o Coordinates PD events
	• Submits monthly billing to HISD for all services
	• Provides real-time budget information showing service expenditures and remaining grant balance
	• Provides end-of-year report to HISD

Continued on next page…

GRANT/RECIPIENT	CATAPULT LEARNING'S RESPONSIBILITIES
Title IV, Part A	• Participates in regular and ongoing consultation • Coordinates student support and academic enrichment services to PNP Schools • Coordinates professional development for teachers in Content Area1 • Submits monthly billing to HISD for all services • Provides real-time budget information showing service expenditures and remaining grant balance for all Content Areas • 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

HISD Title IIA Guidelines

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.
providing equitable services to ***Private Nonprofit Schools***
Catapult Learning

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

HISD Title IIA Guidelines—PERSONNEL

HISD | External Funding Titles I, II & IV
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providing equitable services to **Private Nonprofit Schools**

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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 | External Funding Titles I, II & IV
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HISD Private Nonprofit Schools

Procedures for Requesting Professional Development Services – All Grants

Custom Professional Development Services and Attendance at Outside Workshops and Conferences

1. Complete the Campus 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.
2. Submit Request Approval for Professional Development form to the Catapult HISD 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.**
3. Approval must be obtained prior to attending the professional development workshop. Any workshop attended without prior approval will not be reimbursed. Once approval is granted, schools may need to complete the Materials Request Form (for instance if books are needed for a book study, etc.).
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 (limit = $5,000 per vendor per approval).** Ask in advance if the vendor accepts American Express if desiring an immediate payment after services. 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.

   NOTE: 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.

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

Rev. 04/06/2022

ESSA Technology Guidance

HISD | External Funding Titles I, II & IV
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Catapult Learning

INFORMATION REGARDING THE PURCHASE OF TECHNOLOGY FOR ESSA EQUITABLE SERVICES – PNP SCHOOLS

USDE, TEA, and LEA Guidance and Guidelines

TEA does not endorse or approve purchasing technology with ESSA funds per written guidance from the U.S. Department of Education (USDE). TEA will revise guidance as necessary should USDE issue new guidance. Although the **purchase** of technology using federal funds remains under review, the USDE supports the **use** of technology in federally assisted programs.

The LEA (HISD) does not permit the purchase of capital outlay or technology for use by private nonprofit schools.

Safeguards for the Use of Technology in Federally Assisted Education Programs

There are instances where technology is involved in ESSA grants: For example, Title I, Part A may incorporate virtual or remote learning with students or counselors and Title IV, Part A Content Area 3 addresses the Effective Use of Technology for students and teachers to promote interaction and engagement in the classroom environment. Safeguards should be in place for students when using school-owned technology to prevent their exposure to inappropriate content on the worldwide web.

Rev. 04/06/2022

Reimbursement Request

2024-2025 Reimbursement Request Form - Catapult Learning HISD						
Name (on W-9)						
Title of PD Event						
Location of PD Event:						
School Name						
Dates of Travel						
Conference Related Expenses						**Total**
Registration						$0.00
Materials and Supplies						$0.00
Room Expenses	**# of Nights**	**Cost per Night**				**Total**
Hotel						$0.00
Transportation						**Total**
Airfare						$0.00
Baggage						$0.00
Rental Car						$0.00
Daily Transportation Expenses	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Total**
Gasoline (W/Rental Car Only)						$0.00
Parking - Hotel						$0.00
Parking - Airport						$0.00
Parking - Conference						$0.00
Parking Other						$0.00
Rideshare/Shuttle/Taxi (Less Tips)						$0.00
	# of Miles	**GSA Per Diem Rate**				**Total**
Mileage (Roundtrip)		0.655				$0.00
Food (Less Tips)						
	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Total**
Food Expenses						$0.00
Total Expected Reimbursement						$0.00
Comments:						

Reimbursement Request Instructions – Page 1

INSTRUCTIONS – REIMBURSEMENT REQUEST

Receipts MUST be submitted within 30 days after travel or the REIMBURSEMENT IS *FORFEITED*.

1. 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.
   - **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 of the form: (1) Related Expenses, (2) Room Expenses, (3) Parking, (4) Transportation, and (5) Food.
   - Be sure to enter the **GSA per diem rate** effective on the date of your travel. There are two places on the form where the rate may be entered: Transportation (Mileage) and/or Food.
   - *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. After entering any data, click or press Enter so that the Total Amount will update.

2. Email all information – form and receipts – to the **Catapult Learning Professional Development Manager for HISD.**
   - 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. 04/06/2022

Reimbursement Request Instructions – Page 2

INSTRUCTIONS – REIMBURSEMENT REQUEST

4. 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.
   - Also check the *Comment* Box at the bottom of the form in case there are notes.

IMPORTANT: Submit only one email per traveler 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.

All Additional forms below are located on HISD's PNP Schools webpage.:

- Parental Consent Forms
- Campus Needs Assessment
- Comprehensive PD Spending Plan
- Request Approval for School Professional Development
- Request for Approval of Field Trip
- Field Trip Implementation Plan
- Parental Consent & Medical Release Form
- Student Eligibility Roster
- Student Eligibility checklist
- TEA Out of State Travel form

2

COMPLIANCE

DOCUMENTATION

Documentation is required as evidence of compliance with federal/state guidance and district guidelines. Documentation provides a condensed yet comprehensive overview of the school's federal programs for the 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.
This is primarily the responsibility of the grant contact at the PNP School; however, the Third-Party Provider will provide some assistance in this area.

Documentation is retained 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
- preserve a record of the dynamic work taking place at the PNP school that leads to student achievement for that particular school year.

Documentation Crate

Houston ISD utilizes the 806- Title I Crate – online system for uploading and storing all programs (TIA, TIIA, and TIVA) compliance documentation.
The documentation create is specific to each campus and offers an easy and streamlined way to ensure compliance with federal and states rules for campus documentation.

Documentation Crate is found online at: https://www.806technologies.com/title1crate/

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

Documentation Crate is provided for an easy and efficient tool for record keeping. Compliance documents are reviewed and easier to access for compliance purposes. Schools are responsible for maintaining all program documentation.

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 Bins, continued

A sturdy cardboard retention box is necessary for long-term storage of the previous years' documentation.

Retention Bin Organization

- The documentation retention bin must be clearly labeled and must 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, not paper clips, 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, clip 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, share in roundtable discussions, and/or receive a classroom visit. Parents may be interviewed as well.

COMPLIANCE MONITORING

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
- 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
HISD.....Retains the form as a record of the PNP School's participation and grant selection(s).

ESSA Compliance Report

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

Participation = HISD Verification of Students + Parent Consent

HISD..... Verifies information received from PNP Schools in order to complete the ESSA Compliance Report that is submitted to TEA.

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.

RESOURCES

ACRONYMS

Acronym	What It Stands For
BOY	Beginning of Year
C&R	College and Career Readiness
CIP	Campus Improvement Plan
CL	Catapult Learning
CNA	Campus Needs Assessment
CPA	Campus Planning Allocation
CPDSP	Campus Professional Development Spending Plan
CSO	Catholic Schools Office
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
MOY	Middle of Year
MS	Middle School
NOGA	Notice of Grant Award
PD	Professional Development
PEIMS	Public Education Information Management System
PFE	Parent and Family Engagement
PNP	Private Nonprofit
PPA	Per Pupil Amount/Allocation
SBOE	State Board of Education
SEA	State Education Agency (in Texas, this refers to the TEA)
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
TEKS	Texas Essential Knowledge and Skills
USDE	U.S. Department of Education

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 a 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

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

Q:	**What is ESSA?**
A:	The No Child Left Behind (NCLB) Act was reauthorized as of December 10, 2015. The No Child Left Behind (NCLB) 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). • For Parent and Family Engagement, Professional Development, and Academic Counseling, these equitable services can only start once instructional services begin.
Q	**What are the well-rounded subject areas?**
A	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)**

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.

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.

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).

Continued on next page...

Title II, continued

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.

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.

Continued on next page...

Title II, continued

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

  Pre-payment 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.

  Direct payment for coaching services by the Third-Party Provider is allowable if:
  - The Coach accepts American Express.
  - The services have been rendered.

  Reimbursement 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.

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 *privately owned vehicle* (POV) – the reimbursement amount takes into account the wear and tear on the vehicle as well as gasoline costs. However when operating a *business-owned vehicle* (e.g., rental or chartered vehicle, or one 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 on next page...

General Information

Q: 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: Start by checking your equipment. Perhaps your computer is not running the latest version of the Microsoft software (e.g., Word, Excel, etc.) or Adobe Acrobat. In such cases, 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.).

NOTE: 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 express a complaint or dissatisfaction?

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.

Yes. Twice annually, PNP School Administrators and/or Grant Contacts are given the opportunity to complete the Evaluation of Services for HISD and Catapult Learning. By completing the form, school officials may express either satisfaction or dissatisfaction with the technical support and equitable services provided by HISD and the third-party provider.

Accessing 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

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

PNP Participating Schools – 2024-2025

HOUSTON INDEPENDENT SCHOOL DISTRICT ESSA TITLE PROGRAMS

ALL Participating PNP Schools (SY 2024–2025)

PARTICIPATING SCHOOLS (46)

Al-Hadi School – Richmond campus	St. Anne Catholic School
Al-Hadi School – Voss campus	St. Augustine Catholic School
Assumption Catholic School	St. Catherine's Montessori
Beth Yeshurun Day School – DBA (Jack Segal Academy)	St. Christopher Catholic School
Corpus Christi Catholic School	St. Francis de Sales Catholic School
Cristo Rey Jesuit College Preparatory School	St. Francis Episcopal School
Emery/Weiner School, The	St. John Paul II Catholic School
Holy Ghost School	St. Mark's Episcopal School
Iman Academy Southwest	St. Mary of the Purification Catholic School
Imani School, The	St. Michael Catholic School
Incarnate Word Academy	St. Peter Catholic
Mesivta of Houston, The	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
Post Oak School, The	St. Thomas More Parish School
Presbyterian School	St. Vincent de Paul Catholic School
Resurrection Catholic School	Strake Jesuit College Preparatory
Robert M. Beren Academy	Torah Day School of Houston
Saint Thomas' Episcopal School	Torah Girls Academy of Texas
San Francisco Nativity Academy	Veritas Christian Academy of Houston
Shlenker School, The	Westbury Christian School
St. Ambrose Catholic School	Yeshiva Torat Emet

PNP Participating Schools, Continued

HOUSTON INDEPENDENT SCHOOL DISTRICT ESA TITLE PROGRAMS

PNP Schools Participating in Title I, Part A (SY 2024–2025)

PARTICIPATING SCHOOLS (30)

Al-Hadi School – Richmond campus	San Francisco Nativity Academy
Al-Hadi School – Voss campus	Shlenker School, The
Assumption Catholic School	St. Ambrose Catholic School
Beth Yeshurun Day School– DBA (Jack Segal Academy)	St. Augustine Catholic School
Corpus Christi Catholic School	St. Christopher Catholic School
Cristo Rey Jesuit College Preparatory School of Houston	St. Francis de Sales Catholic School
Holy Ghost School	St. Mary of the Purification Catholic School
Iman Academy Southwest	St. Peter Catholic
Incarnate Word Academy	St. Pius X High School
Mesivta of Houston, The	St. Rose of Lima Catholic School
Muhammad University of Islam	St. Thomas More Parish School
Our Lady of Guadalupe Catholic School	Torah Day School of Houston
Our Redeemer Lutheran North School	Torah Girls Academy of Texas
Resurrection Catholic School	Veritas Christian Academy of Houston
Robert M. Beren Academy	Yeshiva Torat Emet

PNP Participating Schools, Continued

HOUSTON INDEPENDENT SCHOOL DISTRICT ESSA TITLE PROGRAMS

PNP Schools Participating in Title II, Part A (SY 2024–2025)

PARTICIPATING SCHOOLS (44)

Al-Hadi School – Voss campus	St. Augustine Catholic School
Assumption Catholic School	St. Catherine's Montessori
Beth Yeshurun Day School- DBA (Jack Segal Academy)	St. Christopher Catholic School
Corpus Christi Catholic School	St. Francis de Sales Catholic School
Cristo Rey Jesuit College Preparatory School	St. Francis Episcopal School
Emery/Weiner School, The	St. John Paul II Catholic School
Holy Ghost School	St. Mark's Episcopal School
Iman Academy Southwest	St. Mary of the Purification
Imani School, The	St. Michael Catholic School
Incarnate Word Academy	St. Peter Catholic
Mesivta of Houston, The	St. Pius X High School
Muhammad University of Islam	St. Rose of Lima Catholic School
Our Lady of Guadalupe 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
St. Ambrose Catholic School	Westbury Christian School
St. Anne Catholic School	Yeshiva Torat Emet

PNP Participating Schools, Continued

HOUSTON INDEPENDENT SCHOOL DISTRICT ESSA TITLE PROGRAMS

PNP Schools Participating in Title IV, Part A (SY 2024–2025)

PARTICIPATING SCHOOLS (43)

Al-Hadi School – Voss campus	St. Augustine Catholic School
Assumption Catholic School	St. Catherine's Montessori
Beth Yeshurun Day School- DBA (Jack Segal Academy)	St. Christopher Catholic School
Corpus Christi Catholic School	St. Francis de Sales Catholic School
Cristo Rey Jesuit College Preparatory School	St. Francis Episcopal School
Emery/Weiner School, The	St. John Paul II Catholic School
Holy Ghost School	St. Mark's Episcopal School
Iman Academy Southwest	St. Mary of the Purification Catholic School
Imani School, The	St. Michael Catholic School
Incarnate Word Academy	St. Peter Catholic
Mesivta of Houston, The	St. Pius X High School
Muhammad University of Islam	St. Rose of Lima Catholic School
Our Lady of Guadalupe School	St. Theresa Catholic School
Post Oak School, The	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
St. Anne Catholic School	Westbury Christian School
	Yeshiva Torat Emet

HISD TITLE I , SCHOOLS – 2024-2025

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

2024 – 2025 TITLE I, PART A CAMPUSES (250)

ELEMENTARY SCHOOLS			
102	Alcott ES	192	Lantrip ES
104	Almeda ES	357	Laurenzo ECC
108	Bastian ES	263	Law ES
360	Bellfort ECC	195	Lockhart ES
268	Benbrook ES	197	Looscan ES
110	Blackshear ES	198	Love ES
117	Briscoe ES	355	MLK ECC
119	Brookline ES	201	MacGregor ES
120	Browning ES	203	Mading ES
124	Burnet ES	480	Marshall ES
125	Burrus ES	289	Martinez C ES
287	Cage ES	298	Martinez R ES
123	Codwell ES	204	Memorial ES
133	Cornelius ES	264	Mitchell ES
290	Crespo ES	212	Oates ES
135	Crockett ES	213	Osborne ES
297	Davila ES	217	Peck ES
383	DeAnda ES	265	Petersen ES
138	DeZavala ES	220	Pleasantville ES
152	Field ES	222	Port Houston ES
470	Fonwood ECC	223	Pugh ES
154	Foster ES	225	Reynolds ES
155	Franklin ES	186	Robinson ES
156	Frost ES	231	Roosevelt ES
291	Gallegos ES	232	Ross ES
159	Golfcrest ES	281	Sanchez ES
162	Gregg ES	269	Scroggins ES
166	Harris JR ES	373	Seguin ES
167	Harris RP ES	240	Sherman ES
168	Hartsfield ES	242	Smith ES
170	Helms ES	244	Southmayd ES
171	Henderson JP ES	243	Thompson ES
172	Henderson NQ ES	279	Tijerina ES
174	Highland Heights ES	252	Wainwright ES
473	Hilliard ES	254	Wesley ES
395	Hines-Caldwell ES	257	Whidby ES
180	Isaacs ES	258	Whittier ES
182	Jefferson ES	127	Woodson
187	Kelso ES	247	Young ES
188	Kennedy ES	192	Lantrip ES
389	Ketelsen ES		

2024 – 2025 TITLE I, PART A CAMPUSES, continued

ELEMENTARY SCHOOLS			
105	Anderson ES	181	Janowski ES
273	Ashford ES	185	Kashmere Gardens ES
274	Askew ES	194	Lewis ES
106	Atherton ES	196	Longfellow ES
107	Barrick ES	199	Lovett ES
151	Bell ES	128	Lyons ES
295	Benavidez ES	483	Mark White ES
109	Berry ES	179	McGowen ES
111	Bonham ES	227	McNamara ES
112	Bonner ES	299	Milne ES
114	Braeburn ES	354	Mistral ECC
116	Briargrove ES	207	Montgomery ES
121	Bruce ES	359	Moreno ES
122	Burbank ES	209	Neff ECC
292	Carrillo ES	394	Neff ES
130	Condit ES (Targeted Assistance)	210	Northline ES
358	Cook ES	113	Paige ES
132	Coop ES	214	Park Place ES
136	Cunningham ES	215	Parker ES
396	Daily ES	216	Patterson ES
137	De Chaumes ES	219	Piney Point ES
140	Dogan ES	224	Red ES
115	Durham ES	372	Rodriguez ES
144	Durkee ES	233	Rucker ES
147	Eliot ES	237	Scarborough ES
475	Elmore ES	353	School at St. George Place ES
148	Elrod ES	276	Shadowbriar ES
149	Emerson ES	479	Shadydale ES
352	Farias ECC	239	Shearn ES
271	Foerster ES	241	Sinclair ES (Targeted Assistance)
153	Fondren ES	245	Stevens ES
283	Garcia ES	248	Sutton ES
158	Garden Villas ES	374	Tinsley ES
262	Grissom ES	285	Valley West ES
369	Gross ES	253	Walnut Bend ES
131	Halpin ECC	267	White E ES
173	Herod ES	260	Windsor Village ES
286	Herrera ES		
175	Hobby ES		

2024 – 2025 TITLE I, PART A CAMPUSES, continued

MIDDLE SCHOOLS		HIGH SCHOOLS	
041	Attucks MS	001	Austin HS
467	Baylor College of Medicine Academy at Ryan	323	Challenge Early College HS
048	Clifton MS	026	DeBakey HS for Health Professions
044	Cullen MS	345	East Early College HS
045	Deady MS	301	Eastwood Academy HS
046	Edison MS	468	Energy Institute HS
476	Forest Brook MS	004	Furr HS
058	Gregory-Lincoln PK-8	012	Heights HS
049	Hamilton MS	034	High School for Law and Justice
051	Hartman MS	348	Houston Academy International Studies HS
456	High School Ahead Academy MS	006	Jones HS
053	Hogg MS	485	Middle College at HCC Fraga HS
050	Holland MS	477	North Forest HS
061	Marshall MS	024	Scarborough HS
054	Navarro MS	486	South Early College HS
338	Ortiz MS	016	Washington HS
064	Pershing MS	019	Worthing HS
071	Project Chrysalis MS	020	Yates HS
382	Reagan K-8 Educational Center	463	Young Women's College Prep. Academy
080	Rice School PK-8		
077	Thomas MS		
256	Wharton K-8 Dual Language Academy		
082	Williams MS		

2024 – 2025 TITLE I, PART A CAMPUSES, continued

MIDDLE SCHOOLS		HIGH SCHOOLS	
234	Baylor College of Medicine Biotech Academy at Rusk	002	Bellaire HS
042	Black MS	322	Carnegie HS (Targeted Assistance)
043	Burbank MS	027	Chavez HS
078	Fleming MS	310	Houston Math Science & Technology Center
072	Fondren MS	007	Kashmere HS
047	Fonville MS	008	Lamar HS
157	Garden Oaks Montessori	324	Liberty HS
052	Henry MS	010	Madison HS
079	Key MS	484	Middle College at HCC Gulfton HS
340	Las Americas MS	011	Milby HS
075	Lawson MS	308	North Houston Early College HS
059	Long Academy	003	Northside HS
062	McReynolds MS	023	Sharpstown HS
055	Meyerland MS	081	Sharpstown International School
458	Mickey Leland College Prep Academy for Young Men	014	Sterling HS
218	Pilgrim Academy	015	Waltrip HS
337	Pin Oak MS	017	Westbury HS
060	Revere MS	036	Westside HS
098	Stevenson MS	018	Wheatley HS
163	Sugar Grove Academy	009	Wisdom HS
068	Tanglewood MS		
056	Welch MS		
099	West Briar MS		