2024 - 2025
Title I, Part A
Program Handbook

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

Nelson Mandela

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

HOUSTON INDEPENDENT SCHOOL DISTRICT

2024-2025 Board of Education

Title I, Part A Program Handbook
2024-2025

Title I, Part A Handbook

TABLE OF CONTENTS

Title I, Part A Handbook

Title I, Part A Handbook

Title I, Part A Handbook

Title I, Part A Handbook

Title I, Part A Handbook

Title I, Part A Handbook

Title I, Part A - FAQs

ESSA REQUIREMENTS

1.	Q: A:	**What does "ESSA" stand for?** "ESSA" stands for the Every Student Succeeds Act.
2.	Q: A:	**Under ESSA, to whom is the local educational agency (LEA) receiving federal funds required to submit the ESSA Consolidated Federal Grant Application?** The ESSA Consolidated Federal Grant Application is submitted to the Texas Education Agency (TEA).
3.	Q: A:	**What are TEA's current Strategic Priorities?** TEA's current Strategic Priorities are: - Recruit, Support, and Retain Teachers and Principals - Building a Foundation of Reading and Mathematics - Connect High School to Career and College - Improve Low-Performing Schools
4.	Q: A:	**What percentage of a campus's enrolled students must be identified as economically disadvantaged in order to be designated as a SCHOOLWIDE Title I campus?** To be designated as a Schoolwide Title I campus, at least 40% of students must be identified as economically disadvantaged.
5.	Q: A:	**What percentage of a campus's enrolled students must be identified as economically disadvantaged in order to be designated as a TARGETED ASSISTANCE Title I campus?** To be designated as a Targeted Assistance Title I campus, 35-39% of students must be identified as economically disadvantaged.
6.	Q: A:	**What is the purpose of the Title I, Part A Documentation Checklist?** The Title I, Part A Documentation Checklist is used by campuses to track Title I, part A document compliance, ensuring that all required documents are included in the Title I Crate.
7.	Q: A:	**How long must the Title I documentation be retained?** Five (5) years.
		Continued on next page…

8.	**Q:**	**Should the completed 3 Elements of Schoolwide Planning form (Part 3 of the Campus Improvement Plan) look the same for ALL schoolwide campuses?**
	A:	No, the 3-Elements Campus Improvement Plan (CIP) is specific to your campus.
9.	**Q:**	**Does the entire Campus Improvement Plan (CIP) need to be translated? Or just the Executive Summary?**
	A:	A requirement of the Every Student Succeeds Act (ESSA) is that Title I Campuses must make their CIP available to the public in an understandable and uniform format. Therefore, the entire CIP – including the Executive Summary – must be translated into the language(s) of parents of enrolled students.
10.	**Q:**	**Can I begin purchasing capital outlay after submitting my request to External Funding?**
	A:	No, capital outlay and library books MAY NOT be purchased until the district receives the Notice of Grant Award (NOGA) from TEA. External Funding will notify campuses and departments of TEA approvals via memo or email.
11.	**Q:**	**Which expenditures require prior approval from TEA and must be included in the ESSA Application or an amendment?**
	A:	The following expenditures always require prior approval from TEA: • Capital Outlay • Out-of-State Travel • Field trips • Library books
12.	**Q:**	**Can we use Title I funds to pay for virtual field trips?**
	A:	Yes, campuses may use Title I funds for virtual field trips. However, all campuses must adhere to the approved field trip list and obtain approval in advance from the External Funding Department.
13.	**Q:**	**Can Title I Funds be used to pay transportation costs for field trips *not* on the Pre-Approved Title I Field Lesson List?**
	A:	No.
14.	**Q:**	**Are field trips requiring overnight stay allowable with Title I Funds?**
	A:	No, Title I funds cannot be used to pay for field trips that require an overnight stay.
15.	**Q:**	**What is the last day (during the school year) that campuses can take students on a Title I Field Lesson?**
	A:	The first Friday in May.
		Continued on next page…

16.	**Q:**	**Will Houston ISD be offering free meals to *all* students for the 2024-2025 school year?**
	A:	For the 2024-2025 school year Houston ISD will offer free meals to all students attending HISD schools that participate in the Community Eligibility Provision Program (CEP). There are currently nine campuses that are NOT eligible for CEP.
17.	**Q:**	**Is HISD required to collect socioeconomic information from every student?**
	A:	For the 2024-2025 school year Houston ISD is required to collect socioeconomic information only from students participating in the CEP program.
18.	**Q:**	**Why is it important for Houston ISD to collect socioeconomic information for CEP students?**
	A:	It is very important for Houston ISD to collect and submit socioeconomic information to TEA so that the district can receive Title I and State Compensatory Education funding. This funding affects programs that directly impact campuses and students.
19.	**Q:**	**What is the final date by which student socioeconomic information must be entered into HISD Connect?**
	A:	For the schools that are required to collect it, socioeconomic information must be entered into HISD Connect by the PEIMS snapshot date, which is the last Friday in October.

CAMPUS CONTACT RESPONSIBILITIES

20.	**Q:**	**Who identifies the Title I contact for the campus?**
	A:	The school principal identifies the Title I contact for the campus.
21.	**Q:**	**Can a campus administrator/contact input socioeconomic data into HISD Connect via the HISD Parent Portal?**
	A:	No. Only the parent/guardian is permitted to do this.
22.	**Q:**	**Can the Title I stipend amount ($2,400/year) be split if two individuals are designated as contacts?**
	A:	No. The Title I stipend is paid to only one individual.
23.	**Q:**	**Are NES teachers eligible for Campus Contact stipends?**
	A:	In NES and NESA schools, teachers are NOT eligible to have the role of Title I Contact. The Title I Contact must be either an Assistant Principal, Dean of Instruction or Counselor.
24.	**Q:**	**When is the Federal Report Card sent to parents?**
	A:	The Federal Report Card is sent to parents in the spring. This notification is disseminated by the External Funding Department, working in conjunction with the Communications Department. The Communications Department will also post the parent notification to each campus's website.

BUDGET INFORMATION

25.	**Q:**	**Do campuses keep the same Title I, Part A internal order number each year?**
	A:	No.
26.	**Q:**	**When does the new Title I budget become available?**
	A:	July 1
27.	**Q:**	**Can Title I funds be used for summer school?**
	A:	No.
28.	**Q:**	**Do prior year funds roll over to the new year?**
	A:	No.
29.	**Q:**	**When can technology and library books be purchased using Title I, Part A funds?**
	A:	Purchases can be made after the district receives the Notice of Grant Award (NOGA) from TEA. Campuses will be notified when the NOGA is received.
30.	**Q:**	**When can out-of-state travel and out-of-state/virtual PD be booked or registration take place using Title I, Part A funds?**
	A:	The campus may register for conferences and book out-of-state travel when the district has received the Notice of Grant Award (NOGA) from TEA and the campus has been notified of the approval.
31.	**Q:**	**Which object code should a campus charge registration for out-of-state travel approved by TEA?**
	A:	• The campus should charge registration to object code **6299** – *Miscellaneous Contracted Services*. Registration is the only charge that can be charged to the grant prior to the trip. TEA views this charge a "personal service contract". • All other charges should be charged to **6400** – *Other Operating Costs*, when the trip takes place.
32.	**Q:**	**When a campus requests out-of-state travel for conferences and professional developments, those activities should be linked to a need in the campus Plan4Learning – Campus Improvement Plan. True or False?**
	A:	True – All requests for out-of-state travel or out-of-state/virtual PD for conferences and professional developments should be linked to a campus need in the Campus Improvement Plan.
		Continued on next page…

33.	**Q:**	**Can you make purchases with a personal credit card for trainings and be reimbursed with Title I funds?**
	A:	No, reimbursements are not allowed if a personal credit card is used to reserve trainings. Please create a shopping cart for all trainings to avoid the use of personal credit cards.
34.	**Q:**	**A campus has a small population of students and teachers. The campus principal wants to take all twelve teachers to a conference in New York City. Is this expenditure reasonable, allowable, and necessary?**
	A:	It is a nice gesture by the campus principal. However, taking twelve teachers to the conference is not reasonable, allowable, and necessary, per TEA. The district should be using the Train-The-Trainer model, with only five teachers attending the conference. The teachers selected to attend should be able to share the content information with the other teachers on staff.
35.	**Q:**	**When can registration for out-of-of-state travel or out-of-state/virtual PD take place using Title IA funds?**
	A:	The campus may register for out-of-state travel or out-of-state/virtual PD after being notified by the Department of External Funding that TEA has approved the expenditure. For requests made during the June ESSA Application process, notification takes the form of an ASM that posts in the fall. For amendment requests, notifications are via email.
36.	**Q:**	**Where can I find information about certifying my Time and Effort hours?**
	A:	Information about certifying my Time and Effort hours is found on the External Funding website ([Time & Effort Reporting](#)).
37.	**Q:**	**What is the latest month that a campus can request capital outlay using Title I, Part A funds for the current school year?**
	A:	December
38.	**Q:**	**Which forms are required for a campus to request capital outlay using Title IA funds?**
	A:	The required forms are: *Capital Outlay List* form and *Use of Funds* questions.
		Continued on next page…

39.	**Q:**	**What are the cut-off dates for capital outlay?**
	A:	Please refer to the Cut-off Dates Calendar posted on the External Funding SharePoint site (or displayed in this handbook).
40.	**Q:**	**Can Title I funds be used to pay for parent trainings?**
	A:	Yes.
41.	**Q:**	**What are encumbered funds?**
	A:	Encumbered funds are defined as monies that are set aside to pay for obligated expenditures.
42.	**Q:**	**What is an example of a pre-encumbered fund?**
	A:	Shopping Carts represent pre-encumbered funds until they are approved and a PO is issued.
43.	**Q:**	**Can a shopping cart be deleted after being created?**
	A:	Yes. Normally, the creator of the shopping cart deletes it. If that is not an option, then an HISD Service Desk ticket can be opened for IT to delete the shopping cart.
44.	**Q:**	**When a campus is approved for capital outlay, who pays for the expenditure?**
	A:	The campus purchase is paid for out of the campus Title IA budget.
45.	**Q:**	**When is the best time for a campus to purchase approved capital outlay?**
	A:	Technology should be purchased in September or October to benefit students and impact student achievement. The best time to request technology is in the June ESSA Application.
46.	**Q:**	**Is it ok to purchase more capital outlay items than requested and approved by TEA – even if the cost is the same?**
	A:	No. While it is permissible to purchase less capital outlay items than requested, you are NOT allowed to purchase more capital outlay than requested – unless you make a new request and have that request approved by TEA.
47.	**Q:**	**A campus requests one speaker at a cost of $50,000. Is this expenditure reasonable, allowable, and necessary?**
	A:	The purchase of the speaker is allowable. However, the cost of the expenditure is not reasonable or necessary. The campus can identify a speaker, at a lesser cost, that will serve the same purpose.
		Continued on next page…

48.	**Q:**	**Prior to placing a shopping cart for capital outlay in SAP, what action should the campus take?**
	A:	The campus should check the External Funding website for approvals *(technology and number approved and fund source)* from TEA.
49.	**Q:**	**Who is responsible for confirming goods receipts upon receipt of materials, supplies, and/or services?**
	A:	The school is responsible for confirming goods receipts immediately upon receipt of materials, supplies, and/or services.
50.	**Q:**	**Are graphing calculators considered capital outlay (6600) or can I purchase them out of 6300?**
	A:	They are no longer considered to be capital outlay (6600) and DO NOT require prior TEA approval through the ESSA Application for TI-Schoolwide and TI-School Improvement.
51.	**Q:**	**What is the final date for campuses to enter shopping carts for approved technology in OneSource?**
	A:	Generally, the deadline falls in February (for specific dates, refer to the Cut-off Dates Calendar posted on the External Funding SharePoint site or displayed in this handbook).
52.	**Q:**	**Who tracks shopping carts after they are approved by External Funding?**
	A:	After approving a shopping cart, External Funding no longer has the ability to track it. Any questions regarding the purchase order related to the approved shopping cart must be addressed to Purchasing Services.

ALLOWABLE/UNALLOWABLE EXPENSES

53.	**Q:**	**Is personal protective equipment (PPE) an allowable expense under Title I, Part A?**
	A:	No.
54.	**Q:**	**Are textbooks allowable for Dual Credit Courses?**
	A:	College textbooks for Dual Credit Courses are allowable purchases, subject to the following conditions: • Hard copies only (no ebooks, no rentals) • Reading, Math, ELA, or Science only
55.	**Q:**	**Are we allowed use Title I, Part A funds to pay for a Video or Telephone Conferencing System for campus use?**
	A:	No.
56.	**Q:**	**Can Title I, Part A funds be used to pay for a Teacher Assistant?**
	A:	Only Teacher Assistants who work at Pre-K Centers can be compensated using Title I, Part A funds.

PERSONNEL

57.	**Q:**	**How often is the Semi-Annual Certification required to be completed?**
	A:	Semi-Annual Certification is required every six months for all personnel whose compensation is paid with state or federal grant program funds.
58.	**Q:**	**What are some examples of employees who require Semi-Annual Certification?**
	A:	Examples of employees who require semi-annual certification include salaried positions, extra duty pay, hourly pay, and stipends funded out of grant program funds .
59.	**Q:**	**Can we pay for a school nurse using Title I funds?**
	A:	No.

PARENT AND FAMILY ENGAGEMENT

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

STATE COMPENSATORY EDUCATION

66.	**Q:**	**What is State Compensatory Education?**
	A:	State Compensatory Education (SCE) refers to programs and/or services designed to supplement the regular education program for students identified as at-risk of dropping out of school.
67.	**Q:**	**Should strategies related to SCE funds be part of the Campus Improvement Plan?**
	A:	Yes.
68.	**Q:**	**Under what circumstances would a student be considered as permanently "At Risk" of dropping out of school?**
	A:	A student is considered as "At Risk" *permanently* if he or she:

- was not advanced from one grade level to the next for one or more school years (with one narrow exception)
- was previously reported through PEIMS to have dropped out of school, or
- has been incarcerated or has a parent or guardian who has been incarcerated within the lifetime of the student

STUDENT ASSISTANCE

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

TITLE I CODING

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

TITLE I, PART A CONTACTS AND CUT-OFF DATES

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

Fund Codes	Object Codes	Shopping Cart for Vendor Out-of-State	Shopping Cart for Vendor Within State	Posting Goods Receipts	Last Day for Payroll
Title I, Part A - 2110000000	6100 - Payroll				6/5/2025
	6200 - Contracted Services	4/11/2025	4/11/2025	6/6/2025	
	6300 - Materials and Supplies	4/11/2025	4/11/2025		
	6400 - Other Operating Expenses	4/11/2025	4/11/2025		
	6600 - Capital Outlay	2/14/2025	2/14/2025	4/4/2025	
Comprehensive Support Campuses - 2110030000	6100 - Payroll				
	6200 - Contracted Services				
	6300 - Materials and Supplies		*Dates to be provided once grant is available.*		
	6400 - Other Operating Expenses				
	6600 - Capital Outlay				

Last day to request capital outlay via the ESSA Application is 12/6/2024.

Unencumbered funds in **6600** will be moved to 6100, the week of 2/17/2025.
Last day for field trips is June 4, 2025.
Note: Final ProCard date purchase is 5/23/2025 for registration only.

Rev. 5/15/2024

DEPARTMENT CONTACT LIST

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Title I, Part D, Payroll Requests,
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USEFUL LINKS

External Funding ....**www.HoustonISD.org/ExternalFunding**

List of NES Campuses*.................**https://www.houstonisd.org/Page/201283**

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

ESSA REQUIREMENTS

![color bar]

THE TITLE I, PART A PROGRAM

Definition

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

Purpose

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

ESSA divides Title I into five parts:

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

URL

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

ESSA Consolidated Grant Applications, NOGAs & Amendments

The Title I, Part A Program, *continued*

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

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

Public Comments on the ESSA Consolidated Federal Grant Application

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

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

Application for Title I, Part A Grant Funds

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

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

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

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

The Title I, Part A Program, *continued*

Notification of NOGA Receipt

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

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

Texas Education Agency (TEA) Guidance

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

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

TEA's Strategic Priorities are listed below:

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

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

The Title I, Part A Program, *continued*

Terminology (Changes)

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

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

Evidence-Based Criteria for Title I Programs

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

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

The Title I, Part A Program, *continued*

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

Click here to download this form.

HOUSTON INDEPENDENT SCHOOL DISTRICT
DETERMINING WHETHER INSTRUCTIONAL MATERIALS OR PROGRAMS ARE EVIDENCE-BASED

School: **School Number:**
Program or Instructional Material: **Vendor/Organization:**

The Every Student Succeeds Act of 2015 (ESSA) requires that instructional materials or programs be backed by evidence-based research. ESSA allows some flexibility when it comes to school improvement, but programs/interventions must be based on evidence showing that they are likely to work. The law tiers evidence-based research across four standards categorized by degree of methodological rigor, with Tier 1 representing the strongest, and Tier 4 the weakest. Schools can use the questions below to show that purchased instructional materials or programs comply with ESSA's evidence-based research requirement. **The principal and the vendor should sign and date below. A copy of this form must be maintained on the campus and made available to district personnel performing random or scheduled audits.**

	YES	NO
SYSTEMATIC AND EMPIRICAL METHODS		
• Does the research have a solid theoretical foundation?	☐	☐
• Were methodology, subject, and researcher clearly identified?	☐	☐
• Was the study conducted in a consistent, disciplined, and methodical manner?	☐	☐
• Were the data obtained using observation or experiment?	☐	☐
• Was the research grounded in data that are factual rather than opinion-based?	☐	☐
• Are the research findings supported by tangible, measurable evidence?	☐	☐
RIGOROUS DATA ANALYSES		
• Did the research test the stated hypotheses and justify the general conclusions drawn?	☐	☐
• Did the methods correspond to the nature and structure of the data?	☐	☐
• Did the research minimize alternative explanations for observed effects?	☐	☐
• Did the research findings present convincing documentation that the observed results were caused by the intervention?	☐	☐
RELIABLE AND VALID DATA COLLECTION		
• Did the data result from a study involving multiple investigators in a number of locations?	☐	☐
• Were research biases minimized?	☐	☐
• Were the data measured consistently?	☐	☐
• Did repeated measurements on subjects taken under similar circumstances produce similar results?	☐	☐
STRONG RESEARCH DESIGN		
• Does the design describe a random assignment experiment in which subjects are assigned to different conditions with appropriate controls?	☐	☐
• Do the controls allow for the evaluation of the condition(s) of interest?	☐	☐
• Was the study designed to optimize the investigator's ability to answer the research question?	☐	☐
DETAILED RESULTS THAT ALLOW FOR REPLICATION		
• Are the findings clearly described and reported?	☐	☐
• Are the results of the research sufficiently detailed so that replication of the design is possible?	☐	☐
• Can the findings be enhanced with additional research?	☐	☐
RESULTS SUBJECTED TO SCRUTINY		
• Has the research been accepted by a peer-reviewed journal or approved by a panel of independent experts?	☐	☐
• Have unbiased experts who were not a part of the research study reviewed the research?	☐	☐
• Have reviewers applied strict standards of scholarship and provided quality controls for the research they reviewed?	☐	☐
• Has the research been subjected to external verification?	☐	☐

As required by the Every Student Succeeds Act of 2015, the undersigned verify that the research findings for the product/program above meet the requirements for evidence-based research.

_____   _____
Principal's Signature   **Date**

_____   _____
Company Representative's Signature   **Date**

SCHOOLWIDE PROGRAM

Title I, Part A Crate

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

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

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

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

Best Compliance Practices

Schoolwide Program, *continued*

These apply to both Schoolwide and Targeted Assistance Plans.

Element #		REQUIRED	BEST PRACTICE
1	Comprehensive Needs Assessment	Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform.	Involve total school staff in identifying campus needs.
		Use data to create a campus profile that drives the School Improvement Plan.	
2	Schoolwide Plan Development	Review program documentation to ensure that all instructional programs/ instructional strategies are supported by evidence-based research.	Identify evidence-based research programs that increase the amount and quality of learning time.
		Provides opportunities for all students, increases the amount and quality of learning time, addresses the needs of all students, particularly those most at risk.	May include: • awareness of and preparation for opportunities for post-secondary education and the workforce • implementation of a schoolwide model to prevent and address problem behavior, and early intervention services, coordinated with activities/ services carried out under IDEA • counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside academic subject areas
3	Parent and Family Engagement	Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, Parent and Family Engagement policy and school-parent compact).	Implement a family literacy program.
		Include parents in developing the Parent and Family Engagement policy and school-parent compact.	
		Help parents understand the state's academic content and achievement standards.	

CAMPUS IMPROVEMENT PLAN (CIP) - Plan4Learning

Principals and Executive Directors must complete the Campus Improvement Plan (CIP) and the Campus Needs Assessment (CNA) on the Plan4Learning platform. Then, the Title I Campus Contact uploads the completed CIP and the CNA to the Title I Crate.

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

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

Why a Campus Closes

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

- low student enrollment,

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

- other district decisions.

What Happens to Students?

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

Capital Outlay Assets and Title I Funds

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

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

School Closure Planning Meeting

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

- a list of activities related to the campus closure,

- the personnel and departments responsible for completing the activities, and

- a timeline for completion.

COMMUNITY ELIGIBILITY PROVISION (CEP) PROGRAM

Purpose and History

The Community Eligibility Provision (CEP) allows high-poverty schools to provide breakfast and lunch to all students, free of charge, ensuring that they are able to learn throughout the school day. CEP was a key provision of the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. For the 2024-2025 school year Houston ISD will offer free meals to all students in the CEP Program.

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

- In the Domain II, Part B accounting system, campuses are compared to other campuses with a similar percentage of economically disadvantaged students.

- Domain III consists of the following: Academic Achievement, Growth or Graduation, English Language Proficiency, and Student Success.

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

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

Entering Socioeconomic Information into HISD Connect

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

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

- By parents who go online to complete and submit their socioeconomic information on the Campus Parent Portal (see also the Coding section in this handbook), or

- By the SIR, who inputs information provided by parents on the blue Socioeconomic Information Form (see sample on the following page).

Socioeconomic data must be entered into HISD Connect by October 25, 2024.

MORE...

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

Community Eligibility Provision Program, *continued*

Socioeconomic Information Form (SIF)

This form is utilized as a data collection vehicle. It is distributed to parents and guardians at the beginning of the school year.

HOUSTON INDEPENDENT SCHOOL DISTRICT

SOCIOECONOMIC INFORMATION FORM

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

CONFIDENTIAL - For HISD purposes only

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

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

Campus ECO Code:_____
for office use only

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

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

STEP 2

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

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

If you answered YES on either of the above, skip Step 3 and continue to Step 4.
If you answered NO on both of the above, you must complete Steps 3 and 4.

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

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

TOTAL YEARLY INCOME BEFORE DEDUCTIONS OF *ALL* HOUSEHOLD MEMBERS _____
Include wages, salary, welfare payments, child support, alimony, pensions, Social Security, worker's compensation, unemployment, and all other sources of income *(before any type of deductions)*

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

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

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

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

_____   _____   _____
Parent/Guardian Name (Print)   Parent/Guardian Signature   Date

HISD External Funding Department | June 2024

Community Eligibility Provision Program, *continued*

FAQs

Q: What is CEP?

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

Q: How does a school qualify for CEP?

A: A school qualifies for participation in CEP if:

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

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

Q: What are the advantages?

A: The advantages are listed below:

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

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

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

TITLE I CAMPUS CONTACTS

CRITERIA FOR HOLDING THIS POSITION

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

Title I Campus Contact Responsibilities

Responsibilities of the Title I, Part A Campus Contact include, but are not limited to, tasks set forth in the charts below.

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

Continued on next page...

Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Coordinate Parent & Family Engagement Activities	Coordinate the Parent and Family Engagement activities for the campus, including the Annual Title I Meeting and the four required parent meetings. NOTE: Each meeting is to be held at least twice and at various dates and times.	• Consider administering a needs survey to your parents in September to better plan your Title I meetings. • Hold your Title I meetings at various times during the day to reach more parents. • Make meetings fun by including activities that get parents involved. • Include student performances before the Title I meeting when possible. • Review the *Parent and Family Engagement* section of the handbook. • Use presentation, agenda, and sign-in sheet templates located at: **myHISD > Department Sites > External Funding > Title I Campus Resources** • Contact HISD's Family and Community Empowerment Department (FACE) at 713-556-7290 to determine who your school's FACE specialist is and make an appointment with him/her to discuss FACE services/support.
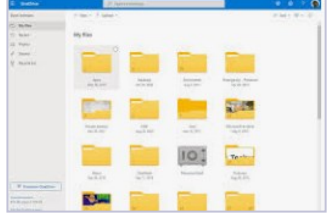
Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Communicate	Communicate information to the principal and/or other campus personnel about the requirements of the Title I, Part A program in a timely and consistent manner. This continued collaboration is ongoing throughout the entire academic school year.	• Meet with school principal/ instructional leadership team as soon as possible after Job Alike Training. • Reference sample agendas located in the handbook and online.
	Meet with your school secretary and/or principal or the person who handles your Title I, Part A budget.	Review the Budget Information and the **Allowable/Unallowable Expenses list**.
	Meet with teachers during the school faculty meeting/PLC/ professional development to review compliance documentation needed throughout the year.	• Maintain a file folder in a common faculty area for appropriate school personnel to provide monthly documentation. • Choose one day a month (payday, first Monday of the month, snow cone day) to remind school personnel to file documentation in the e-file folder.
	Keep an open dialogue with your principal and/or other campus administrators involved in these grants.	

Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Documentation & Title I Crate	Adhere to scheduled due dates for completing and submitting various items required under this program (Parent Notification letters, Job Descriptions, etc.)	The External Funding SharePoint site displays a running calendar of upcoming target dates and deadlines.
	Upload and submit required documents.	Visit **Title I Crate** regularly to upload documentation.
	Gather Title I documentation throughout the academic school year (e.g., Title I budget, parent meetings, agendas, sign-in sheets, evidence-based documentation, documentation of interventions, etc.).	• Set aside one day a week for Title I responsibilities. • Mark all Title I, Part A deadlines on your Outlook Express calendar and set reminders. • Create a folder on your desktop for any documents pertaining to Title I, Part A.
	Keep your documentation crate up-to date. Required documentation for the Title I, Part A program will be periodically reviewed throughout the year. **REMEMBER**: TEA/USDE conducts random validations (audits) of the Title I documentation.	

Continued on next page...

Title I Campus Contact Responsibilities, *continued*

ACTION	TITLE I CONTACT'S RESPONSIBILITY	TIPS/BEST PRACTICES
Familiarize Yourself with Title I	Assist with integrating Title I supplemental services into the total school program and the Campus Improvement Plan.	• Build capacity for Title I activities through Training-of-Trainers modules, requesting assistance from HISD departments such as FACE and External Funding, parent suggestions, and/or recommendations. • Learn the 3 Elements, the meaning of each Element and how it pertains to your campus plan. • Remember that all activities should align with the 3 Elements.
	Become familiar with the Title I, Part A Handbook and also with the **External Funding SharePoint site**	Review the Title I FAQs located at the beginning of the handbook.
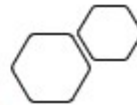
STIPEND FOR TITLE I CAMPUS CONTACTS

Who Can Receive Stipends?

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

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

Eligible Positions

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

If the Title I Campus Contact Changes

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

Prerequisites for Stipend Payment

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

1) Complete online training (**Course #1478047 — EX_2022 Title I, Part A Campus Program Overview)** and upload the resulting Certificate of Completion on the External Funding SharePoint site

2) Upload the **Request for Campus Contact Stipend form** on the External SharePoint site, and

3) Perform the tasks required of the Title I Campus Contact .

Stipend for Title I Campus Contacts , *continued*

Stipend Payments

Campus Contact stipends are disbursed in fall and spring.
Instructions are provided via **Academic Service Memos (sample)** published at those times.

Additional details regarding stipend payments:

1) Payment will be prorated, as applicable, based on the **current Title I, Part A Stipend Rubric**..

- Payment will be processed through the External Funding Department.

- Stipend amount cannot be split between employees.

- Per district guidelines: Hourly and Part-Time employees are not eligible to receive the Title I Campus Contact stipend.

- First Payment ($0 - $1,200) to be paid on or before the last pay period of December.

- Second Payment ($0 - $1,200) to be paid on or before the last pay period of May.

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

Summary Chart

Name	Amount	Payment Date	Contact Information
Title I, Part A **Campus Contact Person:** To receive the stipend payment per semester, a Title I campus contact *must* • take the **required online course**, and • meet criteria contained in the **current Title I, Part A Stipend Rubric**	$0 – $2,400	**Dec/May Payment --** If all requirements are met, based on rubric criteria.	External Funding 713-556-6928

SUBMITTING COMPLIANCE DOCUMENTATION

Access the **Title I Crate** to submit and/or upload campus documentation.
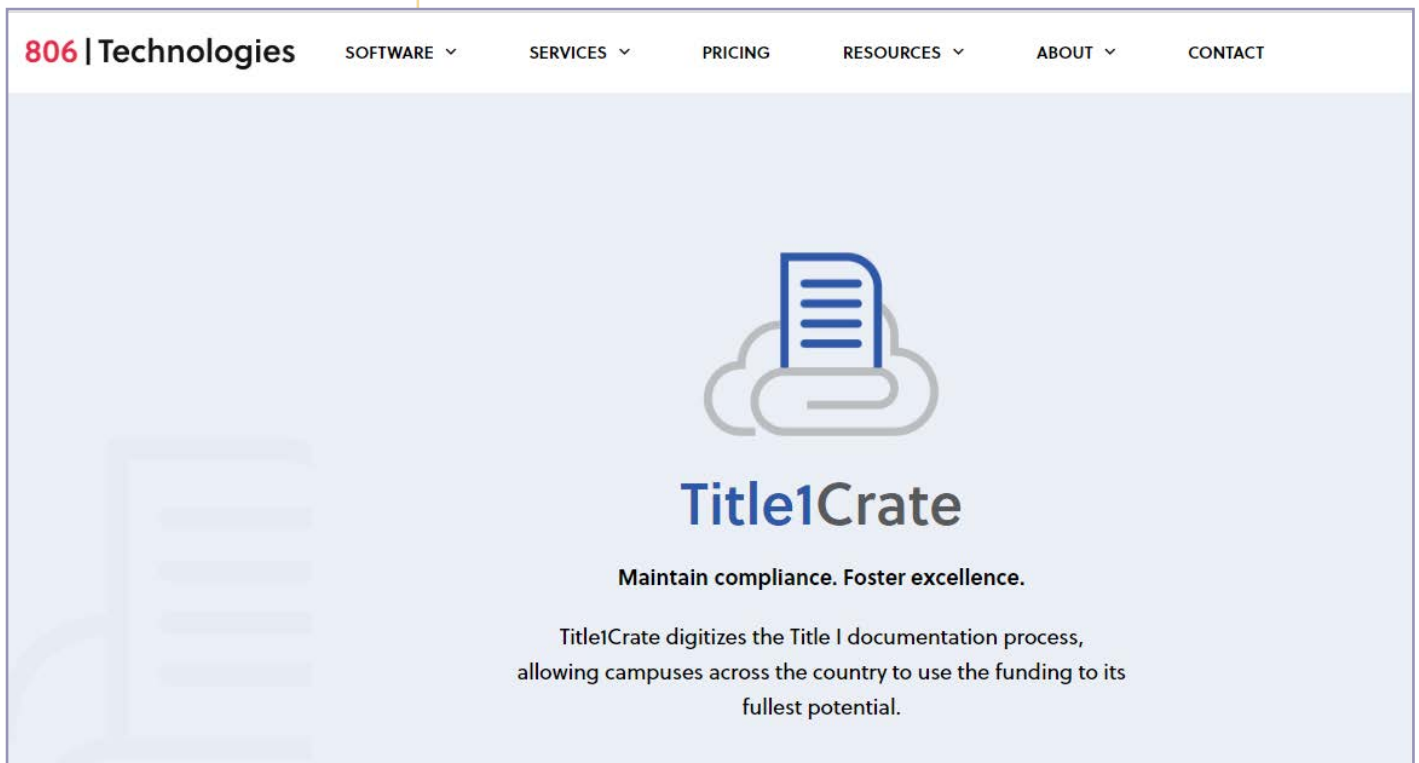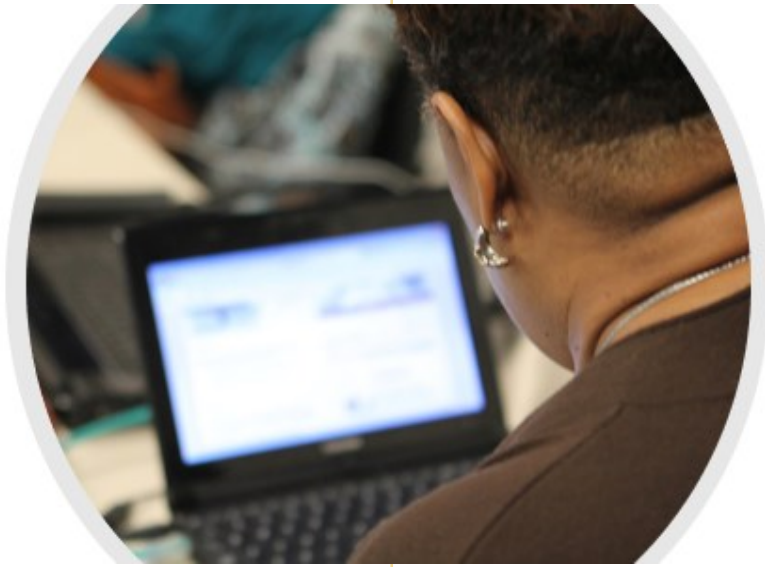
BUDGET INFORMATION

TITLE I, PART A FUNDING (ACADEMIC SCHOOL YEAR)

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

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

This funding pays for:

- resources to assist districts and schools with high concentrations of students from low-income families,

- resources to improve education quality and help ensure that all children in low-income settings meet the state's student performance standards, and

- support to schools in implementing either a schoolwide or a targeted assistance program.

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

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

Schoolwide and Targeted Assistance Programs

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

Requests Made Through the ESSA Consolidated Federal Grant Application

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

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

Viewing Campus Allocations

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

NOTE: Allocations for **NES campuses** are reduced by the cost of Teacher Apprentice positions.

Criteria for Using Title I Funds

• Title I, Part A funds must impact instruction for students during the *current* school year – Funds should not be used for purchases that will impact instruction for the following school year.

• All purchases should be directly tied to student activities in your School Improvement Plan.

• All programs (software, curriculum kits, etc.) paid for with Title I, Part A funds must be validated by evidence-based research, and these funds must be used to supplement, not supplant, local or state funds

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

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

Supplement, Not Supplant

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

- **Supplement –** to add to, enhance, to expand, to increase, to extend

- **Supplant –** to take the place of, to replace

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

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

TEST

SUPPLEMENTING TEST

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

- Is the activity required by state and/or local policy?

- Would the activity still take place without Title I funds?

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

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

Criteria for Using Title I Funds, *continued*

Allowable Expenditures Under Title I (Examples)

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

- Instructional materials and equipment

- Employment of supplemental special instructional personnel, school counselors, and other pupil services

- Employment and training of instructional aides

- Training of teachers, librarians, and other instructional and pupil-services personnel

- Parent and Family Engagement activities

- Planning for and evaluation of Title I, Part A activities and projects

Programs purchased with Title I, Part A funds must be validated by **evidence-based research**.

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

> To view the **current year's Title I, Part A Spending Cut-Off Dates**, refer to the TITLE I CONTACTS & CUT-OFF DATES chapter in this document.

Unallowable Expenditures Under Title I (Examples)

Materials or contracted services that do not directly relate to reading, language arts, math, science, history, and/or social studies are unallowable Title I, Part A purchases (e.g., art supplies, physical education supplies, or any other types of enrichment activities.).

TITLE I, PART A FUNDING CODES

Title I, Part A Fund Codes

2024-2025	PROGRAM DESCRIPTIONS
2110000000*	• Academic School Year Allocation • Homeless Students Allocation (non-Title I campuses only)
2110030000*	Comprehensive Support/School Improvement Campuses Designated by TEA

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

Internal order numbers will change with every school year.

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

Title I, Part A Funding Codes, *continued*

Commonly Used Budget Codes—page 1

Click the image to view it online.

COMMONLY USED BUDGET CODES

Fund

199 — TEA Fund
101 — HISD Fund
0001 — HISD Initiative

G/L Account/Commitment Item/Object/Cost Element

6119 — TEA Object
01 — HISD Sub-Object
0000 — HISD Growth

FUND

Code	Description
1991010001	Regular Programs
1991010002	Gifted and Talented
1991010003	Small School Subsidy
1991010004	State Compensatory Education - Supplemental
1991010005	Career and Technology Education (CATE)
1991010006	Bilingual Education - Supplemental
1991010007	Special Education Categorical Fund
1991010008	Contract Charter Schools
1991020001	High School State Allotment (High Schools Only)
1991020002	PUA-CAMPUS CAPITAL
1991020003	Magnet School Programs
1991020004	PUA-ONE TIME FUNDING
1991020005	ACCELERATED CTE
1992010000	Special Education Non-Discretionary - Schools
1992010001	Special Education - CBVI & Behavior
1992010002	Special Education - Speech Therapists
1992040001	Targeted School Assistance
1992040004	Achieve 180 Program
1992050000	Special Allocation Recurring
1992050001	Special Allocation One Time
1992060000	Campus Based Police
1992080000	CTE - Central Career and Technology Ed.
1993000000	Departmental Budgets
1993010001	Custodial & Maintenance
1993010002	Facility Services
1993010003	Facility Rentals
1993020000	Department One Time
1999000001	DW-OPERATING
1999000002	DW-SCHOOLS
1999000003	DW-CAPITAL OUTLAY
1999000004	DW-UTILITIES
2110000000	T-I, P-A-BASIC PROG
2550000000	T-II, P-A TRN&REC
2630000000	T-III, P-A, ELA
4990050000	HB3646-ACTIVITY FUND
4980000001	PRE-K TUITION FUND
4990040000	AFTER SCHOOL PROGRAM

Cost Center/Fund Center

10 — Segment
14 — HISD Group
001 — TEA Org
000 — HISD Sub-Org

HISD SEGMENT

Code	Description
10	Governmental Activities
30	Internal Service Activities - General
31	Internal Services - Print Shop
32	Internal Services - ACP
33	Internal Services - Athletics
34	Internal Services - UIL
35	Internal Services - Special Education Services
36	Internal Services - Virtual Schools
37	Internal Services - Health Insurance
38	Internal Services - Workers' Compensation
50	Business Type Activities - General
51	Business Type Activities - Food Services
52	Business Type Activities - Business Development
53	Business Type Activities - Medicaid
54	Business Type Activities - The Marketplace
80	Fiduciary Activities
90	Treasury Activities

HISD GROUP

Code	Description
11	ECC/Pre-K Centers
12	Elementary Schools

G/L ACCOUNT/COMMITMENT ITEM/OBJECT/COST ELEMENT

PAYROLL (6100)

Code	Description
6112000000	Salaries or Wages for Substitute Teachers
6112010000	Salaries or Wages for Substitute Teachers-Long Term
6119000000	Salaries-Teachers
6119010000	Salaries Other Professionals
6119020000	Stipends-Teachers
6119030000	Stipends-Other Professionals
6119040000	Extra Pay-Teachers
6119050000	Extra Pay-Other Professionals
6119060000	Incentive/Bonus-Teachers
6119070000	Incentive/Bonus-Other Professionals
6121000000	Extra Duty Pay/Overtime-Support Personnel Salaried
6121010000	Extra Duty Pay/Overtime-Support Personnel Hourly
6121020000	Incentive/Bonus-Support Staff
6122000000	Salaries Or Wages For Substitute Support Personnel
6129000000	Salaries Or Wages For Support Personnel
6129010000	Hourly Pay
6139000000	Employee Allowances
6139010000	Car Allowance
6139020000	Cell Phone Allowance
6141000000	Medicare
6141010000	Social Security
6142000000	Group Health and Life Insurance
6143000000	Workers' Compensation
6144000000	Teacher Retirement/TRS Care-On-Behalf Payments
6145000000	Unemployment Compensation
6146000000	Teacher Retirement/TRS Care
6149000000	Other Employee Benefits

PURCHASED AND CONTRACTED SERVICES (6200)

Code	Description
6211000000	Legal Services-General
6212000000	Audit Services
6219000000	Professional Services
6221000000	Staff Tuition & Related Fees - Higher Education
6239000000	Education Service Center Services
6249000000	Contracted Maintenance & Repair
6259030000	Gas-Natural
6259010000	Electricity
6259020000	Water
6259040000	Telephones
6269000000	Rental - Operating Leases (copiers, pagers, buses, etc)
6269010000	Building Rental / Land Rental
6291000000	Consulting Services
6299000000	Miscellaneous Contracted Services
6299010000	Print Shop
6299020000	Athletics Buybacks
6299030000	UIL Buybacks

SUPPLIES AND MATERIALS (6300)

Code	Description
6319000000	Supplies For Maintenance And/or Operations
6321000000	Textbooks
6329000000	Reading Materials
6339000000	Testing Materials
6399000000	General Supplies
6399010000	Promotional Materials

OTHER OPERATING EXPENSES (6400)

Code	Description
6411000000	Travel and Subsistence-Employee Only
6411010000	Travel and Subsistence-Employee Only In-District
6412000000	Travel and Subsistence-Students
6419000000	Travel and Subsistence-Non-Employees
6494000000	Reclassified Transportation Expenditures/Expenses
6495000000	Dues
6499000000	Miscellaneous Operating Costs
6499010000	Fees (non-travel)
6499030000	Refreshments/Food

DEBT SERVICE (6500)

Code	Description
6512000000	Capital Lease Principal
6522000000	Capital Lease Interest

CONTINUE TO NEXT PAGE

5 | Page

Title I, Part A Funding Codes, *continued*

Commonly Used Budget Codes— page 2

Click the image to view it online.

COMMONLY USED BUDGET CODES

13	Middle Schools
14	High Schools
15	Multi-Level
16	External Charters
17	Private Schools
18 - 29	Reserved for future school use
30	Human Resources
40	District Operations
50	Information Technology
60	Academics, Student Support, School Support, Major Projects
70	Finance
80	General, Legal Services
90	District Wide Holding

Functional Area

PS 11 11 MAT 00 000 00
Services / TEA Function / TEA PIC / Process / Sub-Process / Activity / Sub Activity

SERVICES

AD	Administrative Services
PS	Pupil Services

TEA FUNCTION

11	Instruction
12	Media Services
13	Staff Development
21	Instructional Leadership (Department Use Only)
23	School Leadership
31	Guidance & Counseling
32	Social Work Services
33	Health Services
34	Transportation
35	Food Services
36	Extracurricular Activities
41	General Administration (Departments)
51	Facilities – Maintenance & Operations
52	Security
53	Data Processing
61	Community Services
71	Debt Service
81	Facilities Acquisition & Construction

CAPITAL OUTLAY (6600)

6629000000	Building Purchase, Construction Or Improvements (Always Use Fund 1991010001, Function 81)
6631000000	Vehicles (>$5,000)
6639000000	Equipment (>$5,000)
6639010000	Technology (>$5,000)
6639020000	Furniture (>$5,000)
6641000000	Vehicles Per-Unit Cost Of Less Than $5,000
6649000000	Equipment (<$5,000)
6649010000	Technology (<$5,000)
6649020000	Furniture (<$5,000)
6659000000	Capital Lease of Furniture, Equipment, Software
6669000000	Library Books And Media

TEA PIC

11	Basic Services
21	Gifted & Talented
22	MS Lab Programs (VEH) & HS Agriculture, Co-op/Industrial Tech/Lab
23	Special Education
24	Accelerated Education (Non-Title I Schools)
25	Bilingual
26	Non-disciplinary Alternative Education
28	Disciplinary Alternative Education – Basic
29	Disciplinary Alternative Education – Supplemental
30	Title I Schoolwide (State Compensatory Education)
33	Prekindergarten – Special Education
36	Prekindergarten - Early Education Allotment
37	Dyslexia
38	College, Career, and Military Readiness
43	Dyslexia – Special Education
91	Athletics
99	Undistributed/Other

PROCESS

000	Regular
ACI	Accelerated Instructions
COL	College/Career Preparations
CUR	Curriculum
ELA	English Language Arts (ELA)
FIA	Fine Arts
MAT	Math
RDG	Reading
R78	Rider 78-Pre-K Program
SAF	Safety
SCI	Science

Fund	Commitment Item	Fund Center/ Cost Center	Functional Area
10 digits	10 digits	10 digits	16 digits
199 101 0000	6119 01 0000	10 14 001 000	PS 11 11 MAT 00 000 00

Fund: TEA Fund Code / HISD Fund Code / HISD Initiative
Commitment Item: TEA Object / HISD Sub-Object / HISD Growth
Fund Center/Cost Center: HISD Segment / HISD Group / TEA Org / HISD Sub-Org
Functional Area: Services / TEA Function / TEA PIC / Process / Sub-Process / Activity / Sub-Activity

*Pre-K teaching positions PIC code must be split 50/50

TITLE I, PART A SPECIFIC EXPENDITURES

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

6100 Personnel

Allowable and Unallowable Title I, Part A Positions

See the *Personnel* chapter to view allowable and unallowable Title I, Part A positions for both NES and Non-NES campuses.

- All allowable Title I positions must be 100 percent paid with Title I funds. (Split-funded Title I positions will not be allowable in the 2024-2025 school year.)
- A job code is assigned to each allowable position and will be provided during the preliminary budget conferences.

A Word About Vacant Positions

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

For instructions on how to open or close a vacant position see **Process OPM Position through OneSource**.

Title I, Part A Specific Expenditures, *continued*

6100 Personnel, *continued*

Allowable Title I Stipends

See list of available Title I Stipends below.

The Title I Contact stipend is now funded centrally, instead of from the campus budget.

Job Title	Stipend #
Graduation Lab Teachers of Record	0033
Campus Instructional Technology Support	353
Other – Teachers Only/ PD	0034
Teacher Development Specialist Summer Projects	0040
Campus Induction Coordinators	127
Small Learning Community Coordinators	335
Intervention Assistance Team (IAT)	382

Title I, Part A Specific Expenditures, *continued*

6100 Personnel,
continued

**Time and Effort
Reporting**

Split Funded Employees: Overview

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

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

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

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

Responsibilities of Principals and Supervisors

It is the responsibility of the principal/manager to:

a) **Notify** all split-funded employees and the time recorder that the campus has split-funded employees who are required to meet this federal requirement.

b) **Ensure** that all split-funded employees certify their time and effort hours. This includes verifying that such employees have security access to certify their time in OneSource.
NOTE**:**
For new employees to certify their T&E hours in OneSource, a specific security access is required. Contact the External Funding Department to request access.

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

Title I, Part A Specific Expenditures, *continued*

6100 Personnel, *continued*

Time and Effort Reporting, *continued*

Approving Time and Effort

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

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

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

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

For more information, visit External Funding's **Time & Effort Reporting page**.

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

Title I, Part A Specific Expenditures, *continued*

6100 Personnel, *continued*

Class-Size Reduction (CSR) Teachers

Pupil-Teacher Ratio—State Requirements vs. District Recommendations

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

State Requirement

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

District's Recommended Standards

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

Opening a Class-Size Reduction (CSR) Teacher Position

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

Example: Middle School (Grades 6-8)

TOTAL # OF STUDENTS	DISTRICT'S RECOMMENDED STANDARD	AVAILABLE TEACHERS
400	28 per class or 168 class load (State requires minimal 20:1)	2

ACTUAL CLASS SIZE AVERAGE	# OF CSR TEACHERS QUALIFIED FOR HIRE	NEW CLASS SIZE AVERAGE WITH HIRED CSR TEACHER
33.33 (400 students ÷ 2 teachers ÷ 6 classes)	1	22.22 (400 Students ÷ 3 teachers ÷ 6 classes)

HANDY TOOL

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

Title I, Part A Specific Expenditures, *continued*

6100 Personnel,
continued

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

Hiring a CSR Requires New Hire Rationale in OneSource

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

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

NOTE:

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

Sample Rationale

"As of 11/20/2024 there are 400 students in sixth grade. Currently there are 2 sixth grade math teachers. We are requesting to open a Class-Size Reduction Teacher to bring down the class size average of 33.33 (400s/2t/6c) to 22.22 (400s/3t/6c)." (See image below.)

Title I, Part A Specific Expenditures, *continued*

6100 Personnel,
continued

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

Keeping a CSR Teacher Position Open

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

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

- If the pupil-teacher ratio meets the district's recommended standards with-out the CSR Teacher, Title I funds cannot be used for the CSR position — principals must either remove the CSR Teacher position or use another fund source for funding.
- If the pupil-teacher ratio is over the district's recommended standards and having a CSR Teacher reduces the pupil-teacher ratio to the district's recommended standards, then principals are allowed to keep the CSR position open.

Membership Reporting (MSHP)

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

Sample of Membership Detail Report

Membership Detail Report
2024 – 2025
Report Date: 11/20/2024 – Day #63

ID	School Name	Grade Level		
		6th	7th	8th
CSO SECONDARY SCHOOLS 1				
000	HATTIE MIDDLE SCHOOL	400	315	316
CSO SECONDARY SCHOOLS 1 TOTAL		400	315	316

Title I, Part A Specific Expenditures, *continued*

6200 Contracted Services

6200 Funds Can Be Used for Professional Development Training

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

Title I, Part A funds are not designed to meet the general needs of the school district — just the specific needs of Title I students. The 2024-2025 Title I, Part A funds are for expenses incurred from July 1, 2024 through June 30, 2025.

Requirements for Professional Development Training

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

Professional development should include activities that:

a) improve and increase teachers' academic knowledge;

b) are an integral part of broad schoolwide and districtwide educational improvement plans;

c) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards;

d) improve classroom management skills;

e) are high-quality, intensive, and classroom-focused, with positive and lasting impact on classroom instruction and the teachers' performance in the classroom. (Some opportunities may be ongoing while others may be one-day, short-term workshops or conferences.);

f) support the recruiting, hiring, and training of effective teachers;

g) advance teacher understanding of effective instructional strategies that are:

- developed from evidence-based research / strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

- aligned with and directly related to state academic content standards, student academic achievement standards and assessments, and the curricula and programs tied to the standards;

- developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under ESSA; and

- designed to give teachers of Limited English Proficiency (LEP) children, and other teachers and

- instructional staff, knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments

Title I, Part A Specific Expenditures, *continued*

6200 Contracted Services, *continued*

Requirements for Professional Development Training, *continued*

h) to the extent appropriate, provide training for teachers and principals in how to use technology in the classroom to improve teaching;

i) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement, with the funding used to improve the quality of professional development;

j) provide instruction in methods of teaching special needs children;

k) include instruction in the usage of data and assessments to inform and instruct classroom practice; and

l) include instruction in how school staff can work more effectively with parents.

Extra Duty Pay for Teachers Attending PD Workshops

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

Substitutes for Teachers Attending PD Workshops

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

Web-Based Software

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

Shopping Carts, POs, and Posting Goods Receipts

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

- Shopping carts must be created as soon as the contract is finalized (to encumber funds), and a purchase order issued.

- Goods receipts should be posted immediately after services have been completed. This ensures that HISD vendors are paid in an accurate and timely manner. The department that originated the requisition for contracted services has the primary responsibility of posting goods receipts after services are completed.

Title I, Part A Specific Expenditures, *continued*

6300 Materials and Supplies

Requirements for Supplies and Instruction Materials

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

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

Items That Do Not Require TEA Approval Prior to Purchase

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

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

6300 Materials and Supplies, *continued*

Title I, Part A Specific Expenditures, *continued*

Bus Card Application Form

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

Click on the form to access the online version.

HOUSTON INDEPENDENT SCHOOL DISTRICT

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

TITLE I, PART A - METRO BUS CARD APPLICATION

Information MUST be completed by parent and/or student, school personnel, or community liaison.

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

School: _____ Date: _____

Student Name: _____

Current Address: _____

Student Grade Level: _____   Student ID: _____

Reason(s) for Bus Card Request:

☐ Homeless
☐ Foster Care
☐ Failing or At Risk Of Failing
  ☐ Failing or At Risk Of Failing Subjects (math, reading, etc.) _____
  ☐ Overall average is less than 70
  ☐ High Frequency Word Evaluation (HRWE)

☐ Failed STAAR Test: ☐ Reading   ☐ Math   ☐ Other: _____
☐ Failed EOC Test: ☐ Reading   ☐ Math   ☐ Other: _____

Recommended for Tutorials: ☐ Before School   ☐ After School   ☐ Saturday Tutorials   ☐ Extended Learning (Academic Camp)

_____ **FOR SCHOOL ADMINISTRATOR USE ONLY** _____

After issuing the bus card, record the tracking number on the *Title I, Part A - Metro Bus Card Application List*.

Bus Card #1	**Bus Card #2**
Approved for Bus Card ☐ YES ☐ NO	Approved for Bus Card ☐ YES ☐ NO
Bus Card Tracking No: _____	Bus Card Tracking No: _____
Bus Card Amount: $ _____	Bus Card Amount: $ _____
Cost per Ride: $ _____	Cost per Ride: : $ _____
Dates of Bus Card Issuance (mm/dd/yy – mm/dd/yy): _____	Dates of Bus Card Issuance (mm/dd/yy – mm/dd/yy): _____
Signature of Student Accepting Bus Card:	Signature of Student Accepting Bus Card:

STUDENT: By signing, you acknowledge receipt of the bus card and listed dates of issuance.

Signature of School Administrator:	Signature of School Administrator:

SCHOOL ADMINISTRATOR: By signing, you acknowledge issuance of this bus card and that it was purchased with federal funds.

Rev. 6/14/2023

6300 Materials and Supplies, *continued*

Title I, Part A Specific Expenditures, *continued*

Campus Approved Bus Card Application List

The Bus Card Application List serves as supplemental document supporting the purchase and distribution of bus cards to students whose applications are attached for payment. The List, together with corresponding applications, are submitted to Accounts Payable.

Click on the form to access the online version.

HOUSTON INDEPENDENT SCHOOL DISTRICT

HISD | External Funding Titles I, II & IV
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CAMPUS APPROVED TITLE I, PART A - METRO BUS CARD APPLICATION LIST

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

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

1. Gather the completed and approved student Metro Bus Card Applications.
2. Complete the chart below and submit it to a School Administrator for signature. This chart lists students approved for Metro Bus Cards (evidenced by applications referenced in Step 1). Attach a copy of this completed chart to corresponding student applications. Store these documents on the campus for 7 years.

   *SIGNATURE OF SCHOOL ADMINISTRATOR: _____
   Entering your name here constitutes a binding digital signature.

3. The completed chart is forwarded to the campus financial staff (i.e., the school's secretary, Business Manager, and/or Clerk).
4. Campus financial staff adds the Invoice Number (on the line below) and then attaches this document to the Direct Payment Request with the Metro invoice.

   *THIS FIELD IS COMPLETED BY CAMPUS FINANCIAL STAFF: Metro Invoice #: _____

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

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

ADD PAGE

6300 Materials and Supplies, *continued*

Title I, Part A Specific Expenditures, *continued*

Bus Cards — Guidelines and Procedures

Purchasing Metro Bus Cards with Title I, Part A Funds

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

NOTE: Payment must be completed via Direct Pay ONLY.
For detailed Direct Pay instructions **click HERE**.

Step	Description
1	**Parent and/or student completes** the Metro Bus Card Application (available from External Funding) and submits it to campus personnel.
2	**Campus** gathers the approved *Metro Bus Card Applications*, then completes the *Campus Approved Title I, Part A - Metro Bus Card Application List*.
3	**Campus** submits to Metro either the number of bus cards requested or a copy of the *Bus Card Application List* in order to obtain a quote. (Completed applications should NOT be provided.)
4	**Campus** attaches a copy of the *Campus Approved Title I, Part A - Metro Bus Card Application List* (which will not have tracking numbers) to the quote/invoice and submits this package to **AccountsPayable@Houstonisd.org**. Campus will use Object Code: **6399000000** for payment.
5	**Campus** maintains a copy of the student bus applications and the *Campus Approved Title I, Part A - Metro Bus Card Application List* onsite.
6	After Metro Bus Cards are received (with tracking numbers): • **Student** signs the bottom of the application form, indicating receipt of the Metro Bus Card. • **Campus administrator** also signs, indicating issuance of the bus card and that it was purchased using federal funds. • **Campus:** Records the tracking number for each Bus Card issued on the *Campus Approved Title I, Part A—Metro Bus Card Application List.*

6300 Materials and Supplies, *continued*

Title I, Part A Specific Expenditures, *continued*

Bus Cards — Guidelines and Procedures, continued

Returning a Bus Card

Students must return cards:

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

Reporting a Lost Bus Card

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

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

6400 Other Operating Expenses

In-State Travel

Title I, Part A Specific Expenditures, *continued*

Policy

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

<u>NOTE</u>: Registration fees are considered related costs — See table below.

Reimbursements

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

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

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

Out-of-State Travel/ Virtual PD

Stay in the USA

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

Policy

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

- Out-of-state travel is not allowed if the same type and quality of training is available in-state.

- All requests for out-of-state travel/virtual PD should be linked to a need in the CNA/SIP.HISD and the campus must retain written documentation showing that an individual's participation in a conference is necessary for the project.

- Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of HISD and follow the district's regular business operations and written travel policy.

Requirements

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

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

- Each out-of-state travel/virtual PD request requires a written justification form which must be approved by TEA prior to registering for a conference or virtual PD and/or booking travel plans.

- Out-of-state travel and virtual PD requests should be made three to four months prior to the actual trip, to allow enough time for the application/amendment process.

    ⇒ **Allowable Content Areas:** Reading/ELA, Math, Science, and Social Studies

    ⇒ **Unallowable Content Areas:** Physical Education, Art, Music, and JR ROTC

- An *Out-of-State Travel/Virtual PD Form* (see next page) is required for each separate trip. All employees traveling for that specific trip may submit one form.

- Per TEA, no more than five travelers or virtual PD participant per trip are allowed. Based on guidance from TEA, campuses and the district should be using the train-the-trainer model for professional development activities.

Reimbursements

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

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

TEA Out-of-State Travel Justification Form

Click here to access this form.

TEA
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

Name of Grantee   County-District #   Today's Date

Description of Proposed Program-Related Out-of-State Travel

Destination   # of travelers   Is travel a requirement of the federal grant program?

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.

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

Viewing Approved Out-of-State Travel/ Virtual PD

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

One Stop Shop

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

Step	Description
1	From the HISD Employee Portal, select **myHISD > Department Sites > External Funding**.
2	Under Quick Links, click on **"Allocations, Capital Outlay and Travel Requests."** Then, click on **"[SY} Allocations, Approved Capital Outl…"**
3	When the Excel spreadsheet opens, type your **campus number** in the "SCHOOL NUMBER" field and press ENTER. RESULT: The system populates your school's data.

Unallowable Travel Expenses

The following are **unallowable** travel expenses:

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

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

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

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

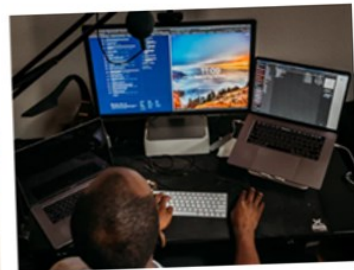## 6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

Field Trips

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

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

For detailed information regarding field trips, including a a list of venues that External Funding has compiled that meet these requirements, **click HERE**.

6400 Other Operating Expenses, *continued*

Title I, Part A Specific Expenditures, *continued*

ProCard Purchases

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

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

6500 Debt Service (Lease & Lease Purchase)

Title I, Part A Specific Expenditures, *continued*

Requirements

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

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

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

Lease Agreement vs. Lease Purchase Agreement

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

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

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

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

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay

TEA Approval Required

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

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

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

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

Allowable Capital Outlay Items

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

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

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

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

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

What is Included in Capital Outlay Costs?

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

- software/site license – CD-ROM

- cost of the asset, including the cost to put it in place

- net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it was acquired

- anchor pads that should be purchased for all capital outlay costing $1,000 or more.

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

Unallowable Capital Outlay Items

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

- multiple-year warranties

- site preparation for a portable building, including ground leveling, sidewalk installation, electrical wiring, plumbing, etc.

- land purchase and improvements to land

- building purchase, construction, or improvement costs

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Ideas for Capital Outlay (Technology) Requests

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

- All requests for technology should be listed as **generic requests**, per TEA. No name brands should be listed on either form. **Use the chart as a guide.**

- **Graphic calculators no longer require TEA approval, per school administration.**

- The **"Use of Funds Questions"** 1 – 4, 5a and 6a are required for **each** capital outlay item requested.

- Requesting library books **does not** require the completion of the questions. However, the request must be included on the **"Capital Outlay List"** form with other capital outlay requests for approval from TEA.

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Requesting Capital Outlay Items

High-level Process: A Bird's Eye View

Requesting capital outlay items is a two-layer process:

1) First, the campus submits its request for capital outlay to the External Funding Department using the Capital Outlay List form and the Use of Funds Questions form (1-4, 5a and 6a).
(For pictures of the forms, see the following pages.)

   - Campus library books are required to be listed on line 9 as a total dollar amount.

   - No "Use of Funds" questions are required to be completed for this specific request.

2) Then, the External Funding Department includes the capital outlay requests received from campuses in the ESSA Consolidated Federal Grant Application, or as part of an amendment, which is submitted to TEA for approval.

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

Submitting Capital Outlay Requests to External Funding

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

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Capital Outlay List Form

Click here to access this form.

CAMPUS NAME: _____   CAMPUS #: _____

Title I, Part A
CAPITAL OUTLAY

- TEA and the district requires **electronic notebooks, and EReaders** to be requested through the application process for tracking purposes even though they may be under $500 per unit.
- Funds must be allocated from your Title I, Part A campus budget for 2024-2025 to purchase approved technology and library books.
- Indicate the number of generic **units** requested and the **total cost**. (Pricing for technology can be found on the HISD Purchasing Services website.)
- **Briefly** describe how *each* item will impact student achievement on your campus.
- **LIBRARY BOOKS**: If library books will be purchased during the year, give an estimated total dollar amount of how much will be expended on Line_9. The "*Use of Funds*" questions are <u>not</u> required for library books.
- Software that requires the use of a CD-ROM requires TEA approval prior to ordering.
- **TEXAS EDUCATION AGENCY REQUIREMENT: All six (6) questions (1- 4, 5a and 6a) on the "*Use of Funds*" must be answered for <u>EACH</u> technology item requested, except for library books.**

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

Generic Item (s) Requested	Brief Description (Describe how this item will improve student learning.)	Number of Units	Total Cost ($)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8. Library Books (Total Dollar Amount)	To upgrade the school's library inventory.		
	GRAND TOTAL:		0.00

*Technology may only be purchased from <u>approved</u> HISD technology vendors.

Principal's Signature: _____   Date: _____

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

Rev. 5/23/2024

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Campus Guidance for "Use of Funds" Questions

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

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

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

11/29/2021-sa

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Use of Funds Questions Form (page 1)

This form is located on the **External Funding SharePoint site**, under Quick Links.

*For guidance in completing this form, refer to the "**Campus Guidance for Use of Funds Questions" document**.*

LEA Name: **Houston ISD** CDN: **101912**

Campus Name: _____ Campus Number: _____

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

Title Fund Source: Title I, Part A - Campus

Expenditure Item Requested: _____ **Quantity Requested:** _____

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

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

   b. Explain how the expenditure addresses this need.
   _____
   _____

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

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

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Use of Funds Questions Form (page 2)

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

       _____

       _____

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

       - **Not Applicable**

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

       _____

       _____

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

       - **Not Applicable**

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

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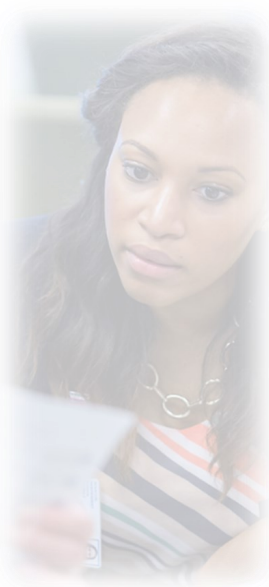
To view capital outlay and campus library books that have been approved for your campus for the Title I, Part A program, follow the steps below:

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

Title I, Part A Specific Expenditures, *continued*

6600 Capital Outlay, *continued*

Issues & Resolutions — Capital Outlay

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

TRANSFER OF FUNDS

Overview

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

Transferring funds is a two-step process:

1) First, verify that funds are available for transfer.

2) Second, perform the actual transfer.

Instructions for Transfer of Funds

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

Click HERE to view step-by-step instructions for transferring funds.:

(These instructions are located on the External Funding SharePoint site.)
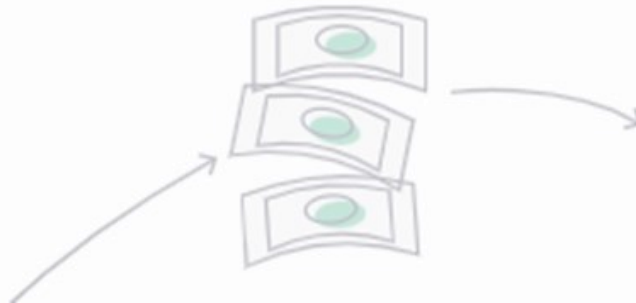
ORDERING AND RECEIVING GOODS AND/OR SERVICES

Shopping Carts, Purchase Orders, and Goods Receipts Confirmations

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

Shopping Carts

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

Open Purchase Orders

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

Goods Receipts Confirmation

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

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

Shopping Carts: Online Workflow

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

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

Step	Description
1	a) Enter shopping cart (utilizing board-approved vendor) into the system. • A valid (non-expired) quote must be attached to the shopping cart for any/all goods/services. • **REGARDING OFFICE DEPOT:** Quote must be obtained directly from sales representative, Tim Schroeder. b) Click on "Order" button to move shopping cart to the next step in this process. RESULT: Shopping cart enters a workflow approval process.
2	a) Check the workflow to verify who needs to approve cart -- this is done immediately after clicking "Order." **NOTE:** Names will be listed in order, with Purchasing Department being the last name. b) Inform campus principal of workflow approval process. **IMPORTANT --** It is the responsibility of the campus to obtain all approvals in workflow. Depending on funding or nature of the purchase, some carts will require additional approvals in workflow.
3	When workflow shows that the shopping cart has been approved by all parties (in the workflow) , it will enter the "Pending Approval from the Purchasing Department" stage. Once approved by Purchasing, a purchase order will be generated for this shopping cart.

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

How to Post Goods Receipts

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

Online confirmation order screens are accessed by PO number.

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

HANDY TOOL

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

Procedure and Scenarios

To begin, ACCESS the online confirmation order screen by PO number.

Then, VERIFY the items received.

If ALL line items received are complete:

1) Checkmark just the first "Last Delivery" box and ALL will be auto-checkmarked.

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

   RESULT: All items are confirmed.

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

How to Post Goods Receipts, *continued*

Procedure and Scenarios, *continued*

<u>If one or more line items on the screen are not complete</u>

1) **Do the following:**

- **For each <u>incomplete item</u> –** Change the quantity in the "Confirm Qty" column to reflect the actual quantity delivered.

- **For each item that was <u>not received at all</u> –** Place a **0** in the "Confirm Qty" column.

- **For <u>complete items</u>** – No action required.

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

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

   RESULTS:

   - COMPLETE items are confirmed.

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

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

How to Cancel an Order

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

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

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

Receiving Low-Value Trackable Assets

Be Aware of Incoming Assets

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

Low-Value Capital Outlay Assets

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

EXAMPLES: tablets/ipad, smartboards, and printers.

Procedure – Receiving Low Value Technology Assets

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

LOOK

EXCEPTION: E-RATE ASSETS
This procedure DOES NOT apply to e-rate assets. E-rate assets are tagged by the vendor — the tags can either be green-colored or have tag numbers starting with "44xxxxxxxx."
E-rate assets arrive at their destination already tagged, with applicable information already entered into the TIPWEB-IT asset tracking system.

Step	Description
1	Receive low value technology asset(s) and post the goods receipt/confirmation in SRM. RESULT: Within 24-48 hours, the Fixed Assets Department will create the asset in the TIPWEB-IT asset tracking system with a temporary asset tag number starting with filename **"FAA."**
2	**24-48 hours after confirming (posting goods receipt) in SRM:** Log into the TIPWEB-IT asset tracking system and run the list of asset tags starting with "FAAXXXXX" to retrieve the temporary asset tag number. Then do the following: • print the asset tag • affix the printed tags to the asset(s) • update the asset tag • enter a serial number (if applicable)
3	Update the asset's location.

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

Receiving High-Value Assets

Be Aware of Incoming Assets

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

High-Value Capital Outlay Assets

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

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

Procedure – Receiving High Value Capital Outlay Equipment

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

LOOK

EXCEPTION: E-RATE ASSETS
This procedure DOES NOT apply to e-rate assets. E-rate assets are tagged by the vendor. The tags can either be green-colored or have tag numbers starting with "44xxxxxxxx."
E-rate assets arrive at their destination arrive at their destination already tagged, with applicable information already entered into the TIPWEB-IT asset tracking system.

Step	Description
1	Log into the TIPWEB-IT asset tracking system and print tag(s) using the "print tag" feature. Affix the tag to the items received.
2	Write an email to Fixed Assets Accounting Department. **Subject line:** [School Name] - Capital Asset Received In the email you must include: • The serial number(s) of high-value items received • The P.O. number(s) • Description and monetary value of the asset(s) received • Room location • The TIPWEB-IT asset tag number for each asset NOTE: The school will *not* receive an update from Fixed Assets.

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

Assets Transfer

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

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

Annual Inventory Audit

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

HISD Asset Usage Form – For Equipment To Be Checked Out

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

Any non-technological assets that are not tracked in TIPWeb-IT must be checked out using the **HISD Asset Usage Form**.

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

Questions About the Asset Tracking System?

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

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

      Email: FixedAssetsAccounting@HoustonISD.org

      Telephone: 713-556-6506

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

Steps to Obtaining a Purchase Order (High-Level)

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

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

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

Posting Goods Receipts

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

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

LOOK   The above applies to ALL funding categories <u>except</u> 6100 — Payroll.

ALLOWABLE/ UNALLOWABLE EXPENSES

TITLE I, PART A FUNDS

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

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

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

Title I, Part A Funds Usage

TEA Guidelines

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

1. LEAs/campuses must demonstrate that the "Supplement Not Supplant" methodology (see next page) used to allocate State/Local funds, prior to allocating federal funds, is equitable.

2. LEAs/campuses must ensure that activities and/or resources are:
   - Reasonable;
   - Allocable;
   - Necessary to carry out the intent and purpose of the Title I, Part A program;
   - Identified in the Comprehensive Needs Assessments; and
   - Included in the School Improvement Plan.

   Also, the School Improvement Plan must address the following:
   - how the identified activity/resource will be evaluated, and
   - how the needs of students at risk of not meeting State Standards are being met.

Title I, Part A Funds Usage, *continued*

TEA Guidelines, *continued*

3. The LEA/campus must ensure that the expenditure(s) meet all EDGAR requirements.

4. The LEA/campus must ensure that all district policies and procedures were followed.

Statutory Reference for "Supplement Not Supplant"

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

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

When Funds Can Be Used

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

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

Title I, Part A
Allowable/Unallowable Expenses Chart

Click HERE to open the online chart.

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

PERSONNEL

SEMI-ANNUAL CERTIFICATIONS

Purpose

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

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

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

Dissemination via Academic Service Memos (HISD Insider)

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

See procedures on the next page.

Certifying the Semi-Annual Certification Form

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

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

1-Certify the Semi-Annual Certification Form

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

2-Print the Semi-Annual Certification Form

Step	Description
1	Log in to OneSource.
2	Click on the following: a) **Manager Self-Service tab.** b) **Processes** c) **Semi-Annual Certification Report**
3	On the resulting screen, enter the following data: • Report year (calendar year that work was completed) • Report period (**01**=Jan-June: **02**=July-Dec) • Manager ID number Then click **Execute**.
4	Click **Open** to display and print the Semi-Annual Certification Form. <u>Next Steps</u>: The campus maintains a copy of the Semi-Annual Certification Form with its state or federal grant program funds documentation (Titles I, II, III, IV, Special Ed., etc.).

Certifying the Semi-Annual Certification Form, *continued*

Questions?

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

Grant	Coordinator	Email Address	Phone Number
Title I, Part A & Title II, Part A (Programming & Budget)	Shontele Breaux	Shontele.Breaux@houstonisd.org	713-556-6934
Title I, Part D	Ryan Bramlett	Ryan.Bramlett@houstonisd.org	713-556-6942
Title III, Part A	Sonya Monreal	sonya.monreal@houstonisd.org	713-556-6961
Title IV, Part A (Programming & Budget)	Benjamin Jules	Benjamin.Jules@houstonisd.org	713-556-7039
Title II, Part A (Programming & Budget)	Nancy Garcia	Nancy.Garcia3@houstonisd.org	713-556-6938

JOB DESCRIPTIONS

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

The Campus Authorized Position Report

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

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

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

Employees Must Complete the Online Job Description Form

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

Step	Description
1	Each federally funded employee receives an email from External Funding containing a link to complete and submit an online *Job Description Acknowledgment Form.*
2	The employee completes fields on the online form. For any questions as to exact job title, they can refer to the **Authorized Position Report (APR).**
3	After selecting the job title from a list accessed by a link on page 2 of the online form, the employee views the description (new tab).
4	The employee either ACCEPTS the job description (and checkmarks the box to receive a copy of his/her response) or DECLINES the job description (and will need to contact External Funding).

Job Descriptions, *continued*

Job Description Online Form

2023-2024 Job Description Acknowledgment Form

As part of our federal and state compliance, all employees funded by federal sources must formally acknowledge their job descriptions for the 2023-2024 school year by May 3, 2024. This process is crucial for maintaining our funding and ensuring transparency and mutual understanding of job roles.

Section 1 ...

Employee Information

1. Employee ID *

> The value must be a number

2. Campus *

> Select your answer   ⌄

3. Job Title *

> Select your answer   ⌄

Section 2 ...

View your Job Description

The following link will open in a new browser tab. Select your Job Title from the list, then view/download the corresponding Job Description document.

https://www.houstonisd.org/Page/201974

NOTE: Once you have reviewed the Job Description document that corresponds to your Job Title, return to this form and select the Next button to continue.

Section 3 ...

Federally Funded Role Responsibilities

4. Acknowledgment *

By selecting "Accept" or "Decline" and submitting this form, you confirm selecting your job title from the dropdown menu on the first page, reviewing the corresponding job description via the link on the second page, and are accepting or declining the documentation as presented.

○ Accept

○ Decline

ALLOWABLE/ UNALLOWABLE TITLE I , PART A POSITIONS (2024-2025 ASY)

Allowable/ Unallowable Title I Positions— Non-NES Campuses

See listing below.
This document is located on the External Funding SharePoint site.

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

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS (Non-NES Campuses only)
Below is the list of allowable and unallowable Title I positions.
NOTE: All allowable positions must be paid 100% with Title I funds as split-funded Title I positions are not allowable.

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

Continued on the next page…

1

Rev. 6/26/2024

Allowable/ Unallowable Title I Positions, *continued*

Allowable/ Unallowable Title I Positions—Non-NES Campuses (Page 2)

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

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS, *continued…*

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Intervention and Class-Size Reduction positions listed below require 3 years of experience:		
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	
Teacher, Opportunity Culture MCL I	10M – 30012427	
Teacher, Opportunity Culture MCL II	10M – 30012427	
Teacher, Opportunity Culture MCL III	10M – 30012427	
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	
Tutor, Sr. Academic	30002421	
Teacher, Coach	30008512	

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

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

2

Rev. 6/26/2024

Allowable/ Unallowable Title I Positions, *continued*

Allowable/ Unallowable Title I Positions— NES Campuses

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

ALLOWABLE TITLE I POSITIONS
(NES Campuses only)

Below is the list of allowable Title I positions applicable to NES campuses.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES
NES Teacher Apprentice Teacher ES	30012628
NES Teacher Apprentice MS	30012791
NES-A Teacher Apprentice MS	30013138
NES-A Teacher Apprentice ES	30013231
NES-A Teacher Apprentice HS	30013382
NES Teacher Apprentice HS	30013406

Rev. 02/12/2023

Allowable/ Unallowable Title I Positions,
continued

Opening and Closing Positions

For instructions on how to process positions in OneSource see **Process OPM Position through OneSource**.

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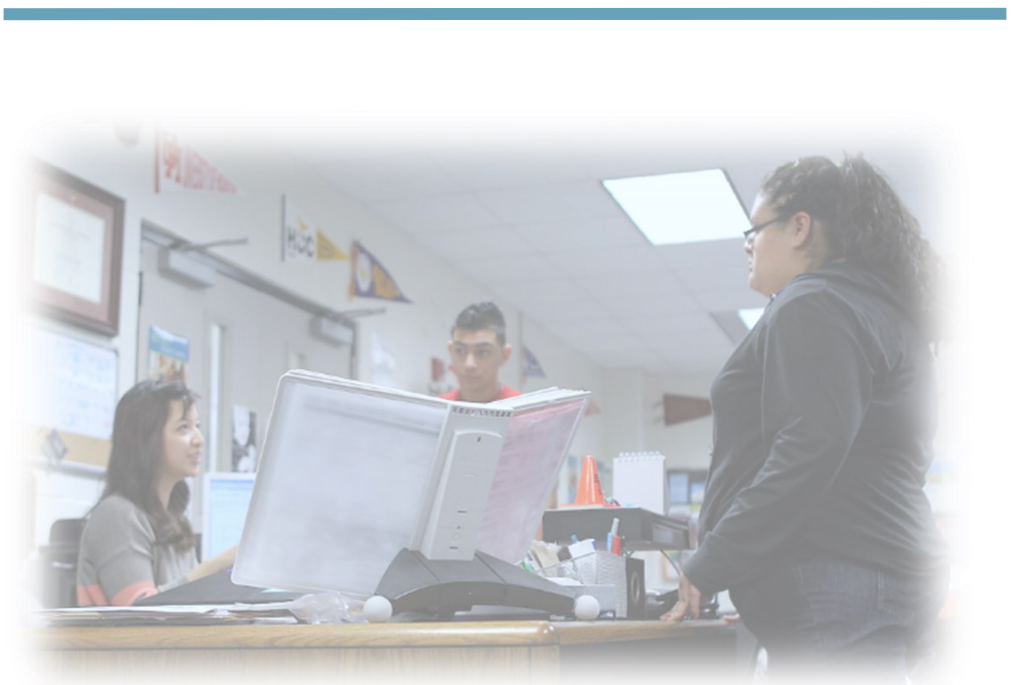
PARENT AND FAMILY ENGAGEMENT

OVERVIEW

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

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

Allowable Expenditures: Criteria

An allowable expenditure must meet one of the following requirements:

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

Allowable PFE Activities

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

Allowable Activities: General Categories

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

Allowable Activities: Specific Ideas

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

Additionally, funds may be used to:

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

Unallowable PFE Activities

Any activities/events/trainings that DO NOT directly relate to Parent and Family Engagement are unallowable PFE activities. See examples below.

• Campus fundraisers	• Food	• Recreation
• Entertainment	• Furniture	• Social Events
• Fall/Spring Festivals	• Gift cards	• Tutorials for students
• Field Lessons – for parents or students	• PTO/PTA Meetings or activities	•

PARENT AND FAMILY ENGAGEMENT POLICY

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

After being formulated, policies must be:

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

Required Components of PFE Policies

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

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

Click HERE to view a sample district policy.

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

- convene an annual meeting, at a convenient time to which all parents of low-income students are invited and encouraged to attend, to inform them that their school receives Title I funds, that these funds come with requirements, and that parents have a right to be involved,

- offer a flexible number of engagement meetings at convenient times for families,

- provide parents and families with:
    - ◊ help in understanding things such as state academic standards, state and local academic assessments, the Title I, Part A program, and how to monitor a child's progress and work with educators;
    - ◊ if requested, opportunities for regular meetings to participate in decisions relating to the education of their child.

Continued on next page...

Parent and Family Engagement Policy, *continued*

Required Components of PFE Policies, *continued*

- Provide opportunities for the informed participation of ALL family members and the community by:

  ◊ making available materials and training to help parents improve their child's achievement;

  ◊ educating school personnel as to parent/family outreach strategies;

  ◊ integrating engagement strategies with other federal/state programs (including pre-school);

  ◊ sending information to parents/families about programs, meetings, and other activities in a format and language they can understand (including migrant families); and

  ◊ providing other reasonable support for engagement activities.

- Develop a School-Parent Compact.

  Click HERE to view a sample school policy.

School-Parent Compact

Contents of School-Parent Compact

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

– **Click HERE** to view a sample School-Parent Compact.—

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

- Outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards

- Describes the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards

- Describes the **parent's responsibility** for supporting learning (including volunteering in their child's classroom) and participating in decisions relating to the education of their children; and

- Addresses the importance of communication between families and staff through:

  ◊ at least one annual parent-teacher conference during which the compact will be discussed insofar as it relates to the individual child's achievement (applicable to elementary schools);

  ◊ frequent reports to parents on their children's progress; and

  ◊ opportunities to volunteer in or observe their child's class.

LOOK

- ♦ **The Compact DOES NOT need to be signed and returned.**

- ♦ **The Compact DOES need to be posted to the campus website.**

TITLE I, PART A PARENT MEETINGS (MANDATORY)

Annual Meeting

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

- The meeting should be hosted at a convenient time for the parents/families.

- Appropriate translations should be available for parents/families.

- This meeting should advise parents/families that the school is a Title I, Part A Schoolwide campus, along with explanations of the meaning and requirements of this program.

- This meeting should inform parents/families of their "Right to be Involved."

Additional Meetings

Also, a flexible number of meetings must be offered throughout the school year. The district has mandated at least ten meetings a year as follows:
The annual Title I Meeting, which is held at two convenient times for parents, as well as two Fall parent meetings and two Spring parent meetings (each of which must be presented twice at different times/dates).

Make the Meetings Convenient

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

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

Meeting Resources

Campuses may access presentation templates, sign in sheets and agenda templates from either External Funding's **Title I Campus Resources Page** or from the appropriate folders in the **Title I Crate**.

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

**Title I Parent Meeting
Minutes Sample**

This form is found on External Funding's **Title I Campus Resources Page**)

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

MINUTES FORM
(For spring and fall meetings)

CAMPUS NAME: _____

MEETING LOCATION: _____

DATE AND TIME: _____

PERSON RECORING MINUTES: _____

MINUTES:

PARENT SUGGESTIONS/RESPONSES:

NAME OF INTERPRETER (IF PRESENT): _____

SIGNATURE OF PRESENTER: _____

DATE: _____

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

Title I Parent Meeting Sample Agenda

(Found on External Funding's **Parent and Family Engagement SharePoint page**)

SAMPLE AGENDA
FOR
PARENT & FAMILY ENGAGEMENT
MEETING TITLE I

Audience:

1. All personnel

2. Parents

3. Administrators

4. Students (grades 9-12 participating)

5. Representatives of participating agencies

A-F required for fall annual meeting

A. Explain funding, programs and activities.

B. Distribute/review – Written Parental/Family Policy & School-Parent Compact.

C. Disseminate information on program(s) (including previous years' evaluation results) and obtain parent and/or family input.

D. Parent/family training including materials and techniques for promoting student's education at home.

E. Explain ways/rights of parents and family to be involved.

F. Provide Parent/Family training dates & time.

G required for spring annual meeting

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

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

DOCUMENTATION AND NOTIFICATIONS

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

All required Title I Parent notifications are now distributed to parents and placed on campus websites by the External Funding and Communications Departments.

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

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

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

PFE Notification Timetable

This is a general timeline for dissemination of Parent and Family Engagement notifications. Copies of the notifications are available on External Funding's **Title I Campus Resources Page**

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

Documentation and Notifications, *continued*

Title I, Part A Status Notification

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

It describes how the campus uses Title I, Part A funds and invites parents to contact their campus principal with any questions.

TITLE I, PART A, PARENT AND FAMILY ENGAGEMENT PROGRAM

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

October 2023

TO: Parents of Students Attending Houston ISD

SUBJECT: 2023–2024 TITLE I STATUS NOTIFICATION

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

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

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

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

Sincerely,

Campus Principal

Rev. 10/04/2023

Documentation and Notifications, *continued*

Title I, Part A Teacher and Paraprofessional Qualifications

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

TITLE I, PART A PARENT & FAMILY ENGAGEMENT PROGRAM

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

October 2023

TO: Parents of Students Attending Houston Independent School District

SUBJECT: TITLE I TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

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

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

Sincerely,

Your Campus Principal

Rev.09/27/2023

► **Providing Requested Certification Records to Parents** ◄

After looking up the teacher's qualifications, use the **Teacher and/or Paraprofessional Certification form** to provide this information to the parent.

Documentation and Notifications, *continued*

Title I, Part A Notification to Parents — Teacher Certification

This notification is sent to advise parents (if the situation arises) that their child is being taught by a teacher who does not currently hold an appropriate state teaching certificate in the area in which the teacher has been assigned.
It is provided on a regular basis to campuses by the Division Office.

HOUSTON INDEPENDENT SCHOOL DISTRICT

[School's Letterhead]
Insert school's name and address here

Date: Insert Date

TO: Parents/Guardians of Students enrolled in course or grade level

SUBJECT: **NOTIFICATION TO PARENTS – TEACHER CERTIFICATION**

In accordance with the Every Student Succeeds Act (ESSA)/PARENTS' RIGHT-TO-KNOW [P.L. 114-95, Section 1112(e)(1)(B)(ii)], as a parent of a student at Insert school's name , you have the right to know if your child has been assigned to or has been taught for four or more consecutive weeks by a teacher who does not hold an appropriate state teaching certificate in the area in which the teacher has been assigned.

This notice is to inform you that your child has been assigned to or taught by the following teacher(s) who does not currently have the appropriate state teaching certificate or permit:

Teacher Name: Insert teacher's name

While your child's teacher currently does not have the required state teaching certificate, we are committed to actively supporting them throughout their certification journey. In pursuit of this commitment, we are pleased to offer the following supports:

1. **Campus Leadership Enhancement:** Campus leadership teams will collaborate with your child's teacher to enhance their instructional capacity through professional learning community planning with grade level/content teams, just-in-time coaching, and various instructional alignment supports.
2. **Professional Development:** Your child's teacher will have access to professional development training sessions facilitated by central district departments, such as Curriculum and Professional Development, covering both content and pedagogy. Additionally, we will provide interactive toolboxes and an electronic repository of instructional resources to enrich instructional practices.
3. **Content Preparation/Review:** Teachers will have the opportunity to attend content preparation and review sessions offered by the district's Alternative Certification Program (ACP), ensuring they are well-prepared in their subject areas.
4. **Certification Route Information:** The Talent Office will provide valuable information regarding the available certification routes specific to the area(s) your child's teacher is instructing, ensuring transparency and guidance throughout the certification process.

In addition, the campus administrator will be evaluating each teacher's performance in the classroom to ensure that your child receives quality instruction.

If you have any questions regarding this information, please contact Insert the name and contact information (phone and e-mail) for the Title I contact person at your campus.

Sincerely,

Insert principal's name, Principal

Rev. 11/08/2023

Documentation and Notifications, *continued*

How to Obtain Teacher/ Paraprofessional Qualifications (Flowchart)

STEP 1: External Funding provides schools with the template for the parent notification: *Teacher and Parprofessional Qualifications.*

STEP 2: Schools disseminate the information to parents in a variety of ways, including sending the notification home by students.

STEP 3: Parents may request specific qualification information. The request must include the teachers's name, school, and grade/subject taught.

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

STEP 5:

Requesting from Texas Education Agency:

1. Go to the TEA Certificate Lookup site and click on "Certificate Lookup."

2. Type the teacher's name and then click **Search**.

Requesting from HISD Public Information Office:

1. **MAIL** request to:

   Public Information Office

   Houston ISD

   4400 W. 18th Street

   Houston, TX 77092

2. **PHONE** in your request at: 713-556-6060

3. **FAX** your request at: 713-556-6061

4. **EMAIL** your request to:

   publicinformation@Houstonisd.org

   Requested information will be sent within 10 business days (excluding holidays).

Documentation and Notifications, *continued*

Parent and Family Engagement (PFE) Policy Templates

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

PFE District Policy Template (Link)

A separate version of the Parent and Family Engagement Policy is also developed at the <u>district </u>level. The campus policy must be updated every 2-3 years to meet the *changing needs of parents/families and the school.*
— *Click HERE to view a sample district policy.* —

Additionally, you must:

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

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

Documentation and Notifications, *continued*

PFE School Policy Template, Page 1

> ### Template for SCHOOL Parent and Family Engagement Policy
>
> *<Insert School logo or place document on letterhead>*
> *<Name of School>*
> **School** Parent and Family Engagement Policy
> ESSA Section 1116
> *<School Year>*
>
> *NOTE: This is a sample template for developing the school parent and family engagement policy. Although schools are not required to follow this sample; this sample demonstrates the topics of information that must be included in order to meet the requirements in Section 1116 (b), (c), and (e). Schools are required to include parents in the process of developing, reviewing, revising, and agreeing upon the parent and family engagement policy.*
>
> *NOTE: The statutory references do not need to be included in the policy, but the activities, examples, actions, etc. must meet the requirements of the statute.*
>
> 1. *<Name of school>* shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. <u>Section 1116 (b)(1) & (e)(5)</u>
>
> *Describe when the PFE policy is typically reviewed and revised, the role of parents in this process, when the revised policy is usually distributed and explained to parents. Identify the various formats used to distribute the policy. You may want to include a vision statement or mission statement about your PFE program. Also, list some of the documents that will be provided in Spanish or other languages as needed.*
>
> 2. *<Name of school>* shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; <u>Section 1116 (c)(1)</u>
>
> *Describe where and when the two annual meetings in the fall – the meeting is repeated (two per TEA – a new requirement for schools, training or guidance is needed) will convene, how parents will be notified, and what person(s) is responsible for conducting those meetings.*
>
> 1

Documentation and Notifications, *continued*

PFE School Policy Template, Page 2

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

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

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

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

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

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

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

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

   2

Documentation and Notifications, *continued*

PFE School Policy Template, Page 3

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

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

> *List resources and actions provided to assist parents.*

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

> *List resources and actions provided to assist parents.*

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

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

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

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

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

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

3

Continued on next page...

Documentation and Notifications, *continued*

PFE School Policy Template, Page 4

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

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

Signed by Authorized Official: _____

Date: _____

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

4

Documentation and Notifications, *continued*

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

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

Purpose

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

Goals

- The school will work to ensure that the required school levels of parent involvement policies meet the requirements of section 1116 ESEA(Elementary and Secondary Education Act).

- The school will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, in the value of parental contribution and in how to communicate with parents and build school-family connections.

- The school will communicate with parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand(English/Spanish). The school will use the following modes to communicate with parents:
  - Tuesday Take Home Folders
  - Homework/conduct sheets
  - School Flyers
  - Positive notes home to parents of student success
  - Parent/Teacher Conference Forms
  - Youens Gator Gram
  - School Marquee
  - Alief ISD Web Page
  - Youens Elementary Web Page (link from Alief ISD Home Page)
  - Youens Elementary Student Handbook
  - Translators Provided
  - Automated Mass Calling System Through District Schedule
  - Automated call-out system (campus)
  - Schoology
  - Parent Home Access Center Via District Web Page
  - Smartphone Apps

- The school and parents will work collaboratively to ensure strong family engagement, and to support a partnership among the school, parents, and the community to improve student academic achievement. The following is a list of opportunities that have been created to inform and involve parents, not limited to other reasonable support for family engagement activities as parents may request:

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

Documentation and Notifications, *continued*

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

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

- The school will mandate that teachers hold at least 2 parent teacher conferences annually where the teachers will review grade level content standards, student assessments, and progress data with parents. The teachers will provide parents with support on how to work with their child to improve their child's academic achievement. Parents will also have opportunities for regular meetings relating to their children's education, when requested.

- The school will educate, coordinate, and integrate family engagement programs and activities with other Federal, State, and local programs, and conduct other activities, such as family engagement centers, that support parents in fully participating in their children's education.

- Academic nights for Reading, Science, and Math will be developed with the purpose of providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- Parents are encouraged to provide the school feedback on all its Title I, Part A school-wide program activities. Feedback is welcome at all parent involvement activities and on climate survey.

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

CAMPUS TITLE I, PART A WRITTEN PFE POLICY CHECKLIST

This form, useful as a tracking tool, is located on External Funding's **Title I Campus Resources Page.** .

Campus Title I, Part A Written Parent/Family Engagement Policy Checklist

Campus Name: _____ **Campus #:** _____

Date Policy was Updated: _____ **Date Distributed to Parents:** _____

Evidence that the school parent involvement policy - SEC. 1116. [20 U.S.C. 6318]	Documentation Needed:
☐ was jointly developed with parents	Sign in sheet, agenda, minutes
☐ was distributed to parents of participating children, to the extent practicable, in a format and language parents can understand	Written Policy
☐ was provided to the local community	Website, Newsletter, and/or Community Newspaper
☐ will be periodically reviewed and revised as necessary	Sign in sheet, agenda, minutes

CAMPUS POLICY REQUIREMENTS - SEC. 1116. [20 U.S.C. 6318] The parent/family engagement policy states how the school…	By checking **yes,** the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the **paragraph (P)** and page **number (#)** of the location of the required component:
1 **will convene an annual meeting**, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents/families to be involved.	☐ Y ☐ N	P: _____ #: _____
2 **Will offer four (4) required meetings and four alternate meetings – eight (8) meetings total.** Each of these meetings should be scheduled in the morning and the afternoon on different days to accommodate parents.	☐ Y ☐ N	P: _____ #: _____
3 **will involve parents & families,** in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, & improvement of the school parent & family engagement policy. The involvement of parents/families must include an adequate representation of parents/families of participating children.	☐ Y ☐ N	P: _____ #: _____
4 **will provide parents/families of participating children –** ✓ timely information about programs under this part;	☐ Y ☐ N	P: _____ #: _____
✓ a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;	☐ Y ☐ N	P: _____ #: _____
✓ if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.	☐ Y ☐ N	P: _____ #: _____
5 **If the schoolwide program plan (campus improvement plan) is not satisfactory** to the parents/families of participating children, the school will submit parents' /families' comments on the plan to the External Funding Titles I, II & IV Dept. and revise the plan as advised by the HISD Title I, Part A Parent & Family Engagement Program Administrator and other district designees as advised.	☐ Y ☐ N	P: _____ #: _____

1

Rev. 07/09/2020

Mandated Checklists, *continued*

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

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

2

Rev. 07/09/2020

Mandated Checklists, *continued*

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

CAMPUS POLICY REQUIREMENTS- SEC. 1116. [20 U.S.C. 6318] The parent / family engagement policy states how the school…	By checking **yes,** the Title I, Part A campus indicates evidence of the policy requirement and a description of how the component will be implemented.	Note the **paragraph** (P) and page **number** (#) of the location of the required component:
8 **BUILDING CAPACITY FOR ENGAGEMENT –** To ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement, the campus **will build** the schools' and parents' capacity for strong parent/family engagement by implementing **OPTIONAL POLICY ACTIVITIES and the school:**		
✓ **may** involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;	☐ Y ☐ N	P: _____ #: _____
✓ **may** provide necessary literacy training from funds received under this part if the school district has exhausted all other reasonably available sources of funding for such training;	☐ Y ☐ N	P: _____ #: _____
✓ **may** pay reasonable and necessary expenses associated with local parent/family engagement activities (including transportation) to enable parents/families to participate in school-related meetings and training sessions;	☐ Y ☐ N	P: _____ #: _____
✓ **may** train parents to enhance the engagement of other parents/family members;	☐ Y ☐ N	P: _____ #: _____
✓ **may** arrange school meetings at a variety of times, or conduct in-home conferences between teachers (or other educators who work directly with participating children) and parents who are unable to attend such conferences at school, in order to maximize parent/family engagement and participation;	☐ Y ☐ N	P: _____ #: _____
✓ **may** adopt and implement model approaches to improving parent/family engagement;	☐ Y ☐ N	P: _____ #: _____
✓ **may** develop appropriate roles for community-based organizations and businesses in parent/family engagement activities.	☐ Y ☐ N	P: _____ #: _____
9 **Parent Accessibility –** To ensure full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and to the extent practicable, in a language that parents can understand.	☐ Y ☐ N	P: _____ #: _____
10 **Sign-In sheet and Meeting Minutes –** Documentation of parents who jointly developed and agreed with the school's parent/family engagement policy.	☐ Y ☐ N	P: _____ #: _____

3

Rev. 07/09/2020

EXPLANATIONS OF CURRICULUM, ASSESSMENTS, AND PROMOTION STANDARDS

The Explanations of Curriculum, Assessments and Promotion Standards provide parents with an explanation and description of:HISD's curriculum, assessments, and the district's promotion standards.

Notification copies are located on External Funding's **Title I Campus Resources Page**.

Title I, Part A PFE Explanation and Description of Curriculum

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

Houston Independent School District
4400 West 18th St.
Houston, TX 77092-8501

DATE: February 13, 2024

TO: Parents of Students Attending a Houston ISD Title I Campus

SUBJECT: **Explanation of HISD Curriculum**

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

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

To view a description of the TEKS online, visit: http://www.tea.state.tx.us/index2.aspx?id=6148. The HISD curriculum, which is based on the TEKS, includes non-negotiable objectives that must be taught at every grade level; however, individual schools are held accountable for innovative, instructional programs and results. Every student will be provided equal access to rigorous instruction and academic programs. HISD recognizes, however, that some students may need extra assistance to obtain high academic achievement, and this assistance is available through the Title I program. HISD will include parents in appropriate decision-making opportunities to support student academic achievement.

If you have questions concerning this letter or need paper copies of the material referenced on the website, contact your child's campus.

Sincerely,

Houston Independent School District

Rev. 02/05/2024

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

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

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

Houston Independent School District
4400 West 18th St.
Houston, TX 77092-8501

Date: February 13, 2024

TO: Parents of Students Attending a Houston ISD Title I Campus

SUBJECT: **Explanation and Description of Assessments**

The Every Student Succeeds Act (ESSA) requires all Title I schools to provide to parents a description and explanation of the forms of academic assessment used to measure student progress. Below are various assessments that HISD and its schools use throughout the year.

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

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

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

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

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

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

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

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

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

1 of 2

Rev. 02/05/2024

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

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

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

To find out more about the STAAR study guides and released tests, visit the Texas Education Agency's website at www.tea.texas.gov/student.assessment/staar/ .

If you have questions concerning this letter or need paper copies of the material referenced on the website, contact your child's campus.

Sincerely,

Houston Independent School District

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

Explanation of HISD Promotion Standards

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

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

MONITORING AND EVALUATION

Federal Report Card

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

• student and school performance metrics,	• educator qualifications, and
• accountability,	• any other information that the LEA deems relevant.
• per-pupil expenditures,	

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

- Report cards must be **posted annually** on the campus website

- **Print a copy** of the Federal Report Card and make it available in the front office.

- **Notify parents** about the Federal Report Card and its information regarding student academic achievement, school improvement status, and teacher quality.

Continued on next page...

Monitoring and Evaluation, *continued*

**Parent
Notification —
Federal Report
Card
(page 1)**

Parent Notification – Federal Report Card
For School Year 2022-2023

February 16, 2024

Dear Parent:

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

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

- For the TEA Level report, click HERE.
- For the District-Level report, click HERE.
- For the Campus-Level report: click HERE and then type your campus name to search.

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System
(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

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

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

(IV) the State's system for meaningfully differentiating all public schools in the State, including—
    (aa) the specific weight of the indicators in such differentiation;
    (bb) the methodology by which the State differentiates all such schools;
    (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
    (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

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

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

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

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

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2021.

1

Rev. February 2024

Monitoring and Evaluation, *continued*

Parent Notification — Federal Report Card (page 2)

Parent Notification – Federal Report Card
For School Year 2022-2023

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

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

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

Part (vii): STAAR Participation
This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

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

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

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

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

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

2

Rev. February 2024

Continued on next page...

Monitoring and Evaluation, *continued*

**Parent
Notification —
Federal Report
Card
(page 3)**

**Parent Notification – Federal Report Card
For School Year 2022-2023**

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

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

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

If you have questions about this information or experience difficulty accessing the information from the website, please contact the campus principal and/or Title I campus contact at your campus. Also, paper copies of the actual reports (TEA-level, district-level, and campus-level) can be requested from the district or campus office.

Sincerely,

Houston Independent School District

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

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

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

THE FAMILY AND COMMUNITY ENGAGEMENT DEPARTMENT (FACE)

Department Mission

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

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

Click on images to visit these pages.

FACE Contact Information

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

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

Additional Resource: Community Resource Guide

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

https://www.houstonisd.org/communityresource

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

EVERY STUDENT SUCCEEDS ACT (ESSA)

Parent and Family Engagement Section

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

- To provides definitions for "parent," and "parent and family engagement."

- To summarize current ESSA requirements within this area.

- To summarize requirements for the Elementary and Secondary Education Act (ESEA) consolidated application that pertain to parent & family engagement, and

- Identify resources for meeting these requirements.

To read the actual text of the law, **Click HERE**.

STATE COMPENSATORY EDUCATION

DEFINITION AND PURPOSE

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

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rate of high school completion between students at risk of dropping out of school and all other district students .
Texas Education Code (TEC) §29.081

Services

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

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

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

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

CONTACT INFORMATION

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

- **Phone:** 713-556-6753

- **Email:** **StateCompEd@houstonisd.org**

- **Website:** **https://www.houstonisd.org/Domain/8066**

- **Address:**
  Houston Independent School District
  State Compensatory Education
  4400 West 18th St., Level 3E20a
  Houston, TX 77092

FAQs (Texas Education Agency)

Click HERE to view FAQs.

STUDENT ASSISTANCE

HOMELESS EDUCATION

Federal and State Legislation

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

- do not have a permanent address;

- have a previous address in another town or state;

- do not live with a parent or legal guardian;

- live temporarily doubled-up with friends or family;

- sleep in a shelter;

- sleep in a campground, car, abandoned building, or other facility not designated for, or ordinarily used as regular accommodations for human beings;

- do not have school records; or

- do not have immunizations.

Homeless Education, *continued*

Houston ISD Homeless Education Program

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

- Provides support and guidance to homeless children and youth who are in transition, who lack a "fixed, regular, and adequate nighttime residence."

- Provides uniforms, school supplies, undergarments, and personal hygiene items for identified students who qualify.

- Assists with enrollment, obtaining school and medical records, and immunizations.

- Provides guidance for school-based personnel in identifying students and increasing community awareness.

- Collaborates with other district personnel to provide transportation, free breakfast/lunch, tutorial programs, referrals to mental health and social service agencies, and resources.

- Collaborates with surrounding school district liaisons to coordinate transportation and other resources for homeless and unaccompanied youth.

Serving Homeless Students in Title I Schools

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

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

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

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

Contact Information

The following is contact information for the Student Assistance Department:.

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

Title I, Part A Homeless Program

What Can Title I Provide?

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

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

What Is Title I <u>NOT ALLOWED</u> to Provide?

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

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

TRANSLATION SERVICES

HISD TRANSLATION SERVICES

Services Provided

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

Services include translating the following:

- school and district forms that parents need to complete, read, and respond to;

- important school and district letters, newsletters, announcements, etc.;

- school and district handbooks for parents; and

- any other type of documents that district or school personnel consider essential and vital to parents.

Requesting Translation Assistance

Contact Information

- **Translation Services (translations@HoustonISD.org)**

- **Special Education —** Interpretation and translation for special needs students (e.g., ARD meetings): 713-556-7025

- **Multilingual Programs —** Assists immigrant, migrant, refugee, and newcomer students: 713-556-6961

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

Requesting Translation Assistance, *continued*

Criteria for Submitting Content for Translation

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

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

Campus Improvement Plan (CIP) Translations

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

Spanish translation of the CIP (including the Executive Summary) is undertaken by Plan4Learning's vendor (806 Technologies). Since the CIP must be translated into the language(s) of parents of enrolled students, the campus may need to outsource for translation into other languages (see *Other Translation Options* below). **Due to the scope of this districtwide requirement, HISD Translation Services IS NOT able to assist with this CIP translation..**

Rule of Thumb

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

Other Translation Options

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

- Make use of vendors via contracted services: Access the **Purchasing Department site** and use key word **Translation** in the Search tool to display a current list of approved vendors (or call the department at 713-556-6515).

  ◊ The campus should receive at least two quotes for translating the document.
  ◊ General Funds as well as Title I Funds can be used to pay for this expenditure. (See additional information on the following page.)

Requesting Translation Assistance, *continued*

Other Translation Options, *continued*

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

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

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

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

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

Translation Costs

Campus Title I funds CAN be used to pay for this service.
If using contracted services, campuses are encouraged to obtain at least two quotes for in order to compare costs and to identify which vendor can best meet their distribution deadlines.
.
Campuses will receive a bill following completion of the job.

HISD MULTI-LANGUAGE TERMINOLOGY LIST

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

The District's terminology list was developed to encourage more consistent use of words and terms in translations/interpretations throughout HISD.
Due to the richness of language, and its wide-ranging use across 20 countries, the list may include several options for one specific English term: All options are deemed to be correct and may be used according to the text. Translation Services acknowledges that there might be acceptable alternatives that are not included in this list.

The following considerations or guidelines apply:

- The list does not contain all possible regional, dialectical, or colloquial variations.

- For many terms, more than one translation is provided. In those cases, the options are separated by a slash (/) and listed in order of preference – but overall context should be taken into account.

- Italics are occasionally used in the translations to indicate terms for which no appropriate term was available; in such cases, the English language term should be used.

- When an English term is known by an acronym, the translation provided is followed by an explanation stating that in English the term is known by the acronym. The reference to the English acronym needs to be noted only the first time that the term is used in a document.

List begins on next page...

TRANSLATIONS
Vocabulary List

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

TRANSLATIONS
Vocabulary List

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

TRANSLATIONS
Vocabulary List

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

TRANSLATIONS
Vocabulary List

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

TITLE I, PART A CODING

THE IMPORTANCE OF CODING

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

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

Coding Documentation

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

Roles and Responsibilities: Data Entry

Office Manager Assistants, Title I Contacts, and SIRs:

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

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

Principals must ensure that:

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

*For more information on data quality, please refer to the **HISD Federal and State Compliance site**.*

OBTAINING ACCESS TO HISD CONNECT

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

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

1-View Mandatory Online Training

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

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

2-Complete the HISD SIS Security Access Request Form

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

Click on this image to access the form.

Obtaining Access to HISD Connect, *continued*

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

When completing the SIS Security Access Request Form:

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

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

DETAILED CODING INFORMATION

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

**Coding for
Title I, Part A**

**Coding for
Socioeconomic
Status**

2024-2025 Title I Handbook: Corrections and Updates

Updated pages / chapters will reflect latest "Rev" date.

Chapter	Page	Description	Date
Title I Campus Contacts	33	Updated the list of positions that are eligible for stipends.	8/28/2024

Click