

Federal Programs

Parent Consultation Meeting

May 29, 2024



Meeting Norms

- You are currently in the Annual Parent Consultation Meeting.
- You will not be able to verbally ask questions, please use the **Q&A** button to ask questions. We will answer all questions related to the ESSA program. Questions not related to ESSA will be forwarded to the appropriate department for assistance.
- Please use the link or QR code below to sign-in.

[Attendance for Annual Consultation Meeting](#)



Your participation in the Annual Parent Consultation Meeting is greatly appreciated.

AGENDA

- **Welcome and Introductions**
- **2023-2024 Title I, Part A**
- **2024-2025 Federal Programs Overview**
- **Title I, Part A District Parent and Family Engagement Policy**
- **2024-2025 ESSA Consolidated Federal Grant Application Public Comments**

2023-2024 Parent and Family Engagement Survey



2023 – 2024 Title I, Part A Parent and Family Engagement Survey

- The purpose of the annual survey is to see how well your child's school partners with you and encourages your family's engagement in your child's education.
- The survey should take approximately 10 minutes to complete. Your feedback is anonymous. **For your voice to be heard, you must complete this survey [on or before June 7, 2024 for your child's school](#).**
- If you have more than one child, please complete a survey for each school your children currently attend.
- **If you have more than one child at a specific school, you need only complete one survey for that school.**
- *If you need assistance in completing this survey, please reach out to the Title I, Part A campus contact person at your child's school.*

Language Surveys	<u>English Version</u>
<u>Spanish Version</u>	<u>Vietnamese Version</u>
<u>Arabic Version</u>	<u>Mandarin Chinese Version</u>

2023 – 2024 Title I, Part A Parent and Family Engagement Survey



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



2024-2025 Federal Programs Overview



Purpose of Parent Consultation Meeting



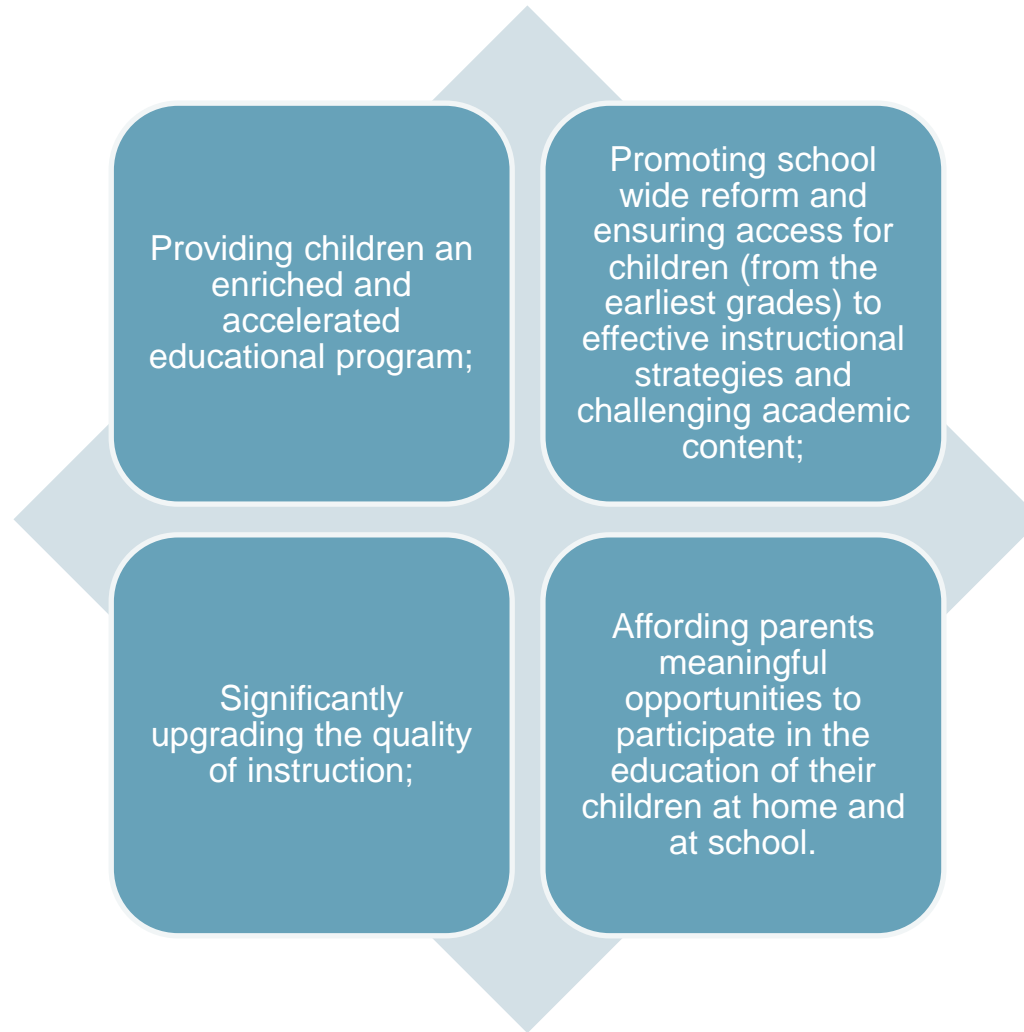
The Houston Independent School District is required to consult annually with parents in the design, planning, and implementation of its Federal Programs.

- Each year the Houston Independent School District (HISD) submits a consolidated application for entitlement funds to the Texas Education Agency (TEA) under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, which provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes.
- These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Title I, Part A Improving Basic Programs



Purpose of Title I, Part A Program



Title I, Part A Eligibility for Schools



Campuses with an economically disadvantaged percentage of 40–100% are considered “**School-wide**” campuses. (All Students)



Campuses with an economically disadvantaged percentage of 35–39% are considered a “**Targeted Assistance**” campus. (Low Performing Students)



Campuses with an economically disadvantaged percentage below 35% are **not eligible** to receive Title I, Part A funds.

Use of Funds

Campuses may use Title I, Part A funds only for activities that are designed and implemented to meet the educational needs of economically disadvantaged students. Activities may include, but are not limited to:

- **Personnel**
 - Instructional Personnel
 - School Counselors
- **Contracted Services**
 - Tutoring Services
 - Professional Development
- **Materials and Supplies**
 - Reading/English Language Arts
 - Math, Science and Social Studies
- **Operating Costs**
 - Parent and Family Engagement Activities
 - Field Lesson fees and Transportation
- **Capital Outlay**
 - Technology (Computers, Printers, Smart Boards)
 - Equipment (Laptop Carts)

Programs purchased with Title I, Part A funds must be [scientifically research based](#), and these funds must be used to [supplement, not supplant](#) local or state funds.

Parent and Family Engagement

- **Parent and Family Engagement** is a shared responsibility in which schools are committed to reaching out to engage families in meaningful ways and in which families are committed to actively support their children's learning and development.
- **Parent and Family Engagement** is continuous across a child's life and entails enduring commitment but changing parents' roles as children mature into young adulthood.
- **Effective Parent and Family Engagement** cuts across and reinforces learning in the multiple settings where children learn- at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.



Parent and Family Engagement: Required Notifications

Parents Right to Know
Notification

Title I, Part A Program
Status Notification

School-Parent
Compact

Parent and Family
Engagement Policy
(District & Campus)

Description and
Explanation of the
Curriculum

Description and
Explanation of the
Academic
Assessments

Promotion Standards
<https://www.houstonisd.org/domain/7905>

Federal School Report
Card

The Annual Evaluation
of the Title I, Part A
Parent and Family
Engagement Policy

Parent and Family Engagement: Parents' Right-To-Know Notifications



- Provide parents **upon request** information regarding the professional qualifications of the student's classroom teachers and paraprofessionals.
- In accordance with Every Student Succeeds Act (ESSA)/ PARENTS' RIGHT-TO-KNOW, this is a notification from the campus to every parent of a student in a Title I, Part A school that you have the right to request and receive in a timely manner information regarding the professional qualifications of your student's classroom teachers and/or paraprofessionals.
- Campuses must provide to each parent timely notice that the parent's child has been assigned or taught for four or more consecutive weeks by a teacher teaching outside of their certification area.
- Notification and information to parents must be in an understandable and uniform format and provided in a language that the parents can understand.

Parents Right To Know

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



Date: _____

TO: Parents of Students Attending _____

SUBJECT: TITLE I TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

As a parent of a student attending _____, you have the right to know the professional qualifications of your child's classroom teacher(s), and federal law requires the Houston Independent School District (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.

If you would like to receive any of this information, please contact _____ at _____ for the Title I contact person at your campus.

Parent and Family Engagement :

Title I, Part A Program Status

- The Annual Title I, Part A notification is required to be sent home to all parents of participating children at a Title I, Part A campus informing parents that they have a right to be involved in their child's education.
- Identification of the Title I, Part A Campus Contact Person or other designee that can assist with parents' concerns will be indicated on the form.

Title I, Part A Status Notification

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



Insert school's name and address here

Insert date on or before September 24, 2021.

TO: Parents of Students Attending Insert school name

SUBJECT: **2021–2022 TITLE I STATUS NOTIFICATION**

This is to inform you that Insert school name 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 the following programs offered at Insert school name:

- List names of programs

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

Title I, Part A Parent Program Requirements Developed with Parents:

- School-Parent Compact
- Parent and Family Engagement Policy



Parent and Family Engagement :

School-Parent Compact

- Notify parents about the [School-Parent Compact](#) that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- [School-Parent Compact](#) should be posted to the campus' website.



School-Parent Compact

School-Parent Compact

The Compact is passion in print.

Public Law 114-95, Section 1116 (d)

Shared Responsibilities for High Student Academic Achievement

"Each school receiving Title I, Part A funds shall jointly develop with parents 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."

The school-parent compact is a written agreement between teachers and parents and provides an opportunity to create new partnerships in your school community. Each campus receiving Title I, Part A funds is required to develop a compact. The compact serves as a clear reminder of all stakeholders' responsibility to take action at school and at home so that children can attain the state's academic achievement standards.

The underlying assumption is that a student's academic success will improve when the home and school work together. Overall, if the compact is implemented with fidelity, it will assure that there will be support for the academic success of the student by enhancing effective communications between school and home.



The school-parent compact should address, at a minimum:

- The school's responsibility to provide high-quality curriculum and instruction
- Meeting the state's student academic achievement standards
- Ways in which parents will be responsible to support their child's learning
- The importance of frequent two-way communication
- The value of annual parent-teacher conferences, required in elementary schools
- Frequent reports of student progress
- Reasonable access to school staff
- The opportunity for parents to observe and volunteer in their child's class

Sample – School Parent Compact

Sample
Planning Tool

Our Goals for Student Achievement

1A*

District Goals

By June 2020, all students will be at grade level or higher in both math and reading.

We will get there by:

- Increasing each student's fluency and understanding in reading across all grade levels by 15% over 3 years.
- Increasing each student's competency in math computation, word problems, and number operations by 15% over 3 years.

School Goals

By 2015, our students will make a 20% gain in math and reading; 75% of students will be at grade level in reading and 80% at grade level in math.

Our focus in reading will be:

- Beginning sounds and sight words in grades K-1
- Vocabulary development in grades K-4
- Making text connections in grades 5-6

Our focus in math will be:

- Place value and estimation in grades K-6

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet the challenging State academic standards. We support our students and work hard to provide a welcoming, safe school environment.

1B*

When teachers, students, and families work together, we CAN achieve our goals!

Teachers, Parents, and Students – Together for Success

In Our 4th Grade Classroom

1B*

The 4th grade team will work with students and their families to support students' success in meeting or exceeding the Common Core State Standards in reading and math. Some of our key ways to do this will be:

- Develop a weekly goals folder with students and send home materials to help parents support the learning goals.
- Use a "word wall" and storytelling to incorporate new words. Send new words to families each week with information about how to build a home word wall and develop their own stories.
- Design a fun family literacy night to share classroom strategies with families about how to help students connect personal experiences to the story.
- Involve students in hands-on estimation and measurement activities in class.
- Connect students with after-school activities that support their learning.

At Home

2*

Nutmeg School parents joined staff to develop these ideas about how families can support students' success in reading and math:

- Use the weekly folder to discuss my child's reading and math learning goals, and use the teacher's materials to support my child's learning at home.
- Post new words on our "word wall" and remember to use them in conversations and stories. Add our own new words.
- Read with my child every day and talk about how the story connects with things that he or she has experienced. Attend the family fun literacy night to practice new ways to support my child as a reader.
- Have contests to see who has the best guess for measurements or numbers of things at home, like how many beans in a jar, or the length of a table.

3*

Students

Nutmeg School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- Set goals for myself to learn new words and read every day.
- Think of new words to put on our family "word wall." Share ideas with my friends.
- Make up stories to tell my family using new words.
- Help make the grocery list and estimate how much the food will cost.

OPTIONAL:

- My own personal learning goal is: _____
- My teacher can help me reach it by: _____
- My family and friends can help me accomplish it by: _____

Family Fun Learning Adventures are a great place to learn new words, practice math – and win prizes!
(See the back of this brochure for more information)

Sample – School Parent Compact

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students, and staff of Nutmeg Elementary School meet yearly to discuss student learning needs based on current grade-level data. Our School-Parent Compact for Achievement is revised based on these discussions. Teachers suggest home learning strategies, parents add ideas to make them more specific, and students identify ways to support their learning goals.

Parents are welcome to contribute comments at any time.

Building Partnerships

If you would like to **volunteer, participate and/or observe in a classroom**, please contact Patti Muñoz at pmunoz@nutmeg.org or 860-555-1212, Ext. 12, or go to our school Web site and click on the "Parent" button.

Building Partnerships

3rd Thursdays
Family Fun Learning Adventures!

Join Us for Our "Go for the Gold" Night
3rd Thursday of September, 5:30 p.m.-7:00 p.m.

- Help your child to become a "Goal" Medalist! You and your fourth grader will learn how to set two to three student learning goals and learn ways to achieve them.
- Enjoy "Game Time" with your child, exploring free home learning kits designed to support your child's "Olympic-sized" learning goal. Gold medals and snacks provided!

Join us for a "Literacy Safari"
3rd Thursday of October

Safari gear & refreshments provided.

MORE FAMILY FUN LEARNING ADVENTURES
3rd Thursdays in January, March, and May
Detailed information will be sent home.

Communication about Student Learning

Nutmeg Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are:

- Weekly homework folders
- Monthly "check-in" notes or phone calls
- Updates on the school Web site and current grades in PowerSchool
- Class meetings on understanding student progress
- Parent-teacher conferences in November and March
- Parent-teacher home visits

Do you have questions about your child's progress?
Contact your child's teacher by phone at 860-555-1212 or e-mail.

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT 2017-18

4th Grade Focus



for Student Success

Nutmeg Elementary School
Mary Ellen Pleasant, Principal
860-555-1212

Parent and Family Engagement : Description and Explanation of the Curriculum



Each school must notify and provide to parents a description and explanation of the curriculum that is used at the local campus.

Parent & Family Engagement



Description and Explanation of the Houston ISD Curriculum

HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM



DATE: _____

TO: Parents of Students Attending _____

SUBJECT: Explanation of HISD Curriculum

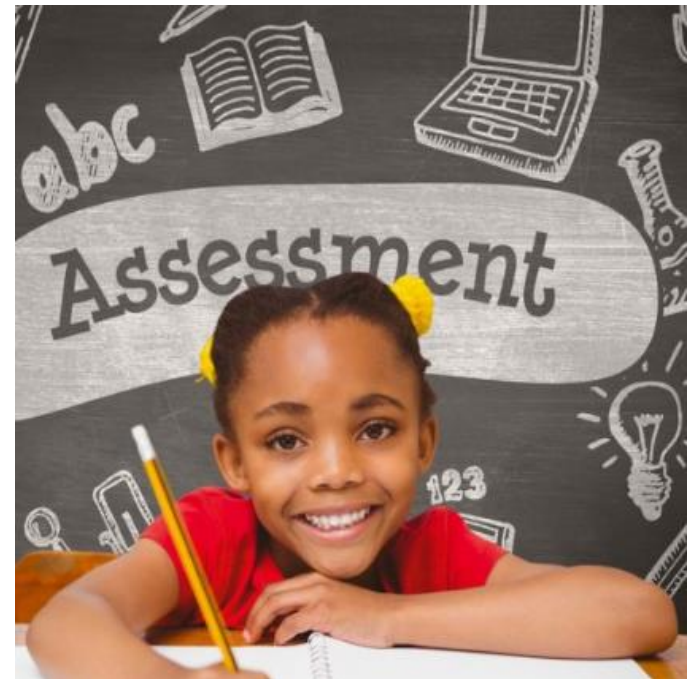
The Every Student Succeeds Act (ESSA) requires all Title I schools to provide to parents a description and explanation of the curriculum in use at the campus. The State Board of Education adopted the Texas Essential Knowledge and Skills (TEKS) as the official K–12 curriculum for all Texas schools. The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

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

Parent and Family Engagement :

Description and Explanation of the Assessments

Each school must notify and provide to parents a description and explanation of the assessments that are used at the local campus.



Description and Explanation of Assessments

HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM



Date: _____

TO: Parents of Students Attending _____

SUBJECT: **Explanation and Description of Assessments**

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

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

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

Parent and Family Engagement : Promotion Standards for Houston ISD

Each school must **notify and provide** to parents the **Promotion Standards** created by HISD for each **grade level**.



Parent and Family Engagement: Federal Report Card

- Notify parents about the Federal Report Card and its information regarding student academic achievement, school improvement status, and teacher quality.
- Federal Report Card should be posted on the school's website.

Federal Report Card



Federal Report Card

Parent Notification – Federal Report Card

Dear Parent:

_____ 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 on the Texas Education Agency's website at: https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/.

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;

Parent and Family Engagement : The Annual Title I, Part A Program Evaluation

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



Title I, Part C

Migrant Education Program

Multilingual Programs Department
Rosa Gonzalez-Decou
RGONZAL6@houstonisd.org
Coordinator 1
713 556-6961



What is the Migrant Education Program (MEP)?

Federal-funded program
Title I, Part C

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



Conducts identification
and recruitment of
potential migrant
students



Who is a Migrant Student?

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

Identification Process

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

Form updated

Identification & Recruitment: Family Survey

HOUSTON INDEPENDENT SCHOOL DISTRICT	
FAMILY SURVEY	
STUDENT NAME:	DATE OF BIRTH:
CAMPUS NAME:	GRADE LEVEL:

Dear Parent/Guardian:

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









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

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

YES ☐ (Continue to question 2) NO ☐ (Stop here and return survey to your child's school)

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

YES ☐ (Please check all that apply below) NO ☐ (Stop here and return survey to your child's school)

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

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

Parent/Guardian Name	Home Address	Telephone Number

— FOR SCHOOL USE ONLY —
PLEASE SUBMIT THIS INFORMATION AND FORMS AT
migrantprogram@houstonisd.org
MIGRANT EDUCATION PROGRAM
4400 West 18th Street, Route 1 | Houston, TX 77092 | 713-556-7288
HISD Multilingual Programs | 713-556-6980 Fax | March 2023

Identification Process

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

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

Supplemental Services (Dependent on Availability of Funds)

- Uniform clothing vouchers
- School supplies
- Parent meetings
- Medical, legal, counseling referrals
- Advocacy support
- Home visits



Supplemental Services (Cont.) (Dependent on Availability of Funds)

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

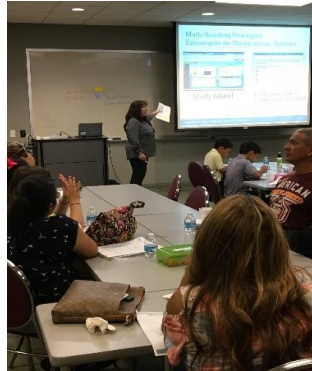


Supplemental Services (Cont.) (Dependent on Availability of Funds)

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



Parent Advisory Committee (PAC)



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



2023-2024

Migrant Parent Advisory Committee

PAC President
Yesenia Torres



PAC Vice-President
Saturnino Hernandez

PAC Secretary
Eva Arzate

HISD Title I, Part C Program Contacts

713-556-7288
Office

Sonya Monreal, Director, Multilingual Programs
sonya.monreal@houstonisd.org

Questions and Answers



Title I, Part D, Subpart 2
Prevention & Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk



Purpose of Title I, Part D, Subpart 2 Program

The purpose of Title I, Part D, Subpart 2 is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities:

- To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- To operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

Use of Funds

The Title I, Part D, Subpart 2 statute specifically authorizes the following types of activities under ESSA, Section 1424:

- Programs that serve children and youth returning to local schools from correctional facilities and assist in the transition;
- Dropout prevention programs serving at-risk children and youth;
- Coordination of health and social services for youth to improve likelihood of youth completing education;
- Special programs to meet unique academic needs, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and financial aid assistance for postsecondary education;
- Mentoring and peer mediation programs;
- At-risk Indian children and youth in correctional facilities in LEA's served area operated by the Secretary of the Interior or Indian tribes

Title II, Part A – Supporting Effective Instruction



Purpose of Title II, Part A Program

The purpose of **Title II, Part A — Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders Program** is to support educators in their work to improve the overall quality of instruction and provide grants to State educational agencies and subgrants to local educational agencies to:

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

Title II, Part A Implementation

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

- Improve and increase teachers' knowledge of academic subjects;
- Give teachers, principals, and other school leaders the knowledge and skills to help students meet challenging Texas academic standards;
- Improve classroom management skills;
- Are sustained, intensive, collaborative, job embedded, data-driven, personalized ,and classroom-focused;
- Advance teachers' understanding of effective instructional strategies that are evidence-based; and
- Are developed with extensive participation of teachers, principals, other school leaders, administrators, and parents



Use of Funds

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

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

Use of Funds (continued)

Additional Use of Funds:

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

Questions and Answers



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

Parent Consultation Meeting

Multilingual Programs Department
Alberto De La Cruz
adelacr2@houstonisd.org
Coordinator 1
713 556-6961



English Learners (ELs) are...

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

EL Students in HISD 2023-2024

73,103

**40% of HISD's total student population
- HISD Research and Accountability**

Title III, Part A - ESSA Requirements

The **Title III, Part A** funds that the district receives must be used:

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

To Fulfill ESSA Requirements...

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

Supplemental Resources and Services Include...

- Professional Development for educators and administrators
- Coaching teachers who work with EL Students
- Programming guidance and support to school administrators
- District-wide parent, family, and community engagement activities
- English language development resources especially designed for EL Students

Supplemental Resources and Services Include...cont.

- Enhanced instructional support for teachers of Newcomers
- Summer school programs to support accelerated English language development and acculturation
- Parent documents and guides in numerous languages
- Supplemental tutoring and mentoring for English Learners and immigrant students

HISD Contacts

- **Sonya Monreal, Director of Multilingual Programs**
Sonya.Monreal@houstonisd.org

Multilingual Programs Department
713-556-6961

Title IV, Part A

Student Support and Academic Enrichment (SSAE) Grant Program



Purpose of Title IV, Part A Program

The purpose of **Title IV, Part A** — Student Support and Academic Enrichment grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to:

- Provide access to, and opportunities for, a well-rounded education for all students;
- Improve school conditions for student learning in order to create a healthy and safe school environment; and
- Improve access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Title IV, Part A

Component 1 - Well-Rounded Education



Use music and the arts to support student success



Provide college and career guidance/counseling



Improve student engagement and instruction in STEM



Integrate multiple disciplines



Title IV, Part A

Component 2 - Healthy and Safe Schools



Foster safe, healthy, and drug-free environments



Promote involvement of parents



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



Prevent bullying and harassment

Title IV, Part A

Component 3 - Effective Use of Technology



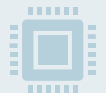
Improve the use of technology to increase academic achievement, academic growth, and digital literacy of all students



Build technological capacity and infrastructure



Implement strategies to deliver rigorous academic courses and content



Provide professional development in the use of technology

Questions and Answers



2023-2024 District Parent & Family Engagement Policy



District Parent and Family Engagement Policy Guidelines

Parent and Family Engagement Policy: District and Campus

Public Law 114-95 Section 1116 (a) *Local Educational Agency Policy*
Public Law 114-95 Section 1116 (b) *School Parental Involvement Policy*
Public Law 114-95 Section 1116 (c) *Policy Involvement*

"Each LEA and school that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents a written parent and family engagement policy. The LEA policy shall be incorporated into the District Improvement Plan and establish the district's expectations for parent and family engagement. The school policy shall describe the means for carrying out the parent involvement requirements. Parents shall be notified of the policies in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand."



The district policy should address, at a minimum:

- Involving parents in the development of the district improvement plan
- Assisting schools to implement family engagement activities to improve student performance
- Assist the schools and parents to build capacity
- Coordination of parental involvement activities
- Conduct, with parents, and annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools
- Involving parents in the activities of the school

The school policy should address, at a minimum:

- Convene an annual meeting to describe the school's participation in a Title I Part A program and the right of the parents to be involved
- Offer a flexible number of meetings
- Include parents in the planning, review, and improvement of the school policy
- Timely information about parent activities, a description and explanation of the school curriculum and forms of assessment and expected proficiency levels
- The school-parent compact which addresses the importance of communication between school and home

District Parent and Family Engagement Policy Review

We value your input.

Please visit the External Funding website by using the link below to review the District Parent and Family Engagement Policy:

<https://www.houstonisd.org/Page/31999>

Email Ext.Funding@houstonisd.org with any comments or suggestions you would like to share regarding the Policy by Friday, June 7, 2024.

Review and Revise the 2023 - 2024 District Parent and Family Engagement Policy

HOUSTON INDEPENDENT SCHOOL DISTRICT

2022–2023 TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

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

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

STATEMENT OF MISSION, VISION, AND BELIEFS

MISSION

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

VISION

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

2024-2025 ESSA Consolidated Federal Grant Application



2024-2025 ESSA Consolidated Federal Grant Application Allocations

Grant Name	Planning Entitlement
Title I, Part A	\$121,628,637
Title I, Part C	\$203,233
Title I, Part D, Subpart 2	\$168,035
Title II, Part A	\$10,235,795
Title III, Part A – ELA	\$6,250,847
Title III, Part A – Immigrant	\$992,973
Title IV, Part A	\$8,678,262

****Note:** TEA has released planning amounts for SY 2024-2025. Houston ISD has begun planning, prioritizing, and renewing the process for programs for the 2024-2025 school year.

Public Comment Survey

2024-2025 ESSA Application

ESEA Section 8306(a)(7) and the ESSA Program-Specific Provisions and Assurances requires Houston ISD to receive public comment before the ESSA Consolidated Federal Grant Application is submitted.

Website Link: [Parent and Family Engagement](#)

**The Public Comment Survey Period is
Monday, May 20, 2024,
through Friday, June 7, 2024.**

- Public Comments on the ESSA Title Application – [English](#)
- Comentario público sobre la Solicitud de ESSA – [Spanish](#)
- Nhận Xét Công Chúng về Đơn Xin ESSA – [Vietnamese](#)
- Houston ISD is projecting to submit the **2024-2025** on **Friday, June 28, 2024**, for the following grants:
 - ESSA Consolidated Federal Grant Application
 - Title I, Part A, Title I, Part C, Title I, Part D, Subpart 2, Title II, Part A, Title III, Part A – ELA & Immigrant, and Title IV, Part A

Questions and Answers



Parent Concern Form

Please use the link or QR code below to share any questions or concerns you may have that are not related to the ESSA program and we will forward them to the appropriate department.

[Parent Concern Form](#)



