ITEM A.

Are there any campuses without Wraparound Services?

All campuses have been allocated an FTE for Wraparound Specialists and have access to Wraparound support in the event the position is vacant.

Please identify campuses that have more than ONE Wraparound Specialist.

Campuses with more than one Wraparound Specialist: Bellaire HS, Chavez HS, Heights HS, Houston MSTC, Lamar HS, Madison HS, Milby HS, Sharpstown HS, Westbury HS, Westside HS, Wheatley HS, and Wisdom HS.

Is partnership information shared with other campuses?

Yes, partnership information is shared with other campuses when beneficial to them. However, please note that some partners request to work in specific campuses, feeders, or areas, whereas others have the capacity to provide services districtwide.

Is there a database where some contact information can be shared on the HISD website for other parents to reference?

Wraparound Contact information is available on the Houston ISD website at www.houstonisd.org/wraparound.

ITEM A.1.B

Is the case workflow available to parents/public? (p. 37)

The case workflow is not public at this time; currently, it is an internal process for stakeholders utilizing the platform.

Is the person who made the observation informed on the status of the case, especially if on hold?

Yes, when an Student Assistance Form (SAF) is submitted, the involved stakeholders get notified of the next steps as well as when updates are made to their SAF.

What prevents an Individualized Education Plan (IEP) from being marked "Finalized"? (p. 42)

Technologically, there is nothing that limits staff from finalizing. There should be no reason Progress is not reported, finalized, and sent to parent, even if the student has been absent.

Please enumerate the measures being taken to oversee no one is dropping the ball on "finalizing."

To provide additional support for completion of Progress Monitoring, the following has been put in place:

1. Training for Department Chairs
2. Training for all principals
3. Reports indicating Progress Tracking disseminated weekly to principals, Department Chairs, School Support Officers, and Assistant Superintendents.

4. Program Specialists meet individually with Department Chairs regarding their status and next steps.

How does the re-organization ensure that we are supporting schools? Explain with details.

Each Schools Office has IEP Implementation Teams who provide direct campus support. These teams include Program Specialists, Mental Health Specialists, Behavior Techs, Teacher Development Specialist, Co-Teachers Itinerant, and Autism Itinerant. Directors and Senior Managers meet with Schools Offices and share compliance data weekly.

In addition to continuing the above support, OSES will send out Progress Monitoring midpoint data (3-week mark of grading period) and modify the data reports to clarify understanding. With the Progress Monitoring data from the first grading period, our teams will work with each school to determine their plan to ensure Progress Monitoring is completed in a timely manner.

ITEM F.1

Do our contracts have an out-clause?

The nature of this Agreement with the Texas Workforce Commission does not require an “out clause.” The district’s participation in the program allows the district to qualify to receive federal funding.

Are contracts posted publicly online?

No, contracts are not publicly posted.

Please include per student costs, desired outcomes, and performance targets?

Neither of these items have any costs to the district associated with them. The F-1 item is an agreement that involves no actual transfer of funds, but rather a certification of certain state and local funds that are expended by the organization.

Are the desired outcomes and performance targets included in the contracts?

We have been in partnership with the Gulf Coast Workforce Board for several years. Through the Workforce Solution Local Match Program, the Gulf Coast Workforce Board can access federal matching funds that can be used for childcare subsidies for eligible families.

Are contractors required to assemble data on performance?

There are no performance targets nor is there a requirement for a data report on either item.
ITEM F.2
Do our contracts have an out-clause?
The contracts between HISD and the universities that are seeking to place university students in practicum settings within the district do contain a termination without cause provision by either party upon 30 days written notice. Some of the agreements also contain a provision that requires the practicum experience to remain in effect until the end of the clinical program.

Are contracts posted publicly online?
No, contracts are not publicly posted.

Please include per student costs, desired outcomes, and performance targets?
Neither of these items have any costs to the district associated with them. F-2 is simply an agreement to allow candidates for certification in various fields to do their practicum work in HISD.

Are the desired outcomes and performance targets included in the contracts? Are contractors required to assemble data on performance?
There are no performance targets nor is there a requirement for a data report on either item.

ITEM G.2.A
Is there a tracking mechanism of HS Campus Seniors that have applied for 2023 Scholarships.
Example: 125 Seniors of which 25 have applied for 2023 Scholarships
G-2 is for TCLAS partnerships, through which we are currently able to provide paid residencies to 20 individuals in university-based teacher preparation programs each year. For SY 2022-2023, the paid teacher residency application was open to all college of education students interested in student teaching in Houston ISD. Based on this question, it seems this may be meant for G-3 (Teach Forward Houston). If that is the case, the Teach Forward Houston participants were identified in past years and the item is seeking Board approval to fund the final year of costs for those participants to complete their 4-year degree.

ITEM G.3
Do our contracts have an out-clause?
The Teach Forward Houston Initiative Agreement does contain a 30-day termination without cause provision.

Are contracts posted publicly online?
No, contracts are not publicly posted.

Please include per student costs, desired outcomes, and performance targets?
For G-3, each Teach Forward Houston fellow will receive $5,000 for tuition assistance in SY 2022-2023.
Are the desired outcomes and performance targets included in the contracts? Are contractors required to assemble data on performance?

For Teach Forward Houston, the district is paying for the tuition costs of past HISD high school graduates who have participated for several years in the program leading to a bachelor’s degree and teacher certification. The benefit of this partnership goes directly to each of these past HISD high school graduates. University of Houston-Downtown’s role is to provide the courses, and they are only paid the applicable tuition cost for each course in which the students enroll.

ITEM G.5
Do our contracts have an out-clause?

The Agreement with the University of Houston Downtown Bilingual Education Project Agreement has not yet been completed. The agenda item requests authority to negotiate and execute an interlocal agreement.

Are contracts posted publicly online?

No, contracts are not publicly posted.

Please include per student costs, desired outcomes, and performance targets?

For G-5, the Houston ISD cost share is a flat $125,000 annual amount to support the program, which does not change based on the number of students enrolled. That said, the goal is to recruit 35 students annually for the program, so with full enrollment, the cost per student will be $3,572.

Are the desired outcomes and performance targets included in the contracts? Are contractors required to assemble data on performance?

The agreements for G-5 and G-6 will include desired outcomes, and performance toward those outcomes will be considered when determining future continuation of these cost-sharing partnerships.

This lists 35 students annually, but the need is much greater. What is the plan to create a bigger talent pipeline for bilingual teachers?

This partnership is intended to be one part of a multipronged approach to meeting future staffing needs. On packet pages 30 and 31, Item A.1.b. provides information on components of the district’s talent strategy, including some information specific to bilingual certified teachers. As indicated there, for SY 2022-2023, bilingual certified teachers are eligible to receive a $5,000 stipend. Additionally, HISD provides supports for teachers certified in core content areas who are interested in adding a bilingual endorsement to their certificate; specifically, we pay the cost of a vendor-provided test preparation course for the certification exam. Meanwhile, the HISD Alternative Certification Program provides Bilingual Core Subjects EC-6 certification as one of its certification options.
ITEM G.6

How will the students benefiting from this agreement be identified?  
Students in the University of Houston-Downtown’s teacher preparation programs are selected through the university’s admissions process. For Call Me Mister, part of the program’s focus is recruitment outreach to Black and Latinx men to encourage their application and enrollment in this teacher preparation program.

Can the Board review the agreement before execution?  
This item requests approval of the board for the administration to negotiate and execute an interlocal agreement with University of Houston-Downtown. Many agenda items for authorization for interlocal agreements or contracts, including this one, are presented for board approval before the agreement is negotiated. The board is not approving the specific agreement but authorizing the administration to enter into an agreement in accordance with what the board item describes. For this item, the administration can provide a copy of the negotiated agreement once it is complete.

Do our contracts have an out-clause?  
The previous contract with the University of Houston Call Me Mister Program, executed in 2020, did contain a 30-day termination without cause provision. The contract on this board agenda has not yet been completed.

Are contracts posted publicly online?  
No, contracts are not publicly posted.

Please include per student costs, desired outcomes, and performance targets?  
For G-6, the Houston ISD cost share is a flat $100,000 annual amount to support the program, which does not change based on the number of students enrolled. That said, the goal is to recruit 25-30 students annually for the program, so with full enrollment, the cost per student will be between $3,333 and $4,000.

Are the desired outcomes and performance targets included in the contracts? Are contractors required to assemble data on performance?  
The agreements for G-5 and G-6 will include desired outcomes, and performance toward those outcomes will be considered when determining future continuation of these cost-sharing partnerships.

ITEM I.1.A

22-06-12 – RFQ / Financial Advisory Services – (Cortez) Please advise why the professionals on staff cannot provide this service?  
The hiring of a municipal advisor is an industry standard for local government bond issuers, including school districts:

The Government Finance Officers Association (GFOA) recommends that issuers hire a
municipal advisor prior to the undertaking of a debt financing unless the issuer has sufficient
in-house expertise and access to current bond market information. Issuers should assure
themselves that the selected municipal advisor has the necessary expertise to assist the issuer
in determining the best type of financing for the government, selecting other finance
professionals, planning the bond sale, and successfully selling and closing the bonds. While
a municipal advisor plays a key role on the financing team, it is important to note that the
issuer remains in control of the decision-making process necessary for the issuance and sale
of the bonds or implementing the financing. (Government Finance Officers Association
website).

Considering the current volatility in capital markets, it has become even more important that the District
have access to the expertise, and experience, of municipal advisors that are consistently accessing capital
markets. This experience is necessary for the District to help ensure that we employ financial structuring
and marketing strategies that produce the lowest cost of capital accessible now. In addition to this,
District staff and municipal advisors work closely together to manage the debt program to ensure the
District can fund current and future capital improvements within Local, State and Federal guidelines and
restrictions.

HISD will continue to access the short-term and long-term capital markets as part of the management of
the debt portfolio. It is imperative that we be aware of the optimal marketing and pricing strategies that
are being demanded by investors as compensation for the credit risk and interest rate risk they are
assuming when investing in District bonds. In addition, the financial advisor will provide tax rate and debt
capacity analysis for potential bond elections.

Regarding credit ratings, the municipal financial advisors will also be providing guidance regarding the
financing strategies to employ to keep from negatively impacting the District’s underlying credit rating.
Maintaining the underlying credit rating of the District is an important component of the overarching goal
of obtaining the lowest cost of capital for the benefit of District taxpayers.

**What are we buying or partnering with Alief for?**

This project allows for any software, supplies, and equipment needed to provide all students and staff
with identification badges.

**RFP-20-10-07-01 Has there been any consideration given to utilizing vehicles to transport
Trustees (Based on 3–4-person occupancy), to conferences within a 400–500-mile distance?**

This could certainly save the district on airfare purchase for conference travel as well as
reimbursement for mileage...

This is certainly an option that trustees can move forward with if desired. Of course, mileage
reimbursement would be paid to the owner of the vehicle that is utilized for the travel.
ITEM I.4

What was the impact to transportation for taking over $1 million from student transportation?

No impact. These were funds budgeted in district-wide capital outlay. We are just moving from function 34 to 52 for the purchase of security equipment.

What was the impact on student learning for taking out over $1 million from department funds allocated for instruction?

This will have no negative impact on student instruction. Funds are being shifted to function 33, health services for special education students.

How do the prior year encumbrances not consume current year budget? Please explain.

Prior year encumbrances are commitments from the budget in the prior year. We carry over that budget from the prior year into the new year; therefore, the current year budget is not negatively impacted. Prior year encumbrances do not consume the adopted district budget.

ITEM J.1

Do you feel it would be beneficial to draft out a very high-level three-year plan that keeps things on track? Why or why not?

No. We will need to conduct a new Enterprise Risk Assessment first, because new previously unknown adverse risk-based conditions may exist somewhere in the district. And they may require our attention for that period’s audit plan. Or, previously known minor conditions that have not yet been reviewed may have morphed into a serious matter that is important enough for us to look at. An example may be school/campus security from an audit point of view. Or a very important Payroll or Purchasing topic that has never been audited becomes known to us. There’s also the potential that someone requests an audit, or something becomes known through the hot line that requires an audit. Finally, there are lots of important topics that have never been audited but are important enough to warrant one. An example in the 2023 18-months plan is "Magnet Programs."