

LBB Recommendation Completion Summary, By Recommendation

JANUARY 2022

LBB REPORT SUMMARY

- The Legislative Budget Board School Performance Review Team conducted a review of district operations during calendar year 2019. Analysis of the review findings was completed during late fall of 2019. The finalized report included 94 recommendations with companion sub-recommendations in five major categories:
 - Strengthening spending practices and improving financial monitoring
 - Reorganization and realigning of staff, departments, and functions
 - Standardization of programs and services
 - Improvement of communication, planning, and procedures
 - Improvement of board operations

COMPLETED RECOMMENDATIONS BY CATEGORY WITH KEY ACTIONS TAKEN

- District Organization, Planning, and Governance
 - Recommendation 1: Modify the district's organizational structure to decrease the superintendent's supervisory responsibilities and streamline the number of executive leadership positions.
 - Key Actions Taken:
 - Streamlined number of direct reports to the Superintendent
 - Chief Government Relations and Strategy Officer and Chief Development Officer positions were downgraded and shifted to Director-level positions, not directly reporting to the Superintendent
 - Shifted reporting structure for Schools Offices to a shared ownership model
 - Recommendation 2: Systematize the district process for developing, reviewing, and implementing School Improvement Plans (SIPs).
 - Key Actions Taken:
 - In collaboration with the Schools Offices, The Leadership and Teacher Development Department developed a comprehensive principal training for SIP development and a structured plan for SIP training, creation, and monitoring moving forward.
 - Schools Offices trained principals on completing a needs assessment in preparation for the 2019 Professional Learning Series focused on SIP training.
 - Schools Offices trained principals on SIP creation and monitoring systems at the welcome back meeting.

- The Chief Academic Officer and Area Superintendents established and implemented a process to train School Support Officers to review and monitor SIPs effectively.
 - School Support Officers and Principals received a district manual for guidance on root cause analysis and creation of SIPs.
 - Open labs to assist principals in the creation of SIPs were offered.
- Recommendation 6: Develop and implement procedures that establish a timeline and framework to review and update all board policies systematically.
 - Key Actions Taken:
 - Hired a full-time staff member to oversee policy management
 - Created SharePoint for internal usage to track policy progress
 - Developed process for Chiefs and department heads to follow in order to address policy backlogs
 - Prioritized policies that need to be updated by month
- Educational Service Delivery
 - Recommendation 11: Develop and implement districtwide structures that support a consistent and systematic approach for supervising and supporting campus principals.
 - Key Actions Taken:
 - In conjunction with major central office departments (such as Academics, Communications, and Human Resources), an online toolkit of resources and useful information was created for all School Support Officers (SSOs).
 - Based on the Council of Chief State School Officers (CCSSO) Model Principal Supervisor Standards, the School Support Officer job description was revamped.
 - Based on the Council of Chief State School Officers (CCSSO) Model Principal Supervisor Standards, the School Support Officer evaluation instrument (Principal Supervisor Appraisal System) was created.
 - In collaboration with the Leadership Development Department, School Support Officers participate in the Executive Development Leadership Series (ELDS) professional development throughout the school year. In addition, School Support Officers are also trained by Assistant Superintendents during the summer months.
 - Recommendation 12: Develop comprehensive processes for principal placement and retention and instructional transitions at the campus level.
 - Key Actions Taken:
 - Established principal hiring, placement, and retention systems and processes were refined.
 - The Schools Offices utilizes an established Principal Selection Process when filling Principal vacancies. After collecting feedback from stakeholders at principal profile meetings, a principal profile matrix is

- constructed. Afterwards, approved principal candidates are screened and interviewed by School Support Officers, Assistant Superintendents, and a committee of staff, parents, and community members. A principal candidate finalist is then recommended to the Chief Academic Officer and finally the Superintendent for appointment.
- Recommendation 14: Implement a process for continuous evaluation of the structure, staffing, instructional delivery, and resources of the district's supports for its English learner students.
 - Key Actions Taken:
 - Documented the qualifications of teachers who provide content instruction and English language instruction to ELs within Houston ISD to determine the qualification shortcomings of greatest concern
 - Multilingual Department modified its organizational structure to align with the Schools Offices to provide supplemental support based on tiered campus data
 - 10% of the Bilingual Education Allotment funds used to provide support through a comprehensive development plan to campuses reporting bilingual exceptions and ESL waivers for uncertified teachers of ELs
 - Partnered with HR, campus leadership and School Offices to structure hiring process and screening for high quality EL candidates beyond certifications. Developed a toolkit for hiring managers ensuring that those who engage in the hiring process for EL teachers have sufficient expertise and knowledge to make an informed hiring decision and engage in an informed hiring process.
 - Increased The Multilingual Department's presence at district job fairs and provided 1 to 1 support for high needs ELL campuses during the hiring process
 - Developed and deployed an initial survey for teachers of ELs to determine where they perceive their own instructional challenges to better tailor professional development opportunities offered by the district
 - Tiered all campuses by need and tailored differentiated/customized support by tier
 - The Multilingual Department in collaboration with the Research and Accountability Department created a robust survey of secondary and elementary teachers of ELLs to better assist the Curriculum and Multilingual Departments in developing professional development opportunities as the work continues
 - The Research and Accountability Department and Multilingual Program Department have established a process for projection and analysis of

- population growth among ELLs in HISD and protocols have been set up for continuous evaluation.
- The Curriculum and Multilingual Departments collaborate to align the written curriculum and associated trainings for more effective and aligned planning and implementation.
 - Additional development opportunities were built into the professional development plan for Teacher Development Specialists and Curriculum Specialist to sharpen knowledge of resources for English language instruction and alignment of district-level academic support services
 - The IAT and Curriculum Department collaborate to ensure RTI for ELs is appropriate.
 - Beginning in the 2019-2020 school year, The Multilingual Department Team Leaders provide professional development to teachers of ELs with a specialized focus on teachers without certification teaching ELLs.
- Recommendation 15: Implement systemic approaches to master scheduling, including improved training and oversight.
- Key Actions Taken:
 - Retrained every campus student scheduler on building a master schedule and scheduling students based on their specific needs.
 - Access to the ability to schedule students was made contingent on training ensuring that all schedulers received the requisite training.
 - The Counseling and Guidance Department collaborated with the special populations and curriculum on the training of staff on the process for building the master schedule and the scheduling components needed for special education, English language learners, dual credit students, and other special student populations.
 - Worked with special populations leaders in GT, special education, and multilingual and curriculum to streamline the course catalog to increase efficiency of the scheduling process.
- Recommendation 16: Develop, implement, and evaluate a strategic plan for a long-term, comprehensive system of the district's wraparound services initiatives.
- Key Actions Taken:
 - Theory of change and framework created
 - Output and outcome data established
 - Needs assessment tool developed
 - Centralization of role to expand consistency of support model and maximize efficiencies
 - Feeder pattern councils established
 - Weekly benchmark reports established
 - Formal evaluation structure developed and put in place

- Recommendation 17: Increase academic and financial oversight of in-district charter campuses.
 - Updated Board Policy EL(LOCAL) which governs external performance contract schools (formerly, in-district charters).
 - The revised policy added an annual disclosure review document that includes academic, staffing, vendor contracting, and staff development information from the previous year, enhanced financial audit requirements and oversight, and enhanced academic performance metrics and expectations for student outcomes.
 - Within the external performance contracts themselves, we added academic, operational, and financial frameworks which campuses will be graded against on an annual basis. The results of these frameworks will be publicly available each year.
- Financial Management
 - Recommendation 23: Establish a board policy that mandates a required level of unrestricted fund balance for the general fund, internal service funds, and enterprise funds.
 - Key Action Taken:
 - Established an updated board policy
 - Recommendation 24: Promote accountability and decrease the number of invoices paid late by deducting from departmental and campus budgets late payment charges billed to the district by vendors.
 - Key Actions Taken:
 - Systems were refined to support increased accountability for invoices paid late by deduction of late fees from campus and/or department responsible for the late payments
 - Recommendation 25: Implement the modules approved by the board for the district's enterprise software system and establish an implementation and prioritization committee to help guide system upgrades and address identified operational inefficiencies districtwide.
 - Key Actions Taken:
 - Board-approved modules for the district's enterprise software system were implemented.
 - An implementation and prioritization committee was reconstituted and is in place to guide all future system upgrades and address operational inefficiencies.
 - Recommendation 27: Increase the annual revenue of the alternative certification program to meet operating expenses or eliminate the program and seek partnerships with other certifying organizations to meet Houston ISD's ongoing needs.
 - Key Actions Taken:

- Reorganized oversight of the program, reduced staff overages, and revamped the recruitment plan to ensure program goals were met and the program was financially viable
 - Recommendation 28: Resume regular weekly staff meetings with department managers to exchange information, inform staff, and seek opportunities to increase efficiencies and collaboration across teams.
 - Key Action Taken:
 - Chief Financial Officer resumed weekly staff meetings with his direct reports
- Asset and Risk Management
 - Recommendation 29: Enhance controls of cash and investment management processes.
 - Key Actions Taken:
 - Cash controls and investment management processes were reviewed and refined. All changes to the processes were documented and shared.
 - Recommendation 30: Monitor all receivables to record, reconcile, and report in the district's financial statements in a timely manner.
 - Key Actions Taken:
 - Monitoring processes were strengthened for all receivables to ensure accurate recording, reconciling, and reporting of the district's financial statements
 - Recommendation 31: Analyze property insurance needs based on construction projects and increasing property values and present a plan to the board to control increasing premium costs.
 - Key Actions Taken:
 - Analysis was completed as part of the property insurance coverage review. Property Insurance board item went forward, and changes were shared.
 - Recommendation 32: Analyze the self-funded insurance funds compared to coverage offered by an independent insurance provider and present the findings to the board.
 - Key Actions Taken:
 - Analyses of self-funded insurance funds compared to outside coverage options were completed and findings were presented to the board during budget workshop in April 2021.
- Purchasing and Contract Management
 - Recommendation 33: Develop procurement processes for greater productivity and efficiency, ensure that purchases are tracked, and increase communication and training to purchasing end users
 - Key Actions Taken:

- Purchasing Services webpage was updated to provide all tracking information and communication. Training on procurement processes was and continues to be provided regularly.
- Recommendation 34: Evaluate vendor management procedures to ensure that practices are transparent and equitable and provide the best value for the district.
 - Key Actions Taken:
 - Purchasing Services implemented procedures that post conflict of interest forms related to all RFX projects on the HISD Purchasing Services public website to ensure transparency as required by stipulations in the Texas Local Government Code Sec. 176.009.
- Recommendation 35: Develop and implement efficient auditing guidelines and financial controls for purchasing card processing to safeguard district assets and ensure that all transactions follow district procedures
 - Key Actions Taken:
 - Purchasing Services secured a third-party software company to provide a computer assisted audit tool (CAAT) that increases the efficiency and productivity of purchasing card (ProCard) audits. Department procedures have been updated to reflect these changes.
- Recommendation 38: Review the efficiency of each warehouse function and implement processes to make the most productive use of warehouse services.
 - Key Actions Taken:
 - Logistics consistently reviews the functionality of all warehouses annually for efficiency. This includes running the following reports in the SAP system:
 - MRP - ran daily and provides inventory levels of all warehouse items and what needs to be ordered
 - MC.9 - ran weekly for par levels, also provides in stock status, location, dollar value
 - LX02 - ran Mondays, Wednesdays, and Fridays and provides cycle counts
 - Annual Inventory - conducted every May in conjunction with HISD Internal Audit department
- Human Resources Management
 - Recommendation 39: Reorganize the Human Resources Department and adhere to best practices for an effective and equitable span of control.
 - Key Actions Taken:
 - Eliminated two general manager positions, one manager, and one certification officer
 - Expanded the business partner positions to better support schools and central office hiring and processing
 - Initiated a one stop shop model for efficiency

- Recommendation 42: Strengthen controls over ad hoc stipends and extra-duty pay.
 - Key Actions Taken:
 - Ad hoc stipends now require additional review by Assistant Superintendents who must sign off on ad hoc stipend requests.
 - Retrained principals and other administrators on stipends
 - Reports are sent monthly by payroll for Assistant Superintendents and Chiefs to monitor payroll at campuses and in central office
- Recommendation 44: Develop recruiting strategies for campuses that have high turnover among staff, and standardize procedures for hiring, integrating new staff, and exit interviews districtwide.
 - Key Actions Taken:
 - Specific training and support was developed for campuses with the highest turnover (25 highest).
 - Exit interviews are in place when staff resign
- Facilities Use and Management
 - Recommendation 46: Develop an accurate facility utilization rate for each campus and ensure that campuses maintain industry-standard utilization rates.
 - Key Actions Taken:
 - A demographic consultant and architectural/engineering team were employed to work with the Academics Department to develop accurate industry-standard utilization rates for each HISD campus.
 - A facilities condition assessment, updated HISD space inventory and CAD files, and demographic analysis and enrollment projections were completed by Rice and Gardner Consultants, Inc.
 - Recommendation 47: Develop or maintain districtwide building prototypes for all campus types.
 - Key Actions Taken:
 - The district worked to develop prototypes for each school type.
 - Construction of four new elementary schools using a prototype design. Post-occupancy evaluation of these facilities will be conducted to assist in the refinement of prototype design.
 - Recommendation 48: Develop a comprehensive long-range facility master plan that incorporates accurate information about facility replacement costs and enrollment projections.
 - Key Actions Taken:
 - A demographic consultant and architectural/engineering team were employed to work with the Academics Department to develop accurate industry-standard utilization rates for each HISD campus.
 - A facilities condition assessment, updated HISD space inventory and CAD files, and demographic analysis and enrollment projections were completed by Rice and Gardner Consultants, Inc.

- Rice and Gardner Consulting, Inc. and HISD are working on the strategic long-range plan, project planning, budget estimating, and master plan recommendations based off of all the reports provided during earlier phases of this work.
- Recommendation 51: Develop a furniture, fixtures, and equipment standard for elementary, middle, and high school campuses to provide consistency across district facilities.
 - Key Actions Taken:
 - A district-wide catalogue of standard cafeteria, classroom, conference room, library, laboratory, and office furniture was developed in 2015. Updates were made to the catalogue in Fall 2020 and refinements will continue to be made over time.
 - The standard FF&E procurement process was updated to align with the catalogue.
- Recommendation 52: Revise the process for the design and construction document reviews, and mandate that specific departments have representation during the design and construction phases of projects.
 - Key Actions Taken:
 - The design process was revised and enhanced prior to the 2019 LBB audit to provide multiple opportunities for involvement and engagement with representatives from numerous district departments during the design and construction phases of the projects. Specifically, that strong representation and involvement in the design process began in 2013 with key representatives from Nutrition Services, Academics, Facilities Maintenance and Operations, Information Technology, Police, and others participating in the development of the district's educational specifications and updated design guidelines. It continued during the design and construction documentation phases of the 2012 Bond projects with bi-monthly presentations and reviews with the academic chiefs, monthly meetings with campus project advisory teams, design charrettes for each project (that included principals, teachers, community members, and students), and at least 4 design/construction documents phase half-day review sessions for each project.
 - At key milestones, the design and construction document submittals are posted on a cloud-based review workspace for approximately 1.5 weeks to allow input and comments from numerous departments and stakeholders. The established processes continue to be refined for greater efficiency and engagement.
- Recommendation 54: Assess the work order needs and evaluate the ability of a digital system to improve service quality provided by the Facilities Services Department.

- Key Actions Taken:
 - Implemented mobile work order solution to: automate work order processing, accelerate assignments and prioritization, provide accurate time tracking, and allow scheduling and planning of work order completion
- Safety and Security Management
 - Recommendation 58: Consolidate the safety functions and form a districtwide safety and security committee to address safety issues.
 - Key Actions Taken:
 - Communication channels were improved between the all safety and security functions.
 - Collective safety and security meetings are held once per month to include all relevant partners: HISD Police Department, Risk Management, Facilities, Construction, Health Services, and Special Populations
 - Recommendation 59: Restructure the police chief 's reporting relationship so that the position reports only to the superintendent.
 - Modification of organizational structure so that Police Chief reports directly to the Superintendents
 - Recommendation 60: Charge specific positions with reassessing, maintaining, and regularly updating key district documents, such as memorandums of understanding and service expectations.
 - Key Actions Taken:
 - Per Board Policy CKE (Local) and Texas Education Code Chapter 37, a memorandum of understanding (MOU) to establish reasonable communication and coordination of efforts amongst overlapping departments and outside agencies is in place. Approval to enter into or maintain relationships shall be approved by the Superintendent or his or her designee.
 - The Police Department initially created a Newsletter in February 2020 that would communicate out key department and district updates but has since changed to meeting directly with all officers and supervisors in a quarterly meeting to update on key department and district updates via Teams.
 - Recommendation 61: Develop and institute data-driven performance measures and information sources for the Houston ISD Police Department.
 - Key Actions Taken:
 - Due to the Police Department's current technological footprint the Police Department does not have the capability to download the statistical information digitally from our current systems. However, the Police Department created a manual spreadsheet of statistical data using Excel

to capture key data that is reported out on a monthly basis called, Command Staff Monthly Report.

- Information Technology Management
 - Recommendation 66: Recommendation 66: Retrain and monitor key IT processes and use a semiannual maturity model assessment as part of the system of key performance indicators.
 - Key Actions Taken:
 - Records management was incorporated into the application procurement process.
 - The IT Asset Management team and the Infrastructure, Engineering and Operations group came up with a strategy and process to implement tagging district-wide through utilizing vendors who have been awarded contracts for IT equipment's/devices or through cooperative contracts approved by the Board.
 - To improve consistency in the tagging process and to mitigate asset inventory concerns, IT also included the Fixed Assets Team in discussion and implementation of the new tagging process and the inventory control software program.
 - The Information Technology Asset Management team assists Fixed Assets team with updating of all asset tracking information in TIPWebIT for technology asset information received from vendors.
 - The IT Department, as part of the Software Development Lifecycle, reviewed and incorporated User Acceptance Testing (UAT) and signoff on the major applications that have districtwide impact such as the Student Information System, Finance, and HR systems.
 - The CIO reviews metrics monthly on Key Performance Indicators such as Operational Metrics that account for system uptime, online application or service availability, and contact center metrics.
 - Recommendation 71: Combine Educational Technology and Instructional Technology into one organization, based in the Academic Department.
 - Key Action Taken:
 - Combined Educational Technology and Instructional Technology Departments into one organization based in the Academics Department
- Nutrition Services Management
 - Recommendation 72: Analyze participation rates monthly, develop and implement strategies to increase participation, and develop board policies that address challenges to participation.
 - Key Actions Taken:
 - Key performance indicators (KPI's) for the management of operations have been implemented and reviewed on a weekly basis by senior

- management staff. These KPIs include meals per labor hour, meal participation, average meals per day, customer service level (warehouse distribution accuracy), food waste costs, a la carte sales/food cost percentage, inventory value, commodity usage, overtime hours, pre-/post- menu cost analysis, and total revenue year-to-date.
- Recommendation 73: Hold principals accountable for ensuring that all competitive foods sales on campuses comply with United States Department of Agriculture regulations.
 - Key Actions Taken:
 - Multiple Academic Services Memos regarding competitive foods, USDA regulations, and waiver days for fundraising are sent to all principals throughout the year regarding compliance. In addition, leaders are retrained on competitive food sales and associated guidelines during PLS and New Leader Training.
 - Recommendation 74: Develop guidelines for meal scheduling to assist principals.
 - Key Actions Taken:
 - Drafted guidelines for meal scheduling for leaders based on Dept. of Agriculture standards
 - Shared guidelines for meal scheduling for schools with Assistant Superintendents for sharing with school leaders yearly
 - Recommendation 75: Develop and implement procedures and systems to provide oversight and consistent management of campus cafeteria operations.
 - Key Actions Taken:
 - Implemented procedures and systems to reduce waste and improve inventory management.
 - Our current KPI dashboard monitors both inventory and performance targets set for individual schools and monitored by Operation Managers as a performance standard.
 - Recommendation 76: Use productivity data to manage staffing in accordance with industry standards.
 - Key Actions Taken:
 - Nutrition Services established Meals Per Labor Hour standards to appropriately staff cafeterias based on guidelines in “Essential KPIs for School Nutrition Success” from the Institute of Child Nutrition.
 - Recommendation 77: Develop an annual plan for nutrition education and menu displays in campus cafeterias.
 - Key Actions Taken:
 - The Food Literacy and Inclusion initiative - a multidimensional public health program designed to promote and support sustained changes in thinking and behaviors about nutrition, physical fitness, academics, and community health on PK-12th campuses. The maximization of Fresh

Fruit and Vegetable Program, which includes a nutrition education component used in the classroom. Harvest of the Month items are placed on the menu monthly for students to try new fruits and vegetables; coupled with nutritional information about these items. Promotion of all new menu items in the cafeteria to our students.

- Recommendation 78: Develop a plan to improve catering and adult-only meal operations to a financially accountable position.
 - Key Actions Taken:
 - Nutrition Services obtained a consultant from Lemond Kitchen to assist HISD with maximizing profitability at Hattie Mae White Café (HMW Cafe). As a result, Nutrition Services decreased café labor, inventory, and equipment usage.
 - The cafeteria offerings were consolidated to include grab and go options. HMW Café purchased all grab and items from Houston Eats (HISD Catering).
 - Bennington operational costs were streamlined by implementing a 6-week cycle menu at minimal costs and managing portion control by eliminating a self-service salad bar, fountain machine and coffee machine.
- Recommendation 80: Use the contracted consultant's report to eliminate inefficiencies and decrease costs at the Nutrition Services Department.
 - Key Actions Taken:
 - Nutrition Services shifted from a district-based food production model to a campus-based food production program. As a result, bulk production at the Hexser T. Holliday Food Services Facility ceased on July 30, 2019.
- Transportation Management and Fleet Operations
 - Recommendation 81: Reorganize Transportation Department functions and develop strategies to improve recruitment and retention of staff.
 - Key Actions Taken:
 - The department added more frontline management positions for the daily operations.
 - In order to recruit more drivers an increase in the driver hourly rate of pay was proposed and passed by the board.
 - Recommendation 83: Explore options to achieve greater inclusion and promote the use of the least restrictive environment on buses.
 - Key Actions Taken:
 - For the 2019-2020 school year students with disabilities were serviced amongst 222 special education district routes. Students with disabilities transportation needs are addressed during the IEP meeting with a justification as to why the student cannot be serviced on regular district route with his/her non-disabled peers. Students who require special

- transportation in order to receive a Free Appropriate Public Education receive the services according to the IEP. Students with disabilities who do not require special district transportation are encouraged to be transported with their non-disabled peers to the maximum extent appropriate.
- Updated the IEP/ARD process to include a standard transportation section. The previous method was to select an option for transportation. This new process ensures that transportation is discussed at every ARD meeting.
- Recommendation 84: Establish processes to strengthen Transportation Department internal and external communications and solicit feedback from stakeholders.
 - Key Actions Taken:
 - Transportation purchased a software platform through which parents can submit their transportation feedback and concerns, allowing for faster communication of community and HISD partner's rating of customer service
 - Recommendation 85: Enhance transportation training for drivers and students and address safety concerns at the terminals and on school buses.
 - Key Actions Taken:
 - Transportation training has taken place on Zonar, 365 driver training performance, and student management. In addition, the Transportation Department continues to work to have all drivers and attendants CPR and CPI Certified.
 - Recommendation 86: Develop a bus replacement plan that includes industry-standard criteria and decrease the number of spare and surplus school buses in the district's inventory.
 - Key Action Taken:
 - Developed a bus replacement plan that includes industry-standards and decreases spare/surplus inventory
 - Recommendation 87: Develop and implement processes to monitor service center productivity and vendor performance to decrease the district's number of out-of-service vehicles.
 - Key Actions Taken:
 - Facilities, Maintenance, and Operations worked with our vendors to develop programs that have authorized and trained HISD mechanics to make select warrantied and recall repairs on district buses to reduce vehicle down time.
 - Established a warranty repair process with Thomas Bus and Longhorn.
 - Technicians can make approved, minor, limited repairs on our bus fleet that is covered under warranty. Minor repairs consist of (alternators, batteries, lights, minor accessories, etc.) Any major repairs would not be

covered under this process because of the dealer repair restrictions (engines, transmission, differential, etc.); Purchased a dealer specific battery and alternator Powernet Test Meter.

- Refined standardized warranty claims processes for repairs/replacements and made related training available to relevant HISD staff

- Community Involvement

- Recommendation 88: Consolidate the Office of Communications and the Strategic Engagement and Outreach Department to streamline the district's communications functions.
 - Key Action Taken:
 - The Strategic Engagement and Outreach Department was consolidated with the HISD Office of Communications.
- Recommendation 89: Develop and implement written procedures to update campus and department websites with consistent and current information.
 - Key Actions Taken:
 - Established and distributed updated web guidelines and department and campus webmaster procedures
- Recommendation 90: Update the affiliation agreement between the district and the Houston ISD Foundation to reflect actual practices and promote accountability and transparency to the public.
 - Key Actions Taken:
 - Established a timeline with associated actions needed and implemented it; Updated organizational chart
 - Updated affiliation agreement with the Houston ISD Foundation was revised and passed by the Board of Education during the February 13th, 2020 Board Meeting.
- Recommendation 91: Review the different ways that donations are reported to the district and develop a unified plan to accept and track campus donations.
 - Key Actions Taken:
 - Refinement of the grants and activity funds processes and created a new activity funds manual
- Recommendation 92: Update procedures to manage partnerships with external organizations and develop a system to track all district partnerships.
 - Key Actions Taken:
 - Revised the district website and created a "How to Partner with HISD" webpage along with revising the district partnerships intake form which allows us to centrally track major district partnerships with external organizations.
 - Instituted a Salesforce-based platform that allows us to track partnerships, and status of events/activities that are managed by the district's Community Partnership team.

- Recommendation 93: Ensure the efficient communication of staff and department changes to the Information Center to maintain an updated and cohesive central directory.
 - Key Actions Taken:
 - Information Center updated a cohesive central directory to ensure efficient communication to staff and updated procedures for the directory
 - Systems were put in place to ensure that the directory is kept up to date.
- Recommendation 94: Develop guidelines to train parent and community volunteers.
 - Key Actions Taken:
 - Developed a VIPS coordinator handbook that defines the role and supports volunteer coordinators at district campuses.
 - Developed a VIPS Online Volunteer Orientation that all new and returning volunteers are required to go through before volunteering with a campus.