

Federal Programs Parent Consultation Meeting

May 14, 2025



Attendance

If you have not signed in yet, please scan the QR code for attendance.



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

Agenda

- **Welcome and Introductions**
- **2024-2025 Title I, Part A Family and Engagement Survey**
- **2025-2026 Federal Programs Overview**
- **Title I, Part A District Parent and Family Engagement Policy**
- **2025-2026 ESSA Consolidated Federal Grant Application Public Comments**

2024-2025 Parent & Family Engagement Survey



2024-2025 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 6, 2025 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.*

The survey is now open, and participants can select their preferred language to complete it: English, Spanish, Vietnamese, Arabic, or Mandarin Chinese.

[Houston ISD Title I, Part A Parent and Family Engagement Survey, 2024–2025](#)

2024-2025 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!



2025-2026

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.

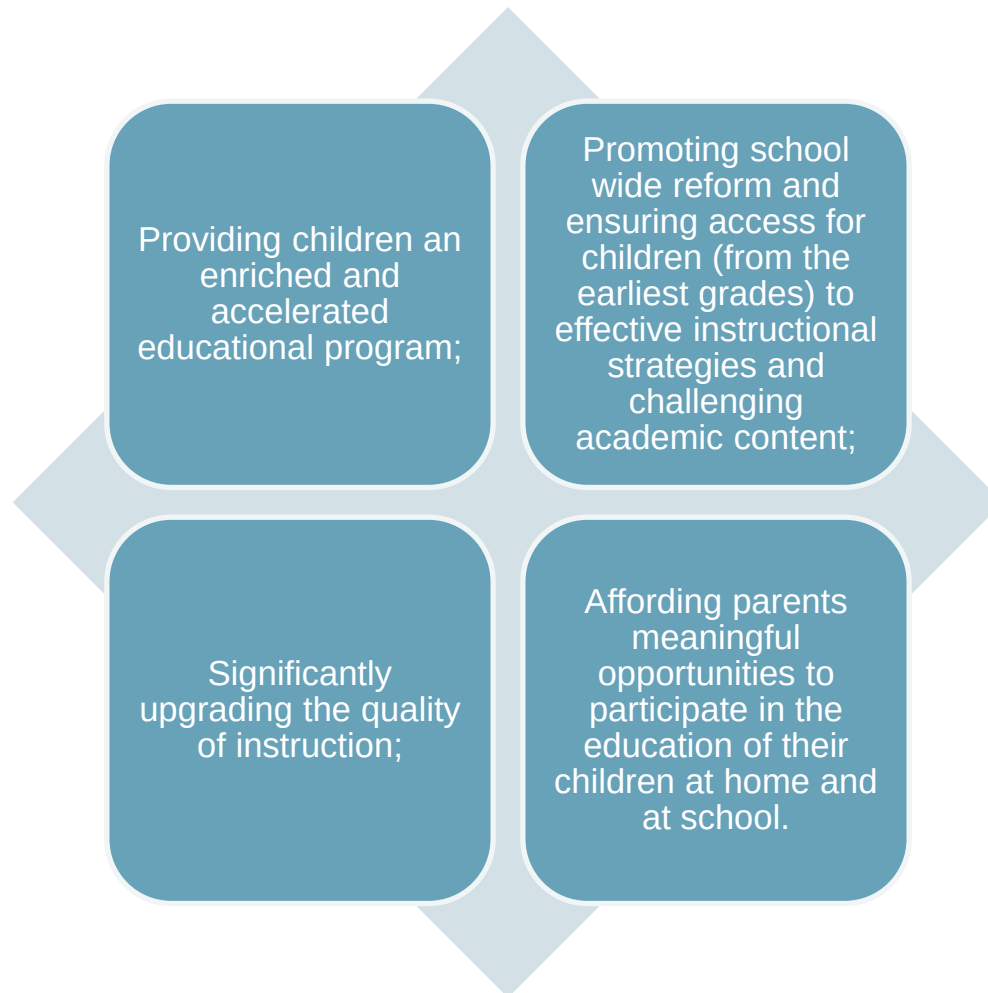
ESSA Programs

- Title I, Part A- Improving Basic Programs
- Title I, Part C- Migrant Education
- Title I, Part D- Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A- Supporting Effective Instruction
- Title III, Part A- Language Instruction for English Language Learners (ELL) and Immigrant Students
- Title IV, Part A- Student Support and Academic Enrichment Grant Program (SSAE)

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.

Title I, Part A - 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

(Emailed by district and available on
campus website)

Teacher Certification Status

(Distributed by the Campus)

Title I, Part A Program Status Notification

(Emailed by district and available on
campus website)

School-Parent Compact

(Distributed by the campus)

Parent and Family Engagement Policy (District & Campus)

(Posted on district website and
campus policy distributed by
campus)

Parent and Family Engagement: Required Notifications (cont'd)

Description and
Explanation of the
Curriculum

(Emailed by District and
available on campus website)

Description and
Explanation of
the Academic
Assessments

(Emailed by District and
available on campus website)

Promotion Standards

houstonisd.org/domain/7905

(Distributed by Federal and
State Department)

Federal School
Report Card

(Emailed by District and
available on campus websites)

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

(Emailed by District and
available on campus websites)

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



- Provide parents information **upon request** 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

TITLE I, PART A PARENT & FAMILY ENGAGEMENT PROGRAM



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

October 2024

TO: Parents of Students Attending Houston Independent School District

SUBJECT: **TITLE I TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**

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

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

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

Sincerely,

Your Campus Principal

Teacher Certification Status

2024-2025 Notification to Parents: Teacher Certification



Bramlett, Ryan

Director 2 External Funding

For the **2024-2025** school year, all campuses will be required to send Parent Notifications of Teacher Certification (if applicable). Below is the timeline for February and March 2025. This timeline covers the instructional period of January 14, 2025 through February 27, 2025.

- **February 28, 2025:** Human Resources will run a report identifying non-certified teachers throughout the district, categorized by division. This report will be sent to the Division Offices by March 3, 2025.
- **March 5, 2025:** Division Senior Executive Directors will complete the Notification to Parents – Teacher Certification form for each of their campuses based on the report received from Human Resources. The Division Office will send completed forms to each campus listing the non-certified teachers on that campus.
- **March 7, 2025:** Campuses will add campus letterhead to the pre-filled Teacher Certification Notifications that were provided by the Division Office and disseminate to parents/guardians. Each campus will use the method of distribution that best suits their parents (ex: email, letter, Class Dojo). The campus will also address any parent questions regarding non-certified teachers.

****Note: Only send out letters provided by your campus' Division Senior Executive Director.****

Background:

Every campus must provide timely notice to each parent/guardian whose child has been assigned or has been taught for

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

TITLE I, PART A, PARENT AND FAMILY ENGAGEMENT PROGRAM



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

October 2024

TO: Parents of Students Attending Houston ISD

SUBJECT: **2024–2025 TITLE I STATUS NOTIFICATION**

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

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

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

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

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.
- The **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.**



Description & Explanation of the Houston ISD Curriculum



HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM

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

DATE: February 13, 2024

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

SUBJECT: **Explanation of HISD Curriculum**

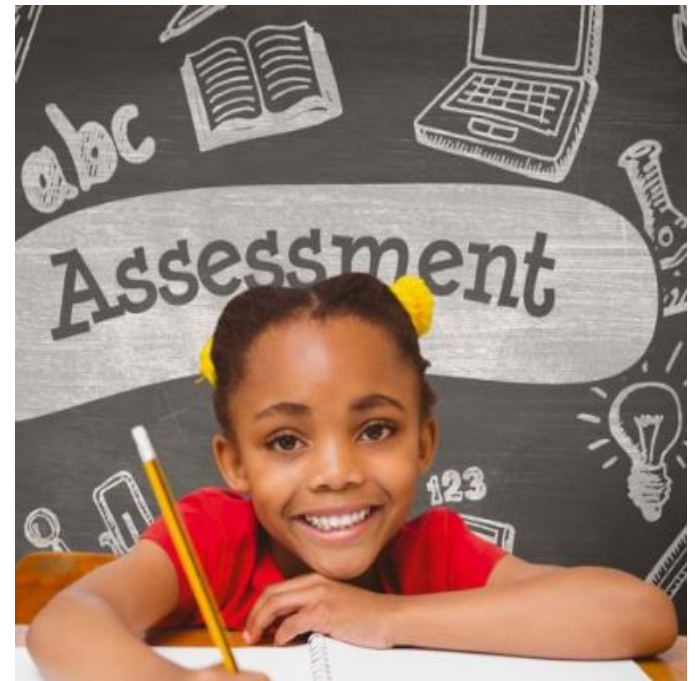
The Every Student Succeeds Act (ESSA) requires all Title I schools to provide to parents a description and explanation of the curriculum in use at the campus. The State Board of Education adopted the Texas Essential Knowledge and Skills (TEKS) as the official K–12 curriculum for all Texas schools. The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

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

To view a description of the TEKS online, visit: <http://www.tea.state.tx.us/index2.aspx?id=6148>.

Parent and Family Engagement : Description & Explanation Assessments

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



Description & Explanation of Assessments



HOUSTON INDEPENDENT SCHOOL DISTRICT

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT PROGRAM

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

Date: February 13, 2024

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

SUBJECT: **Explanation and Description of Assessments**

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

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

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

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

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

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



Parent Notification – Federal Report Card For School Year 2023-2024

February 24, 2025

Dear Parent:

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

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

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

Information on these report cards includes:

Part (i): Description of 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:

- a. Academic Achievement Indicator
- b. Other Academic Indicator for Non-High Schools
- c. Graduation Rate
- d. ELP Indicator
- e. School Quality or Student Success (SQSS) Indicators

(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
- 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: 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 / Irasema Gonzalez

RGONZAL6@houstonisd.org

Coordinator 1

713-556-6961



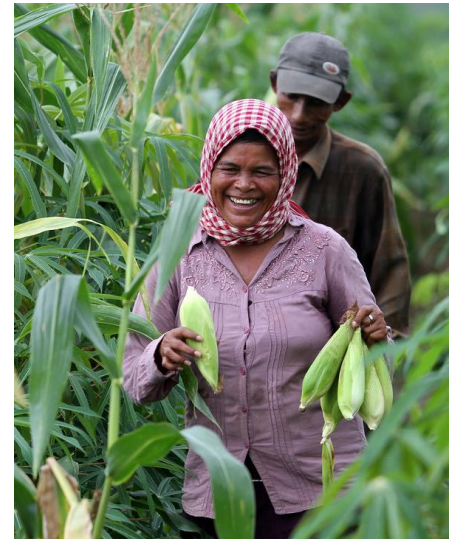
What is the Migrant Education Program (MEP)?

**Federally-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.

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) <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; padding: 10px;">  Fruit, vegetables, sunflower, cotton, wheat, grain, farms or ranches, fields & vineyards ☐ </td> <td style="width: 25%; padding: 10px;">  Dairy farm ☐ </td> <td style="width: 25%; padding: 10px;">  Fishery ☐ </td> <td style="width: 25%; padding: 10px;">  Cannery ☐ </td> </tr> <tr> <td style="padding: 10px;">  Poultry farm ☐ </td> <td style="padding: 10px;">  Plant nursery, orchard, tree growing or harvesting ☐ </td> <td style="padding: 10px;">  Slaughterhouse ☐ </td> <td style="padding: 10px;">  Other similar work, please explain: ☐ </td> </tr> </table>		 Fruit, vegetables, sunflower, cotton, wheat, grain, farms or ranches, fields & vineyards ☐	 Dairy farm ☐	 Fishery ☐	 Cannery ☐	 Poultry farm ☐	 Plant nursery, orchard, tree growing or harvesting ☐	 Slaughterhouse ☐	 Other similar work, please explain: ☐
 Fruit, vegetables, sunflower, cotton, wheat, grain, farms or ranches, fields & vineyards ☐	 Dairy farm ☐	 Fishery ☐	 Cannery ☐						
 Poultry farm ☐	 Plant nursery, orchard, tree growing or harvesting ☐	 Slaughterhouse ☐	 Other similar work, please explain: ☐						
If you answered "yes" to the questions above, an education representative will contact you to provide additional information. Please complete the following information: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Parent/Guardian Name</td> <td style="width: 33%; padding: 5px;">Home Address</td> <td style="width: 33%; padding: 5px;">Telephone Number</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </table>		Parent/Guardian Name	Home Address	Telephone Number					
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 77062 | 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:

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'd)

(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'd)

(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.



2024-2025 Migrant Parent Advisory Committee

PAC President
Yesenia Torres



PAC Vice-President
Saturnino Hernandez

PAC Secretary
Eva Arzate

HISD Title I, Part C Program Contacts

Irasema Gonzalez, Analyst, Multilingual Programs

igonzal2@houstonisd.org

Questions and Answers



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



Purpose of Title I, Part D, Subpart 2

- 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
 - 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

Allowable Use of Funds

- The ESSA, Section 1424 statute for Title I, Part D, Subpart 2 specifically authorizes the following types of activities:
 - 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 & Intent of Title II, Part A

- The purpose of Title II, Part A is 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 effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
 - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
- The intent of Title II, Part A is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

Areas of Focus

- The ESSA, Section 2301 statute for Title II, Part A specifically authorizes allowable expenditures under the following areas of focus:
 - Recruiting and Retaining Effective Teachers and Principals
 - Professional Development and Educator Growth
 - Other Evidence-Based Activities

Houston ISD's Area of Focus: Recruiting and Retaining

- Houston ISD utilizes Title II, Part A funds to support Recruiting and Retaining Effective Teachers and Principals.
- This area of focus allows for expenditures related to professional development and educator growth in the following categories:
 - Recruiting, Hiring, and Retaining Effective Teachers in High-Need Schools
 - Educator Induction and Mentorship Programs
 - Teacher Leadership
 - School Principal Support
 - Recruiting Qualified Individuals from Other Fields
 - Improving School Working Conditions

Houston ISD's Area of Focus: Professional Development

- Houston ISD utilizes Title II, Part A funds to support Recruiting and Retaining Effective Teachers and Principals.
- This area of focus allows for expenditures related to professional development and educator growth in the following categories:
 - Assessment and Data Analysis
 - Career Readiness Education
 - Child Sexual Abuse Prevention
 - Early Childhood Instruction
 - Effectively Teaching Children with Disabilities
 - Effectively Teaching English Learners
 - Evaluation and Support Systems
 - Evidence-Based Professional Development
 - Identification and Support of Gifted Students
 - Supporting Students Affected by Trauma and/or Mental Illness
 - STEM-Focused Professional Development

Professional Development Implementation

- Houston ISD utilizes Title II, Part A funds for professional development activities that ensure a successful professional development program:
 - Improve and increase teachers' knowledge of academic subjects
 - Provide teachers, principals, and other school leaders the knowledge and skills to help students meet challenging state academic standards
 - Improve classroom management skills
 - Advance teachers' understanding of effective instructional strategies that are evidence-based

Use of Funds

- Title II, Part A funds are centralized in Houston ISD and must supplement, not supplant existing state mandated programs.
- Houston ISD utilizes Title II, Part A funds to:
 - Prepare, train, and recruit high-quality teachers, or other school leaders
 - Provide professional development to target specialized content subject areas based on the District's and individual campuses' needs assessments
 - Provide one-on-one coaching to teachers, principals, and other school leaders
 - Provide mentoring programs
 - Leadership development
 - Assist teachers in meeting the guidance 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
 - 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

Multilingual Programs Department

Dr. Randal Jones

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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 2024-2025

- 68,977
- 39% of HISD's total student population

–HISD's Accountability, Assessment, and Compliance

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.
 - provide effective professional development to classroom teachers, principals, school leaders, and district administrators.
 - 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'd)

- 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**
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- **Multilingual Programs Department**
713-556-6961

Title IV, Part A: Student Support & Academic Enrichment



Goal & Purpose of Title IV, Part A

- The overarching goal of Title IV, Part A is to increase the capacity of state education agencies, local educational agencies (LEAs), campuses, and communities to meet the following three goals:
 - Provide all students access to a well-rounded education
 - Improve school conditions for student learning (safe and healthy students)
 - Improve the use of technology to improve the academic outcomes and digital literacy of students

Content Areas

- The ESSA, Section 4110 statute for Title IV, Part A specifically authorizes allowable expenditures under the following content areas:
 - Well-Rounded Education
 - Safe and Healthy Students
 - Effective Use of Technology

Well-Rounded Education

- The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students.
- The following types of activities are allowable for providing a well-rounded education to students:
 - College and career guidance and counseling programs
 - Music and arts
 - Science, technology, engineering, and mathematics (STEM) subject areas,
 - Accelerated learning programs
 - Promote the development, implementation, and strengthening of programs to teach additional U.S. history, civics, economics, geography, or government education
 - Instruction, programs, or activities in languages other than English or environmental education
 - Promote volunteerism and community involvement
 - Support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics
 - Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

Safe and Healthy Students

- The purpose of safe and healthy students is to improve school conditions for student learning.
- The following types of activities are allowable for ensuring safe and healthy students:
 - Evidence-based drug and violence prevention activities and programs
 - Crisis management and conflict resolution
 - Prevention human trafficking
 - Building school and community relationships
 - Healthy and safe practices
 - Physical and mental health
 - Counseling services
 - Other allowable activities and programs to support safe and healthy students

Effective Use of Technology

- The purpose of effective use of technology is to improve the academic achievement, academic growth, and digital literacy of all students.
- The following types of activities are allowable for implementing effective use of technology for students:
 - Providing educators with professional learning tools and resources
 - Providing staff personalized learning opportunities
 - Adapting and sharing high-quality resources that may include online courses and curated digital collections
 - Implementing blending learning strategies
 - Other allowable activities and programs to support the effective use of technology

Use of Funds

- **Well-Rounded Education**
 - Assessment, Accountability, and Compliance
 - Enrichment
 - DYAD
 - Fine Arts
 - Professional Development
 - Recruitment and Retention
- **Safe and Healthy Students**
 - Behavioral Interventions and Supports
 - Counseling Supports
 - Transportation Supports
- **Effective Use of Technology**
 - Artificial Intelligence Core Content Professional Development

Questions and Answers



2024-2025 District Parent & Family Engagement Policy

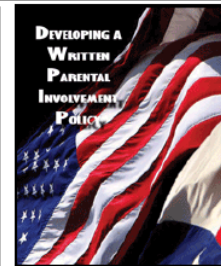


District Parent and Family Engagement Policy Guidelines

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 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 **Wednesday, June 4, 2025.**

2024-2025 Title I, Part A Parent and Family Engagement Policy

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

2024-2025 Title I, Part A Parent and Family Engagement Policy

Statement of Purpose

The Houston Independent School District is committed to working together with parents, students, the community, and other stakeholders to improve student academic achievement. HISD values parents as partners in preparing our students to succeed in college, career, and beyond. The district recognizes that parents play an extremely important role as their child's first teacher and are valued partners in the educational process. As a result, parents will be included in appropriate decision-making opportunities to support student academic achievement. Partnerships with parents and the community are vital. Therefore, HISD encourages the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. HISD wants parents to:

- Stay informed about their child's academic well-being through various forms of communication.
- Work in partnership with school staff to help their child to achieve at the highest levels.
- Communicate to their child the importance of being prepared for college and a career.

The HISD curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and includes non-negotiable objectives that must be taught at every grade level. However, individual schools are held accountable for innovative instructional programs and its instructional results. Every HISD student will be provided equal access to rigorous instruction and academic programs. HISD recognizes that some students may need additional assistance which is available through the Title I, Part A program to obtain high academic achievement.

District Responsibilities under Every Student Succeeds Act (ESSA)

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.

2025-2026 ESSA Consolidated Federal Grants Application



2025-2026 ESSA Consolidated Federal Grant Application Allocations

Grant Name	Planning Entitlement
Title I, Part A	\$122,010,009
Title I, Part C	\$192,924
Title I, Part D, Subpart 2	\$176,334
Title II, Part A	\$10,627,348
Title III, Part A – ELA	\$6,496,015
Title III, Part A – Immigrant	\$1,023,754
Title IV, Part A	\$8,950,894

The allocations listed above are based on projections for the 2025-2026 school year and will be updated once new information is received.

****NOTE:** TEA has not released planning amounts for the 2025-2026 school year. Houston ISD has begun planning, prioritizing, and renewing the process for programs for the 2025-2026 school year utilizing an estimated planning entitlement.

Public Comment Survey

2025-2026 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: [Parent and Family Engagement](#)
- Public Comment Survey Period:
Wednesday, May 14, 2025, through Friday, May 30, 2025
 - Public Comments on the ESSA Title Application – [English](#)
 - Comentario público sobre la Solicitud de ESSA – [Spanish](#)
 - Nhận Xét Công Chứng về Đơn Xin ESSA – [Vietnamese](#)
- Houston ISD is projecting to submit the **2025-2026** on **Monday, June 30, 2025**, 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

Parent Consultation Questions

- Use the QR code below to share any questions or concerns you may have that are related to the ESSA programs
- Unrelated questions will be forwarded to the appropriate department.



Title I, Part A Next Steps

24-25 Parent Engagement Survey	Public Comments
Due: On or before June 6, 2025	Due: May 30,2025

Questions and Answers



