

2026-2027
Andrews ISD
Federal
Programs
Manual

2026-2027 Andrews ISD Federal Programs Manual

Table of Contents

	Page #
Terms and Definitions	3
Federal Programs	5
General Grant Guidelines	5
Grant Application Submission Procedures	5
Required Programmatic Reports	5
Roles and Responsibilities of Key Stakeholders	6
Program Coordinator's Responsibilities	6
State Education Agency Responsibilities	6
Business Office Responsibilities	7
Grant Management	7
Record Keeping	7
Time and Effort	7
Periodic Certification	8
Maintenance of Effort	8
Budget Management	8
Expenditure Guidelines	10
Grant Amendments	10
Fiscal Guidelines	11
Use of Funds	11
Reasonable Costs	11
Allowable Costs	11
Expenditure Reports	12
Comprehensive Needs Assessment	12
Title I, Part A – Improving Basic Programs	13
District Equity Plan	13
Ten Components of Schoolwide Program	13
Title I, Part A, Campus Requirements	13
CIP Requirements of Schoolwide Campus	14
Allowable Use of Funds	14
Supplement, Not Supplant	15
Process for Determining Effective State Certified Teacher	16
Determining State Cert. Status–New Elementary Teacher (Sample)	17
Determining State Cert. Status–Experienced Elementary Teacher (Sample)	18
Determining State Cert. Status–Special Ed. Elementary Teacher (Sample)	19
Determining State Cert. Status–Secondary Teacher (Sample)	20
Determining State Cert. Status–Secondary Special Education Teacher (Sample)	21

2024-2025 Andrews ISD Federal Programs Manual

Table of Contents Continued

	Page #
Parent Notification Form – Teacher Qualifications (Sample)	22
Parent Notification Form – Teacher Not State Certified (Sample)	22
Federally Funded Employee Certification Form (Sample)	25
AISD Title I, Part A, Parent Involvement Plan	26
AISD Homeless Education Plan	28
Students in Foster Care	32
Transportation of Students in Foster Care	32
 Title II, Part A – Teacher and Principal Training & Recruiting Fund	 34
Allowable Use of Funds	34
Title II, Part A, Activities	34
Supplement, Not Supplant	35
 Title III, Part A – English Language Acquisition	 36
Teacher Fluency and Methods of Ensuring Fluency	36
Title III, Part A, Requirements	36
Allowable Use of Funds	37
Title III, Part A, Program Activities	37
Supplement, Not Supplant	38
Limitation of Administrative Funds	38
 IDEA, Part B/IDEA Preschool	 39
Allowable Use of Funds	39
Supplement, Not Supplant	39
 Carl D. Perkins – Career and Technical Education (CTE)	 40
Allowable Use of Funds	40
Supplement, Not Supplant	40
 Title I, Part C – Education of Migratory Children	 41
Title I, Part C, Purpose	41
Allowable Use of Funds	41
Supplement, Not Supplant	42
Family Survey (English)	43
Family Survey (Spanish)	44
AISD PFS Action Plan Overview	45
Region 18 ESC – MEP ID&R Plan	49

TERMS AND DEFINITIONS

Budget Amendment – A formal request to the funding agency when the grant amount changes, the program intent changes, new budget categories are created, or a large percentage of funds are transferred from one expenditure category to another

Certification Report – A report that states an employee's work activities were 100% devoted to one federal grant

CIP – Campus Improvement Plan

COE – Certificate of Eligibility – form used to document eligibility of migratory students

DIP – District Improvement Plan

ER – Expenditure Reporting System

ESSA – Every Student Succeeds Act– the ESSA contains the President's basic education reform principles: equity for disadvantaged and high-needs students; high academic standards for all students, annual statewide assessments, support and grow local innovations through evidence-based and place-based interventions, increase high-quality preschool, and effect positive change in lowest-performing schools.

ELL – English Language Learner

Evaluation – The process through which a project is assessed to determine compliance with and achievement of project goals and objectives

Funding Agency – The agency characterized as the funding source

GAAP – Generally Accepted Accounting Principles

ID&R – Identification and recruitment of migrant students

LEA – Local Education Agency

MEP – Migrant Education Program

MOE – Maintenance of Effort

Necessary Costs – Costs that are essential to accomplish the objectives of the grant project.

NGS – New Generation System – database for migratory children

NOGA – Notice of Grant Award

PEIMS – Public Education Information Management System – system which provides information about students' educational progress and status

PFS – Priority of Services – migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year

Program Coordinator – The individual responsible for overseeing the program throughout the duration of the grant

Reasonable Costs – Costs that are consistent with prudent business practice and comparable to current market value.

RDA – Results Driven Accountability– data system that reports annually on the performance of school districts in selected program areas (Bilingual Education/English as a Second Language, Career and Technical Education, Special Education)

RFA – Request for Application

SSA – Shared Service Arrangement

Supplant – To take the place of, to replace

Supplement – To add to, to enhance, to expand, to increase, to extend

SWP – Schoolwide Program (Title I, Part A)

TEASE – Texas Education Agency Secure Environment

Time and Effort – A report used to track an employee's time devoted to one or more federal grants

FEDERAL PROGRAMS

Federal funding is supplementary funding allocated to qualifying campuses in an effort to improve and enhance the regular education program. This enables individual campuses to provide a wide range of programs for students in at-risk situations.

Title I Programs strive to provide supplemental opportunities for children to acquire the knowledge and skills contained in the challenging state content standards [Texas Essential Knowledge and Skills (TEKS)] and to meet the challenging state performance standards [State of Texas Assessment of Academic Readiness (STAAR)] developed for children.

Federal Programs Implemented at AISD:

Title I, Part A	Improving Basic Programs
Title I, Part C	Education of Migratory Children (SSA)
Title I, Part C	Carl D. Perkins Career and Technical Education
Title II, Part A	Teacher and Principal Training and Recruiting
Title III, Part A	English Language Acquisition
IDEA-B/IDEA Preschool	Special Education

GENERAL GRANT GUIDELINES

Grant Application Submission Procedures (ESSA Title Programs/Carl D. Perkins/IDEA-B)

The district uses the following grant application submission procedures:

- There are no private non-profit schools participating in the district's federal programs, so consultation meetings to determine program objectives are not applicable.
- Prior to grant application submissions, a comprehensive needs assessment is used along with summary reports of campus needs to identify goals, products, problems, or conditions. This information will address future program planning and will determine the use of federal funds.
- The district determines how to apply for the grant:
 - ~ Apply as an independent project;
 - ~ Apply as the fiscal agent for a SSA (Consortium);
 - ~ Apply as a member of an SSA; or
 - ~ Not applying at all.
- The superintendent authorizes district personnel in TEAL to certify and submit the grant application and all required attachments by the due date.
- Authorized district personnel will ensure that all schedules are complete before submitting the application to TEA through eGrants.

Required Programmatic Reports

The district agrees to provide a final evaluation report in the format requested by TEA within 30 days after the end of the project. The district is not in compliance with grant conditions and requirements until such time as this report is received by the TEA program manager. Final payment may be withheld pending receipt of the report. The district's eligibility to receive future grants from TEA may be impacted by such noncompliance.

Final reports should:

- Reflect on the original proposal and evaluate program success;
- Explain differences between proposed and actual implementation;
- Discuss the program impact on the intended recipients;
- Discuss problems encountered with program implementation and how they were resolved;
- Describe a plan for program continuation; and
- Highlight program successes.

Upon receipt of the written final expenditure report and other required documents, such as the final evaluation report, TEA enters the final cumulative expenditures and makes the final payment to the district.

ROLES AND RESPONSIBILITIES OF KEY STAKEHOLDERS

Program Coordinator's Responsibilities

The Program Coordinator is responsible for overseeing the program throughout the duration of the grant. He/she must prepare and submit programmatic progress reports. One of the Program Coordinator's most important responsibilities is to monitor project expenditures. Monitoring will prevent expenditures from exceeding the budget or being used for unauthorized purposes. The Program Coordinator is solely responsible for ensuring the program is implemented in accordance with the approved grant and subsequent amendments.

The Program Coordinator's responsibilities include, but are not limited to:

- Completing and submitting the ESSA Consolidated Application for federal funding.
- Administering the program in accordance with Andrews ISD policies and procedures and funding agency regulations;
- Supervising personnel;
- Maintaining program records;
- Ensuring compliance with the approved application;
- Ensuring goals, objectives, activities, and performance measures are fulfilled within the specified time;
- Coordinating with program partners;
- Completing and submitting all required program/activity;
- Ensuring supplies and materials are ordered and received in accordance with Andrews ISD grant ending guidelines;
- Disseminating the approved grant proposal to program staff assisting stakeholders;
- Completing and submitting the final evaluation/compliance report.

State Education Agency Responsibilities

The state education agency wants its programs to succeed. A state education agency contact is assigned and is available to answer implementation and budget related questions.

The state education agency's primary concerns are to ensure that:

- The grant recipient is implementing the program in accordance with the approved application;

- Program and/or activities are successful in accomplishing the goals and objectives included in the grant application;
- Funds are expended on eligible and approved grant activities; and
- Funding guidelines are followed.

Business Office Responsibilities

The district's business office administers the financial aspects of grant programs and functions as the fiscal officer. The business office creates budget codes, tracks grant expenditures, and monitors agency fiscal requirements. Additionally, they interpret Andrews ISD and funding agency guidelines and procedures concerning fiscal practices and allowable expenditures. The business office also submits requests for reimbursements and expenditure reports to funding agencies.

The business office functions include:

- Assigning budgeted items to the proper class-object codes before submitting the application;
- Processing budget transfers and amendments;
- Preparing and submitting all expenditure reports;
- Monitoring spending levels;
- Providing Program Coordinators with interim financial reports;
- Requesting funds through automated payment request system;
- Maintaining financial records for the grant to permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application;
- Maintaining maintenance of effort records;
- Maintaining auditable Time and Effort records for federal split-funded personnel; and
- Maintaining files for and providing information to the district's independent auditors.

GRANT MANAGEMENT

Record Keeping

Prior to implementation of the grant, Program Coordinators must develop a record keeping system conducive to the collection, storage, and retrieval of programmatic information for reports. Program records must be retained for a minimum of 7 years in the event the funding agency conducts an audit. The retention period begins on the date the grant expires.

Examples of program records that should be retained include:

- Purchase orders;
- Budget and financial records;
- Participant data;
- Professional development records;
- Letters developed for the program;
- Parental involvement information;
- Time & Effort and/or Certification forms;
- Copies of Activity/Progress reports, etc.

Time and Effort

Employees whose salaries are partially funded by federal grants or entitlements must maintain monthly time and effort records. This requirement is necessary to ensure salary charges to an award are supported and justified. Original copies of the Time and Effort form should be submitted to the business office when teacher time is due each month.

Time and effort forms should include the following documentation:

- Employee name and signature;
- Hours worked or percent of time; and
- Brief description of the work performed.

Periodic Certification

Federal entitlements such as IDEA-B and ESSA Title programs require verification of fully funded (100%) federal program staff. Once each semester principals must complete a certification form for every fully funded employee on their campus stating that 100% of their activities for the period are related to the federal program. Record keeping responsibilities for these forms lie with the Program Coordinator.

Maintenance of Effort

P.L. 114-95 states that an LEA may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of the grantee for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

LEAs are responsible for maintaining effort and for documenting maintenance of effort (MOE). TEA will verify each LEA's MOE using information obtained from the PEIMS database. TEA staff will notify the applicant if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures.

Budget Management

To be eligible to receive a NOGA, approved application, and subsequent funding, the district must not be on warrant hold by the Texas Comptroller of Public Accounts and must not owe TEA a refund for any discretionary grant.

Once a grant has been awarded, the Program Coordinator will work with the business office to create district budget codes. Grant funds cannot be accessed until budget codes are issued. The Superintendent authorizes all grant account transactions and financial paperwork (i.e., purchase orders, invoices, etc.).

CH(LOCAL)-X Policy: All purchase commitments shall be made by the superintendent or designee on a properly drawn and issued purchase order, in accordance with administrative procedures.

The following district guidelines and procedures apply to the requisition/purchase order process for all types of funds:

- Personnel must submit a requisition for **all** contracted services, supplies/materials, and professional development/travel.
- Requisitions must go through the complete approval process and receive a purchase order number before placing an order or making arrangements for professional development/travel.

District Requisition Order of Approval

- 1) Principal, Program Director, Athletic Director
 - 2) Business Manager
 - 3) Assistant Superintendent (Operations/Curriculum & Instruction)
 - 4) Superintendent
- The school district does not reimburse sales tax. It is the employee's responsibility to inform vendors of the district's tax-exempt status or to provide them with a sales tax exemption form. This policy includes meals for school teams that are traveling in the state.
 - All original invoices for purchase orders must be sent to the business office for full or partial payment.
 - Requisitions for travel should be made at least 10 days before the trip.
 - Registration Fees: A requisition for registration fees should be made out to the company.
 - Meal Allowance: A separate requisition for each individual is required for meals. The district allows a daily meal allowance of \$40.00 for adult travel. (\$10.00 for Breakfast/\$12.00 for Lunch/\$18.00 for Dinner)
 - Hotel Accommodations: Requisitions should be made to the hotel or to the district's credit card depending on the circumstances BEFORE making hotel/motel reservations. Please request the "State Rate" for all lodging facilities. The district is exempt from the state portion of the occupancy taxes charged by each facility. Employees must take a hotel exemption form with them to be given to the hotel clerk upon check in. (The business office will provide this form along with the hotel check.) The employee is responsible for turning in the hotel receipt as soon as they return with the purchase order number written on the receipt.
 - Transportation: A requisition is required for all Andrews ISD transportation charges. A travel request form must also be submitted to the Operations Department to report any out of district travel as well as to request district transportation. Prior approval to use personal vehicles for travel must be received in order to get reimbursement for mileage.
 - Airline: A requisition should be made to the district's credit card or to the employee if paid with their personal credit card (with the airline confirmation receipt attached).
 - Reimbursement Vouchers: Board policy requires that any advance money received by an employee for meals, mileage, parking, car rentals, etc. must be accounted for by submitting a reimbursement voucher (RV) within 10 days of his/her return. Detailed receipts are required on any reimbursement with the exception of mileage. The purchase order number should be listed on the "Expenses Advanced" line of the RV.

The Program Coordinator must continuously monitor the grant budget, ensuring funds are expended on eligible items, all funds are expended by the end of the grant term, and accounts are not overdrawn.

Expenditure Guidelines

Funds must be expended according to the grant award and in compliance with district policies and procedures.

Expenditure guidelines include, but may not be limited to, the following:

- Funds cannot be obligated or expended prior to the approval date or beginning date stated on the NOGA;
- Funds cannot be obligated or expended after the ending date stated on the NOGA;
- Only items and/or salaries considered allowable by the granting agency can be charged to grant funds;
- Services and/or materials purchased with federal grants must be supplemental to the program (Supplement, not Supplant);
- A request for approval for all ESSA funds for contracted services, supplies, or travel must be submitted to the Program Coordinator prior to any requisition, which must be supported with a goal in the Campus Improvement Plan that justifies the expenditure;
- Purchase orders cannot be processed if an account code does not exist or if there are insufficient funds in an account to cover expenditures;
- Account activity and balances should be monitored on a regular basis to ensure funds are available to process purchase orders and spending is occurring according to schedule.

Grant Amendments

Most funding agencies are aware that program needs may change after a grant is awarded. As such, provisions are generally made for program amendments. Some grants allow considerable flexibility when transferring funds from one budget category to another (i.e. supplies to travel) without requiring an amendment to the original award. Refer to the Request for Application (RFA) and/or other grant regulations for guidance regarding whether adjustments require funding agency approval.

Amendments may be required if one or more of the following conditions apply:

- Budgetary moves that are necessary to fulfill the program's intent beyond the 25% allowable move for approved expenditures according to the NOGA;
- A programmatic change in activity that is not currently approved, either adding to the current allowable planned activities or taking away from the current planned activities;
- The addition of a new budget line item; and
- An increase or decrease in the number of positions funded.

Funding agencies review amendments for accuracy and compliance with amendment guidelines. The program officer will approve or deny the request. The funding agency will then notify the grant recipient regarding approval status.

After the funding agency approves an amendment, the Program Coordinator submits a budget transfer to the business office. Although amendments are generally processed on an on-going

basis, some grants limit the number of amendments that can be submitted. Most grants have a final amendment deadline which may be a specific date or stated in terms such as “90 days prior to the end of the grant”. Prior to the final amendment deadline, financial information should be reviewed to determine if an amendment is necessary to expend all funds within the scope of the award.

If a grant amendment is not required, an allocation request can be made to transfer funds from one category or budget code to another.

FISCAL GUIDELINES

Use of Funds/Reasonable and Necessary Costs

Funds requested from federal grants will be used for items that are *reasonable and necessary* for accomplishing the objectives of the program and for implementing activities as described in the application. All costs must be budgeted in the approved application to be eligible to be charged to the grant.

All items requested must be allowable expenditures under the authorizing program statutes, regulations, and rules. All goods must be received and all services must be provided or delivered in time to substantially benefit the population being served in the current grant period, generally considered to be within 30 days of the ending date of the grant.

In general, the budget forms must evidence the following:

- Project costs are reasonable in relation to expected outcomes:
 - ~ The amount requested would realistically be expected to have an impact on the stated needs.
 - ~ The expected outcomes are sufficient to justify the amounts requested.
- The program identifies and coordinates funding from several sources.
- All expenditures are pertinent to and appropriate for the objectives and activities stated.

Reasonable Costs

Determine the reasonableness of a cost by considering whether it meets the following guidelines:

- The cost is of a type generally recognized as ordinary and necessary for the operation of the organization or grant performance.
- Restrictions or requirements are imposed for generally accepted, sound business practices, federal or state laws and regulations, and grant award terms and conditions.
- Individuals are acting with prudence in the circumstances of responsibility to the organization, employees, the public, and federal or state government.
- There are no significant deviations from established practices of the organization that may unjustifiably increase grant costs.

Allowable Costs

To be allowable to be charged to a grant, costs must meet the following criteria:

- Be reasonable for the performance of the grant and be allocable under the applicable cost principles.

- Conform to limitations or exclusions set forth in applicable cost principles or the grant agreement as to types or amount of costs.
- Be consistent with policies and procedures that apply uniformly to federally- or state-funded activities and activities funded from other sources.
- Be accorded consistent treatment among all grant programs, regardless of funding source.
- Be determined in accordance with GAAP.
- Not be included as a cost or used to meet cost-sharing or matching requirements of any other federally- or state-funded program in the current or a prior period.
- Not be used for lease-purchases (i.e., debt service) if for discretionary grants.

Expenditure Reports

The following guidelines apply to expenditure reports:

- The district may report expenditures at any time to receive payment, as long as the request for cash does not exceed three days' cash needs pursuant to cash management requirements. The district must record expenditures in the automated expenditure reporting (ER) system at least semi-annually or as specified in the applicable Program Guidelines; however, the district is encouraged to draw down funds on a monthly basis to indicate to TEA that grant activities and expenditures are occurring as planned.
- For expenditures reported by class-object code, TEA will deny expenditure reports in the following situations: (1) the district is claiming expenditures in a class-object code not budgeted in the approved application, (2) the amount claimed is in a class-object code that exceeds the allowable budget variation for that object/code, or (3) the total amount exceeds the total amount of the grant.
- Semi-annual and other interim expenditure reports must be filed in ER within 15 days after the end of each reporting period. The district is required to adhere to expenditure report due dates, including submission of expenditure reports showing \$0.00 expended, if that is the case for that reporting period.
- The final expenditure report must be filed in ER within 30 days after the ending date of the grant.
- Final payment is contingent upon receipt of the final expenditure report and all required programmatic reports or documents. TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.
- If the district discovers expenditures that are greater than the amount initially reported, it must file a revised final expenditure report in order to claim those expenditures. The revised report must be filed in ER within 60 days of the ending date of the grant.
- If the district discovers expenditures that are less than the amount initially reported, it must submit a revised final expenditure report in ER immediately. Refunds must then be submitted to TEA within 15 days.

COMPREHENSIVE NEEDS ASSESSMENT

In compliance with ESSA P.L. 114-95 Andrews ISD conducts a comprehensive needs assessment at each campus of the school district. Expenditure of funds align directly to the needs identified through the CNA and included in the schoolwide plan.

TITLE I, PART A – IMPROVING BASIC PROGRAMS

Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. AISD uses Title I, Part A, funds to support campuses in implementing a schoolwide program (SWP). This program must use effective methods and instructional strategies that are grounded in scientifically-based research.

District Equity Plan

Federal Title I, Part A Sec. 1112(b)(2) under ESSA requires all local education agencies that receive Title I funds to develop a plan for “how the local education agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.”

Implementing A Schoolwide Program Under ESSA

The components of a schoolwide program are as follows:

1. Conduct a comprehensive needs assessment
2. Prepare a comprehensive schoolwide plan
3. Annually evaluate the schoolwide plan

Final regulations group the schoolwide components into four primary categories:

- Schoolwide reform strategies
- Instruction by effective state certified teachers
- Parent involvement
- Additional support

Transition is a fifth category if the campus has an early childhood program.

Title I, Part A, Campus Requirements

All Title I, Part A, campuses must do the following:

1. Implement Parents’ Right-to-Know in accordance with P.L. 114-95
2. Develop school-parent compacts jointly with parents in accordance with PL 114-95 Section 1116(d)
3. Provide information to parents in the language parents understand
4. Develop district and campus Parent Involvement Policies
5. Implement Section 1304.21 of the Head Start Standards if implementing preschool programs
6. Integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
7. Provide additional assistance to students identified as needing help in meeting the state’s challenging student academic achievement standards
8. Ensure that all new teachers hired on the campus to teach core academic subjects are effective state certified when hired
9. Include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are state certified

Requirements of Schoolwide Program Plan P.L. 114-95 Section 114

The plan of a schoolwide campus must do the following:

1. Developed during a 1-year period
2. Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan
3. Remains in effect for the duration of the school's participation in Title I, Part A
4. Is available to the LEA, parents, and the public in a language that parents can understand
5. If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs
6. Is based on a Comprehensive Needs Assessment that takes into account information on the academic achievement of children in relation to the challenging State academic standards
7. Include a description of the strategies that the school will be implementing to address school needs, and if programs are consolidated, the specific State educational agency and LEA programs and other Federal Programs that will be consolidated in the schoolwide program.

Allowable Use of Funds

Title I, Part A, funds must be expended for programs, activities, and strategies that are scientifically based on research and meet needs (identified in the campus' comprehensive needs assessment process) that are listed in the CIP.

On SWP campuses, Title I, Part A, funds may be used for activities that are part of the CIP to improve student performance and upgrade the entire educational program. Funds must be expended for allowable uses based on the type of consolidation (state, local, and federal funds; federal funds only; or Title I funds only) of funding the campus has chosen to implement on the schoolwide campus. In a SWP, the amount of Title I, Part A, funding on the campus must be supplemental.

It is possible that some Title I, Part A, administrative, professional development, parental involvement, or even instructional activities are conducted through the central office.

Documentation must be maintained for each of the following questions to determine whether an expenditure would be allowable:

1. How is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
2. How does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
3. How is the program, activity, or strategy to be funded described in the campus or district improvement plan before the decision of whether to pay the expenditure from Title I, Part A, funds?
4. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
5. If for a schoolwide campus, how will the program, activity, or strategy upgrade the entire educational program on the campus?
6. How is the program, activity, or strategy supplemental to other nonfederal programs

Allowable uses of funds include the following:

- Research-based mathematics programs, activities, or strategies
- Research-based reading or language arts programs, activities, or strategies
- Research-based science programs, activities, or strategies
- Research-based social studies programs, activities, or strategies
- Research-based writing programs, activities, or strategies
- Research-based arts programs, activities, or strategies
- Research-based foreign language programs, activities, or strategies
- Research-based individualized instruction programs, activities, or strategies
- Research-based small-group instruction programs, activities, or strategies
- Professional development
- Tutorials
- Computer-aided instruction
- Extended-learning opportunities
- Parent involvement programs, activities, or strategies

Supplement, Not Supplant

Funds for this program must be used to supplement (increase the level of service) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Documentation that clearly demonstrates the supplementary nature of these funds must be maintained.

Process for Determining Effective State Certified Teacher

Step 1 (New Hire)	Person(s) Responsible	Time Frame
Personnel officer will verify the state certified candidate's credentials by the following: 1. Check certification via SBEC. 2. If certification was obtained after 1986, then the candidate took an ExCet/TEGES exam. 3. If certification was obtained prior to 1986, then House Option A or House Option B in accordance with TEA guidelines is reviewed. 4. Teachers NEW to the district, who have been housed, must bring documentation from previous district showing state certified status prior to recommendation for employment. 5. Special Area Elementary teachers NEW to the district, who have been deemed effective state certified by another district, must bring documentation from the previous district showing state certified status prior to recommendation of employment. 6. Candidates are recommended for employment only if they have appropriate certifications and competencies to exhibit state certified status.	Personnel Officer, Campus Administrator	Recruiting effective state certified teachers is ongoing. Teachers are hired as openings occur as quickly as possible.
Step 2 (Special Education Self-Contained Teachers State Certified Determination)	Person(s) Responsible	Time Frame
Elementary and secondary self-contained teachers are required to hold a special education certification <u>only</u> for the appropriate grade levels of instruction if the following considerations are met: - Teaching in classrooms where students with significant cognitive disabilities will be assessed with <u>alternate standards</u>; and - Using an assessment that is linked to the grade level curriculum through pre-requisite skills. Elementary and secondary self-contained teachers are required to hold a special education certification <u>and</u> appropriate core subject area certification for the following reason: - Teaching any core academic subjects in which they are teacher of record – whereby students are being assessed on grade level.	Personnel Officer, Campus Administrator	1) Prior to employment. 2) Review by principal upon reassignments of existing personnel.
Step 3 (All Instructional Employees)	Person(s) Responsible	Time Frame
Personnel officers and campus administrators will review to assure all instructional staff's teaching certificates are valid. Campus administrator and personnel officer will follow up for any open positions or long term subs beyond 10 days. NOTES/ACTIONS: Personnel officers will provide a verified NON-CERT list by September 15th of the current year of staff beginning the year NON-CERT. Personnel officers will provide every campus a copy of the NON-CERT letter for parents of students who must be notified. Letters must be distributed to parents by September 16th of current year. Ongoing communications regarding extended teacher absences and/or vacancies beyond the 20 day time frame will occur between the personnel officer and campus administrators.	Personnel Officer, Campus Administrator Personnel Officer, Campus Administrator	Annually Every six weeks
Continued Action	Person(s) Responsible	Time Frame
Campus administrators and personnel officers will conduct a review every six weeks for teaching absences and vacancies; all administrators and programs will communicate any changes with one another to achieve appropriate state and parent reporting.	Campus Administrator, Personnel Officer	First day of each six week period

Discuss/Review State Certified Reporting requirements and State
Certified Plan with campus administrator.

Personnel Officer,
Assistant Superintendent
of Curriculum

September 15th of current
year

Determining “State Certified” Status (Sample)
New Elementary Teacher (PK-6th)

Teacher’s Name: _____ **Date:** _____

This documentation must be maintained in the teacher's service record or personnel file.

NEW TEACHER

Use the following criteria for teachers who are new to the profession, defined as having less than one year of creditable teaching experience at the time of determination.

General Elementary Curriculum

Holds at least a Bachelor’s Degree:

____ Yes ____ No

AND

Has full state teaching certification in any
area:

____ Yes ____ No

AND

Has demonstrated subject competency in all
general elementary curriculum by passing a
generalist certification exam:

- TExES EC-4, EC-6 or 4-8
Generalist,

Has passed the appropriate TExES exam:

____ Yes ____ No

Outside General Elementary Curriculum
(Music, Art, Theatre, Dance)

Holds at least a Bachelor’s Degree:

____ Yes ____ No

AND

Has full state teaching certification in any
area:

____ Yes ____ No

AND

Has demonstrated subject competency in the
area being taught in the following way:

Has passed the appropriate TExES
generalist or subject exam:

____ Yes ____ No

Teacher **meets** the definition of State Certified:
Yes _____ *No _____

Signature of Authorized Administrator

Date

*If the teacher does not meet the definition of state certified, a plan must be developed by the LEA to ensure the teacher will meet the state certified requirements for the subject area assignment by the end of the current school year.

© 2010 by the Texas Education Agency

Determining “State Certified” Status (Sample) Experienced Elementary Teacher (PK-6th)

Teacher’s Name: _____ **Date:** _____

This documentation must be maintained in the teacher's service record or personnel file.

EXPERIENCED TEACHER

Use the following criteria for teachers who have already completed at least one year (90 days) of creditable teaching experience.

General Elementary Curriculum

Holds at least a Bachelor’s Degree:

___ Yes ___ No

AND

Has full state teaching certification in any area:

___ Yes ___ No

AND

Has demonstrated subject competency in the General Elementary Curriculum in one of the following ways:

Has passed ExCET Comprehensive exam:

___ Yes ___ No

OR

Has demonstrated subject competency in all general elementary curriculum by passing a generalist certification exam:

- TExES EC-4, EC-6 or 4-8 Generalist,

OR

Meets the criteria for HOUSE Option A*:

___ Yes ___ No

Outside General Elementary Curriculum

(Music, Art, Theatre, Dance)

Holds at least a Bachelor’s Degree:

___ Yes ___ No

AND

Has full state teaching certification in any area:

___ Yes ___ No

AND

Has demonstrated subject competency in the area being taught in the following way:

Has passed the appropriate ExCET exam:

___ Yes ___ No

OR

Has passed the appropriate TExES exam:

___ Yes ___ No

OR

Meets the criteria for HOUSE Option A*:

___ Yes ___ No

**If using HOUSE Option A to demonstrate competency, the teacher must either have 1) a year of experience in 2008-2009 or earlier or 2) be eligible for one of the allowable continued uses of HOUSE, and a HOUSE Option worksheet for Elementary must be attached.*

Teacher **meets** the definition of State Certified:

Yes _____ *No _____

Signature of Authorized Administrator

Date

*If the teacher does not meet the definition of state certified, a plan must be developed by the LEA to ensure the teacher will meet the state certified requirements for the subject area assignment by the end of the current school year.

© 2010 by the Texas Education Agency

Determining “State Certified” Status (Sample) Special Education Elementary Teacher (PK-6th)

Teacher’s Name: _____ **Date:** _____

This documentation must be maintained in the teacher's service record or personnel file.

New Special Education Teacher

Holds at least a Bachelor’s Degree:

____ Yes _____ No

AND

Has appropriate Texas Special Education teaching certification:

____ Yes _____ No

AND

Has demonstrated subject competency in all general elementary curriculum by passing a generalist certification exam:

- TExES EC-4, EC-6 or 4-8 Generalist,

Note: New Special Education teachers who teach multiple subjects and are state certified at the time of hire in math, language arts, or science may demonstrate state certification in other subject areas within 2 years after the date of employment. Demonstration of state certification in “other” subjects may include using HOUSE A for elementary after one creditable year of experience is obtained.

Experienced Special Education Teacher

Holds at least a Bachelor’s Degree:

____ Yes _____ No

AND

Has appropriate Texas Special Education teaching certification:

____ Yes _____ No

AND

Has demonstrated subject competency in the General Elementary Curriculum in one of the following ways:

Has passed the appropriate TExES Generalist or ExCET Comprehensive exam:

____ Yes _____ No

OR

Meets the criteria for HOUSE Option A*:

____ Yes _____ No

All teachers with any assignment in the General Elementary Curriculum must have documentation showing the teacher is state certified in the General Elementary Curriculum.

**If using HOUSE Option A to demonstrate competency, the teacher must either have 1) a year of experience in 2008-2009 or earlier or 2) be eligible for one of the allowable continued uses of HOUSE, and a HOUSE Option worksheet for Elementary must be attached.*

Teacher **meets** the definition of State Certified:

Yes _____ *No _____

Signature of Authorized Administrator

Date

*If the teacher does not meet the definition of state certified, a plan must be developed by the LEA to ensure the teacher will meet the state certified requirements for the subject area assignment by the end of the current school year.

© 2010 by the Texas Education Agency

Determining “State Certified” Status (Sample) Secondary Teacher (7-12)

Teacher’s Name: _____ Date: _____

The following criteria must be met by **any secondary teacher** teaching a core academic subject to meet the definition of “state certified”.

Holds at least a bachelor’s degree: _____ Yes _____ No

AND

Has full state teaching certification in any area: _____ Yes _____ No

In addition to the two criteria above, secondary teachers **must demonstrate subject competency** in every core academic subject area teaching assignment.

A secondary teacher may demonstrate subject competency in one of the following ways.

Documentation must be maintained in the teacher’s service record or personnel file.

Subject	#1:	Subject	#2:	Subject	#3:
Has _____ passed the appropriate ExCET exam: _____ Yes _____ No		Has _____ passed the appropriate ExCET exam: _____ Yes _____ No		Has _____ passed the appropriate ExCET exam: _____ Yes _____ No	
OR		OR		OR	
Has passed the appropriate TExES exam: _____ Yes _____ No		Has passed the appropriate TExES exam: _____ Yes _____ No		Has passed the appropriate TExES exam: _____ Yes _____ No	
OR		OR		OR	
Has an academic major in the subject taught: _____ Yes _____ No		Has an academic major in the subject taught: _____ Yes _____ No		Has an academic major in the subject taught: _____ Yes _____ No	
OR		OR		OR	
Has a Graduate Degree in the subject taught: _____ Yes _____ No		Has a Graduate Degree in the subject taught: _____ Yes _____ No		Has a Graduate Degree in the subject taught: _____ Yes _____ No	
OR		OR		OR	
Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division): _____ Yes _____ No		Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division): _____ Yes _____ No		Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division): _____ Yes _____ No	

OR
Meets HOUSE* Option
for Secondary Teachers
(This option is only
allowable for teachers
who have had at least one
year (90 days) of
experience and is eligible
for one of the allowable
continued uses of HOUSE
options.)

____ Yes ____ No

Teacher meets the
definition of highly
qualified for this subject:

____ Yes ____ No*

*The LEA must develop a
plan to ensure the teacher
will meet the state
certified requirements by
the end of the current
school year.

OR
Meets HOUSE* Option
for Secondary Teachers
(This option is only
allowable for teachers
who have had at least one
year (90 days) of
experience and is eligible
for one of the allowable
continued uses of HOUSE
options.)

____ Yes ____ No

Teacher meets the
definition of highly
qualified for this subject:

____ Yes ____ No*

*The LEA must develop a
plan to ensure the teacher
will meet the state
certified requirements by
the end of the current
school year.

OR
Meets HOUSE* Option
for Secondary Teachers
(This option is only
allowable for teachers
who have had at least one
year (90 days) of
experience and is eligible
for one of the allowable
continued uses of HOUSE
options.)

____ Yes ____ No

Teacher meets the
definition of highly
qualified for this subject:

____ Yes ____ No*

*The LEA must develop a
plan to ensure the teacher
will meet the state
certified requirements by
the end of the current
school year.

*If using HOUSE Option to determine subject competency for experienced secondary teachers, you must attach a HOUSE Option worksheet for each subject.

Signature of Authorized Administrator

Date

© 2010 by the Texas Education Agency

Determining "State Certified" Status (Sample) Secondary Special Education Teacher (7-12)

Teacher's Name: _____ Date: _____

The following criteria must be met by **any secondary teacher** teaching a special education core academic subject to meet the definition of "state certified".

Holds at least a bachelor's degree:

____ Yes ____ No

AND

Has appropriate state **special education teaching certification**:

____ Yes ____ No

In addition, secondary teachers **must demonstrate subject competency** in every core academic subject area teaching assignment.

Any secondary teacher may demonstrate subject competency for any core academic subject taught in one of the following ways.
Documentation must be maintained in the teacher's service record or personnel file.

NEW TEACHER

Use the following criteria for teachers who are new to the profession, defined as having less than one year (90 days) of creditable teaching experience, prior to the start of the current school year.

Subject: _____

Has passed the appropriate TExES Generalist exam:

____ Yes ____ No

EXPERIENCED TEACHER

Use the following criteria for teachers who had at least one year (90 days) of creditable teaching experience as of the start of the current school year.

Subject: _____

Has passed the appropriate ExCET Subject exam:

____ Yes ____ No

OR
Has academic major in the subject taught: ☐ Yes ☐ No

OR
Has Graduate Degree in the subject taught: ☐ Yes ☐ No

OR
Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division):
☐ Yes ☐ No

OR
(If teaching core academic subjects exclusively to children assessed on alternate achievement standards and providing instruction only at the elementary level)
Meets state certification for Elementary: ☐ Yes ☐ No
(Attach Elementary State Certified Worksheet)

Teacher meets the definition of highly qualified:
☐ Yes ☐ No

TEExES Exams meeting subject competency requirements for 7th and 8th grades:

- EC-12 Special Ed. (Reading/LA or Math)
- 4-8 Generalist (Reading/LA, Math, Science, Social Studies)
- 4-8 Content Specific Exam (for specific content area only)

*If using Appropriate Level of Knowledge of HOUSE for Secondary Option to determine subject competency for secondary special education teachers, you must attach Appropriate Level of Knowledge/HOUSE worksheet for each subject. The teacher must be eligible for one of the allowable continued uses of HOUSE options.

OR
Has passed the appropriate TExES Subject exam:
☐ Yes ☐ No

OR
Has academic major in the subject taught: ☐ Yes ☐ No

OR
Has Graduate Degree in the subject taught: ☐ Yes ☐ No

OR
Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division):
☐ Yes ☐ No

OR
Meets HOUSE* for Secondary: ☐ Yes ☐ No

OR
(If teaching core academic subjects exclusively to children assessed on alternate achievement standards and providing instruction only at the elementary level)
Meets Highly Qualified for Elementary: ☐ Yes ☐ No
(Attach Elementary State Certification Worksheet)

OR
(If teaching core academic subjects exclusively to children assessed on alternate achievement standards and providing instruction above elementary level)
Demonstrates Appropriate Level of Knowledge* as defined by TEA: ☐ Yes ☐ No

Teacher meets the definition of state certified:
☐ Yes ☐ No

NOTE: New Special Ed teachers who teach multiple subjects are highly qualified in math, language arts, or science at the time of hire may demonstrate highly qualified in other subject areas within 2 years after the date of employment, which may include using HOUSE after one year of teaching experience.

Signature of Authorized Administrator

Date

© 2010 by the Texas Education Agency

Parent Notification (Sample) Compliance with P.L. 114-95

To: All Parents
From: Andrews ISD
Date:
Subject: Notification to Parents of Teacher Qualifications

As a parent of a student at _____, you have the right to know the professional qualifications of classroom teachers who instruct your child, and Federal law requires the school district to provide you this information 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:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.

- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of the information, please contact _____ at _____.

Notificación a los Padres Cumplimiento de la Ley Pública 114-95

A: Todos los padres de familia
De: Andrews ISD
Fecha:
Materia: Notificación a los padres de familia sobre calificaciones de maestros

Como padre de un alumno en _____, Vd. tiene el derecho de conocer las calificaciones profesionales de los maestros que enseñan a su hijo, y la ley federal requiere que el distrito escolar le facilite esta información oportunamente si Vd. la pide. Específicamente, Vd. tiene el derecho de pedir la siguiente información acerca de cada uno de los maestros de su hijo:

- Si el maestro satisface las calificaciones y criterios de certificación estatales para los grados y materias que enseña.
- Si el maestro está enseñando bajo condiciones provisionales o de emergencia debido a circunstancias especiales.
- El campo de especialidad del bachillerato del maestro, si el maestro tiene algún título de posgrado, y en tal caso, el campo de materia de dicho título o certificación.
- Si paraprofesionales ofrecen servicios a su hijo, y en tal caso, cuáles son sus calificaciones.

Si Ud. quiere recibir esta información, sírvase comunicar con _____ al _____.

Parent Notification (Sample) Compliance with P.L. 114-95

To: All Parents
From: Andrews ISD
Date:
Subject: Notification to Parents of Teacher Not "State Certified"

As a parent of a student at _____, you have the right to know if your child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet the Federal requirements of "state certified". According to Every Student Succeeds Acts of 2015 [P.L. 107-110, Section 9505(23)], a state certified teacher is one who:

- Has obtained a Bachelor's degree;
- Has demonstrated competency in the subject are assigned to teach;

- Has obtained full State certification as a teacher or has passed the State teacher licensing examination; and
- Has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

This notice is to inform you that your child has been assigned to or taught by the following teachers(s) who does not currently meet these requirements:

If you have any questions regarding this notice, please contact _____ at _____.

Notificación a los Padres Cumplimiento de la Ley Pública 114-95

A: Todos los padres de familia
 De: Andrews ISD
 Fecha:
 Materia: Notificación a los padres de familia sobre maestros sin “certificado estatal”

Como padre de un alumno en _____, Vd. tiene el derecho de saber si su a hijo le hayan destinado, o haya recibido enseñanza por cuatro semanas consecutivas o más, por un maestro que no satisface los requisitos federales como “altamente calificado”. Según la ley “Every Student Succeeds Act” de 2015 [Ley Pública 107-110, Sección 9505(23)], un maestro con certificado estatal es uno que:

- Ha obtenido su licenciatura en letras o ciencias;
- Ha demostrado competencia en la materia que está destinado a enseñar;
- Ha conseguido la plena certificación estatal como maestro, o que ha sido aprobado en un examen estatal de certificación; y
- No ha recibido una exención de los requisitos de certificación u obtención de licencia sobre bases provisionales, temporales, o de emergencia.

Esta noticia es para informarle a Vd. que a su hijo le han designado, o ha recibido enseñanza por, el(los) siguiente(s) maestro(s) que en la actualidad no satisfacen estos requisitos:

Si Vd. tiene alguna pregunta sobre esta noticia, sírvase comunicar con _____ al _____.

ANDREWS INDEPENDENT SCHOOL DISTRICT
Andrews, Texas

FEDERALLY FUNDED EMPLOYEE CERTIFICATION (SAMPLE)

First Semester.....

School Year: 2026-2027

As part of the terms of employment, it is the responsibility of Andrews ISD to notify the employee of the source of the funding that pays their salary.

I certify that _____ has worked solely in the Title I, Part A, Program for this period.

Andrews ISD is using monies from Fund 211 to accomplish this function.

SIGNATURE OF EMPLOYEE'S SUPERVISOR

FEDERALLY FUNDED EMPLOYEE CERTIFICATION

Second Semester.....

School Year: 2026-2027

As part of the terms of employment, it is the responsibility of Andrews ISD to notify the employee of the source of the funding that pays their salary.

I certify that _____ has worked solely in the Title I, Part A, Program for this period.

Andrews ISD is using monies from Fund 211 to accomplish this function.

SIGNATURE OF EMPLOYEE'S SUPERVISOR

Andrews Independent School District
Title I, Part A, Parent and Family Engagement
Public Law 114-95 Section 1116 (a);1118 (b)(1); 1116(c)(3)

Andrews ISD shall develop a written parent and family engagement plan jointly with, agree on with, and distribute to, parents of participating children. The plan shall be incorporated into the District Improvement Plan, establish expectations for parent involvement, and describe how the District will:

INVOLVE PARENTS IN THE JOINT DEVELOPMENT OF THE PLAN AND THE PROCESS OF SCHOOL REVIEW AND IMPROVEMENT

The Parent and Family Engagement Plan will be reviewed at least annually by Title I teachers, campus administrators, by campus improvement committees, the district improvement committee, and a district-wide, multi-program parental and family engagement committee. Activities and areas of identified need will be considered for incorporation into the plan. The Special Services Department will present the plan to the DEIC for incorporation into the District Improvement Plan.

PROVIDE COORDINATION, TECHNICAL ASSISTANCE, AND SUPPORT NECESSARY TO ASSIST CAMPUSES IN PLANNING AND IMPLEMENTING EFFECTIVE PARENT AND FAMILY ENGAGEMENT ACTIVITIES TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT AND CAMPUS IMPROVEMENT

One percent of the current year grant is flowed to participating campuses for parent and family engagement activities identified by the campus improvement committees. Andrews ISD reserves a portion of Title I, Part A, funds to support parental and family engagement activities as listed above and to supplement campus initiated efforts. Technical assistance, financial support, and development of the plan are coordinated through the Special Services Department.

BUILD THE CAMPUS AND PARENTS' CAPACITY FOR PARENT AND FAMILY ENGAGEMENT (1116)

Campuses will receive the full one percent of the current year grant, prorated by formula, to promote parent and family engagement activities. The Special Services Department will coordinate joint activities by encouraging campus representation on the district level committees, providing supplemental funding, and by offering professional development opportunities. Campuses will be encouraged to establish parent and family engagement committees.

COORDINATE AND INTEGRATE PARENT AND FAMILY ENGAGEMENT STRATEGIES WITH OTHER PROGRAMS

The district-wide, multi-program parent and family engagement committee will seek participation of parents representing children from the full spectrum of special populations (e.g.

Migrant, LEP, Special Education, Gifted and Talented, At-Risk). The various other committees will have a wide range of programmatic representation. Reserved funding will be used to finance these efforts.

CONDUCT, WITH PARENT INVOLVEMENT, AN ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF THE PARENT AND FAMILY ENGAGEMENT PLAN IN IMPROVING ACADEMIC QUALITY OF THE SCHOOLS, INCLUDING BARRIERS TO GREATER PARENT PARTICIPATION IN SCHOOL ACTIVITIES, AND USE THE RESULTS TO DESIGN STRATEGIES FOR MORE EFFECTIVE PARENT AND FAMILY ENGAGEMENT (1116)

The activities addressed in the plan will be reviewed at least annually by the Special Services Department. Parental and professional input will be solicited from representation on the various committees and an annual written program survey will be conducted. The information gathered will be used to eliminate barriers to participation and to design activities targeted at neglected populations.

INVOLVE PARENTS IN THE ACTIVITIES OF THE CAMPUSES SERVED UNDER TITLE I, PART A (Each campus shall develop a campus parental involvement plan with the assistance of its parents.)

- Information derived from the annual evaluation will be shared with campus level professional staff and parental participants in an effort to facilitate planning for more effective involvement activities. Each campus will establish an acceptable level and method of monitoring parental participation.
- Each campus will convene an annual meeting to which all parents of participating children shall be invited and encouraged to attend to inform parents of the school's participation in Title I, Part A, and to explain program requirements and the right of the parents to be involved; the parents will be offered a flexible number of meetings in the morning or evening and may be provided transportation, child care, or home visits as related to parental involvement.
- Each campus will involve parents in an ongoing and timely way in the planning, review, and improvement of Title I, Part A, programs.
- Each campus will provide parents with timely information, a description of the curriculum, the assessments and proficiency expectations, and opportunities for regular meetings to plan their child's education.
- Develop a school-parent compact that outlines how the parent, the school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and parent will build and develop a partnership to help the child achieve the State's high standards.
- Provide staff development for staff concerning parental involvement issues.
- Use communication methods understood clearly by the parent.
- Coordinate with other special programs as practical.

ANDREWS ISD HOMELESS EDUCATION PLAN
Title I, Part A and Title X, Part C of ESSA (Reviewed 8/1/2017)

Definition of Homelessness (McKinney-Vento Act Sec. 725(2); 42 U.S.C. 11435(2))

The term “homeless children and youths:

(A) means individuals who lack a fixed, regular, and adequate nighttime residence...; and

(B) includes –

(i) children and youths who are sharing the housing of other persons due to loss of housing,

economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

TITLE I, PART A, ELIGIBILITY:

An identified homeless child shall be enrolled in the appropriate grade-level school and be placed on the school’s Title I, Part A ranking list and served as the highest priority student in need regardless of current academic performance.

POLICIES AND PROCEDURES:

Enrollment and Retention

Andrews ISD shall review and revise, if needed, all policies and procedures to remove barriers to the enrollment and retention of children and youth in homeless situations. Students who are homeless must enroll in, and have full and equal opportunity to succeed in, the AISD schools.

Policies and Practices against Segregation and Stigmatization

Andrews ISD shall adopt policies and practices to ensure that homeless children and youth are not segregated or stigmatized on the basis of their status as homeless. Schools must not provide services in settings within the school that segregate homeless children and youth from other children and youth, except as is necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services.

NOTIFICATION OF STUDENT’S EDUCATIONAL RIGHTS:

Dissemination of Educational Rights

Andrews ISD ensures public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services under the act.

AISD HOMELESS LIAISON:

Designation of the Homeless Liaison

Andrews ISD designates the Family Services Coordinator as the educational liaison for students in homeless situations.

Registration of the Liaison

The AISD Homeless Liaison must supply contact information to the Texas liaison database.

Notification of the Homeless Liaison

The AISD Homeless Liaison shall inform school personnel, service providers, and advocates who work with families in homeless situations of the duties of the homeless liaison.

Identifying Homeless Students

The AISD Homeless Liaison shall ensure that children and youth in homeless situations are identified by school personnel and through coordination of activities with other entities and agencies.

ENROLLMENT RELATED ISSUES:

Immediate Enrollment of Students

“Enrolled” is defined as attending classes and participating fully in school activities. Students in homeless situations must be enrolled immediately even if they do not have the required documents, such as school records, medical records, proof of residency, or other documents.

School Selection

AISD must enroll a homeless child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend, or in their school of origin.

School of Origin

“School of Origin” is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. AISD must keep homeless students in their school of origin, to the extent feasible, unless it is against the parent or guardian’s wishes. Students are permitted to remain in their school of origin for the duration of their homelessness or until the end of any academic year in which they move into permanent housing.

Transportation

AISD must provide transportation to the school of origin, at the request of the parent of guardian, or, in the case of an unaccompanied youth, at the request of the AISD Homeless Liaison. Title I funds may not be used for this purpose. The AISD Homeless Liaison shall ensure that parents and guardians and unaccompanied youth are fully informed of all transportation services, including to the school of origin, and are assisted in accessing transportation services.

Enrollment of Unaccompanied Youth and Notice of Appeal

The AISD Homeless Liaison shall help unaccompanied youth choose and enroll in a school after considering the youth's wishes, and provide youth with notice of their right to appeal an enrollment decision that is not their choice. The AISD Homeless Liaison must ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.

Enrollment of Students Pending Resolution of Disputes

If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, youth, parent, or guardian shall be referred to the AISD Liaison, who shall carry out the dispute resolution process as expeditiously as possible in accordance with the Enrollment Disputes section of the McKinney-Vento Act after receiving notice of the dispute.

Written Explanation of the Denial of School Selection

A school must provide a written explanation of its decision and the right to appeal if a student is sent to a school other than that requested by a parent or guardian, or, in the case of an unaccompanied youth, at the request of AISD's Homeless Liaison. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Obtaining School Records

Enrolling schools must obtain school records from the previous school. Students must be enrolled in school while records are obtained.

Maintenance of Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or district; and in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 123g).

Immunizations and Immunization Records

If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the AISD Liaison, who shall assist in obtaining immunizations or immunization or medical records. Students must be enrolled in school in the interim.

COORDINATION REQUIREMENTS:

Coordination of Services

AISD shall coordinate the provision of services with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act, to minimize educational disruption for children and youths who become homeless. This coordination shall be designed to ensure that homeless children and youths have access and reasonable proximity to available education and related support services (such as referrals to health, mental health, dental, and other appropriate services), and to raise awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

Coordination with Housing Agencies

If applicable, AISD shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in the Cranston-Gonzalez National Affordable Housing Act to minimize educational disruption for children and youths who become homeless.

Collaboration with THEO and School Personnel

The AISD Homeless Liaison must collaborate and coordinate with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.

COMPARABLE SERVICES:

Each homeless child or youth to be assisted shall be provided services comparable to services offered to other students in the school selected, including transportation services, educational services for which the child or youth meet the eligibility criteria (Title I, Head Start, Even Start, pre-school, educational programs for children with disabilities or for students with limited “English proficiency), programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs.

PARENTAL/GUARDIAN INVOLVEMENT:

Educational and Related Opportunities

The AISD Homeless Liaison must inform parents or guardians of educational and related opportunities available to their children and provide them with meaningful opportunities to participate in the education of their children.

TITLE I, PART A, SET-ASIDES:

AISD Homeless Education Plan Elements paid for with Reserved Funds

No set-aside funding will be calculated. If Title I, Part A funding is depleted or another child currently receiving Title I, Part A services will be denied those services, the homeless child

and/or the child currently receiving services shall be provided commensurate services using other state and local funds.

STUDENTS IN FOSTER CARE:

District Foster Care Liaison:

David Lowder
Director of Student Services
smata@andrews.esc18.net
405 NW 3rd St.
Andrews, TX 79714
432-523-3640 ext. 1752

Transportation of Students in Foster Care:

ESSA requirements for transportation of students in Foster Care

The Every Student Succeeds Act (ESSA) establishes the joint responsibility of school districts, the state education agency, and the state and local child welfare agencies to ensure the educational stability of students in foster care. ESSA requires each Texas school district to collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded.

The District Foster Care Liaison and Child Welfare Agency will collaborate to make the best interest determination taking into consideration factors, such as significant relationships the child may have formed with staff and peers, how changing schools will impact the child's academic, social, and emotional well-being, and the child's participation in programs such as special education, gifted and talented, 504, and Bilingual/ESL. Transportation costs or funding cannot be considered as a factor in making the best interest determination.

In accordance with ESSA and with 475(4)(A) of the Social Security Act 42 U.S.C. Section 675(5)(A) 20 U.S.C. Section 6312(c)(5)(B)(i), Andrews ISD in collaboration with DFPS ensures that transportation will be provided promptly, in a cost-effective manner, if the determination is made that remaining in the school of origin is in the best interest of the child. If there are any additional costs incurred in providing transportation to maintain the student in his or her school of origin, the district will provide the transportation if:

- The child welfare agency agrees to reimburse the district for additional costs;
- The district agrees to pay the additional costs; or
- The child welfare agency and district agency agree to share the costs.

In developing these procedures, the District has taken the following steps to involve the DFPS child welfare contact and the CPS regional director:

- Andrews ISD Director of Federal Programs and the DFPS contact collaborated by phone conversation;
- The DFPS contact provided further guidance through e-mail correspondence and included the regional CPS contact in that correspondence.

The following District staff members were involved in the development of these procedures:

- AISD Director of Federal Programs
- AISD Director of Special Services

The District and DFPS have identified the following funding options that may be implemented if additional costs to transport a student in foster care to the school of origin are needed. Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin (ED/HHS Non-Regulatory Guidance).

- Cost sharing between the District and DFPS through use of a specific transportation strategy in which each party is responsible for a segment of the transportation;
- Offset of costs by DFPS, such as using Title IV-E funds paid to a foster parent or caregiver for transportation;
- Cost sharing between the school district of attendance and the school district where the student is living;
- Use of District's Title I funds; or
- Use of Medicaid reimbursements if an IEP for a student receiving special education services will include transportation as a related service.

The following transportation strategies may be considered to transport a student to his or her school of origin:

- Arranging transportation by the foster parent or caregiver to the school of origin or to a bus stop on a route to the school of origin, such as when the parent lives within a certain distance from the school or origin;
- Maximizing the existing District transportation system by exploring ways the students can be transported to an existing bus stop that serves the school of origin;
- Using existing intra-district transportation options that allow students to be transported within the District;
- Coordinating with the district in which the student is living to provide transportation to the District boundaries; or
- Evaluating whether an IEP for a student receiving special education services will include transportation to the student's special education program at the school of origin as a related service.

Individual Transportation Plan forms are available through the office of the Director of Title I.

TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

Title II, Part A, provides supplemental funding to improve student achievement. The TPTR funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance.

AISD uses TPTR funds to hire class-size reduction teachers.

Allowable Use of Funds

TPTR funds may be used to implement one or more of the following allowable activities:

1. Recruiting, hiring, and retaining state certified personnel
2. Providing professional development
3. Improving the quality of the teacher and paraprofessional work force under Section 1119
4. Reducing class size (only when the class-size reduction teacher is a state certified teacher)

Title II, Part A, Activities

The Title II, Part A, statute specifically authorizes the following types of activities.

1. Developing and implementing mechanisms to assist schools to effectively recruit and retain state certified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances)
2. Developing and implementing strategies and activities to recruit, hire, and retain state certified teachers and principals

These strategies may include the following:

- a. Providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the district has shortages
 - b. Reducing class size
 - c. Recruiting teachers to teach special needs children
 - d. Recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification
3. Providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:
 - a. Content knowledge—providing training in one or more of the core academic subjects that the teachers teach
 - b. Classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments
 4. Providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:

- a. Involve collaborative groups of teachers and administrators
 - b. Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with LEP
 - c. Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs
 - d. Provide training to enable teachers and principals to involve parents in their children's education, especially parents of LEP and immigrant children
 - e. Provide training on how to use data and assessments to improve classroom practice and student learning
5. Developing and implementing initiatives to promote retention of state certified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators; induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success.
 6. Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technical literacy, tenure reform, tests for teachers in the academic subjects in which teachers teach, and merit pay programs
 7. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders
 8. Hiring state certified teachers, including teachers who become state certified through state and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades
 9. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

Supplement, Not Supplant

Funds for this program must be used to supplement (increase the level of service) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Documentation that clearly demonstrates the supplementary nature of these funds must be maintained.

TITLE III, PART A – ENGLISH LANGUAGE ACQUISITION

Title III, Part A, provides supplemental resources to help ensure that children who are limited English proficient (LEP) attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards.

Teacher Fluency and Methods of Ensuring Fluency

Under Section 3116(c) of Title III, Part A, the LEA must ensure that all teachers in a language instruction educational program for LEP students are fluent in English and any other language used for instruction, including oral and written fluency. This requirement applies to all of the Title III-funded LEA's teachers providing instruction in English and another language, regardless of whether or not those teachers are paid with Title III, Part A, funds.

The district's bilingual program has teachers, who are bilingual certified and are fluent in both English and Spanish. The district's ESL program has teachers, who are ESL certified and are fluent in English. Oral and written fluency was determined by classroom walk-through observations, formal teacher observations, samples of parent letters or translated passages, and/or job interviews.

Title III, Part A, Requirements

The requirements are to help ensure that LEP children attain English proficiency, develop high levels of academic attainment, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet by doing the following:

1. Assisting all LEP and immigrant students to achieve at high levels in the core academic subjects and achieve standards required in Title I
2. Developing high-quality language instruction educational programs designed to assist state educational agencies, LEAs, and schools in teaching LEP and immigrant students
3. Assisting state and LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare LEP and immigrant students enter all-English instruction settings
4. Assisting state and LEAs and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for LEP students
5. Promoting parental and community participation in language instruction educational programs for LEP students
6. Streamlining language instruction educational programs to help LEP and immigrant students develop proficiency in English while meeting challenging state academic content and student academic achievement standards
7. Holding state and LEAs and schools accountable for increases in English proficiency and core academic content knowledge of LEP students
8. Providing state and LEAs the flexibility to implement language instructional programs that are the most effective based on scientifically based research on teaching LEP students [P.L. 114-95]

Allowable Use of Funds

Title III, Part A, funds must be used to do the following:

- Increase the English proficiency of LEP children by providing high-quality language-instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects
- Provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language-instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that meet the following:
 - ~ Is designed to improve the instruction and assessment of LEP children
 - ~ Is designed to enhance the ability of such teachers to understand and to use curricula, assessment measures, and instructional strategies for LEP children
 - ~ Is based on documented research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers
 - ~ Is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

Title III, Part A, Program Activities

Title III, Part A, funds may also be used to achieve one of the program purposes by undertaking one or more of the following activities:

- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for LEP children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing the following:
 - ~ Tutorials and academic or vocational education for LEP children
 - ~ Intensified instruction
- Developing and implementing elementary school or secondary school language-instruction educational programs that are coordinated with other relevant programs and services
- Improving the English proficiency and academic achievement of LEP children
- Providing community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to do the following:
 - ~ To improve the English language skills of LEP children
 - ~ To assist parents in helping their children to improve their academic achievement by becoming active participants in the education of their children
- Improving the instruction of LEP children by providing for the following:
 - ~ The acquisition or development of educational technology or instructional materials
 - ~ Access to and participation in electronic networks for materials, training, and communication
 - ~ Incorporation of these resources into curricula and programs

Supplement, Not Supplant

Funds for this program must be used to supplement (increase the level of service) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Documentation that clearly demonstrates the supplementary nature of these funds must be maintained.

Limitation of Administrative Funds

The authorizing statute limits the amount of funds that may be budgeted to administer the Title II, Part A, program to 2%.

Administrative funds include both *direct administrative costs and indirect costs*.

Direct administrative costs may include costs associated with accounting and other fiscal activities and auditing, provided these costs are not typically included in the indirect cost pool, and overall program administration. Direct administrative costs also include salaries and benefits for staff who supervise activities of program staff and insurance that protects the grantee.

AISSD does not use any Title III, Part A, funds for administrative costs.

IDEA, Part B/IDEA Preschool

The IDEA-B Formula application process occurs in the spring, with an extensive review of current campus staff and the number of students receiving special education services. Continuous Improvement Plans and Corrective Action Plans developed by the Special Education Core Analysis Team are also reviewed and utilized in the budget planning process. After TEA's release of the planning amounts and the opening of the application process in the e-Grants system, preliminary budgets are developed and the application is completed. Upon application submission, approval, and receipt of the NOGA, the appropriate budgets are activated. Funds are predominately used to ensure adequate staff is available at the campus level to provide programs for students with disabilities. Contract services, supplies and materials are also reviewed and included in the application, if applicable.

IDEA-B Preschool Deaf, State Deaf and IDEA-B Discretionary Deaf awards are used to provide educational services for students who are deaf or hard of hearing. The application process is similar to the IDEA-B Formula process; however, Ector County ISD completes this application. The Regional Day School Program for the Deaf provides services for AISD. RDSPD Management Board meetings occur one time yearly to review program progress, budget planning, and Shared Services.

Allowable Use of Funds

Refer to the program guidelines in the Special Education Consolidated Grant Application for allowable use of funds for this program.

Supplement, Not Supplant

Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Documentation that clearly demonstrates the supplementary nature of these funds must be maintained.

Under IDEA, section 613(a)(2)(A)(ii) (34 CFR §300.202(a)(3)) (supplement/not supplant), Part B funds must be used to supplement state, local, and other Federal funds and not to supplant those funds. If the LEA maintains (or exceeds) its level of local—or state and local—expenditures for special education and related services from year to year, either in total or per capita, then the Part B funds are, in fact, supplementing those local—or state and local—expenditures, and the LEA has met its maintenance of effort (MOE) and supplement/not supplant requirements.

CARL D. PERKINS – CAREER AND TECHNICAL EDUCATION (CTE)

The purpose of the program is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in CTE programs.

Program Goals

LEAs must demonstrate that they are fulfilling the following nine requirements with Perkins funds or a combination of Perkins and other funds:

- Integrate academics with CTE programs using a coherent sequence of courses
- Link CTE at the secondary and postsecondary levels
- Provide students with strong experience in and understanding of all aspects of an industry
- Develop, improve, or expand the use of technology in CTE programs
- Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrating CTE programs
- Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met
- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology
- Provide services and activities that are of sufficient size, scope, and quality to be effective
- Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency

Allowable Use of Funds

Refer to the program guidelines in the Title I, Part C, Carl D. Perkins Grant Application for allowable use of funds for this program.

Supplement, Not Supplant

Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Documentation that clearly demonstrates the supplementary nature of these funds must be maintained.

TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN

(AISD is part of a SSA with Region 18 ESC for Title I, Part C.)

Title I, Part C, Purpose

The purpose of the Title I, Part C, Migrant Education Program (MEP) is to do all of the following:

1. Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.
2. Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards.
3. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
4. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.
5. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment.
6. Ensure that migratory children benefit from state and local systemic reforms (NCLB Title I, Part C).

The district is responsible for incorporating all MEP activities, services, plans, and guidelines into a migrant-specific section of the District Improvement Plan (DIP) and updating it each year.

The district shall also give priority to serving “Priority for Service” (PFS) migratory children with MEP funds before using migrant funds to address the needs of other migratory children.

Allowable Use of Funds

Recipients of MEP funds will perform all state-identified program functions, such as identification and recruitment, data collection into the NGS, and establishment of a migrant PAC.

Title I, Part C, Migrant statute requires the following:

1. The activities and services the district funds must align with the results of the statewide comprehensive needs assessment and the requirements of the statewide service delivery plan.
2. MEP funds must first be used to meet the identified needs of migrant children that result from their migratory lifestyle and to permit these children to participate effectively in school.
3. MEP funds must be used to meet the unique needs of migrant children that are not addressed by services available from other federal or nonfederal programs.

Because migrant student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, priority must be given to migrant children who are failing or are most at risk of failing to meet the state's challenging academic content and achievement standards **and** whose education has been interrupted during the regular school year.

MEP funds may be used for the following:

- Instructional services (i.e. activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school)
- Support services (i.e. acting as an advocate for migrant children, providing access to health and social service providers, or providing migrant families with necessary supplies)
- Professional development (i.e. training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children)
- Migrant PAC and other migrant parental involvement activities
- ID&R
- NGS
- Coordination activities with other agencies, both within the state and with other states nationwide, including the transfer of student records
- Comprehensive needs assessment (CNA) activities
- Evaluation of the MEP

Supplement, Not Supplant

Funds for this program must be used to supplement (increase the level of service) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Documentation that clearly demonstrates the supplementary nature of these funds must be maintained.

Andrews ISD

FAMILY SURVEY



Date _____

Dear Parents,

In order to better serve your children, the _____ school district would like to identify students who may qualify to receive additional educational services. **The information provided below will be kept confidential.** Please answer the following questions and return this survey form to your child's school.

Or, if you prefer, for more information, call: _____

1. Have you done **agricultural or fishing related work** within the last three (3) years?

(e.g., canneries, dairy work, field work, lumbering, meat processing).

Yes ____ No ____



2. Have you moved within the last 3 years?

Yes ____ No ____

3. Was the move due to economic necessity?

Yes ____ No ____

4 Do you have a high school aged child under the age of 22 who lacks a U.S. issued HS diploma or Certificate of HS Equivalency and is currently **NOT** enrolled in school?

Yes ____ No ____

*If you answered "yes" to No. 1 and any other question above, an education representative may contact you to find out whether your child is eligible for additional educational services under the **Migrant Education Program**. Please provide the following information:*

Name of child:

D.O.B.:

Age:

Grade:

Parent/Guardian Name:

Telephone Number:			
Best Time to Contact You:			
Andrews ISD ENCUESTA DE FAMILIA  Fecha _____ Estimados padres, Para mejorar los servicios educativos de sus hijos, el distrito escolar de _____ quisiera identificar estudiantes que puedan calificar para recibir servicios educativos adicionales. Toda la información proporcionada será mantenida confidencial. Favor de responder a las siguientes preguntas y devolver esta forma a la escuela de su niño/a. O, si prefiere, para más información, llame a: _____			
1. ¿Ha trabajado usted en la agricultura o en la pesca, dentro los últimos tres (3) años? (por ejemplo, fábrica de conservas, trabajo en la lechería, la labor, explotación de bosques, el proceso de carne). Sí ____ No ____      			
2. ¿Ha cambiado de residencia usted o alguien en su familia dentro de los últimos tres años? Sí ____ No ____ 3. ¿Fue el movimiento por razones económicas? Sí ____ No ____ 4. ¿Tiene Ud. algún hijo en edad de asistir a la preparatoria (menor de 22 años) que no haya recibido un diploma de la preparatoria en EEUU o un Certificado de equivalencia de escuela secundaria, y a la vez NO está inscrito en la escuela? Sí ____ No ____			
Si usted contesto "sí" en No. 1 y cualquier otra pregunta anterior, un representante del distrito escolar quizás se vaya a comunicar con usted para averiguar, si su niño/a califica para servicios educativos adicionales dentro el Programa Migrante. Favor de completar la siguiente información:			
Nombre de su Niño/a:	Fecha De Nacimiento	Edad	Grado
Nombre del Padre/Guardián:			

	Número de teléfono:
	La mejor hora para localizarlo:

2022-2023 AISD Priority for Service (PFS) Action Plan for Migrant Students Overview

As part of the ESSA Consolidated Application for federal funding, the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program (MEP). PFS students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year.

Students are identified as PFS if they meet both of the following criteria:

☐ **Grades 3-12**

- Failed one or more sections of the STAAR;
- LEP Exempt or ARD Exempt;
- Absent/Not enrolled in a Texas school during STAAR

and

- School interruption during the previous or current school year
 - A late enrollment occurring between 9/1/2021 and 5/15/2022
 - An early withdrawal occurring between 9/1/2021 and 5/15/2022
 - A residency date occurring between 9/1/2021 and 5/15/2022
 - Multiple enrollments occurring between 8/1/2021 and 5/30/2022
 - A qualifying arrival date (QAD) during the previous or current school year

☐ **Grades K-2**

- Identified LEP
- Been retained
- Overage for current grade level

and

- School interruption during the previous or current school year
 - A late enrollment occurring between 9/1/2021 and 5/15/2022
 - An early withdrawal occurring between 9/1/2021 and 5/15/2022
 - A residency date occurring between 9/1/2021 and 5/15/2022
 - Multiple enrollments occurring between 8/1/2021 and 5/30/2022
 - A qualifying arrival date (QAD) during the previous or current school year

The PFS Action Plan must include the following required activities:

- 1) On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. [Region 18 ESC runs monthly PFS reports and sends them to the district's MEP Coordinator.]
- 2) Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. [The district is part of a shared service agreement with Region 18 ESC, who collaborates with each of the SSA member districts in the development of the plan.]

The PFS Action Plan must also include the following activities:

When (in the school year calendar) the Title I Migrant Coordinator will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated PFS reports.

- 1) When (in the school year calendar) the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.
- 2) How the district's Title I Migrant Coordinator will use PFS reports to give priority placements to these students in MEP activities.
- 3) How the district's Title I Migrant Coordinator will ensure that PFS students receive priority access to instructional services, as well as social workers and community social services/agencies.
- 4) What federal, state and local programs are available for PFS students.

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Campus principals will include the PFS Action Plan in the Campus Improvement Plan (CIP).

Roles and Responsibilities

The following people should be involved to ensure PFS migrant student's needs are met and appropriate services are provided:

- Region 18 ESC NGS Data Specialist
 - Run monthly PFS Report and send to MEP Coordinator
 - Assist with notifying parents of PFS student's needs and available resources/support services (home visits/parent input)
 - Follow-up to monitor and document academic progress
- MEP Coordinator

- Conduct district staff development regarding the definition of PFS students and the significance of prioritizing all instructional services for these students to meet specific needs
 - Distribute monthly PFS Report to campus principals
 - Coordinate with campus principals any MEP activities provided by Region 18 ESC
 - Monitor academic progress of migrant students
 - Provide state assessment results and secondary academic achievement records to Region 18 ESC to be inputted into NGS
 - Send PFS documentation to Region 18 ESC for compliance reporting
- Campus Principal
- Target services to meet PFS student's needs
 - Provide documentation of services received by PFS students
 - Notify parents of PFS student's needs and get parent input
- Teacher(s)
- Be aware of PFS students and their needs
 - Provide Tier II and Tier III intervention
- Counselor
- Be aware of the history of PFS student's grades and attendance
 - Monitor secondary credits, proper course placement, and credit accrual for on-time graduation
- Parent
- Provide input regarding PFS student's needs
 - Be aware of available programs and services for PFS students
 - Be aware of graduation requirements
 - Be aware that Region 18 ESC MEP staff and district staff are available to provide support
- Student

- Be aware of available programs and services
- Be aware of graduation requirements
- Be aware that district staff members are available to provide support

Required Documentation

The district must document the services that are being provided to its PFS students and the outcome(s) achieved as a result of the service. At a minimum, the documentation should include the following items:

- School year
- District name
- Campus name
- Student name
- Grade level
- Service(s) provided
- Date service(s) was/were received
- Outcome
- Evaluation of service(s)
- How the result of evaluation will be used to improve/modify the service(s)

Note: Offering the service to the student, without the actual service being provided (received), does not constitute the student being served.

Title 1 Part C

Migrant Education Program (MEP)



Migrant Specific Section

2026 - 2027

in collaboration with



Region 18 Education Service Center (ESC 18) will serve as the fiscal agent, and Region 18 ESC Migrant Staff will collaborate with member school systems participating in the Shared Services Arrangement (SSA) to fulfill the requirements outlined under Title I, Part C – Migrant Education Program (MEP).

Per program guidelines, Region 18 ESC Migrant Staff are required to provide technical assistance to all school systems (SS) within the region.

Region 18 ESC Responsibilities:

- Ensuring all school systems comply with the most current "TEA Letter to the Administrator," including federal requirements for the identification and recruitment (ID&R) of every eligible migratory student residing in Texas. A survey included in the student registration process is the recommended tool for initial screening.
- Supporting school systems in designating a "Migrant Contact" to oversee implementation, review completed surveys, and coordinate submission to ESC MEP staff for follow-up.
- Providing professional development, as requested by TEA, to specified school staff.
- Ensuring migrant student records are requested, received, and securely transferred in a timely manner among ESC MEP staff, school systems, and the TX-NGS/MSIX databases. *Records to include, but not limited to: student registration, designations, grades, graduation plans, assessment data, and withdrawals within a 5-day period.*
- Conducting identification and recruitment (ID&R) of eligible migratory children and entering student demographic and academic data into the TX-New Generation System and Migrant Student Information Exchange (TX-NGS/MSIX).
- Providing supplemental educational and non-instructional support services in collaboration with school systems. These services may include early childhood programs, professional development, parent and family engagement activities, advocacy and outreach, and other supports aligned to identified student needs that are allowable uses of MEP funds.

The overall goal is to reduce barriers, ensure continuity of education, support student transitions, and connect eligible migratory students and families with appropriate educational and community resources.

School Systems Responsibilities (SSA and Non-Project):

- Maintaining ongoing communication and collaboration with ESC MEP staff and participating in professional development, as needed, to support program implementation.
- Accurately coding all identified migratory students in the school system's PEIMS system and including eligible students in the free breakfast and lunch program during their eligibility period, in accordance with USDA guidance.
- Prioritizing services for students identified as Priority for Service (PFS) before addressing the needs of other migratory students.
- Collaborating in the development of a PFS Action Plan and ID&R Plan for inclusion in the migrant-specific section of the District Improvement Plan (DIP) to meet the program requirement of serving eligible migratory students.

NOTE: It is considered best practice for all school systems to include this section in their DIP, as migratory students may enroll at different times throughout the year.

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program (MEP). In providing services with funds received under this program, recipients must give priority to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet challenging State academic standards, or who have dropped out of school. [ESSA §1304(d) [20 U.S.C. 6394(d)]]

The Priority for Service Report in the Texas New Generation System (TX-NGS) must be used to determine which students should receive MEP-funded services first and foremost. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Students who have made a qualifying move during the current or previous reporting year (within the previous one-year period) may be identified as Priority for Service (PFS) if they meet the following criteria:	
Grades 3-12: Ungraded (UG) or Out of School (OS)	AND Have: • Received a performance level of Approaches Grade Level or Did Not Meet Grade Level on the STAAR assessment; • Been absent or not tested during the STAAR assessment administration; or • Not been enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	AND Students who: • Have been designated as EB/EL (Emergent Bilingual/English Learner) in the Student Designation section of the TX-NGS Supplemental Program Component; or • Are in grades K-2, or grade 3 students who have not taken the STAAR assessment, and have been retained or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	AND • Students whose data in TX-NGS indicates no other preschool support services.

Region 18 ESC MEP staff will collaborate with school system and campus personnel to ensure both PFS and non-PFS migrant students are served through implementation of the strategies outlined in the current PFS Action Plan below.

School System Name:
Region: 18

**Migrant Education Program (MEP)
Priority for Service
(PFS) Action Plan**

School Year: 2026- 2027

Completed In Collaboration By: Angie Balderrama Anna Minjarez, and School System Staff
Date: August 1, 2026

Note: The Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate, clearly labeled section (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan components into other DIP sections that focus on different student population groups (e.g., Bilingual/ESL, Economically Disadvantaged).

Goal(s): To coordinate services with Region 18 ESC, the Migrant Fiscal Agent, to ensure all migrant students who meet the Priority for Service (PFS) eligibility criteria have access to quality academic support programs that positively impact student achievement. .	Objective(s): 100% of Priority for Service (PFS) students will have access to supplemental instructional and support services.		
Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the academic progress of MEP students identified as Priority for Service (PFS).			
Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly Beginning in July	Migrant Specialist	-TX-NGS Reports -PFS Timeline Report Checklist
Develop a PFS Action Plan prior to the first day of school for serving students identified as PFS. The plan must clearly define criteria for student success, including timelines for meeting established goals and objectives.	August	Migrant Consultant	-PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate academic progress and identify the needs of migratory students identified as Priority for Service (PFS).			

During the academic year, the ESC Title I, Part C Migrant Education Program (MEP) staff will provide campus principals and appropriate campus staff with information regarding PFS criteria and updated TX-NGS Priority for Service (PFS) reports.	By September 30 th	Migrant Consultant Migrant Specialist (MEP Staff) delivers information to the School System Contact Note: The School System Contact disseminates the information to appropriate campus staff.	-escWorks -SSA Fulfilling Grant Requirements / MEP Overview Sessions
During the academic year, the Title I, Part C Migrant Contact or ESC MEP staff will provide parents of PFS students with information regarding the PFS criteria.	By September 30 th	MEP Staff	-PAC Agendas -PAC Minutes
During the academic year, the school system's Title I, Part C Migrant Contact or ESC MEP staff will conduct individualized virtual, phone, or home visits to update parents on their child's academic progress.	Ongoing throughout the year (as needed)	MEP Staff	-Family Contact Log -Preliminary Needs Assessment
Provide services to migratory students identified as Priority for Service (PFS).			
The school system's Title I, Part C Migrant Contact or ESC MEP staff will use PFS reports to provide priority placement for students in needed instructional support areas and migrant education program activities.	Ongoing throughout the year	MEP Staff will collaborate with School System Staff	-MEP Activities Sign In Sheets
The school system's Title I, Part C Migrant Contact or ESC MEP staff will ensure that PFS students receive priority access to instructional services, social workers, and community support services/agencies.	Ongoing throughout the year	MEP Staff will collaborate with School System Staff	-PFS Student Progress Review Form
The school system's Title I, Part C Migrant Contact or ESC MEP staff will determine which federal, state, and local programs are serving PFS students.	Ongoing throughout the year	MEP Staff will collaborate with School System Staff	-Correspondence

**Migrant Education Program (MEP)
Identification & Recruitment (ID&R) Plan for 2026-2027**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
--	-------------------------	----------

A. Plan: ESC MEP Staff will meet to review, brainstorm, and plan recruitment strategies to be included in the annual ID&R Plan. Activities include: - Updating and distributing a bulletin to all school systems regarding ID&R process requirements; - Including the current TEA Letter to the Administrator and updated Family Survey as recommended ID&R tools; - Updating the spreadsheet containing designated School System Migrant Contact information; - Updating checklists outlining required data submissions for SSA contacts and non-project school systems with identified migratory students; and - Networking with local agencies and community organizations to promote the Migrant Education Program (MEP).	ESC MEP Staff	Before the beginning of the new school year
B. Documentation: Finalize all forms, documents, and logs to be used for the current year. - Prepare recruiter screening forms and packets as needed - Update email to Employers with Survey - Update email to serve as Community Outreach ----- <i>As addressed in the "TEA Letter to the Administrator," the School systems should develop and maintain a local process for reviewing surveys to identify potentially eligible migratory families. The local review process may be attached as a separate document or appendix to this plan.</i>	ESC MEP Staff School System Migrant Staff	
C. Conduct ID&R as articulated in the most current ID&R Manual Currently Eligible Migratory Children: - Contact families that have been previously identified and enrolled in the Region to determine if a new move has been made or if updates to the original COE are needed. Potentially Eligible Migratory Children: - Contact the families that are possibly migratory using the family surveys received from the schools - Schedule a remote / or home visit	Certified Recruiter/SEA Reviewer	Before the beginning of the new school year
D. Complete Electronic Certificate of Eligibility (ECOE recommended), submitted to the SEA Reviewer	Certified Recruiter/SEA	Ongoing throughout

Certified Recruiters must complete an Electronic Certificate of Eligibility (eCOE) for all families with a new Qualifying Arrival Date (QAD). Procedures include: • Submit the completed eCOE to the certified SEA Reviewer within five (5) days; • The SEA Reviewer has 7 days to complete the review process and make any necessary corrections; once approved, the eCOE is • Returned to the TX-NGS Clerk for review of student enrollment line(s).	Reviewer	the year
E. Conduct Eligibility and Residency Verifications • Verify eligibility and residency for all currently eligible migratory students, either by school records, remote or home visits • For 2-year-olds turning 3, a verification must be made after their 3rd birthday	Certified Recruiter/SEA Reviewer	Between September 1st - November 1st -ongoing
F. Other: Organize a Migrant Advisory Committee (MAC) and a Local Needs Assessment Committee (LNAC) • Members to include the SSA School System Migrant Contacts to assist in the development of the following: ◦ Local Needs Assessment (LNA) ◦ Review Statewide Service Delivery Plan (SDP) ◦ Review of PFS and ID& Plans	ESC MEP Staff School System Migrant Contact	Ongoing throughout the year
III. Maps and Intraregional Networking		
A. Contact growers within the regional boundaries B. MEP staff can use IDRC and ISOSY resources for locating employers	ESC MEP Staff	Ongoing throughout the year

IV. Inter-Agency Coordination		
A. Network with agencies that serve migratory families: coordinate/network with local/regional organizations that provide services for these families.	ESC MEP Staff	Ongoing throughout the

		year
V. Program Quality Control		
A. The Title 1 Part C Handbook provides an overview of program guidelines for school system staff B. The AIIMS Portal is a highly recommended interactive resource that provides standardized operating procedures for all school systems and ESC staff in Texas to guide in the implementation of the Title 1 Part C Program. C. Monitor and address ongoing training needs. D. Maintain up-to-date records on file: a. Maintain active COES by alpha order by mother's last name, for the 3 years of eligibility b. Maintain inactive COES by chronological order for an additional 7 years to meet the 10 year record archive. c. Coordinate with TEA for annual eligibility validation reviews through a re-interview process as directed by TEA	ESC MEP Staff School System Migrant Contact	
VI. Program Evaluation		
A. Subsequent Planning: Evaluate ID&R efforts, gather and analyze data, and input from stakeholders (SS, parents) to incorporate appropriate changes into plans for the following year for continuous improvement of the Title 1 Part C Program.	ESC MEP Staff School System Migrant Staff MEP Parents	Ongoing throughout the year

Note: As the fiscal agent, Region 18 ESC Migrant Staff will collaborate with member school systems participating in the Shared Services Arrangement (SSA) to fulfill the requirements outlined under Title I, Part C – Migrant Education Program (MEP).

Per program guidelines, all plans detailing required program processes must be reviewed and revised annually.

Acknowledgement & Signature Page

This Migrant-Specific Section is intended to be embedded within the school system's District Improvement Plan (DIP). School systems may choose to include this section as a separately attached addendum to the DIP, provided all required migrant program components and processes are maintained.

School System (SS) Name: _____

The undersigned school system hereby acknowledges receipt of the 2026-2027 Migrant Specific Section document, which includes the Priority for Service (PFS) Action Plan and the Identification & Recruitment (ID&R) Plan.

By signing below, the school system acknowledges that:

1. They understand and agree that the migrant-specific section is a required component of the DIP under Title I, Part C.
2. The provided migrant-specific section will be included in their DIP (either within the plan, at the end, or as an addendum).
3. The school system assumes responsibility for maintaining this requirement as part of ongoing compliance with federal program guidelines and will proceed with implementation in their DIP on Board Meeting Date:

SS Contact Name _____ SS Contact Signature _____ Date Signed _____

ESC Staff Name _____ ESC Staff Signature _____ Date Signed _____



