

Hays CISD Federal Grant Planning 2026-2027

Title I, Part A –Planning Amount: \$2,454,636

Title I, Part A provides supplemental resources to local educational agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. Campuses served with Title I funds within Hays CISD, have at least 40% of their students identified as receiving free/reduced lunch. Hays CISD Title I Schoolwide campuses are served in rank order of low-income percentage, with a formula based per pupil allocation.

The intended program beneficiaries are students who experience difficulty mastering the state academic achievement standards. Each Title I campus completes a comprehensive needs assessment (CNA) each year. The CNA is then used to review and revise their campus improvement plan with input from parents, community members, teachers, principals and other school leaders, so that all students are provided opportunities to meet the challenging State academic standards. All Title I campuses and the LEA must create a Family Engagement Plan that includes the annual revision of the Parent and Family Engagement Policy. Each Title I campus must also annually review and revise their Parent-School Compact that identifies the roles of parent, school, and student stakeholders in the learning process.

Title I Schoolwide campuses in Hays CISD include:

- Armando Chapa Middle School
- Dr. T.C. McCormick Middle School
- DJ “Red” Simon Middle School
- Laura B. Wallace Middle School
- Blanco Vista Elementary School
- Buda Elementary School
- Camino Real Elementary School
- Susie Fuentes Elementary School
- Tom Green Elementary School
- Hemphill Elementary School
- Kyle Elementary School
- Ralph Pfluger Elementary School
- Ramage Elementary School
- Science Hall Elementary School
- Rosalio Tobias Elementary School
- Uhland Elementary School

Title I Campus Activities

Title I schoolwide campuses utilize their federal allocations for activities that meet campus-specific needs as identified in the Campus Needs Assessment and the Campus Improvement Plan. These activities may include academic parent engagement activities, professional development, supplemental instructional coaching for teachers and additional targeted teacher planning days, supplemental intervention supports for students, computer-aided remedial instruction, and extended learning opportunities for TEKS reteach/mastery including before and after school tutorials, Saturday intensive learning camps, and

summer school. The impact and effectiveness of Title I schoolwide campus funded activities are reviewed each nine weeks as part of the formative review process and evaluated annually as part of the summative review in each Campus Improvement Plan.

Title I LEA Reservation Activities

LEA reservation activities are based on the district's Comprehensive Needs Assessment and District Improvement Plan. LEA reserved funds are used at Title I Schoolwide campuses to provide parent engagement activities to encourage academic achievement and parent involvement, to provide additional support for Pre-Kindergarten student success at Title I campuses, and to support the needs of homeless students identified under the McKinney-Vento Act who may be attending any campus in Hays CISD. LEA reserved funds are also used to support Communities in Schools staff on six Title I elementary and middle schools. Title I, Part A services are also provided to eligible private school students at Private Non-Profit Campuses. The impact and effectiveness of Title I Reservation funded activities are reviewed each nine weeks as part of the formative review process and evaluated annually as part of the summative review in the District Improvement Plan.

Title I, Part C Education of Migratory Children – Planning Amount: \$5,971

Title I, Part C provides supplemental instructional and support services for migrant students and out-of-school migrant youth. Hays CISD utilizes a shared service arrangement with the Region 13 Education Service Center to provide support for migrant students and their families. The Hays CISD Migrant Point of Contact works closely with Region 13 to ensure that migrant students receive the services outlined in the annual action plan. The Region 13 SSA completes an annual evaluation of the program as part of their ongoing improvement process.

Title II, Part A – Planning Amount: \$510,015

– Hays CISD utilizes Title II, Part A funds to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and qualified principals and assistant principals in the district; and, uphold high expectations to improve student academic achievement. The intended beneficiaries of Title II funds are teachers and principals, including assistant principals, and as appropriate, administrators, student services personnel, and paraprofessionals. These staff are invited to give input to the Professional Development opportunities offered through Title II through google surveys and post training evaluation tools. The district allocates its Title II funds to provide professional development opportunities and coaching through contracted services and 2.5 New Teacher Specialist positions. The district also uses Title II funds to support its annual curriculum review and writing process each summer, using student achievement data and teacher feedback to update instructional activities, pacing, sequencing, and formative assessments. The needs of highest poverty campuses and campuses involved in the school improvement process are prioritized for grant activities and support. The impact and effectiveness of districtwide and Title II funded professional development activities are reviewed each nine weeks as part of the formative review process and evaluated annually as part of the summative review in the District Improvement Plan.

Title III, Part A (ELA Funds) – Planning Amount: \$503,523

Title III, Part A (Immigrant Funds) – Planning Amount: \$0

The purpose of these funds is to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English, supporting all English learners in meeting the same challenging State academic standards that all children are expected to meet. Hays CISD

focuses the use of these funds on providing supplemental instructional resources for English Language Learning, supplemental language learning support staff, and Parent and Family Engagement activities for families of English learners and immigrant students. The impact and effectiveness of Title III funded activities are reviewed each nine weeks as part of the formative review process and evaluated annually as part of the summative review in the District Improvement Plan.

Title IV, Part A – Planning Amount \$193,461

The purpose and intent of the Title IV, Part A, is to increase the capacity of local educational agencies (LEAs), campuses, and communities to provide all students access to a well-rounded education, to improve academic outcomes by maintaining safe and healthy students, and to improve the use of technology to advance student academic achievement. Hays CISD utilizes Title IV to fund an additional Mental Health Professional Staff position (Safe and Healthy Students), to support professional development to increase the effective use of technology through the implementation of high-quality blended learning in classrooms across the district (Effective Use of Technology), and to support the participation of all students in well-rounded educational activities through supplemental Reading Instructional Materials and through summer TEKS aligned core content enrichment opportunities for Title I students so that all students have the opportunity to participate in well-rounded learning opportunities (Well Rounded Education Opportunities). The needs of highest poverty campuses and campuses involved in the school improvement process are prioritized for grant activities. The impact and effectiveness of Title IV funded activities are reviewed each nine weeks as part of the formative review process and annually as part of the summative review in the District Improvement Plan as well as part of the annual TEA Outcomes and Measurable Objectives special data collection process. Annual OMOs reported to the Texas Education Agency are included in the appropriate sections of the District Improvement Plan.

Carl D. Perkins Career and Technical Educ. Act – Perkins V – Planning Amount: \$164,366

The intent and purpose of the Perkins V grant program is to develop the academic, technical, and employability skills of secondary students who elect to enroll in career and technical education (CTE) programs. Hays CISD utilizes Perkins funds to support career exploration and interest-based instructional activities at the middle school level, giving students the opportunity to learn about high school CTE program options before selecting their courses. The goal of early career exploration is to help students identify programs that align with their individual interests and skills so they can commit to a four-year program of study leading to a practicum experience in their senior year. Perkins funds also support a Workforce Development position dedicated to expanding student practicum and work-based learning opportunities at the secondary level. The impact and effectiveness of Perkins V funded activities are reviewed each nine weeks as part of the formative review process and annually as part of the summative review in the District Improvement Plan.

Career Clusters offered at Hays CISD include Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communication; Business, Management, and Administration; Education and Training; Finance; Health Services; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Science, Technology, Engineering, and Mathematics; Transportation, Distribution and Logistics.

Texas Education for Homeless Children and Youth (TEHCY) – Planning Amount: \$13,553

The purpose of the Texas Education for Homeless Children and Youth (TEHCY) grant is to facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing

barriers and promoting school stability for students experiencing homelessness. TEHCY grant funds supplement Title 1 MKV reservation funds to partially fund the salary for a part-time MKV Support Specialist position (TEHCY Grant). Students identified as homeless by the campus counselor have access to the MKV Support Specialist whose role it is to assist them with referrals to community agencies as well as to support them in obtaining school supplies, emergency clothing, access to free meals through the HCISD Child Nutrition Department, and transportation to and from their campus of origin. The MKV Support Specialist works closely with the Clothes Closet and Hays Hope 2 Go to provide clothing and nutritional assistance to students. The impact and effectiveness of TEHCY funded activities are reviewed each nine weeks as part of the formative review process and annually as part of the summative review in the District Improvement Plan.

IDEA-B Formula Grant – Planning Amount: \$4,028,141

IDEA-B Preschool Formula Grant – Planning Amount: \$45,377

The purpose of IDEA-B funds is to support special education and related services for children ages 3–21. Hays CISD utilizes IDEA-B funds to provide a continuum of services and supports to students with disabilities who require special education services to meet their individualized needs. These funds are used to support specialized special education teachers, related service providers, and IEP support positions. Funds are also used to provide specialized professional development and coaching to special education staff, and to provide IEP-required instructional materials and evaluation assessment tools. A portion of these funds is expended through Proportionate Share to provide special education services, specifically Speech services, for students enrolled in Private Schools or who are homeschooled within the Hays CISD boundaries and are eligible for these services through a service plan. The impact and effectiveness of IDEA-B funded activities are reviewed each nine weeks as part of the formative review process and annually as part of the summative review in the District Improvement Plan.