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EDUCATION CENTER – BOEING
6531 Boeing Drive
El Paso, Texas 79925
(915) 230-2781
Fax (915) 230-0780
# List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>CIP</td>
<td>Campus Improvement Plan</td>
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<td>ELL</td>
<td>English Language Learner</td>
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<tr>
<td>EPISD</td>
<td>El Paso Independent School District</td>
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<tr>
<td>ESEA</td>
<td>Elementary Secondary Education Act</td>
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<td>ESSA</td>
<td>Every Student Succeed Act</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<td>MEP</td>
<td>Migrant Education Program</td>
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<td>LEA</td>
<td>Local Education Agency</td>
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<td>LEP</td>
<td>Limited English Proficient</td>
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<td>NCLB</td>
<td>No Child Left Behind</td>
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<td>PNP</td>
<td>Private Non-Profit</td>
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<td>SSA</td>
<td>Shared Service Agreement</td>
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<td>TANF</td>
<td>Temporary Assistance to Needy Families</td>
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<td>TEA</td>
<td>Texas Education Agency</td>
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<td>TEASE</td>
<td>Texas Education Agency Secure Environment</td>
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Purpose

The Private Non-Profit (PNP) School Reference Guide provides a description of the Federal Entitlement Programs eligible for PNP participation and the description of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA). The reference guide provides guidance to the PNP school official regarding the processes that need to be followed in order to become eligible to participate in each of the entitlement programs. The reference guide details the importance of maintaining meaningful dialogue with the designated El Paso Independent School District PNP contacts.

Mission Statement

Budget & External Financial Management Office provides guidance, training, and support to schools and departments in the implementation of the entitlement programs to ensure that the District remains in compliance with programmatic and fiscal regulations.

Goal

El Paso Independent School District, Budget & External Financial Management Office will ensure that the Private Non-Profit School students and teachers needs’ are identified and academic services are planned and implemented.
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- Title IV, Part A – Student Support and Academic Enrichment

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  - Title I, Part C – Migrant Education
  - Title II, Part A – Supporting Effective Instruction
  - Title III, Part A – English Language Acquisition
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- Student Selection
- Title I Instruction
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Federal Programs Overview

History of the Elementary and Secondary Education Act

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law.

ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation’s children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background.

Title I, Part A – Improving Basic Programs

The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) 2015 provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards.

ESSA offers LEAs greater flexibility for using federal funds to effectively implement comprehensive, districtwide research-based initiatives that maximize student academic outcomes, particularly for those students at risk of not meeting challenging state academic assessment standards.

ESSA renews the U.S. Department of Education’s emphasis on comprehensive needs assessments and improvement planning. The new regulations increase LEAs’ responsibilities for monitoring student outcomes, coordinated use of federal funds, and for offering high-quality guidance and technical assistance to schools engaged in continuous improvement planning.
Title I, Part C – Migrant Education Program (MEP)

The purpose of Title I, Part C – is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to postsecondary education or employment. EPISD participates in the Shared Service Arrangement (SSA) with the Education Service Center Region 19.

Title II, Part A – Building Systems of Support for Excellent Teaching and Learning

The purpose of Title II, Part A – Supporting Effective Instruction is to increase student academic achievement through improving teacher and principal quality and increasing the number of effective teachers in classrooms and qualified principals and assistant principals in schools.

Title III, Part A – English Language Acquisition

The federal Bilingual Education Act, formerly Title VII, which included Emergency Immigrant Education Act, has been reauthorized as Title III. The purpose of Title III, Part A is to help ensure that Limited English Proficient (LEP) or English Language Learners (ELL) and immigrant children and youth attain English proficiency, develop high levels of academic achievement in core academic subjects and meet the same challenging state academic standards that all children are expected to meet.

Title IV, Part A – Student Support and Academic Enrichment

The purpose of Title IV, Part A is to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

How can our Private Non-Profit (PNP) school participate in the Federal Entitlement Programs and what is the criteria for participation?

Title I, Part A

Schools must be private and nonprofit.
Schools must be located in the El Paso or surrounding areas.
Schools must have students enrolled that live or reside in the EPISD attendance boundaries.
Students must be failing or at risk of failing to meet the state’s academic standard.
Students must be zoned to a Title I school in EPISD.
Title I, Part C

Schools must be private *and* nonprofit.
Schools must be located in the El Paso or surrounding areas.
Schools must have students enrolled that live or reside in the EPISD attendance boundaries.
Students must be failing or at risk of failing to meet the state’s academic standard.
Students must be zoned to a Title I school in EPISD.
Parents of students must meet the eligibility criteria for migrant workers.

Title II, Part A

Schools must be private *and* nonprofit.
Schools must be located within the boundaries of EPISD.
Only teachers who instruct in eligible instructional areas qualify for use of these funds.

Title III, Part A

Schools must be private *and* nonprofit.
Schools must be located within the boundaries of EPISD.
Students must be Limited English Proficient (LEP)

Title IV, Part A

Schools must be private *and* nonprofit.
Schools must be located within the boundaries of EPISD.

Intent to Participate and Information Required for Determining Allocations

On an annual basis, the El Paso Independent School District (EPISD) sends out in January a certified letter to private school officials inquiring about their interest in having eligible students and teachers participate in the entitlement programs for the following school year. The letter assists EPISD in identifying the private schools that are interested in the entitlement programs and will be included in the consultation process.

After a private school responds affirmatively, EPISD will follow up with additional forms requesting private school data on the number of children from low-income families (Title I, Pt A), the number of children identified as English Learners (Title III) and on the total school enrollment (Title II and Title IV).

It is important to remember that Title I allocations are based on the number of low income students that reside within an EPISD Title I school boundary, the Title III allocation is based on the number of children identified as English Learners, and Title II and Title IV allocations are based on the total school enrollment.
Title I funds are available to any private school that has students enrolled from an EPISD Title I school area (regardless of the private school’s location). Title II and Title IV funds are accessed from the public school district in which the private school is located.

EPISD also invites all Private Non-Profit (PNP) schools in the El Paso area to participate via advertisement in the El Paso Times. Participation is for the following school year.

EPISD together with Region 19 - Educational Service Center and other neighboring school districts hold a consultation meeting that highlights regulations and requirements to participate in the following federal entitlement programs: Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A, and the Individuals with Disabilities Act (IDEA).

EPISD schedules individual consultation meetings with those schools which indicate that they would like to participate in any or all federal entitlement programs offered by the LEA. Prior to the individual consultation, EPISD sends the “Private Non-Profit School Federal Fund Application” via e-mail to those schools that have scheduled a consultation meeting.

**What happens at the Individual Consultation Meeting?**

At the individual consultation, the PNP school administration indicates the programs and types of services they are requesting per their application.

**For Previously Participating PNP schools, EPISD and PNP Representatives discuss:**

- Participation in the Entitlement Programs
- All Application Documents
- Consultation Requirements (see application)
- Allocations
- School and Student Needs/Tentative Plans
- Due dates for Needs Assessment and Campus Improvement Plan
- Title I, Part C services are part of a Shared Services Agreement with Region 19 Educational Service Center
- Title III services, Home Language Surveys and the process for identifying eligible students

**For New PNP schools, EPISD and PNP Representatives discuss:**

- All the items listed above for previously participating PNP schools
- The “Survey of Students Enrolled in Private Non-Profit School” to identify eligible students for Title I, Part A, Title II, Part A, and Title IV, Part A.

**Title I, Part A – Improving Basic Programs**

**Providing Services to Eligible Private School Children:**

The Title I program provides supplemental educational services so that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Generally, to qualify for services under Title I, a student must reside within the attendance area of a participating public
school located in a low-income area and be failing, or at risk of failing, to meet student academic achievement standards.

Under Title I, local educational agencies (LEA) are required to provide services for eligible private school students, as well as eligible public school students. In particular, Section 1120 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) 2015 requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families.

These services must be developed in consultation with officials of the private schools. The Title I services provided by the LEA for private school students are designed to meet their educational needs and supplement the educational services provided by the private school.

**Needs Assessment and Campus Improvement Plan**

As part of the consultation process, EPISD will request documentation from private school officials in order to identify appropriate services that meet the needs of their private school students and their teachers. The Title I Program Description and Title II Staff Development Program Description will assist in determining the academic needs of students as well as the professional needs of teachers. It will assist in identifying students who are at risk of failing or who need additional academic assistance. The needs assessment addresses important consultation topics such as the design of the Title I supplemental instruction services, student achievement goals and program evaluation criteria. For an example of this form, look in the Appendix for the Title I Program Description and Title II Staff Development Program Description.

**Education Service Center Region 19 Web-Based Campus Improvement Plan**

EPISD encourages participating private schools to update, revise and edit the web-based campus improvement plan (CIP) on a yearly basis. The plan should reflect improvements the private school is wanting to accomplish. EPISD private school contacts will provide assistance to private schools upon request. The campus improvement plans will be reviewed by EPISD.

**Title I, Part A - Allocations and Services**

- **Determining Title I Allocations** – The amount of funds a private school receives for Title I services is based upon the number of low-income students that reside in a Title I participating EPISD school attendance area. The most common way to generate poverty counts is to have the students’ parents fill out the Income Determination Form.

- **Student Selection** – In order to receive Title I services through EPISD, a student must attend a private school, reside in a Title I participating public school attendance area of EPISD, and be identified through educationally related objective criteria as failing or at risk of failing to meet state or other relevant standards. The private school official will list
the students and rank them according to their areas of academic need. Neediest students must be given priority to receive services, and instruction may not begin until the form is completed and reviewed by EPISD.

- **Title I Instruction** – Supplemental instruction can be offered to eligible private school students in core content subjects. The number of students who are able to participate and the schedule of instruction will depend upon the amount of private school’s Title I instruction allocation.

**Program Design Options** – Title I Instruction can be provided in the following ways:

- **Pull-Out Program**: Title I students receive supplemental instruction during the regular school schedule.
- **Before/After School**: Title I students receive supplemental instruction through extended learning time beyond the regular day instructional schedule. This cannot be homework help.
- **Summer School Program**: Title I students receive supplemental instruction during summer school program.

- **Program Evaluation** – Private school students who participate in Title I programs must be held to high standards. In some instances, it may not be appropriate to expect private school children to meet the State’s standards, if those standards are not aligned with the curriculum of the private school. In this case the use of an alternative assessment measure will suffice. EPISD must annually assess the progress of the Title I program toward enabling private school Title I students to meet the agreed upon standards. Every year EPISD and private school officials must consult on what constitutes annual progress for the Title I program. If the Title I program for the private school does not make the expected annual progress, EPISD must make modifications to the Title I program. EPISD will consult with private school officials and teachers regularly about the progress the Title I private school participants are making in the regular classrooms.

**Title II, Part A - Allocation and Services**

- **Determining Title II Allocations** – EPISD calculates equitable allocations strictly on the basis of the enrollments of public and private school students. You will be asked for your school’s total enrollment on the same day as the count will be taken for EPISD (Last Friday in October).

- The private school official will complete the Staff Development Program Description included in the Private Non Profit Federal Fund Application. The EPISD private school contact will review the staff development program description and consult with the private school official about the identified professional development priorities of the private school.

- **Allowable Title II Expenditures** – Activities to be carried out for private school teachers and principals must be based on a review of scientifically based research and must be
expected to improve student academic achievement. Professional development activities may include:

- Providing professional development and training for instructional leaders, including principal supervisors, principals, assistant principals, instructional coaches, and teacher leaders, on observation, feedback, and coaching
- Providing professional development and training for principal supervisors on coaching principals in order to improve instructional leadership practices
- Providing high quality, personalized professional development activities that are evidenced-based and improve the knowledge of teachers, instructional leadership teams, principals and other school leaders
- Providing professional development activities that improve the knowledge of teachers, instructional leadership teams, principals and other school leaders regarding effective instructional practices that do the following:
  - Involve collaborative groups of teachers and administrators
  - 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 English Language Acquisition (ELA)
  - Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs
  - Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of ELA and immigrant children
  - Provide training on how to use data and assessments to improve classroom practice and student learning
- Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse
- Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback
- Providing training, technical assistance, and capacity-building in LEA’s to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing class- assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate
- Carrying out in-service training for school personnel in:
  - The techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of mental illness
  - The use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate
  - Forming partnership between school-based mental health programs and public or private mental health organizations
Addressing issue related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism

Options for Structuring Professional Development Activities

- **EPISD Professional Development** – All private school educators are welcome to attend EPISD professional development activities. Email notices will be sent from the EPISD Budget & External Financial Management Office to all private schools regarding available EPISD professional development activities.

- **Local Conference/Workshop registration** – If there is a conference or workshop that would address the professional needs of a private school teacher, Title funds may be used to cover cost.

- **Using an EPISD employee as a trainer at your school** – EPISD has employees who are capable trainers. It may be possible that EPISD can provide someone to train your teachers and staff on a specific topic or program. Consult with Budget & External Financial Management Office staff to access these services.

- **Contracting with a consultant** – Private school officials must take note that the same procedure that all EPISD schools take to secure a consultant will be followed. This includes using EPISD vendor consultant agreements. The process to get these requests approved usually involves various EPISD departments and the process may take time. All requests will be reviewed for allowability and whether they are reasonable and necessary as per the appropriate entitlement guidance. Refer to the Procedures Section for additional guidance.

- **In-State and Out of State Travel** – When using Title funds to travel for professional development activities, it is crucial to coordinate with your EPISD private school contact with plenty of time before the event. It is very important to understand all the policies for using Title funds for professional development activities that include travel. Out of State Travel requires TEA prior approval requested through an amendment to EPISD’s entitlement application and submission of the TEA Out of State Justification Form. Refer to Appendix Procedures Section for additional guidance.

Financial Policies and Procedures

**Notification of Allocations and Accounting Sheet** - The information provided by the Private Non Profit schools on low-income students that reside in an EPISD Title I attendance area and the total school’s enrollment is used to calculate the Title I, Title II and Title IV allocations, respectively. This information is provided by the private school using data from the last Friday in October of the previous year. During the May consultation and planning meeting, the private school is provided with their allocation(s). Each private school will be provided with a spreadsheet that will be used to track expenditures over the course of the fiscal year.
**Requisitions for Purchase Orders** – Private schools are not allowed to spend funds directly for Title programs. All financial transactions must be completed by and through EPISD. The normal process for using Title allocations is to consult with the EPISD private school contact, and, when the request is approved, to provide the required information and documents for processing the requisition for a purchase order. There are some uses of funds that cannot be covered by purchase orders. In these cases, the private school (after consultation, approval, and completed paperwork or documentation) will cover the costs and then submit receipts (after completing the activity) for reimbursement. An example of this would be costs related to travel to attend a professional development training using Title II funds.

**Annual Inventories** - EPISD is required, by program statute, to conduct an inventory of items or equipment that were purchased with Title funds on a yearly basis. All items purchased with Title funds must be labeled with an EPISD tag or bar code, and with a label that states “El Paso Independent School District Property of Externally Funded Programs (specific funding source)” which identifies the private school it has been loaned to and purchase order number. Refer to Appendix Procedures Section for additional guidance.

**Compliance Monitoring**

As the responsible LEA, EPISD must ensure that the federal programs at the private nonprofit schools are being implemented according to grant guidelines and that funds are used appropriately for allowable and eligible activities. Reporting is conducted through the following reports.

**ESSA Compliance Report (August)**
EPISD – Complete verification information regarding the number of participating schools and eligible students.

**PNP Schools** – School administration provides information regarding numbers of students receiving services including grade level, gender, and ethnicity.

**PNP Affirmation of Consultation with Private School Officials (September 1)**
EPISD – After consultation with PNP administrators, completed affirmations of participating PNP schools are scanned and uploaded through the GFFC Reports and Data Collections application on the TEA Secure Environment (TEASE).

**PNP Schools** – School administration confirms that the information on the form is correct based on the consultation meeting with EPISD.
# EPISD Private Non-Profit Calendar Of Events

## 2017-2018

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**Date**  
June 15 - CNA and CIP Due  
May 25 - 11-12 Compliance Reports  
Oct. 20 - Nov 47th Roster of Students due to EPISD  
EPISD Holiday

### MEETINGS
- Sept. 13 - Meeting @ FDC 9:00 - 11:00 Rm 111  
- Nov. 07 - Meeting @ FDC 9:00 - 10:30 Rm 111  
- Jan. 09 - Meeting @ FDC 9:00 - 11:00 Rm 115-116  
- Mar. 06 - Meeting @ FDC 9:00 - 11:00 Rm 115-116

### DEADLINES FOR EXPENDITURES
- Dec. 18 - Supplies and Materials  
- Dec. 19 - 70% of Tutoring Allotment Expended  
- Mar. 23 - Out of Town Staff Development Requested
- Mar. 26 - 100% of Tutoring Allotment Expended

### BUDGET & EXTERNAL FINANCIAL MANAGEMENT
- 230-2788 - Jacqui Lax  
- 230-2795 - Ernesto Rodriguez  
- 230-2781 - Jill Vyleiko  
- 230-0780 - External Funding Fax

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# PRIVATE NON PROFIT TIMELINE

## Timeline for El Paso Independent School District and Private School Officials

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| July-August | • Inform private school officials about the readiness of the programs and services for the upcoming school year  
• Provide program funding amounts  
• Disseminate PNP Manual to PNP School Officials, post on website  
• Work with PNP's on requisition for web-based licenses, or professional development request to include contracts  
• Contact tutors to complete 2017-2018 application and discuss procedures  
• Complete and submit student roster for language proficiency testing for the identification of LEP students and Title III participation to the Connecting Languages Department |
| September   | • Consult with private school officials about current programs and services implementation and modify as necessary  
• Begin programs and services  
• Disseminate and collect PNP Affirmations of Consultation to PNP (due to TEA 9/1/2017) |
| October     | • Continue consultation about current programs and services implementation  
• Email student roster template |
| November-December | • Consult with private school officials about the status of current programs and services  
• Roster of students due to EPISD  
• Review budget expenditures with private school officials, discuss expenditure deadline for supplies and materials |
| January     | • Continue consultation with private school officials about the status of current programs and services  
• Prepare El Paso Times advertisement for 2018-2019 PNP participation  
• Send certified mail regarding 2018-2019 PNP participation |
| February-March | • Continue consultation with private school officials about the status of current programs and services  
• Calculate PNP allocations for 2017-18 and send estimates via email  
• Schedule consultation meeting at ESC Region 19  
• Conduct annual inventory at PNP  
• Expenditure deadline – out of town staff development requests  
• Expenditure deadline – 100% of Tutoring Allotment spent |
| April       | • Consult with private school officials about the status of current programs and services  
• Conduct yearly equipment and instructional supply inventory at private school |
| May         | • Consult with private school officials about the status of current programs and services  
• Continue consultation and planning for programs and services for the next school by providing general overview of programs and services that will be available to students, teachers and parents  
• Send private school officials annual survey of services provided  
• Evaluate programs and services and make suggestions to private school officials about modifying programs and services that will be implemented during the next school year |
| June        | • Finalize current year programs and services  
• Assist PNP with revisions of CIP and CNA  
• Provide private school official with report on fund expenditures  
• Develop consultation timeline for next school year  
• Prepare individual PNP school ledgers for Title I, Title II and Title IV for 2018-19 |
## El Paso Independent School District Private Non-Profit School Deadlines

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18, 2017</td>
<td>Compliance report information due to EPISD</td>
</tr>
<tr>
<td>June 15, 2017</td>
<td>Comprehensive Needs Assessment and Campus Improvement Plan due</td>
</tr>
<tr>
<td>June 16, 2017</td>
<td>TEA Justification Forms Out-of-State Travel – 1st Amendment</td>
</tr>
<tr>
<td>September 1, 2017</td>
<td>PNP Affirmation of Consultation due at TEA</td>
</tr>
<tr>
<td>September 15, 2017</td>
<td>TEA Justification Forms Out-of-State Travel - 2nd Amendment</td>
</tr>
<tr>
<td>November 17, 2017</td>
<td>Roster of students due to EPISD</td>
</tr>
<tr>
<td>November 31, 2017</td>
<td>50% Staff Development, contracted services, &amp; supplies spent</td>
</tr>
<tr>
<td>December 12, 2017</td>
<td>TEA Justification Forms Out-of-State Travel – 3rd Amendment</td>
</tr>
<tr>
<td>January 26, 2018</td>
<td>70% Tutor Allotment Spent</td>
</tr>
<tr>
<td>January 31, 2018</td>
<td>Certified mail sent to all PNP for 2018-2019 school year</td>
</tr>
<tr>
<td>February 16, 2018</td>
<td>Final and 4th Amendment - TEA Justification Form Out-of-State Travel</td>
</tr>
<tr>
<td>February 28, 2018</td>
<td>75% Staff Development, contracted services, &amp; supplies spent</td>
</tr>
<tr>
<td>March 30, 2018</td>
<td>100% Tutor allotment spent</td>
</tr>
<tr>
<td>March 30, 2018</td>
<td>100% Staff Development Requests</td>
</tr>
<tr>
<td>May 17, 2018</td>
<td>100% Staff Development allotment spent</td>
</tr>
</tbody>
</table>
Private School Officials Roles and Responsibilities

Roles and responsibilities for the private school officials are:

- Actively participates in consultation.
- Provides lists of addresses and grade levels of low income students to determine Title I allocation.
- Provides lists of names, addresses, and grade levels of students who meet the educationally related and objective criteria for participation eligibility (Student Selection List).
- Contributes suggestions, ideas, program designs, and program modifications that will meet the needs of the private school eligible students, teachers, and families.
- Provides dedicated space for Title I services, if appropriate.
- Completes necessary documentation for professional development activities, where applicable.
- Completes, revises or edits web based Campus Improvement Plan.
- Completes yearly needs assessment form.
- Verifies end of year compliance reports that are submitted to the Texas Education Agency.
- Assists with the end of year evaluation to include yearly surveys.
- Complete and submit student roster for language proficiency testing for the identification of LEP students and Title III participation to the Connecting Languages/Dual Languages Division.

EPISD Private School Contact Roles and Responsibilities

Roles and responsibilities for EPISD private school contacts are:

- Serves as Liaison between EPISD and private school.
- Coordinates consultation meetings, as needed, throughout the school year.
- Provides technical assistance to private schools by relaying program information and maintaining open lines of communication with private school officials.
- Conducts necessary training to private school officials.
- Contributes suggestions, ideas, program designs, and program modifications that will meet the needs of the private school eligible students, teachers, and families.
- Sends frequent information to private school officials regarding EPISD and R19-ESC professional development opportunities.
- Informs private school officials that services must benefit eligible students.
- Informs private school officials of fiscal requirements for federal programs (public control of funds, provision of “services” vs. funding, equipment control, purchasing).
- Works with private school officials on methods for collecting data for program evaluation and improvement.
- Provides specific information regarding procedures for approval and processing of contracts, purchase requests, etc.
- Provides information regarding EPISD procedures, timelines, and contacts (items needing further approval, timelines for such approval, etc.).
Appendix – Examples of Forms and Procedures

• Private Non Profit School Federal Fund Application
  o Income Determination Form
  o Title I Program Description
  o Staff Development Program Description
  o Title III Student Count
    ▪ Home Language Survey – English
    ▪ Home Language Survey – Spanish

• Private Non Profit Schools Travel Forms and Requirements for Processing Packet
  o EPISD Private Non Profit Schools Staff Development/Travel Justification Form
  o Private Non Profit School Travel Request
  o Private Non Profit School Travel Expense Voucher
  o EPISD Repayment Statement
  o TEA Participant Support Costs Request
  o TEA Out of State Justification Form (as applicable)

• Procedures for Maintaining an Inventory of Materials and Equipment Private Non Profit Schools
• Procedures for Contracted Services Private Non Profit Schools
• Procedures for Professional Development Private Non Profit Schools
INCOME DETERMINATION FORM

This form uses free and reduced-price meal income levels as the threshold to determine eligibility.

Family Address: ____________________________

Age or grade levels of children living in your household and attending: [Enter the name of your campus or school here]:

A. Locate your household size and the minimum allowable income earned each month. If your monthly income is equal to or less than this amount, please check here: □

<table>
<thead>
<tr>
<th>Family size</th>
<th>Income earned each month*</th>
<th>Qualifies for Free Meals</th>
<th>Qualifies for Reduced Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,307</td>
<td>$1,860</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>$1,760</td>
<td>$2,504</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>$2,213</td>
<td>$3,149</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>$2,665</td>
<td>$3,793</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>$3,118</td>
<td>$4,437</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>$3,571</td>
<td>$5,082</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>$4,024</td>
<td>$5,726</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>$4,477</td>
<td>$6,371</td>
<td></td>
</tr>
</tbody>
</table>

For each additional family member, add: □ $453 □ $645

The 2017-2018 income guidelines for future school years can be found at: www.fns.usda.gov/cnd/governance/notices/iegs/iegs.htm.

B. Is your family qualified for food stamps? □ Yes □ No

C. Are you receiving Temporary Assistance to Needy Families (TANF) (Formerly Aid to Families with Dependent Children or Public Assistance)? □ Yes □ No

Please return this form to: [Enter the name and position of the person responsible for processing the Income Determination Form here]

An adult household member must sign the application.

I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get Federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information I may be prosecuted.

Signature Of Adult Household Member

Printed Name Of Adult Household Member

Date

Street Address

City, State, Zip Code

Phone Number

EL PASO INDEPENDENT SCHOOL DISTRICT
Forma de Determinación de Ingresos

Esta forma usa la misma tabla de ingresos utilizada para determinar si un estudiante es candidato a recibir comidas gratis or reducidas en las escuelas.

Domicilio de Familia ________________________________

Edad o Grado de alumnos que viven en casa y asisten a: ________________________________

A. Anote el numero de personas que viven en casa y el total de ingresos por mes. Si los ingresos por mes es igual o menos de lo indicado en la table de ingresos, por favor indique a lado: ________________________________

<table>
<thead>
<tr>
<th>Numero de Familia</th>
<th>Comidas Gratis: Ingresos Mensuales *</th>
<th>Comidas Reducidas: Ingresos Mensuales *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,307</td>
<td>$1,860</td>
</tr>
<tr>
<td>2</td>
<td>$1,760</td>
<td>$2,504</td>
</tr>
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<td>3</td>
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<td>$5,726</td>
</tr>
<tr>
<td>8</td>
<td>$4,477</td>
<td>$6,371</td>
</tr>
</tbody>
</table>

Por cada miembro de familia adicional: Agregue $453


B. Su familia califica para estampillas de comida? _____ SI _____ NO

C. Esta recibiendo assistencia de Temporary Assistance to Needy Families (TANF). (Anteriormente conocido como Aid to Families with Dependent Children o Asistencia Publica)
   _____ SI _____ NO

Favor de regresar este forma a: ____________________________________________

Firma de un adulto (miembro de familia)

Certifico que toda la informacion en esta solicitud es verdad y he reportado sobre todos mis ingresos. Entiendo que la escuela obtendrá fondos Federales de acuerdo con la información que he dado. Entiendo que los oficiales de la escuela pueden verificar la información. Entiendo que si doy información falsa a propósito puedo ser enjuiciado.

Firma: ___________________________ Nombre: ________________Fecha: ______________

Domicilio: ____________________________________________ Telefono: ______________
Title I Program Description
2017–2018

Campus: ________________________________  Principal: ________________________________
Phone #: __________  Address: ________________________________  Zip: __________

1. *Data sources to be used to identify children’s needs.*

2. *Services to be offered.*

3. *How, where, and by whom the services will be provided, include time of day.*
4. How the services will be academically assessed and how the results of that assessment will be used to improve services.

5. The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools.

6. The delivery of services to private school children.
(To be completed at a later date through consultation with EPISD-Budget & External Financial Management Office)

______________  ______________________
PRINCIPAL ’S SIGNATURE                                              DATE

All activities listed above should be documented on the 2017-2018 CIP
Staff Development Program Description
2017–2018

Campus: ___________________________  Principal: ___________________________
Phone #: __________ Address: ___________________________________________ Zip: ______

List three campus staff development priorities.
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

List other staff development needs.

How can EPISD best provide services to meet your staff development priorities.

Describe data sources to be used to identify staff development that meets children’s needs.

______________________________  __________________________
Principal’s Signature            Date

All activities listed above should be documented on the 2017-2018 CIP
Title III
English Language Acquisition, Language Enhancement and Academic Achievement Act PL 107-110
Student Count
2017–2018

Campus: ________________  Principal: ________________
Phone #: ___________  Address: ___________________________  Zip: ________

Please answer the following questions:

1. Which children will receive benefits under the project?

2. How will the children be identified?

3. How will the children’s needs be identified?

4. What benefits will be provided?

Page 1 of 2
5. How will the benefits be provided?

6. How will the benefits be evaluated?

Please use October 2016 enrollment for student counts.

Total number of students identified as LEP (Limited English Proficient)

<table>
<thead>
<tr>
<th>School</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Middle School</td>
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<tr>
<td>High School</td>
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</tr>
</tbody>
</table>

Number recent (within 3 years) Immigrant Students

<table>
<thead>
<tr>
<th>School</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attach documentation for each child identified as LEP or Immigrant Students (i.e. Home Language Survey and Testing Results)

PRINCIPAL’S SIGNATURE  
DATE

All activities listed above should be documented on the 2017-2018 CIP
Home Language Survey - 19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The State of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student’s permanent record folder.

NAME OF STUDENT ____________________________________________________________

STUDENT ID# __________________________________________________________________

ADDRESS ____________________________________________________________________ TELEPHONE# __________

CAMPUS ______________________________________________________________________

1. What language is spoken in your home most of the time?

_____________________________________________________________________________

2. What language does your child speak most of the time?

_____________________________________________________________________________

_____________________________________________________________________________

Signature of Parent/Guardian ___________________________ Date _______________

Signature of Student if Grades 9-12 ___________________________ Date _______________

Updated Jan 2016
Cuestionario del idioma que se habla en el hogar

DEBE DE COMPLETARSE POR EL PADRE/MADRE/ O REPRESENTANTE LEGAL:
(O POR EL ESTUDIANTE SI ESTA EN LOS GRADOS 9-12):

El estado de Texas requiere que la siguiente información se complete para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Este cuestionario se archivará en el expediente del estudiante.

NOMBRE DEL ESTUDIANTE ______________________________________________________

# ID ________________________________________________________________________

DIRECCION __________________________ TELEFONO ______________________

ESCUELA __________________________________________________________________

1. ¿Qué idioma se habla en su hogar la mayoría del tiempo?
   ________________________________________________________________

2. ¿Qué idioma habla su hijo/a la mayoría del tiempo?
   ________________________________________________________________

Firma del Padre/Madre/ o Representante Legal __________________________ Fecha ________________

Firma del estudiante si está en los grados 9-12 __________________________ Fecha ________________

Updated April 4, 2016
PNP Paperwork
Flow Chart

Out of El Paso - In Texas
- PNP Travel Packet - out of town
  - Justification form
  - TEA Participant Support Cost Form
  - EPISO Reimbursement Agreement
  - Support Data*

In El Paso
- Justification form
  - TEA Participant Support Cost Form
  - EPISO Reimbursement Agreement
  - Support Data*

Out of State
- PNP Travel Packet - out of town
  - Justification form
  - TEA Out of State Travel
  - TEA Participant Support Cost Form
  - EPISO Reimbursement Agreement
  - Support Data*

*Support Documentation: Agenda, Invitation Letters, Flyer, etc.
Revised 7-25-17 Previous editions are obsolete
## EPISD Private Non-Profit Schools
### Staff Development/Travel Justification Form

<table>
<thead>
<tr>
<th>Name of Participant</th>
<th>Social Security Number</th>
<th>Position (i.e., Teacher/Mentor)</th>
<th>E-mail address or phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Please attach list if additional people will be attending conference.

<table>
<thead>
<tr>
<th>Name of Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Date(s) of Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Private Non-Profit Employee Staff Development/Travel Justification

Is either EPISD or Region 19X providing this Activity in the future?  
- [ ] NO  
- [X] YES

This workshop/seminar/activity material is:  
- [ ] NEW  
- [ ] ON-GOING

Source of Funds:  
- [ ] Title I  
- [ ] Title II, Part A

ESSA guidelines stipulate that federal (and SAES) funds may be used for professional development with the intent that the activities will lead to improved student achievement. Please explain how your participation in this activity will address this intent.

ESSA prohibits use of federal funds for one-day workshops or short conferences. Please provide a brief description of your extended training model or how this activity extends previous training.

Describe how this activity is applicable to your position and how the activity will impact the delivery of your services (e.g., teaching, counseling, evaluating, etc.) on student achievement.

ESSA guidelines require that all activities using these funds be documented in the CIP/DIP. Please indicate the CIP/DIP goals and objectives addressed.

<table>
<thead>
<tr>
<th>Principal/Supervisor Signature</th>
<th>Date</th>
<th>Approved by</th>
<th>EPISD Budget B, External Financial Management</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Campus/Department
Private Non-Profit School
Travel Request

***Must be Submitted to Budget & External Financial Management 30 Days Prior to Trip***

**SECTION A: TRAVELER INFORMATION (Please Print)**

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
</tr>
</thead>
</table>

Mailing Address: ___________________________ State, Zip: ___________________________

(Travelers address is required to ensure reimbursement is mailed to the correct address)

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Traveler Phone #:</th>
</tr>
</thead>
</table>

EPISD Will Reimburse:  
- [ ] Traveler  
- [ ] Private Non-Profit School

**SECTION B: CONFERENCE INFORMATION (Please Print)**

<table>
<thead>
<tr>
<th>Name of Conference:</th>
<th>Exact Dates of Conference:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Departure Date:</th>
<th>Requested Departure Time:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Return Date:</th>
<th>Requested Return Time:</th>
</tr>
</thead>
</table>

Flying [ ] Driving [ ] Designated Driver: ___________________________

**NOTE:**

- You must include a conference agenda to verify allowability of dates and times.
- Reimbursement option, Departure/Return dates and Flying/Driving options cannot be changed once the Travel Request is approved; any changes are made at the campus or traveler’s expense.
- EPISD will not cover the cost of airfare overages; booking less than 21 days from travel date, flight changes, early boarding, or more than one checked bag.
- Hotel costs, meals, etc. for any extra days prior to or after the actual conference date are not authorized.
- If driving, mileage cost must be equal to or less than airfare cost; only one designated driver per trip. Mileage is calculated by most direct route through HapQuest.
- The EPISD Travel Expense Voucher must be turned in, with complete documentation, within 15 calendar days of the end of the travel.
- Religious conferences or sessions will be reimbursed at 50 percent of actual costs.

**BY SIGNING THIS FORM, I ACKNOWLEDGE AND ACCEPT THE EPISD EXTERNAL FUNDING TRAVEL RESTRICTIONS AND REQUIREMENTS.**

**ANY COSTS OVER AND ABOVE “THE TOTAL APPROVED EXPENSES” WILL BE MY RESPONSIBILITY.**

Travelers Signature: ___________________________ Date: ___________________________

Principals Signature: ___________________________ Date: ___________________________
## Private Non-Profit School

**Travel Expense Voucher**

***Must be Submitted to Budget & External Financial Management 15 Calendar Days After Trip***

### SECTION A

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
</tr>
</thead>
</table>

#### CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
</table>

**Meeting Attended:**

**Dates of Voucher:**

### SECTION B

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Each Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airfare</td>
<td></td>
</tr>
<tr>
<td>Mileage</td>
<td></td>
</tr>
<tr>
<td>Hotel</td>
<td></td>
</tr>
<tr>
<td>Rental Tax</td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td></td>
</tr>
<tr>
<td>Taxi/Shuttle</td>
<td></td>
</tr>
<tr>
<td>Airport Parking</td>
<td></td>
</tr>
<tr>
<td>*Registration Fees</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>*Rental Car</td>
<td></td>
</tr>
<tr>
<td>*Hotel Parking</td>
<td></td>
</tr>
<tr>
<td>*Gas</td>
<td></td>
</tr>
<tr>
<td>*Checked Bags</td>
<td></td>
</tr>
</tbody>
</table>

*Only if paid for by individual or school.

DO NOT INCLUDE IF EXTERNAL FUNDING HAS ALREADY PAID REGISTRATION FEE.

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
</table>

### SECTION C

Note: In order to expedite processing, please staple airline receipt, original itemized hotel receipt and other pertinent receipts. If this form is not legible, completely filled out, and all receipts attached, reimbursement will be delayed.

<table>
<thead>
<tr>
<th>Traveler’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Principal/Administrator’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**EPISD – BUDGET & EXTERNAL FINANCIAL MANAGEMENT USE ONLY**

<table>
<thead>
<tr>
<th>Processed by</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reviewed by</th>
<th>Date</th>
</tr>
</thead>
</table>
I, ______________________, understand that the El Paso Independent School District is providing reimbursement for expenses related to attending __________________________ Conference Name on ______________________ prior to receiving official approval for these expenses from Date

The Texas Education Agency. Should any expenses related to this activity be deemed unallowable by the Texas Education Agency, I understand that I will be required to repay the El Paso Independent School District for these expenses.

_____________________________   __________________
Signature                           Date
Grants Administration Division  
Request for Approval of Participant Support Costs

Complete and submit this form to request approval for the expenditure of federal or state grant funds on participant support costs. Limit one request per form. Completion and submission of this form satisfies the requirement in 2 CFR 200.456. See 2 CFR 200.75 Participant Support Costs for a definition.

<table>
<thead>
<tr>
<th>Name of Federal or State Grant</th>
<th>Title II, Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Grantee</td>
<td>El Paso Independent School District</td>
</tr>
<tr>
<td>County District #</td>
<td>071-902</td>
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</tbody>
</table>

**Description of Costs**

Describe the planned participant support cost.

Private Non Profit School:
Dates of Conference:
Name of Conference:

The cost would include registration and related travel costs in order to attend the conference.

Describe the specific need, as identified in your comprehensive needs assessment, that this planned participant support cost addresses.

Explain how the planned participant support cost is reasonable and necessary, allocable to the federal or state grant program, and properly documented by the application. For a cost that is related to providing equitable services to eligible private nonprofit schools, check the box below and leave this section blank.

- [ ] Participant support costs are related to providing equitable services to eligible private nonprofit schools.

**Certification**

Name and Title of Authorized Official | Martha Aguirre, Executive Director Budget & External Financial Management

Signature of Authorized Official

Date

This form must be signed by the authorized official.

Email this signed form to TEA's chief grants administrator at grants@tea.texas.gov.

**For TEA Use**

- [ ] Request for prior written approval is approved as requested.
- [ ] Request for prior written approval is approved with the following changes:


- [ ] Request for prior written approval is denied.

Signature of Associate Commissioner, Department of Grants Compliance and Oversight

Date
Grants Administration Division
Justification of Specific Expenditure:
Program-Related Out-of-State Travel

The costs of program-related out-of-state travel have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines. You must justify your plans to use these federal grant funds for program-related out-of-state travel. Complete and maintain this form locally to document the justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel. Limit one justification per form.

Name of Federal Grant | Title II, Part A

Name of Grantee | El Paso Independent School District | County-District | 071-902 | Today's Date

Description of Proposed Program-Related Out-of-State Travel

Destination | # of travelers | Is travel a requirement of the federal grant program?

Describe the purpose of the program-related out-of-state travel.

Campus:
Conference:
Date of Travel:

Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).

Describe the specific need, as identified in your comprehensive needs assessment, that this out-of-state travel addresses.

CIP/DIP Reference: 3.6.5

Goal: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective: Ensure that areas of greatest need receive commensurate support in terms of additional financial and human resources.

Strategy: Provide equitable services to Private Non Profit schools to address the following: professional development, tutoring services, supplies, materials, equipments, software, and assessment will be provided to implement and monitor student progress for schools with EPISD Title I students. Teachers will enhance their professional skills and knowledge of teaching. They will learn best practices. Presentations to Faculty and Grade Levels upon return of conferences and improved scores on Stanford tests.
Procedures for Maintaining an Inventory of Materials and Equipment
Private Non Profit (PNP) Schools

Title I, Part A funds may be used to purchase materials and equipment to meet the needs of students eligible to receive services at private schools.

It is important to remember the El Paso Independent School District (EPISD) makes the purchases for the private school eligible students and will retain title and ownership and must continue to account for materials and equipment in its inventory management system. Therefore, EPISD will implement adequate procedures and internal controls to account for the location, custody, and security of materials and equipment purchased from federal funds. These procedures include the proper labeling of materials and equipment located at the private school. These procedures may include providing recommendations to the private school to maintain further internal control of materials and equipment. The intent is to prevent private school staff from misplacing, loosing, or destroying materials and equipment.

Inventory at the PNP shall follow the same process requirements utilized at all EPISD schools. These requirements are to document the following:

- A description of the materials or equipment.
- An EPISD asset tag/bar code. (Provided by EPISD Property Control Management)
- A serial and model number.
- The funding source under which the materials and equipment were acquired. Note: Materials and equipment purchased with federal funds shall be identified to indicate federal ownership by specific federal program (e.g. items purchased with Title I, Part A monies must be labeled as Title I, Part A with grant award year).
- The present location within private school where the materials and equipment are located (e.g. Room # 2a, Library, PC Lab, etc.) This information will assist with any federal or state program audit.
- Indication of the use of the materials and equipment by specific program label. For example, Title I, Part A Student Use Only.

Additionally, the EPISD shall administer the funds, materials and equipment.

It is highly recommended to the PNP that the materials and equipment be stored in a safe and secure location when not in use.
Equipment Acquisitions

Equipment purchased falls into one of two categories as follows:

1. **Controlled/Fixed Assets**
   - Tangible, movable, personal property
   - Unit cost of $500 up to $4,999.99
   - Reasonably identified and controlled through physical inventory

2. **Attractive Property/Theft-sensitive Items**

   Exceptions to the general guidelines are items that do not meet the dollar limit but are sensitive to personal conversion. These items are tagged, controlled and inventoried for accountability and tracking purposes.

   The PNP should exercise appropriate stewardship and accountability in the safeguarding of this property.

   Attractive Property/Theft Sensitive Items include the following:
   - Stereo Systems
   - Video/Audio recorders and players – DVD, CD, TV, VCR and Camcorders
   - Projectors – Video/Digital
   - Printers (all)
   - Computers (CPU’s)
   - Laptops/Notebooks
   - Scanners
   - Digital Cameras
   - Any other item determined to be exceptions for accountability and tracking purposes such as books, reading and math kits, etc.

Monitoring of Materials and Equipment and Inventory

The Texas Education Agency and the United States Department of Education may audit EPISD.

Below are a few recommendations for PNPs to follow:

Effective control and accountability must be maintained for all materials and equipment. This will assist in accounting for materials and equipment purchased with federal program funds.

Maintaining an internal equipment inventory may assist the PNP in identifying a need for equipment and have knowledge of the location of equipment.
Develop an internal procedure for transfer of equipment from classroom to classroom and keep record of such transfer and make available to EPISD to update the inventory.

The EPISD shall develop and annually update an inventory of all equipment purchased with entitlement funds for the PNP.

A physical inventory of materials and equipment shall be taken and the results reconciled with the materials and equipment records in accordance with *EDGAR 80.32(d) (1-2)*. Any variances identified by the physical inspection and those shown in the accounting records shall be investigated to determine the causes of the difference. The PNP shall, in connection with the inventory, verify the existence, current utilization, and continued need for the equipment. Documentation shall be maintained of the date and the person conducting the physical inventory.

Adequate maintenance procedures shall be implemented to keep the equipment in good condition. This may entail contacting the assigned EPISD Budget & External Financial Management Office Personnel to generate a Technology Work Order.

**Loss, Damage, or Theft of Equipment**

A control system shall be in effect to insure adequate safeguards to prevent loss, damage, or theft of the equipment.

In case of loss, damage, or theft of equipment your EPISD contact must be notified immediately. These cases will be investigated and fully documented.

They will begin filling the EPISD Notification of Missing/Stolen Property Form to document incident. This form is necessary so that lost, damaged or stolen equipment is removed from the PNP inventory.

Ms. Jacquelyn Lax, Program Specialist  
(915) 230-2789

Mr. Ernesto Rodriguez, Title I Acquisition Coordinator  
(915) 230-2795
Procedures for Contracted Services Private Non Profit Schools

Introduction

During the consultation meeting the PNP identifies in their campus needs assessment a need to contract with a vendor for services (e.g. professional development). The PNP must follow and adhere to the EPISD procedures for contract approval to ensure the PNP receives the services identified in the Needs Assessment and Campus Improvement Plan.

PNP needs to submit the following information on services needed:

- description of services
- vendor information to include contact information
- dates of service
- related costs associated with the contract agreement
- when requesting professional development services from Region 19 please include a signed copy of the "Checklist for Developing New Professional Staff Development/New Services"

The PNP should request professional curriculum vitae, resumes, and other pertinent information that may assist in justifying the request for contracted services.

This information needs to be submitted to your EPISD Budget & External Financial Management Office Contact in a timely manner. The contact will then work with the PNP to ensure timely approval of the request is made. The EPISD Budget and External Financial Management Department works collaboratively with other EPISD departments who provide additional guidance and oversight in contract approval. Therefore, it is advised that sufficient time be given. Please be advised that a contract for services less than $5,000 can take up to a month to be processed and a contract for services greater than $5,000 can take up to 90 days.

Two Types of Contracts

Contracts for services less than $5,000

- Requires a particular form to be filled out and the necessary approvals to be attained. The following outlines the approval process:
  - Vendor signs the agreement.
  - The vendor agreement will go through the EPISD Budget and External Financial Management Executive Director for review of appropriate funding source and allowability and submitted to the EPISD Deputy Superintendent of Finance and Operations office for approval.

Contracts for services $5,000 and Above

- Requires two specific forms be filled out and necessary approvals to be attained. The following outlines the approval process:
  - PNP communicates the request to EPISD PNP contact.
  - The EPISD PNP contact works with vendor and PNP to complete all required documentation.
The vendor agreement will be reviewed for appropriate funding source and allowability by the Executive Director of Budget & External Financial Management Office,
The form is then sent to the EPISD Procurement Department for the Executive Directors approval,
The form then proceeds to the EPISD Legal Department for their review and approval.
**Procedures for Professional Development for Private Non Profit Schools**

The PNP plans for professional development using Title funds must first be approved through consultation with EPISD’s PNP school contact. During the consultation and upon review of the Staff Development Program Description, the primary focus of staff development activities will be determined. It should be noted that all expenses related to professional development are paid as a reimbursement.

**Requests to use Title funds to travel for Professional Development activities must include:**
The request for professional development at least **21 days prior** to the date of the activity. The following items must be submitted with the request.

Forms required for local staff development:
- EPISD PNP Staff Development/Travel Justification Form
- Conference Agenda
- Texas Education Agency Request for Approval of Participant Support Costs

Additional forms required for travel within state:
- Completed Travel Packet
- Rental Car Justification (if requesting a rental car)

Additional form required for out of state travel:
- Texas Education Agency Justification of Specific Expenditure: Program-Related Out-of-State Travel (New) will be submitted to the Texas Education Agency for pre-authorization and approval. Once EPISD is notified of the approval/disapproval the private non-profit school will be notified.

**Registration & Conference Forms** – Requests for reimbursement of conference registration costs must be documented on a Travel Expense Voucher. If it is agreed that registration will be reimbursed, you must supply proof of payment when submitting for reimbursement.

**Air Travel** – For out of town professional development, EPISD will send the PNP a written estimate of approved expenses for airfare based on EPISD policy of tickets purchased at least 21 days in advance of flight “Wanna Get Away” fares through Southwest Airlines unless Southwest does not fly to the conference destination. At that point alternate airline prices will be considered with advanced purchase requirements as stated above. Hotel, meals, and incidental rates are based on the federal government General Services Administration (GSA) per diem rates. For further guidance refer to [www.gsa.gov](http://www.gsa.gov).

**Mileage vs. Airfare** - Beginning and ending odometer readings for each trip are required. Mileage reimbursement for in-state and out of state travel cannot exceed the cost of the lowest coach airfare to the same location. If travelers are carpooling, reimbursement for mileage will be limited to the number of travelers multiplied by the lowest coach airfare.
Hotel – Prior to the event, the traveler must reserve their own room at a hotel. If reservation is made online, it must be done directly with the hotel not through a third party such as Expedia. These sites do not provide an itemized receipt. The hotel reservation confirmation must include daily room rate, room/local/state tax, and any mandatory charges (e.g. parking). The original hotel folio (invoice) with itemized charges is required for reimbursement. This document is available upon checkout. EPISD will not cover costs for food or entertainment charged to the room.

Food/Per Diem - Reimbursements will be based on the IRS publication 1542 and the Federal per diem rates may be found on www.gsa.gov.

Expenses for family members for lodging, meals, or transportation will NOT be reimbursed. Do NOT combine receipts between staff and their families.

Other Travel Expenses - Original itemized receipts are required for taxi, shuttle, bus, parking, baggage, and other local ground travel expenses.

After Travel is completed - Once travel has taken place, original receipts are required for final reimbursement submissions (except for food). Please use the PNP Travel Expense Voucher form and submit your receipts. All paperwork and receipts should be submitted within 15 days of travel.

Please note: Original itemized receipts must be submitted to substantiate all reimbursement claims. Fax copies cannot be accepted.

Any claims submitted without original receipts will not be reimbursed.

Reimbursements will be paid to the person whose name is on the receipt, so please have each person who expended funds complete their own reimbursement form. All persons submitting reimbursement forms must also be listed on the original EPISD PNP Staff Development/Travel Justification Form.

W-9 Form – Must be filled out for each person requesting a reimbursement. This form is filled out once per individual and used to create a vendor file for the individual. This information is documented in the TEAMS system for required IRS reporting. If the traveler already has an EPISD vendor number, it is not necessary to complete another W9 unless their address has changed.

Note: If for any reason a traveler is not able to attend once arrangements have been made, it is the responsibility of the traveler and PNP to cancel all arrangements and seek refunds.
## CONTACT INFORMATION

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<thead>
<tr>
<th>DEPARTMENT</th>
<th>NAME</th>
<th>PHONE &amp; EMAIL</th>
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<tbody>
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<td>Title II, Part A</td>
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<td>Title IV, Part A</td>
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<td>Director – Special Education</td>
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