



EL PASO  
INDEPENDENT  
SCHOOL DISTRICT

# **Private Non-Profit School Reference Guide 2022-2023**

July 2022  
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EL PASO  
INDEPENDENT  
SCHOOL DISTRICT

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## **List of Acronyms**

<b>CIP</b>	Campus Improvement Plan
<b>CNA</b>	Comprehensive Needs Assessment
<b>EL</b>	English Learner
<b>EPISD</b>	El Paso Independent School District
<b>ESEA</b>	Elementary Secondary Education Act
<b>ESSER</b>	Elementary and Secondary School Emergency Relief Fund
<b>ESSA</b>	Every Student Succeed Act
<b>GFFC</b>	Grants and Federal Fiscal Compliance
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>MEP</b>	Migrant Education Program
<b>LEA</b>	Local Education Agency
<b>LEP</b>	Limited English Proficiency
<b>PNP</b>	Private Non-Profit
<b>TANF</b>	Temporary Assistance to Needy Families
<b>TEA</b>	Texas Education Agency
<b>TEAL</b>	Texas Education Agency Login

## **Purpose**

The Private Non-Profit (PNP) School Reference Guide provides a description of the Federal Entitlement Programs included in the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The reference guide details the importance of maintaining meaningful dialogue between the designated El Paso Independent School District PNP contact and the Private Non-Profit school administrator.

## **Mission Statement**

The Budget & External Financial Management Office provides customer service, guidance and expertise in managing financial resources to the EPISD stakeholders in order to facilitate the attainment of student academic success.

BEFM provides guidance training and support to schools/departments the implementation of all funding programs to ensure that the district remains in compliance with programmatic and fiscal regulations. BEFM will serve campuses and departments by providing solutions and resources from a service-oriented team.

## **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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# 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. The law represented a major new commitment by the federal government to "quality and equality" in educating our young people.

In 1968 Congress added to the ESEA by incorporating new programs and titles, including for migrant children, for neglected or delinquent children, and by passing the Bilingual Education Act.

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 education law and longstanding commitment to equal opportunity for all students.

### **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 achieve proficiency on challenging State academic achievement standards.

ESSA offers Local Education Agencies (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.

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

The purpose of Title II, Part A – Building Systems of Support for Excellent Teaching and Learning 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 Learners (ELs) 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 Program**

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 to enhance academic outcomes and digital literacy of students. Until TEA sends out definitive guidance, PNP's cannot request technology expenditures for any equipment and/or devices for the 2021-2022 school year

### **CARES Act, ESSER – Elementary Secondary School Emergency Relief**

The purpose of the Coronavirus Relief and Economic Security Act ESSER is to provide funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief Fund to address the impact of COVID 19 on elementary and secondary schools.

# **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 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 within the boundaries of EPISD.  
Students must be failing or at risk of failing to meet the state's academic standard.  
Parents or 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.

## **Title III, Part A**

Schools must be private *and* nonprofit.  
Schools must be located within the boundaries of EPISD.  
Students must be assessed and identified as an English Learner (EL) or Limited English Proficient (LEP)

## **Title IV, Part A**

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

## **CARES Act, ESSER**

Schools must be private *and* nonprofit.  
Schools must be located within the boundaries of EPISD.  
Schools must have been in existence March 13, 2020  
Schools must be able to provide Title I low-income student numbers

## **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 that 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-A), the number of identified migrant student enrolled at the PNP (Title I-C), the number of children identified as English Learners (Title III-A) and on the total school enrollment (Title II-A and Title IV-A).

It is important to remember that Title I-A allocations are based on the number of low income students that reside within an EPISD Title I school boundary, Title I-C is based on the number of identified migrant student attending a PNP located within EPISD boundaries, the Title III-A allocation is based on the number of children identified as English Learners, and Title II-A and Title IV-A allocations are based on the total school enrollment.

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; and Title IV, Part A.

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.

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

At the individual consultation, the PNP school administration indicates the programs and types of services they are considering.

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

- Participation in the Entitlement Programs
- Federal Program Profiles
- Consultation Requirements (see profiles and affirmation)
- Allocations and development of budget planner
- Student Needs and Tentative Plans
- Timelines for Needs Assessment and Campus Improvement Plan
- Title III services, Home Language Surveys and the process for identifying and assessing 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 I, Part C, Title II, Part A, Title III, 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 *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. 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 to identify appropriate services that meet the needs of their private school students and their teachers. The Federal Program Profiles 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 Federal Program Profiles**

## **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 an annual basis. The plan should reflect improvements the private school is wanting to accomplish. EPISD private school contacts will help 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 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 public school attendance area of EPISD, and be identified through multiple 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 can participate and the schedule of instruction will depend upon the amount of the 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.
  - ✓ **Push-In Model:** Title I students may receive services from the EPISD tutor in the regular classroom, while the teacher of record provides academic instruction.
  - ✓ **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.

## Title II, Part A - Allocation and Services

- **Determining Title II Allocations** – EPISD calculates equitable allocations strictly based on the enrollments of public and private school students. LEA will request the PNP 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 Federal Program Profiles. The EPISD private school contact will review the program profiles 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 evidence-based research and must be expected to improve student academic achievement. Training should address identified campus needs and be part of an on-going sustained professional development plan. Professional development activities may include:
  - Providing professional development and coaching.
  - Improving the quality of teachers, principals and other school leaders.
  - 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 to improve instructional leadership practices.
  - Developing, implementing, and training on teacher leader programs that allow classroom teachers to lead other teachers through observation, coaching, model teaching, mentoring, and other instructional leadership activities.
  - Providing high-quality, personalized professional development activities that are evidence-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 practice 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.

## 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. All requests will be reviewed for allow-ability and whether they are reasonable and necessary as per the appropriate entitlement guidance. **Refer to the Procedures Section for additional guidance.**
- **In-State Travel** – When Entitlement funds are used to travel for professional development activities, it is crucial to coordinate with your EPISD private school contact with ample time before the event. It is very important to understand all the policies for using Title funds for professional development activities that include travel. If there is training that is offered both virtually and in-person, EPISD will examine the cost of both options to determine if attending the training in person meets the guidelines of reasonable and necessary in order to meet the intent of the program. If the private school selects the in person option the Use of Funds Questionnaire must be filled out to further provide justification on the travel request. The traveler will be reimbursed for allowable travel costs. **Refer to Appendix Procedures Section for additional guidance.**

## CARES Act, ESSER - Allocations and Services

- **Determining Title, I Allocations-** The amount of funds a private school was allocated for CARES Act ESSER services is based upon the number of low-income students that reside in a Title I participating EPISD school attendance area. Poverty counts were generated by having the students' parents fill out the Income Determination Form or utilize Private Non-Profit School data, as mutually agreed upon.
- Allowable expenditures:
  - **Any activity authorized under ESEA**

- Any activity authorized under Individuals with Disabilities Education Act (IDEA)
- Any activity authorized under Adult Education and Family Literacy Act (AEFLA)
- Any activity authorized under Carl D. Perkins Career and Technical Education Act
- Any activity authorized under McKinney-Vento Homeless Education Act
- Coordination of preparedness and response efforts of PNPs with State and local public health departments
- Providing principals and other school leaders with the resources necessary to address individual school needs
- Activities to address the unique needs of low-income students, children with disabilities or English learners, racial and ethnic minorities or students experiencing homelessness or foster care.
- Developing and implementing procedures and systems to improve preparedness and response efforts
- Training and professional development for staff on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for and coordinating long term closures to include providing meals for students
- Planning for and coordinating during long term closure how to provide technology for on-line learning
- Planning for and coordinating long term closures to how to provide services under IDEA for students
- Planning for and coordinating long term closures to ensure other services consistent with all Federal, State and Local requirements are provided
- Purchasing educational technology
- Providing mental health services and supports
- Planning and implementing activities related to summer learning and supplemental afterschool programs
- Other activities that are necessary to maintain operation and continuity of services

## **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, identified migrant students and the total school's enrollment is used to calculate the Title I-A, Title I-C, Title II-A, Title III-A and Title IV-A allocations, respectively. During the May consultation and planning meeting, the private school is provided with preliminary allocation(s). Each private school will be provided with a spreadsheet directly from the school district's administrative management system (TEAMS) 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.

**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:

**PNP Affirmation of Consultation with Private School Officials (due to TEA September 30)**  
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 Texas Education Agency Login (TEAL).

*PNP Schools –School administration confirms that the information on the form is correct based on the consultation meeting with EPISD.*

## PRIVATE NON-PROFIT EQUITABLE SERVICE TIMELINE

<b>El Paso Independent School District and Private School Officials</b>	
<b>Month</b>	<b>Activity</b>
July-August	<ul style="list-style-type: none"> <li>• Inform private school officials about the readiness of the programs and services for the upcoming school year, fiscal year begins July 1</li> <li>• Provide program funding amounts</li> <li>• Disseminate PNP Reference Guide to PNP School Officials, post on website</li> <li>• Work with PNPs on requisition for web-based licenses, and professional development requests</li> <li>• Contact tutors to complete 2022-2023 application and discuss procedures</li> <li>• Begin programs and services</li> <li>• Complete and submit student roster for language proficiency testing for the identification of EL students and Title III participation to the Connecting Languages Department</li> <li>• Disseminate and collect PNP Affirmations of Consultation (due to TEA 9/30/2022)</li> <li>• Fall PNP consultation general meeting (08/30/2022)</li> </ul>
September	<ul style="list-style-type: none"> <li>• Consult with private school officials about current programs and services implementation and modify as necessary</li> <li>• Issue and retrieve signed equipment checkout form to PNP instructional staff that is using EPISD technology, supplies &amp; materials, etc.</li> </ul>
October	<ul style="list-style-type: none"> <li>• Continue consultation about current programs and services implementation</li> <li>• Email student roster template</li> <li>• Begin and conduct annual inventory at PNP</li> </ul>
November-December	<ul style="list-style-type: none"> <li>• Consult with private school officials about the status of current programs and services</li> <li>• Roster of students due to EPISD</li> </ul>
January	<ul style="list-style-type: none"> <li>• Continue consultation with private school officials about the status of current programs and services</li> <li>• Send certified mail regarding 2023-2024 PNP participation</li> </ul>
February-March	<ul style="list-style-type: none"> <li>• Continue consultation with private school officials about the status of current programs and services</li> <li>• Calculate preliminary PNP allocations for 2023-2024 and send estimates via email</li> <li>• Schedule consultation meeting at ESC Region 19</li> <li>• Expenditure deadline – summer staff development requests</li> <li>• Spring PNP consultation general meeting (02/28/2023)</li> </ul>
April	<ul style="list-style-type: none"> <li>• Consult with private school officials about the status of current programs and services</li> </ul>
May	<ul style="list-style-type: none"> <li>• Consult with private school officials about the status of current programs and services</li> <li>• 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</li> <li>• 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</li> <li>• Prepare individual PNP budget planners in TEAMS for Title I-A, Title I-C, Title II-A, Title III-A and Title IV-A for 2023-2024</li> <li>• Expenditure deadline – 100% of Tutoring Allotment spent</li> </ul>
June	<ul style="list-style-type: none"> <li>• Finalize current year programs and services, implement extended year services</li> <li>• Assist PNP with revisions of CIP and CNA</li> <li>• Provide private school official with report on final program year fund expenditures</li> <li>• Develop consultation timeline for next school year</li> </ul>

## 2022-2023 Private Non-Profit School Fiscal/Expenditure Timeline

<b>JULY</b>	<b>1</b>	First day to begin expending FY23 entitlement funds
	<b>1</b>	PNPs with school licenses to online subscription start
	<b>1</b>	Work with ESC19/consultants to establish service agreements for PNP professional development
<b>AUG.</b>	<b>15-29</b>	First day to begin Title I & Title III tutoring services using teacher recommendations, if applicable.
<b>SEPT.</b>	<b>30</b>	End of CARES/ESSER I program
<b>OCT.</b>	<b>31</b>	Student survey snapshot - students enrolled at PNP for 2023-2024 school year
	<b>31</b>	75% of technology allocation expended/obligated
<b>NOV.</b>	<b>1</b>	Begin to identify consultants for January 2023 in-service days, attain quotes, request POs
	<b>15</b>	Student survey due to BEFM
	<b>15</b>	50% contracted services, supplies & materials, travel allocation expended/obligated
<b>DEC.</b>	<b>9</b>	100% of technology allocation expended/obligated
<b>JAN.</b>	<b>31</b>	85% contracted services, supplies & materials, travel allocation expended/obligated
<b>FEB.</b>	<b>28</b>	Last day to lock in EOY and summer training (June/July) to include submission of all paperwork
<b>MAR.</b>	<b>31</b>	100% contracted services, supplies & materials, travel allocation expended/obligated
<b>APR.</b>	<b>14</b>	Last day to request/plan summer school to include request for materials and personnel
<b>JUNE</b>	<b>1</b>	Begin to work on renewing online subscription with all EDGAR requirements
	<b>30</b>	Last day of online subscription school licenses
	<b>30</b>	Last day of summer program and summer school personnel employment

## **Private School Officials Roles and Responsibilities**

Roles and responsibilities for the private school officials are:

- Actively participates in consultation.
- Meets set program timelines and deadlines
- 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 the year evaluation to include annual 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 and equipment control).
- 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 Program Useful Forms**
  - Income Determination Form
  - Federal Program Profiles
  - Purchase Requisition
  - Title III Student Count
    - Home Language Survey – English
    - Home Language Survey – Spanish
  
- **Private Non-Profit Schools Travel Forms and Requirements for Processing Packet**
  - EPISD Private Non-Profit Schools Staff Development/Travel Justification Form
  - TEA Participant Support Costs Request
  - Private Non-Profit School Travel Request
  - Private Non-Profit School Travel Expense Voucher
  
- **Procedures for the Determination of Private Non-Profit School Federal Program Proportionate Share Allocations**
- **Procedures for Professional Development Private Non-Profit Schools**
- **Title I, Part A and Title III, Part A Private Non-Profit School Technology Equipment and Inventory Control and Tracking Procedures & Internal Controls**
- **Procedures for Private Non-Profit Schools Requesting Instructional Supplies & Materials**
- **Procedures for Maintaining an Inventory of Equipment and Supplies & Materials at Private Non-Profit Schools**
- **Concerns and Complaint Procedures for Private Non-Profit Schools Participating in Federal Programs**

## 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: ☐

Family size	Income earned each month*	
	Qualifies for Free Meals	Qualifies for Reduced Meals
1	\$1,473	\$2,096
2	\$1,984	\$2,823
3	\$2,495	\$3,551
4	\$3,007	\$4,279
5	\$3,518	\$5,006
6	\$4,029	\$5,734
7	\$4,541	\$6,462
8	\$5,052	\$7,189
For each additional family member, add:	\$512	\$728

The 2022-2023 income guidelines for future school years can be found at:

<http://www.squaremeals.org/FandNResources/IncomeEligibilityGuidelines.aspx#CACFP>.

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

**Completed forms to be filed and maintained in the Private Non-Profit School Office for auditing purposes.**

**Revised 07/27/2022**

## 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: \_\_\_\_\_

Numero de Familia	Comidas Gratis: Ingresos Mensuales *	Comidas Reducidas: Ingresos Mensuales *
1	\$1,473	\$2,096
2	\$1,984	\$2,823
3	\$2,495	\$3,551
4	\$3,007	\$4,279
5	\$3,518	\$5,006
6	\$4,029	\$5,734
7	\$4,541	\$6,462
8	\$5,052	\$7,189
Por cada miembro de familia adicional	\$512	\$728

\* Las normas de ingresos para el año escolar 2022-2023 y siguientes años pueden ser encontrados en <http://www.squaremeals.org/FandNResources/IncomeEligibilityGuidelines.aspx#CACFP>.

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

C. Esta recibiendo asistencia 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: \_\_\_\_\_

**Formas completas deben que ser archivadas en la oficina de la escuela**

Revisado 07/27/2022



EL PASO  
INDEPENDENT  
SCHOOL DISTRICT

# **Private Non-Profit School Federal Program Profiles, 2022-2023 For Initial Consultation**

**The respective program profiles need to be brought to the initial consultation scheduled for May 17, 2022, May 18, 2022, May 19, 2022, and May 20, 2022.**  
**NOTE: These profiles are tentative plans and if any changes or modifications are needed throughout the year; discussion will take place during on-going consultations. Only submit the profile(s) the private school wants to actively participate in the respective ESSA program.**

**Private Non-Profit School Name:**

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**Private Non-Profit School Administrator Signature:**

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**DAY(s) of week services are to be provided**

- ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday  
☐ Saturday

**4. How will the services be academically assessed and how will the results be used to improve services?**

**ASSESSMENT**

- |   |   |
|---|---|
| <input type="checkbox"/> Tutor Administered Pre and Post Test | <input type="checkbox"/> Web-based Assessment   |
| <input type="checkbox"/> PNP Administered Pre and Post Test   | <input type="checkbox"/> Report Card Grades     |
| <input type="checkbox"/> Regular Classroom Teacher Assessment | <input type="checkbox"/> Teacher Recommendation |
| <input type="checkbox"/> Benchmarks                           |   |
| <input type="checkbox"/> Other: _____                         | <input type="checkbox"/> Other: _____           |

**RESULTS will be used to:**

- |  |  |
|--|--|
| <input type="checkbox"/> Determine Student Progress    | <input type="checkbox"/> Modify Program Delivery |
| <input type="checkbox"/> Develop Student Outcomes Plan |  |
| <input type="checkbox"/> Other: _____                  |  |

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

- ☐ Income Determination Form
- ☐ Scholarship Assistance - Explain: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

## Title II, Part A Program 2022-2023

1. Of the following areas of professional development, which area of instructional focus are your priorities for improvement over the next school year? Please check areas of concentration.

\_\_\_\_\_ **Special Education**

- ☐ Autism Spectrum Disorders  
☐ Positive Behavior Interventions & Support  
☐ Crisis Prevention and Intervention Training

\_\_\_\_\_ **Integrating Technology**

- ☐ Google Classroom      ☐ iPads      ☐ Smart Boards  
☐ Other: \_\_\_\_\_

\_\_\_\_\_ **Instructional Classroom Strategies:** please rank in order of importance 1 being most important

- \_\_\_\_\_ Cooperative Learning  
\_\_\_\_\_ Classroom Management  
\_\_\_\_\_ Literacy Strategies  
\_\_\_\_\_ Social Emotional Learning  
\_\_\_\_\_ Differentiated Instruction  
\_\_\_\_\_ Project Based Learning  
\_\_\_\_\_ Thinking Maps  
\_\_\_\_\_ Interactive Student Notebooks  
\_\_\_\_\_ Higher Order Thinking Skills  
\_\_\_\_\_ Sheltered Instruction (EL Strategies)  
\_\_\_\_\_ Dual Language Competencies  
\_\_\_\_\_ Foldables  
\_\_\_\_\_ Other: specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Specific Reading Disorders**

- \_\_\_\_\_ Dyslexia  
\_\_\_\_\_ Dysgraphia

\_\_\_\_\_ **Content Area Specific**

- \_\_\_\_\_ Reading  
\_\_\_\_\_ Writing  
\_\_\_\_\_ Mathematics  
\_\_\_\_\_ Social Studies  
\_\_\_\_\_ Science

- \_\_\_\_\_ **Classroom Certification**
- \_\_\_\_\_ Advance Placement (AP)
- \_\_\_\_\_ English as a Second Language (ESL)
- \_\_\_\_\_ Gifted & Talented (GT)

- \_\_\_\_\_ **Other:**
- \_\_\_\_\_ Professional Learning Communities
- \_\_\_\_\_ Curriculum Alignment
- \_\_\_\_\_ Grading and Assessment
- \_\_\_\_\_ Lesson Planning
- \_\_\_\_\_ Brain Research
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_

Which consultant do you want to provide the identified training(s)?

- ☐ **ESC Region 19**
- ☐ **Independent consultant**
- Name \_\_\_\_\_

**2. What data sources are used to identify professional development needs that contribute to student academic success?**

- ☐ Student Norm Reference Test specify: \_\_\_\_\_
- ☐ School Professional Development Plan
- ☐ Discipline Referrals
- ☐ Teacher Assessments
- ☐ Report Card Grades
- ☐ Progress Reports
- ☐ Formal Teacher Observations
- ☐ Other: specify \_\_\_\_\_
- ☐ Other: specify \_\_\_\_\_

**3. Explain how EPISD can assist with your campus professional development needs.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Title III, Part A Program 2022-2023

## 1. What data sources will be used to identify children's needs? (check all that apply)

<input type="checkbox"/> Iowa Test of Basic Skills (ITBS) scores	grade level(s) _____
<input type="checkbox"/> Stanford Achievement Test (SAT) scores	grade level(s) _____
<input type="checkbox"/> Tests of Academic Proficiency (TAP) scores	grade level(s) _____
<input type="checkbox"/> STAAR Release Test scores	grade level(s) _____
<input type="checkbox"/> Writing Assessment Program (WrAP) scores	grade level(s) _____
<input type="checkbox"/> Informal Assessment: specify _____	grade level(s) _____
<input type="checkbox"/> Teacher Recommendation/Referral	grade level(s) _____
<input type="checkbox"/> Report Card Grades	grade level(s) _____
<input type="checkbox"/> Home Language Survey	grade level(s) _____
<input type="checkbox"/> Other: _____	grade level(s) _____
<input type="checkbox"/> Other: _____	grade level(s) _____

## 2. What services will be provided to the English Learner (EL)?

☐ Tutoring      Subject Area: ☐ Reading   ☐ Mathematics   ☐ Writing  
☐ Other: \_\_\_\_\_

Number of ELs served in the 2020-2021 school year by grade level  
 \_\_\_ K \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ 11 \_\_\_ 12

Number of ELs not served in the 2020-2021 school year  
 \_\_\_ K \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ 11 \_\_\_ 12

Type of Program:    ☐ Extended Day, specify: ☐ Before school   ☐ Afterschool  
                               ☐ Pull Out    ☐ Push In

☐ Extended Week   ☐ Extended Year  
☐ Computer-assisted Instruction    specify: \_\_\_\_\_  
☐ Other: \_\_\_\_\_ specify

## 3. How, where, by whom and time of day services will be provided?

### HOW

☐ Individual Tutoring      ☐ Small Group Tutoring  
☐ Computer Assisted Instruction

### WHERE

☐ On-site (PNP)    ☐ Teacher Classroom      ☐ Tutor Lab  
☐ Off-site (EPISD)   ☐ Other: \_\_\_\_\_

### WHO will provide services?

☐ EPISD Employee   ☐ 3<sup>rd</sup> Party Contractor

### TIME services will be provided

☐ Before School    Time: \_\_\_\_\_  
☐ After School      Time: \_\_\_\_\_

☐ During the day    Time: \_\_\_\_\_

**DAY(s) of week services are to be provided**

☐ Monday   ☐ Tuesday   ☐ Wednesday   ☐ Thursday   ☐ Friday  
☐ Saturday

**4. How will the services be assessed?**

**ASSESSMENT**

<input type="checkbox"/> Tutor Administered Pre and Post Test	<input type="checkbox"/> Web-based Assessment
<input type="checkbox"/> PNP Administered Pre and Post Test	<input type="checkbox"/> Report Card Grades
<input type="checkbox"/> Regular Classroom Teacher Assessment	<input type="checkbox"/> Teacher Recommendation
<input type="checkbox"/> Benchmarks	
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

**5. How will the results be used to improve services?**

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**6. Describe the professional development that you would like to be provided to teachers, administrators and other school personnel during the 2022-2023 school year that is designed to improve the instruction and assessment of ELs, enhance the ability of teachers to understand the use of curricula, assessment measures, and instructional strategies for ELs. (Note: this is PD specifically provided using Title III funds)**

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**7. What other needs has your school identified for the 2022-2023 school year specifically for ELs?**

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## Title IV, Part A Program 2022-2023

1. **Has the Private Non-Profit school conducted a comprehensive needs assessment that examines the needs for improvement of well-rounded educational opportunities and school conditions for student learning as they relate to health & safety?**

☐ Yes      ☐ No      ☐ In Progress      ☐ Need Assistance

2. **How will the children's needs be identified?**

<input type="checkbox"/> AP Exam Scores	<input type="checkbox"/> Curriculum Review	<input type="checkbox"/> Discipline Referrals
<input type="checkbox"/> School Climate Survey	<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Fitness Gram
<input type="checkbox"/> Parent Survey/Feedback	<input type="checkbox"/> Career Aptitude Test	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	

3. **What Title IV activities or programs would the school implement after conducting a needs assessment? List all proposed programs/activities/strategies that ties to budget.**

**Well-Rounded Education – (describe program/activity/strategy that the PNP would like to provide)**

Example: IXL online subscription for math and reading estimated cost: \$2,750.00

**Healthy and Safe Schools – (describe program/activity/strategy that the PNP would like to provide)**

Example: student Social Emotional presentation estimated cost: \$1,500.00/full day

**4. Each PNP must be able to respond appropriately to the following questions to determine whether an expenditure would be allowable:**

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the expenditure address? Explain how the expenditure addresses this need.
3. How will the expenditure be evaluated to measure a positive impact on student achievement?
4. How is the expenditure supplemental?



# Home Language Survey English

LPAC Framework Manual 2019-2020



## EI PASO INDEPENDENT SCHOOL DISTRICT

**HOME LANGUAGE SURVEY-19 TAC Chapter 89, Subchapter BB, §89.1215**  
(Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)

**TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12):** The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

For more information on the process that must be followed, please visit the following website:  
[https://projects.esc20.net/upload/page/0084/docs/EL%20Identification\\_ReclassificationFlowchart%202018.pdf](https://projects.esc20.net/upload/page/0084/docs/EL%20Identification_ReclassificationFlowchart%202018.pdf)

**This survey shall be kept in each student's permanent record folder.**

NAME OF STUDENT: \_\_\_\_\_ STUDENT ID#: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ TELEPHONE #: \_\_\_\_\_  
CAMPUS: \_\_\_\_\_

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

1. What language is spoken in the child's home **most of the time**? \_\_\_\_\_
2. What language does the child speak **most of the time**? \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian                      Date                      Signature of Student if Grades 9-12                      Date

**NOTE:** If you believe you made an error when completing this Home Language Survey, you may request a correction, in writing, only if: 1) your child has not yet been assessed for English proficiency; and 2) your written correction request is made within two calendar weeks of your child's enrollment date.

Texas Education Agency

# Home Language Survey

## Spanish

LPAC Framework Manual 2019-2020

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Texas Education Agency

### EL PASO INDEPENDENT SCHOOL DISTRICT

Cuestionario sobre el idioma que se habla en el hogar  
19 TAC Chapter 89, Subchapter BB §89.1215

**DEBE DE COMPLETARSE POR EL PADRE O TUTOR PARA ESTUDIANTES QUE CURSEN DESDE PREKINDER HASTA EL OCTAVO GRADO: (O POR EL ESTUDIANTE SI CURSA GRADOS DEL 9-12):** El estado de Texas requiere que la siguiente información sea completada para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Es la responsabilidad del padre o tutor, no de la escuela, proporcionar la información del idioma requerida por las siguientes preguntas.

Querido padre o tutor:

Para determinar si su hijo(a) se beneficiara de los servicios de los programas bilingües y/o de inglés como segundo idioma, por favor responda las dos preguntas siguientes.

Si cualquiera de sus respuestas indica el uso de un idioma que no sea inglés, entonces el distrito escolar debe realizar una evaluación para determinar que tanto se comunica su hijo(a) en inglés. Esta información resultante de la evaluación se usará para determinar si los servicios de programas bilingües y/o de inglés como segundo idioma son apropiados e informará las recomendaciones en cuanto a la instrucción y la asignación del programa. Una vez completada la evaluación de su hijo(a), no se permitirán cambios a las respuestas en el cuestionario. Si tiene preguntas sobre el propósito y el uso del cuestionario sobre el idioma que se habla en el hogar, o si necesita ayuda para completar el cuestionario, por favor comuníquese con el personal del distrito escolar.

Para más información sobre el proceso que debe seguirse, por favor visite el siguiente sitio web:

[https://projects.esc20.net/upload/page/0084/docs/EL%20Identification\\_ReclassificationFlowchart%202018.pdf](https://projects.esc20.net/upload/page/0084/docs/EL%20Identification_ReclassificationFlowchart%202018.pdf)

**Este cuestionario se deberá archivar en el expediente permanente del estudiante.**

NOMBRE DEL ESTUDIANTE: \_\_\_\_\_

ID#: \_\_\_\_\_

DIRECCIÓN: \_\_\_\_\_

TELÉFONO: \_\_\_\_\_

ESCUELA: \_\_\_\_\_

Nota: Indique sólo un idioma por respuesta.

1. ¿Qué idioma se habla en la casa de su hijo(a) **la mayoría del tiempo**? \_\_\_\_\_

2. ¿Qué idioma habla su hijo(a) **la mayoría del tiempo**? \_\_\_\_\_

\_\_\_\_\_  
Firma del padre o tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del estudiante si esta en los grados 9-12

\_\_\_\_\_  
Fecha

**NOTA:** Si cree que cometió un error al completar este cuestionario sobre el idioma que se habla en el hogar, puede solicitar una corrección, por escrito, solo si: 1) su hijo(a) aún no ha sido evaluado para el dominio del inglés; y 2) su solicitud de corrección por escrito se realiza dentro de las dos semanas calendario posteriores a la fecha de inscripción de su hijo(a).



PRIVATE NON-PROFIT  
PROFESSIONAL DEVELOPMENT

Budget &  
External Financial Management  
Office

0		0		1/0/1900		0	
Name of Conference		Location		Date(s) of Conference		Campus	
Attendee 1		Attendee 2		Attendee 3			
Last Name, First Name:							
Position:							
Vendor Number:							
Stipend Pay:		Registration Required:		Contracted Service:			
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Account Number:		Estimated Expenditure Total:		\$		-	
Is either EPISD or Region XII providing this activity in the future?		<input type="radio"/> YES <input checked="" type="radio"/> NO					
Source of Funds:		<input type="checkbox"/> Title I, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III Part A <input type="checkbox"/> Title IV Part A					
<i>ESSA guidelines stipulate that federal 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 and how is this activity applicable to your position. How will it impact the delivery of services on student achievement?</i>							
0							
<i>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.</i>							
0							
<i>ESSA guidance states that professional development requests should be reasonable and necessary. If this training is out of town or out of state, why is it reasonable and necessary for you to attend this conference?</i>							
N/A							
<i>ESSA funding guidelines require that all activities using these funds be documented in the CIP/DP. Please indicate the CIP/DP goals and objectives addressed.</i>							
DIP 3.2.5 The BIFM Office will provide equitable services in ESSA and ESSER programs to Private Non-Profit schools to address the following: professional development, tutoring services, supplies, materials, equipment, and software. Assessment will be provided to implement and monitor student progress.							
Principal/Supervisor's Approval:						Date:	
Budget and External Financial Management Office Reviewer:						Date:	



## Department of Contracts, Grants and Financial Administration Request for Approval of Participant Support Costs

Title 2 of the Code of Federal Regulations (2 CFR) 200.456 makes allowable the expenditure of federal grant funds on participant support costs. The purpose of this form is to provide required approval to all TEA grantees that expend any federal grant funds.

According to the definition provided in 2 CFR 200.75, "participant support costs" means the direct cost of providing training, including attendance of professional conferences, to grant program participants. Direct costs may include the cost of travel to the training and any registration fees.

This form is applicable to all TEA subrecipients and to any federal grant administered by TEA.

Name of Federal or State Grant Title II, Part A

Name of Grantee El Paso Independent School District

County-District # 071-902

### Description of Costs

Describe the planned participant support cost.

Private Non-Profit School:

Today's Date:

Conference:

Location of Conference:

Date of Conference:

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

DIP 3.2.5 The BEFM Office will provide equitable services to Private Non-Profit schools to address the following: professional development, tutoring services, supplies, materials, equipment and software. Assessments will be provided to implement and monitor student progress for

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 and Date

This form must be signed by the authorized official.

Email this signed form to TEA's Department of Contracts, Grants and Financial Administration (CGFA) at [GrantSupport@tea.texas.gov](mailto:GrantSupport@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 CGFA Associate Commissioner  
and Date



**DO NOT MAKE ANY TRAVEL ARRANGEMENTS UNTIL YOU HAVE WRITTEN DOCUMENTATION OF THE TOTAL APPROVED EXPENSES.**

- 1.) At least **30 days** prior to the travel, submit a completed "*EPISD Private Non-Profit Schools Staff Development Justification Form*" to EPISD Budget & External Financial Management Office for approval.
- 2.) Once approval has been received, submit completed and signed "*EPISD Private Non-Profit School - Travel Request*" to EPISD Budget & External Management Office. Include a conference agenda to verify requested departure and return times.  
EPISD Budget & External Management Office will calculate the total approved expenses for the travel and send an approved copy to the campus. You should have approval within 5 working days, if you have not received documentation by the end of the fifth day, please contact your EPISD PNP contact.
- 3.) The traveler makes their own travel arrangements ensuring that the total costs do not exceed those approved. Costs over the amount approved will be the travelers' responsibility.
- 4.) Within **15 calendar days** of travel completion, submit the "*Private Non-Profit Travel Expense Voucher*" to EPISD Budget & External Financial Management Office for processing. See the box below for requirements.

**Original receipts required for processing EPISD Travel Expense Vouchers:**

- ~ Airline itinerary/receipt - must include traveler's name
- ~ Checked baggage receipt (1 bag maximum)
- ~ Hotel Receipt - must be itemized to include hotel name, traveler's name, room rate, and tax charged per day
- ~ Taxi/Shuttle receipts
- ~ Parking receipts (only if personal auto is used or rental car was approved PRIOR to travel)
- ~ Car rental receipt/gas receipt (only if car rental was approved PRIOR to travel)

Travelers must obtain original detailed receipts and/or supporting documentation for each transaction as proof of the expense. Credit card receipts submitted without the detailed original receipt are not acceptable.

At any time, please contact your EPISD Budget and External Financial Management Office PNP contact with any questions.

Lodging and Meal reimbursements are based on IRS publication 1542 ([www.irs.gov](http://www.irs.gov)). If a location (within Texas) is not listed on the site for in-state travel, the maximum rates will remain at \$93.00 per day for lodging and \$36.00 a day for meals. If an out of state location is not listed, the nearest city or county will be used. NOTE: Conference hotels will only be reimbursed up to the maximum allowable hotel rate for that location.

All receipts must be originals. Receipts submitted with the EPISD Travel Expense Voucher must be accurate and legible. Any unallowable expenses will be deducted from the traveler's reimbursement. Examples of unallowable expenses include but are not limited to Texas state tax, room rates exceeding IRS Publication 1542's listed rate, room service, laundry, games, movies, tips, personal phone calls, personal use of the internet, unapproved rental car, etc. Note: Campuses that are tax exempt should provide hotels within Texas with a copy of the campus' State Tax Exemption form.

## Private Non-Profit School Travel Request

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

### SECTION A: TRAVELER'S INFORMATION (Please Print)

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

(Traveler's address is required to ensure reimbursement is mailed to the correct address)

PNP School: \_\_\_\_\_ Traveler Phone # \_\_\_\_\_

EPISD Will Reimburse: ☐ Traveler

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

Name of Conference: \_\_\_\_\_

Location: \_\_\_\_\_ Exact Dates of Conference: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Requested Departure Time: \_\_\_\_\_

Return Date: \_\_\_\_\_ Requested Return Time: \_\_\_\_\_

Flying ☐ Driving ☐ Designated Driver: \_\_\_\_\_

#### NOTE:

- You must include a conference agenda to verify allow-ability 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 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 MapQuest.
- 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 on percentage of secular sessions attended.

BY SIGNING THIS FORM, I ACKNOWLEDGE AND ACCEPT THE EPISD BUDGET & EXTERNAL FINANCIAL MANAGEMENT OFFICE TRAVEL RESTRICTIONS AND REQUIREMENTS, AND SHOULD ANY EXPENSE 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 THE EXPENSE. ANY COSTS OVER AND ABOVE "THE TOTAL APPROVED EXPENSES" WILL BE MY RESPONSIBILITY.

Traveler's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



EL PASO  
INDEPENDENT  
SCHOOL DISTRICT

Budget & External Financial Management Office

## Private Non-Profit School Travel Expense Voucher

\*\*\*Must be submitted to Budget & External Financial Management 15 Calendar Days after Trip\*\*\*

SECTION A							
<b>Name:</b>				<b>School:</b>			
<b>DOB:</b>				<b>Email:</b>			
<b>Phone:</b>				<b>Fax:</b>			
<b>Address:</b>							
<b>Meeting Attended:</b>							
<b>Account Number:</b>							
SECTION B							Total Each Line
Dates							▼
Airfare or Mileage							
Hotel							
Hotel Tax							
Meals							
Taxi/Shuttle							
Airport Parking							
* Registration Fees							
Other							
• Rental Car							
• Hotel Parking							
• Gas							
• Checked Bags							
* Only if paid for by individual.						DO NOT INCLUDE IF THE BUDGET & EXTERNAL FINANCIAL MANAGEMENT OFFICE HAS ALREADY PAID REGISTRATION FEE.	
						<b>TOTAL</b>	
SECTION C							
<i>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.</i>							
Traveler's Signature				Principal/Administrator's Signature			
Date				Date			
<b>EPISD – BUDGET &amp; EXTERNAL FINANCIAL MANAGEMENT USE ONLY</b>							
Reviewed by				Approved by			
Date				Date			
Paid by				Date			

Revised 5/25/18 Previous forms are obsolete





## **Procedures for the Determination of Private Non-Profit (PNP) School Federal Program Proportionate Share Allocations**

### **Applicable Federal Programs:**

- Title I, Part A - Improving Basic Programs Operated by LEAs**
- Title I, Part C - Migrant Education Program**
- Title II, Part A - Supporting Effective Instruction**
- Title III, Part A - English Language Acquisition**
- Title IV, Part A - Student Support Academic Enrichment Program**

The El Paso Independent School District (EPISD) collects PNP Student Survey data on the last Friday of the month of October. This data snapshot generates the total school student enrollment, the number of identified migrant students, the number of identified English learners and the number of students identified as economically disadvantaged that reside within EPISD boundaries that are enrolled at Private Non-Profit schools.

The private non-profit school will submit the student surveys directly to the EPISD PNP Contact. Once received the PNP Contact will work with the EPISD department of Analytics, Strategy, Assessment and PEIMS to verify that the enrolled student at the PNP does reside within the district's boundaries. The resident verification is for Title I, Part A only. The verification will be conducted by December 31. Any discrepancies or questions will be addressed directly with the PNP School Official to reach a consensus on the reliability of the data submitted.

The information from the student survey is used to populate the number of eligible students in the PS3099 Private School Services schedule included in the ESSA Consolidated Federal Grant Application.

The program schedule determines the equitable services calculation for the LEA per pupil allocation for each entitlement program. This calculates the annual private school reservation for each of the federal programs or the proportionate share of equitable services for each federal program.

The LEA will then determine which eligible public schools will receive funds and how the funds are allocated, and which private non-profit schools are eligible for services, if applicable.

### **Title I, Part A**

After the numbers have been validated, the number of identified economic disadvantaged students attending the private school will be used to generate the school's Title I, Part A allocation.



The methodology used in determining per pupil allocations for Title I funds is as follows: EPISD takes the number of students districtwide that were identified as economically disadvantaged and adds the number of economically disadvantaged PNP students residing within EPISD boundaries for all participating PNP campuses to arrive at the total number of economically disadvantaged students. The number is then inserted into the PS3099 grant schedule along with the district's planning amount. The program schedule automatically calculates the per pupil dollar amount. This allocation is for the subsequent school year.

### **Title I, Part C**

The total identified Migrant Education Program (MEP) student enrollment in the LEA and the number of identified MEP students enrolled at the PNP is inserted into the PS3099 along with the district current year allocation. The program schedule automatically calculates the per pupil dollar amount. This allocation is for the subsequent school year.

Verification of Migrant students will be made by the Coordinator Migrant Student Support.

### **Title II, Part A and Title IV, Part A**

The total student enrollment will be used to determine the school's Title II, Part A and Title IV, Part A allocation.

The methodology used in determining per pupil allocation for Title II and Title IV funds follows the same process as Title I. EPISD takes the total number of student's districtwide and adds the total number of students enrolled at PNP schools. This number is then inserted into PS3099 grant schedule along with the district's planning amount. The program schedule automatically calculates the per pupil dollar amount. This allocation is intended for the subsequent school year.

### **Title III, Part A**

The El Paso Independent School District (EPISD) will collect Home Language Surveys (HLS) (during the months of July – August) to begin identifying potential English learners (ELs) enrolled at PNP schools. If a newly identified PNP selects to participate in the Title III, Part A program, existing school data will be used to determine the PNP's allocation, if available. The information collected by the HLS will provide a preliminary per pupil allocation. However, it is understood that the administration of an oral language proficiency test (PK-12), and the English reading and English language arts sections from an approved Norm-Referenced Test (2-12) needs to be administered, which will ultimately determine if the student qualifies for Title III, Part A services. This process will allow the PNP to have access to the allocation, until testing and identification of eligible students are made early in the school year. (Adjustments to the allocation will be made if there is an increase or decrease in the actual number of Title III EL students verified.

The information is used to determine the verifiable number of eligible students to include in the PS3099 grant schedule located in the ESSA Consolidated Federal Grant Application. Verification of EL students will be made by the Title III Facilitator assigned to the PNP schools.



## **Procedures for Professional Development for Private Non-Profit Schools**

During the consultation and upon review of the Federal Program Profiles it will be determined what areas will be the primary focus for staff development activities at the private non-profit schools. The professional development needs are identified in the Comprehensive Needs Assessment (CNA) and written into the Campus Improvement Plan (CIP). The request for professional development **MUST** be submitted at least **30 days prior** to the date of the activity. **Requests to use Title funds for Professional Development activities must include:**

### **Local Professional Development**

- EPISD Private Non-Profit Schools Staff Development/Travel Justification Form
- Conference Agenda/Flyer
- Texas Education Agency Request for Approval of Participant Support Costs
- Copy of PNP CIP Strategy

### **Out-of-Town Professional Development\* – need to meet reasonable and necessary requirement**

- All documents listed in local professional development, plus:
- Completed Travel Request
- Rental Car Justification (if requesting a rental car)

### **Out-of-State Professional Development\* – need to meet reasonable and necessary requirement**

- All efforts are to be made to locate comparable professional development locally or with-in the State of Texas

**Registration & Conference Forms** – Requests to cover conference registrations must be submitted with a copy of the conference flyer, agenda or conference schedule.

**Note:** 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).

**Air Travel** – For out of town/state\* professional development, EPISD will send the school 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 which point alternate airline prices with advanced purchase as stated above will be considered.

**Mileage vs. Airfare** - Beginning and ending (to and from location) odometer readings for each trip are required. Mileage reimbursement cannot exceed the cost of the lowest coach airfare to the same location. If teachers are carpooling, reimbursement for mileage will be limited to the number of teachers multiplied by the lowest coach airfare.

**Hotel** – Prior to the event, the traveler must reserve their own room at a conference hotel. If possible, staff must stay at the designated conference hotel. The hotel reservation confirmation must include daily room rate, room/local/fees, and any mandatory charges (e.g. parking). The original hotel folio (invoice) with itemized charges is required. This document is available upon checkout. State tax is not reimbursable, if charged to the traveler. EPISD will not cover costs for food or entertainment charged to the room. Proof that hotel is listed as a conference hotel may be requested. An itemized hotel receipt **MUST** be submitted to receive reimbursement.

**Food/Per Diem** - Meals reimbursements will be based on the IRS publication 1542 and the Federal per diem rate may located at [www.gsa.gov](http://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 Private Non-Profit School Travel Expense Voucher Request form and submit your receipts. All paperwork and receipts should be submitted within 15 days of travel.

**Reimbursement to Traveler/Non-employee:**

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 Private Non-Profit Schools Staff Development/Travel Justification Form. Non-employee payments require name, address, date of birth and phone number on the PNP Travel Expense Voucher.

**Note: If for any reason the traveler is not able to travel once arrangements have been made, it is the responsibility of the traveler to cancel all arrangements and seek refunds. Further, if the EPISD pays the registration fees and the traveler does not attend the conference or training, the traveler will reimburse the cost of the paid registration fees to the EPISD. Should the travel request be deemed unallowable by the Texas Education Agency arrangements will need to be made to reimburse the El Paso Independent School District for all unallowable or questioned costs.**



## **Title I, Part A and Title III, Part A Private Non-Profit School Technology Equipment and Inventory Control and Tracking Procedures & Internal Controls**

### **Purpose**

To ensure the maintenance and implementation of adequate controls to account for the procurement, location, custody, and security of equipment, devices, supplies & materials, reading materials, etc. purchased with Title I, Part A (211) and Title III, Part A (263) funds.

These procedures are based on the Office of Management and Budget, Education Department General Administrative Regulations (EDGAR), Title 2, Code of Federal Regulations (2 CFR part200). The procedure emphasizes internal controls to strengthen oversight over federal funds to reduce risks of waste, fraud, and abuse.

### **Physical Inventory Listing**

Each Private Non-Profit School (PNP) will assign a designee to assist the El Paso Independent School District PNP contact to conduct an annual supplies/materials and technology equipment inventory. ***Please refer to Procedures for Maintaining an Inventory of Materials and Equipment at Private Non-Profit Schools.*** The Private Non-Profit School Administrator/Principal ensures that the processes set in place will be followed and adhered to by all staff, to include teachers, administrators, and other instructional personnel employed at the Private Non-Profit school.

### **The Physical Inventory Listing should include the following information:**

- An inventory control number of EPISD barcode/TAG number,
- A description to include the model number,
- The federal program used to purchase equipment,
- Intended use,
- The acquisition date,
- The cost,
- A serial number,
- The location (classroom number).

### **Fixed Asset Listing**

The Title I, Part A and Title III, Part A Private Non-Profit School Equipment and Inventory Control and Tracking Procedures will not alter the district's inventory control policy or equipment listed on the district's fixed asset inventory system.

### **Tagging of Equipment**

Equipment purchased with Title I or Title III funds that are listed on the school district's fixed asset inventory system must have the appropriate asset identification tag per the district's policy on tagging of equipment, as located in the EPISD Fixed Assets Procedures Manual.

### **Physical Inventory Listing Reconciliation**

A physical inventory of the equipment at each Private Non-Profit School location must be taken and the results reconciled annually. As part of the reconciliation process, the district Title I Acquisition Coordinator should run expenditure reports to ensure that all required equipment, supplies & materials, reading materials, etc. have been added to the physical inventory listing for each location.

### **Record Maintenance**

The appropriate El Paso Independent School District Property Control Management form should be used to transfer and surplus any equipment, devices, supplies & materials, reading materials, etc., located at the Private Non-Profit School. The form should be completed in a timely manner and maintained to document any transfer or surplus of equipment, devices, supplies & materials, reading materials, etc.

### **Disposal of Equipment**

The El Paso Independent School District will adhere and follow all the Texas Education Agency's procedures for disposal of equipment.

### **PNP Staff Responsibility**

Any instructional staff at the Private Non-Profit School that is assigned or uses equipment, devices, supplies & materials, reading materials, etc. will sign an Equipment and Materials Checkout Form at the beginning of the school year. By signing the form, the employee acknowledges responsibility for the use and safety of the equipment, devices, supplies & materials, reading materials, etc. It is further understood that no equipment, devices, supplies & materials, reading materials, etc. will be used to access any religious content.

### **Violation of PNP Staff Responsibility**

The El Paso Independent School District reserves the right to audit the use of equipment, devices, supplies & materials, reading materials, etc. assigned to any PNP staff member. If it is determined that the use of the equipment, devices, supplies & materials, reading materials, etc. has been misused, in any way, shape or form, the equipment, devices, supplies & materials, reading materials, etc. will be removed from the PNP School site.

### **Financial Responsibility**

The El Paso Independent School District continues to work collaboratively with each Private Non-Profit School. The EPISD strives to remain fiscally and programmatically compliant with each Federal Entitlement Program. As the Every Student Succeeds Act and EDGAR regulations affect every federal program, the EPISD attempts to make the best-informed decisions regarding use of the funds and the purchases made with federal program funds.

**Note that if any purchase of equipment, devices, supplies & materials, reading materials, etc. is deemed unallowable by an internal or external auditor, it is understood that the Private Non-Profit School will repay the questioned costs directly back to the El Paso Independent School District.**

By signing below the PNP school administrator confirms receipt of the Title I, Part A and Title III, Part A Private Non-Profit School Technology Equipment and Inventory Control and Tracking Procedures and confirms that all staff at the private school will sign an Equipment and Materials Checkout Form if issued any equipment, devices, supplies & materials, reading materials, etc.



## **Procedures for Private Non-Profit Schools Requesting Instructional Supplies & Materials**

During consultation the El Paso Independent School District private school contact and the Private Non- Profit (PNP) School Administrator will discuss and identify the need to request and purchase instructional supplies and materials. Discussion will also cover how the instructional supplies and materials will support participating students' needs and that they are used only for the purposes of the program. The need for instructional supplies & materials are to be identified in the comprehensive needs assessment (CNA) and the web-based campus improvement plan (CIP).

### **Initial Step:**

PNP school official reviews request from teacher/tutor and ensures that the need has been identified in the CNA and CIP.

- Once identified, PNP school official will fill out the EPISD Purchase Requisition form, which identifies item number, quantity, vendor part number, description, and unit price.
- The EPISD Purchase Requisition form is a formatted excel spreadsheet that calculates cost of the items requested. The purchase requisition form is in a standard format so that the information can be readily identified and transferred to a requisition or purchase order.
- The PNP school official will print, sign, scan, and send purchase requisition form to the EPISD PNP school contact.
- The EPISD PNP school contact will review request, review CIP, conduct vendor lookup, determine allow-ability, include an account number, and sign purchase requisition as approved. Copy of the PNP CIP goal, TEA Participant Support Cost, and other pertinent documents are to be attached to the requisition.
- If vendor is not an approved EPISD vendor, an alternate vendor will be identified and recommended.
- After the purchase requisition form is approved, it is submitted to the EPISD clerical staff and entered into the EPISD TEAMS management system to initiate a purchase order. This requisition system utilizes a specific approval path that every requisition must follow to attain approval.

### **Final Step:**

- After supplies and materials are received by the Budget & External Management Office, the Title I Acquisition Coordinator will inventory supplies and materials and include in the respective PNP inventory.
- All supplies and materials will be labeled as property of EPISD.
- The supplies and materials will be delivered to the PNP and school official will acknowledge delivery by signing inventory form.
- PNP school official will ensure that supplies and materials are solely used for the intended purpose and are secure in specified location at the PNP.

## **Procedures for Maintaining an Inventory of Equipment and Supplies & Materials at Private Non-Profit Schools**

Title I, Part A, and Title III, Part A funds may only be used to purchase supplies and materials, reading materials and equipment and devices to meet the needs of participating (students eligible to receive services) private school students.

It is important to remember that although the supplies & materials and equipment may be used by the private schools for eligible students, the El Paso Independent School District (EPISD) who makes the purchases retains title and ownership and must continue to account for supplies & materials and equipment in its Physical Inventory Listing. Therefore, the EPISD must implement adequate procedures and internal controls to account for the location, custody, and security of materials and equipment purchased from federal funds. These procedures must include the proper labeling of supplies, and materials and equipment located at the private school which may include providing recommendations to the private school to maintain further internal control of materials and equipment to prevent private school staff from misplacing, losing, or destroying materials and equipment.

Inventory at the Private School shall contain the same requirements that all EPISD schools follow, these requirements are:

- A description of the supplies & materials or equipment.
- An EPISD asset tag/bar code for equipment only. (Provided by EPISD Property Control Management)
- A serial and model number, as applicable.
- 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 fund, etc.)
- The present location, area within private school where the supplies & materials and equipment are located (e.g., Room # 2a, Library, PC Lab, etc., this will assist with any federal or state program audit.)
- Indication of the use of the supplies & materials and equipment by specific program label. For example, Student & Teacher Instructional Use Only.

Additionally, the EPISD shall administer the funds, supplies & materials and equipment. It is highly recommended to the private school that the supplies & materials and equipment be stored in a secure location when not in use.

## **Equipment Acquisitions**

There are two types of equipment or items that a private school may use, these may include:

### **Controlled/Fixed Assets**

1. Tangible, movable, personal property
2. Unit cost of \$500 up to \$4,999.99
3. Reasonably identified and controlled through physical inventory

### **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 Private School 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, Equipment and Inventory**

The Texas Education Agency and the United States Department of Education may monitor the EPISD which may include the purchasing and use of supplies & materials and equipment for private schools.

Below are a few recommendations for private schools to follow:

- Effective control and accountability must be maintained for all supplies & materials and equipment. This will assist in accounting for materials and equipment purchased by federal program funds.
- Maintaining an internal supplies & materials and equipment inventory may assist the private school in identifying a need for supplies & materials and 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 supplies & materials and equipment purchased with federal program funds for Private Schools.
- A physical inventory of supplies & materials and equipment shall be conducted, and the results reconciled with the supplies & materials and equipment records in accordance



with *EDGAR 80.32(d) (1-2)*. Any differences between quantities determined by the physical inspection and those shown in the accounting records shall be investigated to determine the causes of the difference. The Private School shall, in connection with the inventory, verify the existence, current utilization, and continued need for the supplies & materials and equipment. Documentation shall be maintained of the date and the person conducting the physical inventory.

- Adequate maintenance procedures shall be implemented to keep the supplies & materials and equipment in good condition. This may entail contacting the assigned EPISD PNP Contact to generate a ZENDesk Technology Work Order, as applicable.

### Loss, Damage, or Theft of Equipment

A control system shall be in effect to ensure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented. EPISD Budget & External Financial Management Office contact should be notified immediately. PNP contact will complete 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 private school inventory.

Mr. Ernesto Rodriguez, Title I Acquisition Coordinator  
(915) 230-2795



## Private Non-Profit School Technology Equipment and Materials Checkout Form

**Private School Name:** \_\_\_\_\_ **Room #** \_\_\_\_\_ **School Year:** \_\_\_\_\_

I, \_\_\_\_\_ **(print name)**, fully understand that I am responsible for the care of the equipment and/or supplies & materials, if applicable, in my classroom that has been assigned to me to be able to support quality instruction in the classroom. If stolen, I understand I will need to provide a police report and I will immediately report any damages or loss of equipment to the School Administrator. The equipment checked out to me is the property of El Paso Independent School District and must be used in a manner that directly enhances the learning of students in my class. EPISD reserves the right to monitor such equipment and/or supplies & materials to ensure they are used for the intended purpose and program intent.

**I understand that at no time may I access any religious content through the equipment or any device.**

**Student use of the equipment assigned to teacher is strictly prohibited.**

Description of Equipment/Supplies	EPISD TAG #	Serial Number	Other

Add additional sheets, if applicable.

\_\_\_\_\_  
**Print Teacher's Name**

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Administrator's Name**

\_\_\_\_\_  
**PNP Administrator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print EPISD PNP Representative's Name**

\_\_\_\_\_  
**EPISD PNP Representative's Signature**

\_\_\_\_\_  
**Date**



## **Concerns and Complaint Procedures for Private Non-Profit Schools Participating in Federal Programs**

Since the passage of the Elementary and Secondary Education Act (ESEA) in 1965, school districts have been required to provide equitable services to private school students, teachers, and in some cases, other education personnel, and parents under several ESEA programs.

### **Timely and Meaningful Consultation and New Opportunity Under Every Student Succeed Act (ESSA) Under Title IX, Part E–Uniform Provisions, Subpart 1**

Local Education Agencies (LEAs) are required to conduct timely and meaningful consultation with private school officials to determine the educational needs of the private school students and other beneficiaries. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. The information gathered during the consultation provides direction of the services provided to the private school students and staff.

Further, the most recent reauthorization of ESEA now requires that private schools be given the opportunity, when signing the Affirmation of Consultation, to note if consultation was not timely or meaningful. Each district will be required to submit the Affirmation of Consultation to the Texas Education Agency (TEA) for review.

When a private school indicates consultation was not timely or meaningful, the TEA will follow-up with both the private school and the school district. Depending on the situation, technical assistance and/or a more detailed investigation will occur. Indicating a concern on the Affirmation of Consultation form is not the same process as filing a formal complaint detailed below.

### **Resolving Disagreements—Try Local Discussions First**

Guidance for Local Education Agencies (LEAs) and Private Non-Profit Schools (PNPs) state that both parties should try local discussions, work collaboratively as a team to first see if what was disagreed upon can be resolved without escalation.

Private school officials and districts are encouraged to work together to resolve disagreements that affect the services provided. Private school officials should first contact the El Paso Independent School District federal programs representative to discuss their concerns.

**Mr. Ernesto Rodriguez, Title I Acquisition Coordinator**  
**(915) 230-2795**

If this does not meet with the PNP school official approval, then the PNP school official should contact the EPISD representatives' supervisor:

**Mrs. Cynthia Blessing-Washington,**  
**Executive Director – Budget & External Financial Management Office**  
**(915) 230-2823**

**Mr. Daniel F. Vasquez,**  
**Director External Funds and Fund Development**  
**(915) 230-2348**

### **District's Written Explanation of Disagreements**

ESSA also requires that if a district disagrees with the views of private school officials with respect to any topic subject to consultation, the district must provide, in writing, to such private school official the reasons why the district disagrees. The district should retain a copy. The final decision rests with the district.

### **Resolving Disagreements—More Formal Options**

Additionally, under the recent reauthorization of ESEA through the Every Student Succeeds Act (ESSA), the state must have an ombudsman, or official, available to monitor and enforce equitable services requirements.

Contact the TEA Private Schools division with questions, or to request technical assistance. Both private school officials and district officials can use this resource at any time.

#### **PNP Ombudsman**

LaNetra Guess, Director  
Federal Program Compliance Division  
Telephone number is (512) 463-8992

Email is [PNPombudsman@tea.texas.gov](mailto:PNPombudsman@tea.texas.gov)

The TEA, located at the official ESSA Private School Equitable Services website, has the official complaints process for a private school to follow. The website contains other information that may be of interest to the private school.

When private school officials and districts are not able to resolve differences through direct communication, there is a formal complaint process.

## CONTACT INFORMATION

DEPARTMENT	NAME	PHONE & EMAIL
<b>Budget &amp; External Financial Management Office</b> <b>Title I, Part A</b> <b>Title II, Part A</b> <b>Title IV, Part A</b>	<b>Cynthia Blessing- Washington</b> <i>Executive Director</i>	<b>915-230-2823</b> <i>cdblessi@episd.org</i>
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