

ELGIN ISD

Grant Management
Procedures

2018-2019



Updated 10/1/2018

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Federal Programs District Contacts

Name	Title	Email	Phone
			(512) 281-3434
Dr. Peter Perez	Deputy Superintendent of Administrative and Student Services	peperez@elginisd.net	Ext. 1278
Sherilyn Kisamore	State and Federal Programs Specialist	sherilyn.kisamore@elginisd.net	Ext. 1279
Kathy Moore	Special Programs Coordinator	kathy.moore@elginisd.net	Ext. 1240
Kim Pruneda	Special Revenue Accountant	kim.pruneda@elginisd.net	Ext. 1205
Debra Mahone	Grant Project Director	debra.mahone@elginisd.net	Ext. 1278
Caroline Johnston	ACE Grant Director	caroline.johnston@elginisd.net	Ext. 1271
Ana Garcia	Homeless and Foster Care Liaison	ana.garcia@elginisd.net	Ext. 1900
Antonia Rangel	School/Parent Liaison	arangel@elginisd.net	Ext. 1915
Dr. Sheila Guzman	Bilingual/ESL Director	sguzman@elginisd.net	Ext. 1235
Norma Saavedra	Bilingual/ESL Coordinator	norma.saavedra@elginisd.net	Ext. 1224
AnneMarie Garza	Bilingual/DL/ESL Coordinator	anne.garza@elginisd.net	Ext. 1272
Amabeli Flores	Migrant Recruiter/NGS Specialist	aflores@elginisd.net	Ext. 1234
Erika Duque Espinoza	Migrant Interventionist	erika.duque@elginisd.net	Ext. 1092
Bruce Peckover	Director of College and Career Readiness	bruce.peckover@elginisd.net	512-281-3438 Ext. 1065

Responsibilities of the Grants Management Department

Grants Management is in the Federal Programs Department under the direction of the Deputy Superintendent of Administrative and Student Services, and is responsible to the Superintendent, the Elgin Independent School District Board of Trustees and to the granting agencies for the financial and regulatory administration of all state and federal financial assistance to the District.

Overall responsibility for submitting proposals and for executing and administering awards rests with the Deputy Superintendent of Administrative and Student Services. The District has adopted an institutional oversight model for state and federal financial assistance. The oversight model establishes lines of authority within the District related to financial transactions on government assistance received. This is guided by these fundamental principles:

1. The Deputy Superintendent of Administrative and Student Services is the final approval authority for all grant activity other than IDEA grants, which falls under the Department of Special Education.
2. Responsibility is defined as the authority to make a decision and be accountable for any outcomes associated with that decision.
3. Oversight is always distinct from the operating unit that makes the decisions creating a “check and balance” system assuring program accountability.
4. Title I campus allocations are based on the number of low-income students (those qualifying for free or reduced meals) for that campus multiplied by the Title I per pupil amount obtained after all indirect costs and district set-asides are removed.

The overall responsibilities of the Grants Management function include, but are not limited to:

- a. Reviewing all grant applications, except for IDEA, that have a financial reporting or compliance requirement prior to submission for approval by the Superintendent;
- b. Establishing, communicating and promoting policies and procedures consistent with federal, state, and local regulations;
- c. Providing assistance to project managers for the preparation of grant applications;
- d. Exercising budgetary control of grant funds;
- e. Providing overall financial support and monitoring; and
- f. Providing overall compliance monitoring to include:
 - i. Maintaining an adequate internal control structure to ensure compliance with applicable laws and regulations related to the state and federal regulations;
 - ii. Coordinating formal agency audits or interim reviews of grants by federal or state agencies; and
 - iii. Providing support and guidance to campus and central administrative offices for the effective administration and financial management of grants.

Elgin ISD sequence of approval for expending federal grant funds:

1. The Campus Principal or Department Head initiates expenditure requests consistent with the guidelines of the federal or state program funds and according to needs addressed in the Campus and/or District Improvement Plans. An ESSA Expenditure Justification Form is required prior to expending ESSA funds (Title I Part A, Title I Part C, Title II, Title III, Title IV). See page 12.
2. The Expenditure Justification Form is sent to the State and Federal Programs Specialist.
3. The Expenditure Justification Form is reviewed and approved by the Deputy Superintendent and returned to the campus prior to the purchase requisition being generated.
4. Purchases involving technology are also reviewed and approved by the Chief Executive Director of Technology.
5. The Deputy Superintendent of Administrative and Student Services is the final approval authority for all grant activity prior to submission to the Elgin ISD Business Office.

Staff Responsibilities

Duties	Staff Responsible
Review CIP and DIP for compliance	Special Programs Coordinator Campus Administrators
Conduct comprehensive needs assessment for District.	Deputy Superintendent of Administrative and Student Programs Special Programs Coordinator District and Campus Administrators
Develop plan from comprehensive needs assessment and prepare budget, staffing and program descriptions.	Deputy Superintendent of Administrative and Student Programs State and Federal Programs Specialist Special Revenue Accountant Special Programs Coordinator
Write, administer, and evaluate Federal & State grants including Title I Part A; Title I Part C (Migrant); Title II Part A; Title III Part A; Title IV; Carl D. Perkins Career and Technical Education Act, State Compensatory Ed.	Deputy Superintendent of Administrative and Student Programs Special Programs Coordinator State and Federal Programs Specialist Career and Technology Education Coordinator
Write, administer, and evaluate all competitive grants, including state and federal discretionary grants (except IDEA grants).	Deputy Superintendent of Administrative and Student Programs Grant Project Director Special Programs Coordinator
Participate in site-based decision-making teams including Campus Advisory Committees and District Advisory Committee.	Deputy Superintendent of Administrative and Student Programs Assistant Superintendent of Academics and School Improvement Special Programs Coordinator State and Federal Programs Specialist
Compliance reporting	Deputy Superintendent of Administrative and Student Programs Special Programs Coordinator State and Federal Programs Specialist Grant Project Director
Submit Comparability Computation Report (CCR)	Chief Finance Officer
Training with campuses on Title (ESSA) program and State Compensatory Ed. Program requirements	Deputy Superintendent of Administrative and Student Programs Special Programs Coordinator State and Federal Programs Specialist
Training on budgeting, budget amendments, coding, time and effort, split-funded salary allocations, travel reimbursements and other employee reimbursements, and selected unallowable costs for federal and state grant funding and allotments.	Deputy Superintendent of Administrative and Student Programs Special Programs Coordinator State and Federal Programs Specialist Special Revenue Accountant Grant Project Director
Approval of all purchases to ensure compliance with grant requirements, coding, allowability of costs, and alignment with identified needs, CIPs and DIPs	Deputy Superintendent of Administrative and Student Programs State and Federal Programs Specialist Chief Finance Officer
Expenditure reporting (cash draw-downs)	Accounting Coordinator Special Revenue Accountant
Budget reporting to budget managers, campuses, and central administration	Deputy Superintendent of Administrative and Student Programs State and Federal Programs Specialist Special Revenue Accountant Special Programs Coordinator
Reconciliation of accounting records with expenditure reports to grantor agencies	Accounting Coordinator Special Revenue Accountant
Annual review of code of ethics (34CFR Section 80.36), policies and administrative procedures for all of the above listed duties and responsibilities	Deputy Superintendent of Administrative and Student Programs Chief Finance Officer

Comprehensive Needs Assessment (CNA)

All planning and budgeting for use of federal and state special program funds must begin with a Comprehensive Needs Assessment. Federal ESSA funds and State Compensatory Education funds must be spent only on initiatives identified as district and/or campus needs in order of priority.

What is a Comprehensive Needs Assessment?

Comprehensive Needs Assessment (CNA) is an annual ongoing process for collecting and analyzing data as part of the school planning and decision-making process. The newly adopted ESSA (Every Student Succeeds Act) requires both schoolwide and targeted assistance campuses to analyze data to identify and prioritize needs. Texas Education Code Sections 11.252(a)(1-2) and 11.253 related to campus planning state that “the plan must include provisions for a comprehensive needs assessment addressing student performance on the student achievement indicators, and other appropriate measures of performance. Campus-level committees must assess the academic achievement for each student in the school using the student achievement indicator system.

Why do we need a CNA?

The purpose of a Comprehensive Needs Assessment is to examine multiple sources of data, and identify priority needs and direction for the school in order to ensure success for all students.

How are all students mastering the TEKS? How do we ensure their success on our state assessments?

This process is the prework to the district and campus improvement plans and decisions regarding use of funds. The data helps schools monitor and assess the impact of programs and provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

What areas are part of the CNA?

- Demographics
- Student achievement of all student groups
- School culture and climate
- Staff quality, recruitment and retention
- Curriculum, instruction and assessment
- Family and community involvement
- School organization
- Technology

TEA Commissioner's Priorities

Texas Commissioner of Education, Mike Morath, has established strategic priorities for Texas Public Education. The Texas Education Agency and Texas School Districts should reflect the Commissioner's Strategic Priorities in their Comprehensive Needs Assessment, Goals, Planning, and Spending of State and Federal monies. The Commissioner's Strategic Priorities are listed below:

Priority 1: Recruit, Support, and Retain Teachers and Principals

Priority 2: Build a Foundation of Reading and Math

Priority 3: Connect High School to Career and College

Priority 4: Improve Low-Performing Schools

Other Local Needs

Who should be on the CNA committee?

- Parents and other members of the community
- Pupil services personnel
- Teachers
- Technical assistance providers
- Principals
- Secondary students
- Program administrators
- School staff

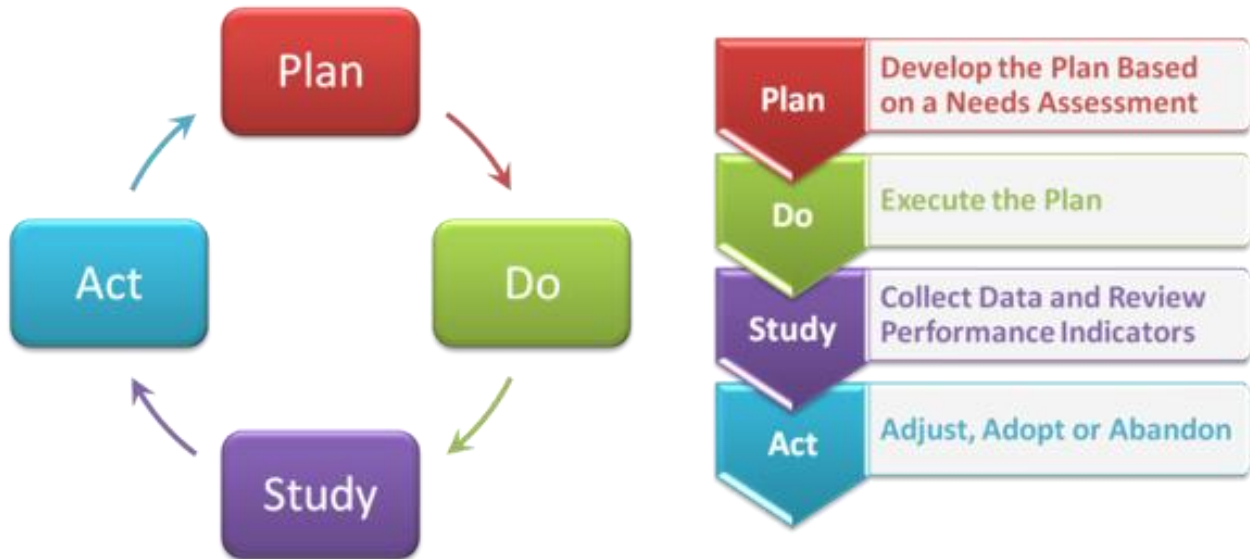
In Elgin ISD, needs assessment is ongoing and is discussed at most district and campus planning meetings including the District Advisory Committee, Campus Advisory Committees, District Leadership Meetings, Superintendent's Community Coffees, Campus Faculty Meetings, and Parent Meetings. Documentation is kept at these meetings. Campuses are responsible for obtaining input from parents. This is done through parent membership on the Campus Advisory Committees and at parent meetings such as Title I, Bilingual/ESL, and PAC meetings for migrant parents.

District level and campus level personnel receive training at the beginning of each school year in Special Programs policies and procedures, including Plan 4 learning, Title I Crate, the Purchasing Process, and Comprehensive Needs Assessment (CNA). Follow up campus visits occur throughout the year where Special Programs documentation is reviewed and monitored.

In the Spring of each year, EISD central administration and campus leaders compile, in writing, a formal summary of the needs assessment from campuses and department administrators, and set priorities for the next school year. The summarized CNA is reviewed/ revised by the District Advisory Committee, DAC.

This CNA becomes the basis for the District and Campus Improvement Plans for the following year, and is used for budget planning purposes. CNA is a continuous and dynamic process. See diagram below.

Needs Assessment in a Continuous Improvement Cycle



Supplement Not Supplant Procedures

Elgin ISD has implemented guidelines to ensure compliance with the federal fiscal requirement of supplement, not supplant. The purpose of the procedures is to ensure that the level of state and local support for programs remains at least constant and is not replaced by federal funds. Federal funds are used to supplement (add to, enhance, to expand, or increase) the funds available from non-federal sources, and not to supplant (replace or take the place of) the existing non-federal funds.

Federal funds may be used only to supplement or augment the educational programs generally offered with state and local funds.

Federal funds may be used only to provide supplemental services that would not have been provided had the federal funds not been available.

State or local funds which previously funded activities may not be diverted to another purpose simply because federal funds are now available to fund those activities. In other words, the use of federal funds may not result in a decrease in state or local funds for a particular activity, which, in the absence of the federal funds, would have been available to conduct the activity.

Federal funds must supplement or augment that which must be provided by state law or SBOE rule, or any activities which have been adopted as policy by a local school board of education to fund from non-federal sources.

If federal funds are used to enhance or expand a state mandate, SBOE rule, or local board policy, the federal supplementary activities must be separately identified and clearly distinguishable from the activities identified as necessary for implementing a state mandate, SBOE rule, or local board policy as outlined in the implementation plan.

Title I, Part A Supplement Not Supplant Methodology

Elgin ISD uses a straight per-pupil formula of state and local funds to campuses based on the current year budget. The total of state and local funds minus function 51 (facilities, maintenance and operations) is divided by the number of enrolled students per campus giving a per pupil allocation of state and local funds for each school.

All Title I funding to campuses is supplemental to the state and local per pupil amount. Allocated campus Title I funds above the state and local per pupil distribution are considered supplemental.

See the 2018-2019 SNS Methodology below:

Local/State Funds

(Enrollment taken from Aug. 2018)

Title I Campus	Local/State Budget	Function 51	TOTAL Minus Function 51	Campus Enrollment	Local/State Per Pupil Allocation
BTW 101	\$3,843,930	\$213,001	\$3,630,929	641	\$5,664.48
EE 102	\$4,046,138	\$252,640	\$3,793,498	673*	\$5,636.70
NES 103	\$3,955,917	\$230,504	\$3,725,413	650	\$5,731.40

*Includes .5 PK enrollment numbers for EE

**Supplemental Title I, Part A
(Enrollment taken from Oct. 2017 Snapshot)**

Title I Campus	Supplemental Fund 211	Campus Enrollment	Campus Low Income %	Campus Low Income Enrollment	Per pupil 211 Allotment
BTW 101	\$103,798	622	80.23	499	\$208
EE 102	\$142,546	806*	84.62	682	\$209
NES 103	\$101,881	660	75.30	497	\$205

*Includes .5 PK enrollment numbers for EE

Time and Effort Requirements

Time and effort certifications or time and effort logs are required from all grant funded District personnel. Time and effort forms are required to be completed at the end of each semester by any central administrative personnel that are grant funded. Campus personnel that are 100% grant funded are to complete a time and effort certification at the end of each semester. All personnel that are split-funded must complete a monthly time and effort form which reflects daily duties that were performed during the month. TEA Management Certification for Substitute System for Time-and-Effort Reporting may be used as applicable. The certifications and time and effort logs must be signed by the employee and their supervisor. All completed forms are to be submitted to the State and Federal Programs Specialist, in a timely manner, for final review by the Deputy Superintendent of Administrative and Student Services. The Special Revenue Accountant and Accounting Coordinator are responsible for reconciling time and effort to actual pay and making necessary adjustments.

Program Descriptions and Allowable Use of Funds

Title I, Part A – Improving Basic Programs – Fund 211

- Title I, Part A funds are to be used to assure that all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics and to assure that all students will be taught by qualified teachers and all students will graduate from high school.
- Federal Title I funds are generated by census data indicating district poverty level and are allocated to campuses by the number of students receiving free and reduced lunch. Campuses with over 40% poverty, as indicated by numbers of students receiving free and reduced lunch, are considered Schoolwide Title I campuses.
- At Schoolwide Title I campuses, funds must be used to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the State’s challenging academic achievement standards.
- Title I funds shall be used only to supplement the amount of funds available from non-federal sources for the campus including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.
- Each Title I campus must use at least 1% of their Title I funds for parental involvement activities.
- Funds are set aside to provide services for Homeless students.

- The majority of Title I funds are allocated out to Title I campuses at a per pupil amount according to poverty level. Funds may be used to fund additional personnel to provide intervention in basic content areas. The campus determines use of funds not allocated up front for personnel through the campus site-based committee.

Title I, Part C – Migrant Education Program – Fund 212

- The general purpose of the Migrant Education Program is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps States and LEAs address the special educational needs of migrant children to better enable migrant children to succeed academically. Funds are generated by numbers of migrant students enrolled in Elgin ISD.
- Basically, a child is a migrant student if the child or parent is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse or guardian who is a migratory agricultural worker or a migratory fisher, and the child moved within the preceding 36 months with the migratory worker in order to seek or obtain qualifying work and has moved from one school district to another.
- Title I, Part C funds assist the district in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school. Funds must be used to address the needs of migrant children that result from their lifestyle or are needed to permit migrant children to participate effectively in school. Funds may also be used to provide for school supplies and medical care for migrant students and travel and training for district personnel, as well as migrant parents.
- The goal is to reduce the educational disruption and other problems that result from repeated moves. These funds are supplemental to all other state and federal program funds and must be used specifically for students who meet migrant eligibility.

Title I, Part C - Carl D Perkins Career and Technical Education Act Grant – Fund 244

Carl Perkins funds must be used to:

- Strengthen the academic and career and technical skills of students participating in career and technical education programs by integrating academic and career and technology courses through a coherent sequence of courses.
- Link career and technical education at the secondary level and career and technical education at the postsecondary level.
- Provide all students with strong experience in and understanding of all aspects of an industry.
- Develop, improve or expand the use of technology in career and technical education.
- Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs.
- Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

- Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.
- Provide services and activities that are of sufficient size, scope and quality to be effective.
- Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Title II, Part A – Teacher and Principal Training and Recruiting – Fund 255

- Title II, Part A - Teacher and Principal Training and Recruiting (TPTR) Fund provides supplemental funding to improve student achievement. The funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance.
- Funds may be used for district-wide staff development based upon district instructional needs or for campus-specific staff development. Salaries or portions of salaries may be paid from these funds if the employee provides training/staff development. Supplies and materials purchased with these funds must be used for staff development purposes.
- Funds may also be used for class size reduction by creating additional classes in a particular grade or subject or by creating smaller instructional groups.

Title III, Part A, LEP – Fund 263

- The English Language Acquisition, Language Enhancement, and Academic Achievement Act aims to ensure that English language learners (ELL) and immigrant students attain English language proficiency and meet the state’s challenging academic standards. These funds must directly impact identified ELL students and are supplemental to other state, local, and federal funds. Title III funds may not be used to pay for state mandated programs or activities.
- Funds may be used for staff development for teachers who serve ELL students and to purchase supplemental instructional materials including library books and media for these students. Funds may also be used to pay for parent literacy activities for parents of LEP students.

Title IV - Fund 289

- Title IV, The Student Support and Academic Enrichment, or SSAE, is a new federal block grant. Funding for Title IV is driven by a district’s Title I participation and funding. This grant addresses three broad areas:

“Well-rounded educational opportunities”

“Safe and healthy students”

“Effective use of technology”

- If the district allocation is \$30,000 or more, all three areas must be addressed with at least 20% spent on “well-rounded educational opportunities,” at least 20% on “safe and healthy students,” and no more than 15% on “technology infrastructure.”
- If the district allocation is less than \$30,000, the district may choose to address only one area.
- Funds are supplemental to state and local program funds.

ELGIN ISD

2018-2019 Federal Grants

(Grant Awards updated 1-9-2019)

Formula Grants

Fund	FY	Program	Source	NOGA Amount	Funding Agency
211	2019	Title I Part A – Improving Basic Programs	Fed	\$ 962,957	TEA
212	2019	Title I Part C – Migrant	Fed	124,595	TEA
244	2019	Title I Part C – Carl D Perkins Career and Technical Education Act	Fed	55,628	TEA
255	2019	Title II Part A – Teacher and Principal Training and Recruiting	Fed	130,061	TEA
263	2019	Title III Part A - LEP	Fed	114,845	TEA
289	2019	Title IV - SSAE	Fed	67,163	TEA

Discretionary Grants

Fund	FY	Program	Source	Yearly NOGA Amount	Funding Agency
265	2019	Elgin ACE Program <hr/> Texas 21 st Century Community Learning Centers	Fed	\$ 1,210,000	USDE

Elgin ISD Parent Involvement Policy Statement of Purpose

Elgin ISD is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and the community. Everyone gains if school and home work together to promote high achievement for our children. Neither home nor school can do the job alone. Parent support is critical to a child's educational success.

District improvement goals will be available to all parents. All students will work toward these goals. EISD recognizes that some students may need the extra assistance available through the Title I program, as well as other programs to reach these goals. Elgin ISD intends to include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will encourage all students in the district to succeed.

Parent Involvement in Developing the Policy

Since Title I is a school-wide project at every elementary campus in the district, the Elgin ISD District Advisory Committee will act as the advisory committee for developing our school district's parent involvement policy. This committee is made up of parents, community members, business representatives, and school personnel.

Annual Meetings for Title I Parents

In order to build a dynamic home-school partnership, Elgin ISD, with cooperation of the campuses, will provide an annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education. Communications with parents will be in a format and a language that they can understand. Title I funds may be used to pay for any reasonable and necessary expenses such as child care, transportation, or home visit expenses, to enable parents to participate in school-related meetings.

School-Parent Compacts

In accordance with Title I regulations, each Title I campus must develop a school-parent compact with the parents of students participating in the program. This compact will enable the school and parents to share the responsibility for student performance and success.

The compact must explain that students, parents and staff will share responsibility for promoting student achievement. All parents of students participating in the Title I program will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish their goals. Parents are encouraged to discuss the contents of the compact with their children.

Matching Parent Involvement Programs to the Needs of Our Community

Parent and student needs will be assessed through surveys and other measures targeted at creating a successful school environment. The district will welcome and promote parental suggestions.

Staff/Parent Communications

Parents will be informed through various avenues of communication throughout the school year. Newsletters, websites, conferences, personal contacts, phone calls and/or written notices will be utilized to establish and maintain an open line of communication. Parents are encouraged to take the initiative in calling their child(ren)'s teacher when they are concerned about a problem. They may also call the school office and ask for a translator. Notices will be sent home in both English and Spanish. School personnel will practice positive, effective home-school communications. Barring unforeseen circumstances, school personnel will respond to parent communication with a return phone call or e-mail within one school day from the time the communication was received.

Evaluation

Elgin ISD's District Advisory Committee will be involved in the process of school review and improvement. Parents of children in the Title I program will be part of this group. The aim will be to evaluate the schools in this district, collecting information in a variety of ways. The school district will revise its parent involvement on the basis of this review. Input will be obtained through parent surveys, and at parent meetings and events. Examples include, but are not limited to, Annual Title I Campus Parent Meetings, Migrant Parent Advisory Committee (PAC) meetings, Special Education Parent Meetings, Bilingual and ESL Program Parent Meetings, the ACE after-school program, Student/Parent College and Career Nights, and the Superintendent's Coffees and Socials. Flyers, sign-in sheets, agendas, and minutes/notes will be kept for parent activities and will be archived via the District's Title I Crate software. The goal is to increase numbers of parents participating each year.

(Revised 12/6/2017)

Elgin ISD
Póliza de Participación de los Padres
Declaración de Propósito

Elgin ISD está comprometido con el objetivo de proporcionar una educación de calidad para todos los niños de este distrito. Con este fin, queremos establecer asociaciones con los padres y la comunidad. Todos ganamos si la escuela y el hogar trabajan juntos para promover un alto rendimiento para nuestros niños. Ni la escuela ni el hogar pueden hacer el trabajo solos. El apoyo de los padres es fundamental para el éxito educativo de un niño.

Las metas del distrito del mejoramiento estarán disponibles para todos los padres. **Todos** los estudiantes trabajaran hacia estas metas. EISD reconoce que algunos estudiantes pueden necesitar ayuda adicional la cual está disponible a través del programa Título 1, así como otros programas para alcanzar estos objetivos. Elgin ISD tiene la intención de incluir a los padres en todos los aspectos del distrito del programa del Título 1. El objetivo es una sociedad escuela-hogar que animará a todos los estudiantes del distrito para tener éxito.

La Participación de los Padres en el Desarrollo de la Póliza

Así como el Título 1 es un proyecto a nivel escolar en cada campo del distrito, excepto uno, el Comité Concejal del Distrito de Elgin ISD actuará como comité consultivo para el desarrollo del distrito nuestra escuela y el involucramiento en la póliza de nuestros padres. Este comité está formado por padres, miembros de la comunidad, representantes de empresas, y personal de la escuela.

Reuniones Anuales para Padres de Título 1

Con el fin de construir una dinámica hogar-escuela, Elgin ISD, con la cooperación de los campos, proporcionará una reunión anual donde los padres aprenderán acerca de los requisitos del Programa Título1, y se les dará la oportunidad de participar en la educación de sus hijos. La comunicación con los padres será en un formato y un lenguaje que ellos puedan entender. Los fondos del Título 1 pueden ser utilizados para pagar los gastos razonables y necesarios, tales como cuidado de niños, transportación, o gastos de visitas al hogar, para que los padres puedan participar en las reuniones relacionadas con la escuela.

Convenio Entre Escuela y Padres

De acuerdo con las regulaciones del Título 1, cada campo de Título 1 debe desarrollar un convenio entre la escuela y los padres de los estudiantes que participan en el programa. Este convenio permitirá a la escuela y los padres a compartir la responsabilidad por el desempeño y éxito del estudiante.

El convenio debe explicar que los estudiantes, padres, y personal compartirán la responsabilidad de promover el logro del estudiante. Todos los padres de estudiantes que participan en el programa Título 1 recibirán una copia del convenio que detalla las responsabilidades que tienen los maestros, padres, y estudiantes en ayudar a los estudiantes a lograr sus metas. Se incita a los padres a que discutan el contenido del convenio con los hijos.

Combinar el Involucramiento de Participación de los Padres en los Programas a las Necesidades de Nuestra Comunidad

Las necesidades de los padres y el alumno serán evaluados a través de encuestas y otras medidas dirigidas a la creación de un ambiente escolar exitoso. El distrito dará la bienvenida a los padres y promoverá las sugerencias que ellos ofrezcan.

Comunicación entre Personal y Padres

Los padres serán informados a través de diversas vías de comunicación durante todo el año escolar. Avisos de boletines de noticias, sitios de web, conferencias, contactos personales, llamadas telefónicas, y/o notas serán utilizados para establecer y mantener una línea abierta de comunicación. Cuando estén preocupados por algún problema se les motiva a los padres a que tomen la iniciativa de llamar al/los maestro/maestros de su hijo/hijos. También pueden llamar a la oficina de la escuela y solicitar un traductor.

Las comunicaciones enviadas a casa tendrán la información en ingles y español. El personal de la escuela practicará comunicaciones positivas y eficaces entre hogar-escuela. Salvo circunstancias imprevistas, se espera que el personal de la escuela responda a la comunicación de padres con una llamada de teléfono o correo electrónico dentro de un día escolar desde el momento en que se recibió la comunicación.

Evaluación

El Comité Concejal de Elgin ISD estará involucrado en el proceso de revisión y mejoramiento escolar. Los padres de los niños en el programa Título 1 serán parte de este grupo. El objetivo será evaluar las escuelas en este distrito, recogiendo información de diferentes maneras. El distrito escolar revisará la participación de los padres sobre en base de esta revisión. Sugerencias y aportes de los padres se obtendrán a través de encuestas a los padres, y en reuniones y eventos para padres. Ejemplos incluyen, pero no están limitados a, Reuniones Anuales de Padres de Título I, Reuniones de Comité de Padres Migrantes (PAC), Reuniones de Padres de Educación Especial, Reuniones Bilingües y de Programa de ESL, el programa de ACE, Colegio de Estudiantes / Padres y noches de Carrera, y los Cafés y Sociales de la Superintendente. Volantes, hojas de registro, agendas y minutas / notas se guardarán para las actividades de los padres y se guardarán a través de la programa de Title I Crate del Distrito. El objetivo es aumentar el número de padres que participan cada año.

(Revised 12/6/2017)



SELECT APPROPRIATE PROGRAM:

Title I-Part A F211 Title I-Part C F212

Title II F255 Title III F263

Title IV F289

ESSA FUNDS - EXPENDITURE JUSTIFICATION

Date of Request: _____

Date Needed: _____

Budget Code(s) affected _____

You will need access to the following documents to complete this form:

- a. Comprehensive Needs Assessment
- b. Campus, District or School Improvement Plan (CIP / DIP / SIP)
- c. Vendor order form, quote, or other applicable vendor info

You must answer the following questions in the space provided before your request can be considered:

1	How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?	Title I-A (F211) Title I-C (F212) Title II (F255) Title III (F263) Title IV (F289)	
2	What need, as identified in the comprehensive needs assessment, does the expenditure address? Explain how the expenditure addresses this need.	Title I-A (F211) Title I-C (F212) Title II (F255) Title III (F263) Title IV (F289)	
3	How will the expenditure be evaluated to measure a positive impact on student achievement?	Title I-A (F211) Title I-C (F212) Title II (F255) Title III (F263) Title IV (F289)	
4	Provide the description, as written in the campus or district improvement plan, of the program, activity, or strategy that will be addressed by the expenditure requested. How would the program, activity, or strategy be funded if the Title I, Part A, funds are not available?	Title I-A (F211)	
5	If for a schoolwide campus, how will the expenditure upgrade the entire educational program on the campus?	Title I-A (F211)	
6	How is the expenditure supplemental to other nonfederal programs?	Title I-A (F211) Title II (F255) Title IV (F289)	
7	How is the expenditure supplemental to other federal and nonfederal programs?	Title I-C (F212) Title III (F263)	

Is a Budget Amendment required to process this request? **Yes** ___ **No** ___ *If yes, contact Federal Programs office for guidance.*

Products and/or services associated with this expenditure _____

Vendor _____

Evidence-based research documentation must be attached.

What Works Clearinghouse link: <https://ies.ed.gov/ncee/wwc/>

Total Amount of Requested Expenditure

\$

*****Attach Supporting Documents*****

Requested by: _____

Campus/Dept. _____

Principal/Coordinator Signature

<i>Federal Programs Office Use Only</i>	
Approved _____ Denied _____	Comments (if any) _____
_____	Date _____
Budget Manager Signature	