



Manor Independent School District
Federal & State Programs

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Campus Special Revenue Application

2021-2022

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General Information and Instructions

General Information

Manor ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The written result of the improvement planning model is the Campus Improvement Plan (CIP). The process Manor ISD follows to create, implement, monitor, and evaluate the campus improvement plan is designed to ensure compliance with Title I, Part A and State Compensatory Education guidelines.

The information contained in this application should be the result of the campus' planning efforts.

- Coordination with appropriate individuals, including administrative, teaching and other staff, parents, students, and/or community members, as appropriate, must occur to ensure that stakeholders have meaningful opportunities for input.
- The Campus Improvement Plan serves as the primary source of documentation for the planning and use of federal funds. Therefore, all Federal & State funded activities and amounts must be included in the Campus Improvement Plan. The campus should be able to appropriately respond to, and maintain documentation for, each of the following questions to determine whether an expenditure is allowable:
 1. Is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
 2. Does the expenditure address a need previously identified in the campus comprehensive needs assessment?
 3. Is the program/activity/strategy to be funded described in the Campus Improvement Plan?
 4. How will the expenditure be evaluated to measure a positive impact on student achievement?
 5. Will the expenditure upgrade the entire educational program on the campus?
 6. Is the expenditure supplemental to other non-federal programs?
- The application should reflect how programs work together to improve student performance and reflect alignment with the District Improvement Plan (DIP). The DIP will be available on the district webpage in late July.
- The campus must retain **auditable documentation** to show that funds are expended only for activities allowable by program statute.

Instructions

1. Review the campus allocations in the Campus Improvement Plan (CIP). Campus allocations are based on current school year district planning amounts and represent a "best guess" of anticipated funding.
2. Enter total campus allocation, as appropriate, on **Budget Summary** in the space provided at the top of the table. Enter the estimated budget for each object code (e.g., 6329 – Books - \$250). Please remember to include teacher and professional salary. ALL planned expenditures, via Purchase Order (PO) or credit card (if applicable) require prior approval through the submission of the special revenue expenditure request form. In addition, you must complete a Special Revenue Personnel Form for each position. Add each column and enter the totals at the bottom of the form. Note: Grand Total must equal Total Campus Allocation.
3. Read and complete pages 6-11. These pages identify required actions associated with spending.
4. Submit the completed application to the Department of Federal & State Programs no later than the designated deadline. Funds will not be released nor account codes established until the Department of Federal & State Programs receives the completed application.
5. Upload a copy of the completed application to the Title I Crate.

Supplement, Not Supplant

Special revenue funds must supplement or augment funds that are required by state law, State Board of Education (SBOE) rule, or activities which have been adopted as policy by a local school board.

If special revenue funds are used to enhance or expand a state mandate, SBOE rule, or local policy, the supplementary activities funded by the special revenue program must be separately identified and clearly distinguishable from those activities identified as necessary for implementing a state mandate, SBOE rule, or local board policy.

An emphasis should be placed on using funds for programs/activities that work based on scientific research. Special emphasis is placed on utilizing education programs and practices that, through scientific research, have been demonstrated to be highly effective.

Definitions of Supplement & Supplant:

- Supplement means to add to; to enhance; to expand; to increase; to extend; to create something new.
- Supplant means to take the place of; to replace by something else.

Supplement, not Supplant:

- 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 the 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.

Am I Supplanting?

- Ask yourself this question: If I didn't have federal funds available to conduct this activity/service, would I still conduct it with state or local funds anyway?
- If the answer to the question is "yes," you are supplanting because it is no longer a supplementary activity. You must be able to demonstrate that you could not conduct the activity if it weren't for the federal funds.
- The test to determine whether supplanting has occurred is whether the programs supported with federal funds would, in the absence of these federal funds, have been supported with state or local funds.

SUPPLEMENT <i>To add to; to enhance; to expand; to increase; to extend; to create something new</i>	SUPPLANT <i>To take the place of; to replace by something else</i>
<u>Ask yourself these questions:</u>	
1. <u>Is it required by state law or Board Policy?</u>	If yes – unallowable; If no
2. <u>Was it previously bought with local or state funding?</u>	If yes – unallowable; If no
3. <u>Is it in addition (extra) to your basic/required instructional program?</u>	If no – unallowable; If yes
4. <u>Is it instructional in nature?</u>	If yes – allowable
5. <u>Is it for clerical or office use?</u>	If yes - unallowable

Title I, Part A - Improving Basic Programs

Intent and Purpose: Title I, Part A provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education which will enable all children to meet the state student performance standards.

Title I campuses should have a school support team consisting of two to three members as appropriate to monitor compliance and effectiveness. Your campus support team consists of the accountability team and the compliance coordinators.

Intended Program Beneficiaries: Students who experience difficulties mastering the state academic achievement standards.

The **Campus Improvement Plan** of a School-wide campus must clearly incorporate the **Ten Components of a School-wide Program**.

1. Comprehensive Needs Assessment
2. School-wide reform strategies
3. On-going, high-quality professional development
4. Strategies to attract and retain high quality, highly qualified teachers
 - Ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired, or include strategies to ensure that all teachers are highly qualified as quickly as possible
5. Strategies to increase parental involvement
 - Develop school-family compacts and campus family engagement policies jointly with parents
 - Provide information to parents in the language parents understand
6. Plans to successfully transition students from preschool to kindergarten and from one grade level to the next
7. Teacher involvement in assessment decisions
8. Effective and timely intervention for struggling students
9. Coordinate and integrate Federal, State, and Local programs

Part 1: Comprehensive Needs Assessment (CNA)

Activities funded through Title 1 must address identified needs as set forth in the District Improvement Plan and/or the Campus Improvement Plan. From an auditing perspective, these documents are primary sources of evidence.

Describe how teachers, paraprofessionals, administrators, other relevant school personnel, parents, students, and community stakeholders were included in the needs assessment and planning process of the campus application. "✓" as applicable.

- Surveys
- Interviews
- Subject level meetings
- Committees
- Campus Advisory Team
- Other (Specify)

Compliance – "✓" All boxes below to indicate the campus will document compliance with this requirement.

- Campus comprehensive needs assessment (Plan 4 Learning)
- Meeting notifications, agendas, sign-in sheets, minutes/summaries from CAT meetings and/or other meetings to gather data (TITLE I Crate)
- Sources of needs assessment data identified. Actual data must be disaggregated by ethnicity, economically-disadvantaged, gender and special populations. (Plan 4 Learning)

Part 2: Scientifically-Based Research

All activities must be grounded in scientifically-based research. Scientifically-based research is research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to improving student academic achievement. Pursuing practices grounded in scientifically-based research will have a positive impact on student academic achievement.

Compliance - "✓" both boxes below to acknowledge that campus activities funded through federal programs are based on scientific research and that documentation will be maintained.

- Activities are based on scientifically-based research
- Citations of scientifically-based research for federally funded strategies will be included in the CIP (Plan 4 Learning)

Part 3: Planned Activities and Service Delivery Methods

Planned Activities (check all applicable to your campus)

<input type="checkbox"/>	Supplemental, research-based math instruction	<input type="checkbox"/>	Supplemental, research-based social studies instruction
<input type="checkbox"/>	Supplemental, research-based reading/language instruction	<input type="checkbox"/>	Supplemental, campus-based family engagement strategies
<input type="checkbox"/>	Supplemental, research-based writing instruction	<input type="checkbox"/>	Research-based foreign language instruction
<input type="checkbox"/>	Supplemental, research-based science instruction	<input type="checkbox"/>	Transition services/vocational career
<input type="checkbox"/>	Supplemental guidance and counseling	<input type="checkbox"/>	Supplemental, research-based professional development

Service Delivery Model (check all applicable to your campus)

<input type="checkbox"/>	Tutorials	<input type="checkbox"/>	Extended learning opportunities
<input type="checkbox"/>	Small-group instruction	<input type="checkbox"/>	Computer aided instruction
<input type="checkbox"/>	Individualized instruction	<input type="checkbox"/>	Other (specify):

Compliance - “✓” each item below to indicate how the campus will document compliance with this requirement.

School-wide Reform Strategies

Strategies to address the needs of all students, as well as formative and summative evaluation activities, are included in the Campus Improvement Plan (Plan 4 Learning)

Coordination of Funding

“Resources” column in Campus Improvement Plan indicates funding sources and dollar amounts (Plan 4 Learning)

Timely and Effective Additional Assistance to Students

List of students identified at-risk by special population and interventions provided (Plan 4 Learning)

Effectiveness data for interventions – reported in CIP on (Plan 4 Learning)

Teachers Involved in Decision-Making About Assessments

Meeting agendas, sign-in sheets, meeting summaries, handouts (Plan 4 Learning)

Transition Activities

Sample notification of transition activities to/from other campuses (TITLE I Crate)

Minutes from CAT meetings, or other documentation, to plan transition activities (TITLE I Crate)

Part 4: Family Engagement

Title I campuses are required to spend 1% of Title I Funds on family engagement activities. Families must be involved in the decisions regarding how these funds are allotted. Requests for budget amendments to move funds from family engagement will not be honored.

Compliance – “✓” each item below to indicate how the campus will document compliance.

Family Engagement Policy – Each campus must have a written Family Engagement Policy (formerly Parent Involvement Policy) that is developed jointly with, agreed upon by, and distributed to families of participating students. The policy must be reviewed and evaluated annually.

School-Family Compact – Each campus must have a School-Family Compact (formerly School-Parent Compact) that outlines how families, the entire school staff, and students share the responsibility for improved student achievement and by what means the school and families will build and develop a partnership to help children achieve the State's high standards. The compact must be reviewed and evaluated annually.

- Copy of written campus Family Engagement Policy (TITLE I Crate)
- Copy of School-Family Compact (TITLE I Crate)
- Roster of individuals involved in the development and/or evaluation of the policy and compact, including names and positions – must include parent/family members (TITLE I Crate)
- Documentation of meetings to develop and/or evaluate the policy and compact: a) meeting notifications; b) agendas with date, time, and location; c) sign-in sheets; d) meeting minutes/summaries with date; and e) copies of any handouts considered (TITLE I Crate)
- Evidence that shows that family engagement is increasing, especially for special populations (African American, Hispanic, White, economically-disadvantaged, special education, and limited English proficient). This may include sign-in sheets from activities involving families (Family Nights, ESL programs, parenting, computer skills, etc.), surveys, etc. This data should be considered while conducting the campus comprehensive needs assessment (TITLE I Crate)
- Paper and electronic correspondence, newsletters, website, handbook used to distribute policy and compact to families (TITLE I Crate)

Annual Meeting – Each campus convenes an annual meeting to notify families of their school's participation in the Title I program, to explain the program requirements, and to inform families of their right to be involved. Each campus provides communications about the Title I program in a format, and to the extent practicable, in a language that parents can understand.

- Copies of: a) meeting notifications; b) agendas with date, time, and location; c) sign-in sheets; d) Title I brochure and/or other copies of handouts (TITLE I Crate)

Communication

- Samples of paper or electronic materials provided to families (e.g., brochures/fliers, school handbook, newsletters, etc.) (TITLE I Crate)
- Campus websites should be linked to the district family engagement website

Part 5: Program Evaluation

State funded activities should have a substantial, measurable, and positive impact on student achievement. Evaluation is key to determining the success of any program/activity. For federal programs, evaluation is a requirement. Evaluation should be directly related to the needs identified in the Campus Improvement Plan upon which programs and activities funded with federal funds are based.

Compliance - “✓” both below to indicate that the campus will evaluate the programs and activities implemented with federal funds and will submit evaluation reports as required.

- As part of the comprehensive needs assessment process, the campus will evaluate the success of programs/activities implemented with federal funds, and will use the results to make program improvements (Plan 4 Learning)
- The campus will comply with all federal program evaluation reporting requirements

Title I, Part A - Budget Summary

All Expenditures MUST be reflected in the Campus CNA & CIP

Class/Object Description	Total Campus Allocation			\$
	Instruction	Staff Development	Administrative Leadership	Community
	11	13	23	61
Payroll Costs – 6100				
6112 – Substitutes				
6117 – Extra-Duty Professional – not stipend-				
6119 – Professional Personnel				
6127 – Extra-Duty Para- not stipend-				
6129 – Paraprofessionals Personnel				
614X – Benefits (15%)				
Professional and Contracted Services – 6200				
6219 – Contracted Services				
6239 – Regional Service Centers				
6299 – Miscellaneous Contracted Services				
6295--Prepaid Travel				
Supplies and Materials – 6300				
6329 – Reading Materials				
6339 – Testing Materials				
6398 – Technology/items over \$5,000 per unit				
6399 - General Supplies				
Other Operating Costs – 6400				
6494 – Transportation for Students – Field Trips				
6411 - Travel and Registration				
6412 – Entrance Fees for Field Trips				
6495 - Memberships				
6499 – Miscellaneous				
TOTAL (sum of lines for all functions)				
GRAND TOTAL				

Notes:

1. Requests for technology equipment and software outside of the district's technology plan require advance planning and budgeting to ensure sufficient electricity and cabling are available.

Program Assurances:

- All obligations of funds must occur between the beginning date and ending date of the grant.
- All expenditures must follow the procedures established by the district.
- Campus principals ensure that all costs are reasonable and necessary. Reasonable costs are defined as those costs that are consistent with prudent business practice and comparable to current market value. Necessary costs are those costs that are essential to accomplish the objectives of the grant project.
- All items requested must be allowable expenditures under the authorizing program statutes, regulations, and rules.
- In no case may funds be used to supplant funds from non-federal sources.
- All funds are allocated and expended based on the needs identified in the campus comprehensive needs assessment. These needs must also be tied to the campus improvement plan goals and objectives.

By signing below, I certify that I have read the guidelines and expectations outlined in the Manor ISD Federal & State Programs Policies and Procedures Manual.

Campus: _____

Principal Signature: _____

(Principal may also submit via e-mail)

Date Submitted: _____