

Fort Hancock I.S.D.



Budget Manual *2017-2018*

Introduction

This Budget Manual has been prepared to provide general information about the budgeting process at Fort Hancock ISD. Additional information may be available within the district's Board Policies, Administrative Procedures, or other resources such as TEA's Financial Accountability System Resource Guide (FASRG).

If assistance is needed in any area of our business operations, please contact the Business Manager.

What is a Budget?

- A process of allocating resources to prioritized needs of a campus and/or district
- A product of the campus and district planning process
- A valuable tool in the planning and evaluation process
- The link between instruction and financial planning

Legal Requirements

- State Law - TEC 44.002 through 44.006
 - Superintendent shall prepare budget
 - Budget must be prepared by August 20th
 - President of Board must call public hearing
 - No funds must be expended until adoption
 - Budget must be prepared in accordance with GAAP (accounting practices)
 - Budget must be adopted before the tax rate
- TEA Requirements
 - Budget must be adopted by Board by Aug 31st
 - Minutes must reflect all Budget adjustments
 - At a minimum, the General Fund, Food Service Fund and Debt Service Fund must be adopted
 - Budget must be filed with TEA through PEIMS
 - Budget must be amended before exceeding function

Local Requirements

- School Board Policy – CE Legal and Local
 - Fiscal year shall be September 1st through August 31st
 - Budget amendments at the functional level shall be approved by the Board
- Although not in School Board Policy, the following local requirements shall be part of the budget process
 - The School Board shall adopt the annual budget for the General Fund and Food Service Fund at the functional level
 - The minimum fund balance level must be maintained at a level no less than 3 months operating expenses

- The optimum fund balance level should be maintained at a level no less than 6 months operating expenses due to the possibility of delayed Impact Aide revenue
- The financial performance of the budget shall include the expenditures per student, compliance with the mandated program guidelines, staffing levels, and the budgetary indicators of the Schools FIRST rating.
- The staffing levels included in the budget shall adhere to the Fort Hancock ISD Staffing Model

What Time Period Does the Budget Cover?

- Fiscal Year
 - September 1 through August 31st

What factors determine how much money we receive?

- Student Average Daily Attendance (average of entire school year)
- Number of students served in special programs
 - Gifted and Talented
 - Special Education
 - Compensatory Education – At Risk
 - Bilingual/ESL
 - Career and Technology

Budget Process Overview

According to the FASRG, the budgeting process is comprised of three major phases: planning, preparation, and evaluation

1. Planning defines the goals and objectives of the campuses
2. Budgetary resource allocations are the preparation phase of the budget
3. Evaluation typically involves an examination of:
 - a. How the funds were expended
 - b. What outcomes resulted from the expenditure of funds
 - c. To what degree these outcomes achieved the objectives stated in the planning process
 - d. The evaluation process determines the following year's budgetary allocations

The budget process is part of a continuous cycle of planning and evaluation to achieve campus and district goals. The district's mission statement and goals should be the foundation to budget planning, preparation and evaluations.

Fort Hancock I.S.D.'s Mission Statement, Priorities, and Performance Expectations

- Mission Statement:

Fort Hancock Independent School District, in collaboration with parents and the community, will provide its students a safe and effective learning environment with opportunities to develop into responsible and successful citizens.

- District Goals:

I. Instructional Management

- A. Curriculum Planning and Student performance analysis will be a part of regular Board agendas
- B. A well-balanced and appropriate curriculum will be provided to all students.
- C. Student assessment will be appropriate and realistic.
- D. All programs will have clearly developed measurable goals focused on improved student achievement.
- E. High expectations, both academic and behavioral, will be established for all students.

II. School Organization Climate

- A. A collaborative, cooperative working environment will be established. Conflicts will be quickly resolved at the lowest possible level.
- B. All decisions and actions will reflect a high degree of staff involvement with clear focus on the district's mission.
- C. School campuses will maintain a safe and disciplined environment conducive to student learning.

III. School/Organizational Improvement

- A. Collaborative decision-making and problem solving techniques will be used whenever appropriate.
- B. All programs will be evaluated annually in terms of value added.
- C. Student assessment data will be used as the basis of planning for school improvement activities.

IV. Personnel Management

- A. Staffing plans and evaluations will be tied to the district's mission.
- B. Performance based accountability will serve as the basis for personnel policies and recommendations.
- C. Qualified and highly effective personnel will be recruited, developed, and retained.

V. Administrative and Fiscal/Facilities Management

- A. Resource allocations (human, material and fiscal) will be based on the district's mission and student performance.
- B. Board policies will reflect the district's mission
- C. The status of all support programs will be evaluated and reported regularly.
- D. Adequate funding will be appropriated to maintain a clean, safe, and operable school district.

VI. Student Management

- A. Students will be encouraged and challenged to meet their full educational potential.
- B. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma or GED.
- C. Extracurricular programs and student management programs will promote improved student development and growth.

VII. School/Community Relations

- A. Community involvement and responsiveness to community concerns will be high priorities.
- B. Parents will be full partners with educators in the education of their children.

VIII. Professional Growth and Development

- A. Continuing professional growth will be a part of the annual performance plan cycle.
- B. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- C. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Roles and Responsibilities in the Budgeting Process

- District-wide
 - Must comply with federal/state laws and local board policies
 - Must ensure that all resources are reflected in the District/Campus Improvement Plans
 - Must ensure that all students are served
 - Must ensure that all students in special programs are served in accordance with TEC
- Site-Based Committee (budget committee)
 - Develops goals and objectives for campus
 - Develops the Campus Plan
 - Identifies budgetary needs (resources) and funding priorities
 - Prepares preliminary campus budget (advisory only)
- Campus Principal and Assistant Principal(s)
 - Acts as budget manager for the school
 - Reviews preliminary budget prepared by site-based committee
 - Evaluates staffing needs based upon enrollment projections
 - Finalizes the campus budget and submits to the Superintendent
- Central Office Administrators
 - Review of staffing needs (Human Resources)
 - Review of special program compliance (Special Program Administrator or Coordinator)
 - Review of Campus Plan and budgets to ensure compliance with District Plan (Executive Director of Curriculum & Instruction)
 - Review of budgets to ensure fiscal compliance (Business Manager)
- Superintendent
 - Conducts final review of campus and department budgets
 - Submits proposed budgets to the School Board
- School Board
 - Reviews campus and department budgets for compliance with district goals
 - Conducts budget public hearings
 - Adopts the official budget

Type of budget method used at Fort Hancock ISD

- Site-based budgeting
 - Each campus and department receives an allocation for the upcoming budget year
 - Allows campus and department administrators to make budgetary decisions for their own campus or department
 - Budget development usually accomplished through site-based committee and other stakeholders

Part 1: Budget Planning

The planning phase of the budget process includes many critical steps to ensure that all stakeholders are aware of the budget guidelines and process.

Budget Memorandum/Overview

A Budget Memorandum/Overview shall be distributed with the Budget Transmittal Letter to all budget stakeholders, i.e. campus and departmental administrators. The memorandum shall include the following at a minimum:

- Overview of budget process
- Budgetary approach such as site-based decision making budgeting
- Explanation of the budgetary process
- Explanation of budgetary assumptions
- Changes in budgetary processes from the prior fiscal year

Revenue Estimation and Limitations

By February 15th of each fiscal year, the Business Manager shall prepare and distribute an estimate of the local, state, and federal revenue.

The local revenue shall be based on a limited source of revenue such as investment earnings, athletic receipts, salvage receipts, and other miscellaneous revenue.

The state revenue shall be based on the Foundation School Payment (FSP) and Available School Fund (ASF). A locally-developed template to estimated state aid shall be used in lieu of the state funding worksheets. As a reasonableness test, the preliminary estimate of state funding prepared by the Texas Education Agency shall be used to compare to the locally-developed template. Student average daily attendance (ADA) and special program population full-time equivalents (FTEs) for the entire school year shall be used estimate state funding.

A major determining factor of state aid for Fort Hancock ISD is the average daily attendance for the entire school year. Unfortunately, when the school year begins in August, the budget is adopted based on a "guesstimate" of the ADA. We progress throughout the school year collecting ADA data and ultimately submitting it to TEA in June after the end of the school year. After TEA processes the annual ADA, we receive a Near-Final Summary of Finance (summary of state revenue) in September. The challenge is that the fiscal year is over....we've spent our budgets....but NOW we find out how much state revenue we actually earned.

The illustration below reflects this process:



It is essential that each campus adhere to the Fort Hancock ISD's Attendance Accounting Procedures to ensure that all average daily attendance is accurate, complete, and well documented for audit purposes.

After calculating the estimated revenue, the Business Manager shall inform all budget stakeholders of any revenue limitations for the upcoming fiscal year. The limitations may result in any of the following:

- Increase and/or decrease in campus/department allocations
- Increase and/or decrease of staffing allocations
- Availability of funding for one-time major purchases, such as vehicles, infrastructure, etc.

Budget Timeline

By January 1st of each fiscal year, the Superintendent and Business Manager shall prepare a Budget Timeline/Calendar for the next budget cycle. [Note: If unusual circumstances

require more time to plan and prepare the budget, the budget timeline may start earlier in the fiscal year.]

The Budget Timeline shall be listed in chronological order and should include the person(s) responsible for each activity.

The Budget Timeline shall include, but not be limited to the following activities:

- Budget planning meeting with the Superintendent, Central Administration, Campus Administration, the District Improvement Council, and the Site-Based Committees.
- Approval and/or review of the Budget Timeline by the School Board. [Note: It is critical that the School Board be available to attend all budget-related meetings, workshops, and hearing.]
- Distribution of the Budget Manual to include the budget process, procedures, forms, etc.
- Target date for distribution of campus and department allocations.
- Due date for campus and department budgets (allocations)
- Due date for campus and department special request budgets (non-allocations)
- Review dates of budget submissions
- Compiling of the draft proposed budget
- Budget Workshops with the School Board
- Distribution and publication of the required notices regarding adoption of the proposed budget and budget hearing(s)
- Date of public hearing on the proposed budget
- Date of board meeting to adopt the proposed budget
- Alternate dates for workshops, publications, hearings, adoption, etc. as appropriate

In addition, to the regular activities, the Budget Timeline should also include specific activities that may be conducted on an established schedule. Some activities that will be included on the Budget Timeline and conducted on a scheduled basis shall include:

- Review of the district's Staffing Model to match staff allocations to student and program needs.
- Review of the district's Compensation Plan to include the Teacher Hiring Schedule, the Mid-Point Pay Schedule for all district staff, and the Stipend & Extra Duty Pay Schedule.
 - A salary survey of all professional and support positions should be conducted on at least a 3-year rotating basis to ensure that the salaries are reasonable compared to similar school districts, statewide averages, and the economic forecasts
 - A stipend and extra duty survey should be conducted on at least a 3-year rotating basis to ensure that the stipends and extra duty pay rates are reasonable compared to similar school districts, statewide averages, and the roles of responsibilities of the extra duty.

- Review of a Staffing Study to ensure that the budgeted staff units are in accordance with the established Staffing Model.

The 2015-2016 Budget Timeline is included in **Appendix A**.

Required Level of Detail for Expenditures

All budgeted expenditures shall be in compliance with the Financial Accountability System Resource Guide, Module 1 Financial Accounting & Reporting (FAR). The FAR module was developed by the Texas Education Agency and contains the required fund, function, object, organization, and program intent codes. The 20-digit account code structure also contains a sub-object and other optional codes that may be used at the discretion of a school district.

Fort Hancock ISD has implemented an account code structure that complies with the FAR account code structure. Sub-objects are used, as necessary, to identify expenditures by grade/subject level, program, or other appropriate use.

The FAR account code structure is illustrated and summarized in **Appendix B**. This appendix also includes coding examples for salary and non-salary expenditures.

Appendix C illustrates the Fort Hancock ISD Chart of Accounts.

Budget Assumptions - Identify and Quantify

The assumptions included in a budget are critical to the effectiveness of the budget. Assumptions are basically what we anticipate may occur given the fact that there is uncertainty about internal and external factors impacting a future budget.

The Superintendent or Business Manager will review prior and current year data to develop budget assumptions for the next fiscal year. The assumptions shall be distributed to all budget stakeholders as part of the Budget Memorandum.

It is important to note that if the assumptions are not met, a mid-year change in budgets may be necessary. For example, if the budget assumptions included an overall average daily attendance (ADA) of 1020.0 for the school year, but at the end of the 1st semester, the ADA is only 900, the district must reevaluate the assumption and adjust the budget as appropriate.

The most critical assumptions shall be related to salaries, benefits, student enrollment, student average daily attendance, and special program enrollment (FTEs). There are external and internal factors that will impact the budget assumptions.

Current external factors that may impact the budget assumptions include:

- Uncertainty of the future benefit costs due to the full implementation of the Affordable Care Act
- Uncertainty of state funding beyond the current biennium
- Uncertainty of student enrollment due to frequent relocations by military-connected families

Current internal factors that may impact the budget assumptions include:

- Salary schedules without a salary cap may continuously increase the range from the minimum to the maximum salary for each job category.
- Student to teacher and student to total staff ratios should remain within the acceptable ranges as reflected in the Schools FIRST rating indicators.

Budget Allocations

The district has implemented the site-based decision making budgetary approach for campuses. Each campus shall receive an allocation as part of the Budget Memorandum.

The allocation provides an opportunity for the campus to conduct a comprehensive needs assessment, develop goals and strategies and budget their allocation to meet their needs. The campus has full discretion to budget across different functional areas, such as counseling, media services, nursing services, and the major functional area of instruction.

The authority to budget the allocation using a site-based approach comes with the accountability for the effectiveness of the student outcomes. The campuses shall also be held accountable for budgeting for all special program students served on their campus.

Appendix D provides guidance related to special program budget requirements as mandated by the Texas Education Code.

Staff Allocations

Salary allocations shall be based on the Fort Hancock ISD Salary Schedule. The following factors shall be used in determining the staffing levels:

- Available funding – staff allocations may be reduced from current levels due to reduced local, state or federal funding. Strategies to reduce staff allocations may include, but not be limited to, the following:

- Increase total staff to student and/or teacher to student ratios
- Elimination of non-mandatory programs
- Implementation of an Early Resignation Incentive Program (Note: To be in compliance with state law, the incentive program must be available to all employees who voluntarily terminate their employment from the District due to resignation or retirement.)
- Reduction of staff positions by attrition shall be the preferred method of reduced staff allocations
- Implementation of new, locally-defined programs – staff allocations may be increased from current levels due to the implementation of new programs and/or departments.
- Changes in federal or state mandated programs – staff allocations may be increased or decreased from current levels due to changes to federal or state mandated programs or guidelines.

The Staffing Model and Staff Allocation Formulas shall be reviewed on at least a three (3) year cycle to ensure that the staffing ratios remain within a reasonable range. One measure of “reasonableness” shall be the School FIRST ratings as noted below:

District Size-Number of Students Between	Ranges For Ratios	
	Low	High

Indicator 16

	<500	7	22
500	999	10	22
1000	4999	11.5	22
5000	9999	13	22
>=10,000		13.5	22

Indicator 17

	<500	5.0	14
500	999	5.8	14
1000	4999	6.3	14
5000	9999	6.8	14
>=10,000		7.0	14

Source: Schools FIRST Rating

Indicator #16 – Students to Teachers Ratio

Indicator #17 – Students to Total Staff

A Staffing Study shall be conducted on at least a five (5) year cycle to ensure that the budgeted staff positions are meeting the needs of the district and are aligned with the Staffing Model and Staff Allocation Formulas.

The Fort Hancock ISD Staffing Model is included in **Appendix K**. The Staff Allocation Formulas are also included in this Appendix.

Compensation & Benefit Plan Guidelines

Fort Hancock ISD has developed a Compensation Plan for all staff positions. The Compensation Manual includes the following:

- Compensation Guidelines – local, state or federal compliance areas, such as the Fair Labor Standards Act
- Teacher Hiring Schedule
- Stipend & Extra Duty Pay Schedules
- Employer-Provided Benefits

The Compensation & Benefit Plan shall be reviewed on at least a three (3) year cycle to ensure that the salaries are competitive with local peers, state averages, and economic changes.

The Fort Hancock ISD Compensation Handbook is available on the District website at www.fhisd.net.

Part 2: Budget Preparation

Budget Preparation Process

The budget preparation process shall be disseminated to all campus and department budget managers (Principals and Administrators). The process shall include the following:

- Budget worksheets – the budget worksheets from the TxEIS Budget System shall be used to collect the next fiscal year budget. The line item budget worksheet contains the most recent complete fiscal year, the current fiscal year and a data entry field for the next year budget request. [Note: As an option, a campus or department may enter their next year budget requests directly into the TxEIS Budget System.
- Budget forms – the budget forms for special one-time requests shall be completed by the requesting campus or department administrator and submitted to the Business Manager (**Appendix H**)
- Prioritization of special one-time requests shall be completed by the Cabinet subject to available resources.

Upon receipt of the campus and department budgets, the Business Manager shall compile the district budget, i.e. anticipated revenues and proposed expenditures.

Preparing and Submitting a Campus Budget

- Review the District Improvement Plan and Goals
- Prepare a Needs Assessment for all student populations for the Campus
 - Review the AEIS and Accountability Reports for the Campus
 - Review PEIMS Student, Staff and Budget Data
- Update the Campus Improvement Plan
- Review the Budget Timeline (Appendix A) – schedule budget training and site-based committee meetings as needed to meet all deadlines
- Ensure that the campus plan and the campus' proposed budget are “linked”, i.e. all strategies listed on the campus plan should be included in the proposed budget if a cost for staff, supplies, travel, etc. will be incurred
- Determine if any program and/or master schedule changes will be implemented during the next school year
- Determine the staffing needs for the upcoming school year – submit requests for new staff positions to the Superintendent
- Obtain the campus or department allocation from the Business Manager
- Complete the budget request forms and submit to the Business Manager
- Budget for fixed costs such as copier rentals/leases, contractual obligations, ESC commitments, etc.

- Ensure that special program funds are budgeted for all special populations represented on the campus
- Prepare and submit a prioritized list of major projects – to include costs associated with proposed new programs, buildings renovations, fixed assets (equipment with a unit cost > \$5000) , and technology projects
- Prepare a Staff FTE Report (Sample – **Appendix E**) for the campus – to include all professional and paraprofessional staff
- Ensure that all Staff FTE's and expenditures, for at least the State Compensatory Education (SCE) program, are clearly indicated on the campus plan (Sample – **Appendix F**)

Compliance Review of Proposed Budgets

A compliance review of the budget shall be conducted by the Superintendent. The review shall include, but not be limited to:

- State Compensatory Education – All SCE proposed expenditures shall be supported by Campus Improvement Plan (CIP) strategies to serve the needs of at risk students. **Appendix G**
- Special Program Budgets - Campus funds must be budgeted for all special programs served on the campus. The funds budgeted must be representative of the number of students in each special program as reflected by the most recent PEIMS Student Data reports.
- Administrative ratio – The administrative cost ratio between instructional and administrative expenditures should be maintained at the current level, or at a minimum shall remain within an acceptable range.
- Maintenance of Effort – The maintenance of effort for federal funds, i.e. IDEA and NCLB, shall be maintained at each campus, as appropriate.
- Contracts and Long-term commitments – Funds must be budgeted for all contractual or long-term commitments such as copier rentals/leases, Education Service Center Commitments, insurance coverage, etc.
- Meeting the Needs of Special Populations Texas Education Codes:
 - TEC 42.151 Special Education
 - TEC 42.152 Compensatory Education
 - TEC 42.153 Bilingual/ESL
 - TEC 42.154 Career & Technology
 - TEC 42.156 Gifted and Talented
 - TEC 42.160 High School Allotment
- Legal Requirements for all special populations
- State Compensatory Education – Legislative Requirements
- District and campus improvement plans must address each special program population and the strategies and resources needed to meet their respective needs.

Budget Communication

Communication during the budget preparation process is critical to ensure that all Budget Stakeholders have meaningful input in the proposed budget. The budget preparation process at Fort Hancock ISD shall include, but not be limited to, the following modes of communication:

- Budget planning meetings with central administration, campus administration and department heads, as appropriate.
- District Improvement Council (DIC) – At least two DIC meetings shall be held each fiscal year should include budget communication. The first meeting shall focus on the Budget Communication Memorandum, Budget Manual, and any changes to the budget process from the previous fiscal year. The second meeting shall focus on the proposed budgets for all campuses and departments.
- School Board Meeting – At least one School Meeting held shall include budget a discussion item on agenda to present detailed information to the school board. The intent of the Workshop is to encourage open dialogue among Board Members regarding the budget assumptions, revenue estimates, and proposed budget. If substantial changes are recommended to staffing allocations, salary schedules, or employee benefits, additional Budget Discussions should be conducted with the School Board due to the potential impact on all or particular employee groups.
- Budget Notices – The legally required Notice of Public Hearing to Adopt a Budget will be placed in the only local newspaper within Fort Hancock ISD. The notice shall be published no less than 10 days prior to the Budget Hearing. The notice must include the place, time and date of the Budget Hearing. Additional notices may be published at the discretion of the Superintendent. Concurrently, with the notice published in The Hudspeth Herald, the Superintendent shall prepare and post the TEA- required notice related to expenditures per student on the District website.
- Public Hearing to Discuss the Proposed Budget – The hearing will be conducted for the purpose of providing the community an opportunity to comment on the proposed budget. Public comments, if any, shall be recorded and reviewed by the School Board, Superintendent, or Business Manager, as appropriate. Changes, if any, should be incorporated into the proposed budget. A summarized, proposed budget report shall be prepared by the Superintendent for distribution at the Budget Hearing.

Budget Adoption

The Budget Adoption agenda item shall include the One-Page Budget Summary by fund, summarized by function. The motion of the School Board shall be to “Adopt the Proposed 2015-2016 Budget Summary”. The proposed budget must be approved by the School Board no later than August 31st.

After adoption of the budget, a copy of the Official Budget (as adopted by the School Board on _____ date) shall be posted on the District's website for a period of three years.

Budget Availability

The District's fiscal year begins on September 1st. In an effort to support the campus and department needs, the budget shall be available to the Budget Stakeholders as soon as practical, but no later than September 5th, unless extenuating circumstances cause a delay.

To facilitate the availability of the budget, the Superintendent or Business Manager shall ensure that:

- The proposed budget is posted in the TxEIS Budget Module prior to the board meeting to adopt the budget.
- The past fiscal year is copied to a "prior year" FILE ID to continue closing out the fiscal year.
- The new fiscal year files are opened (with or without) prior year balance sheet accounts.

Campuses and departments may enter "next year" requisitions in the TxEIS system to facilitate purchasing after the next year budget is available.

Part 3: Budget Monitoring, Amending & Evaluating

Monitoring the Budget

- Financial reports are available via the TxEIS system on a real-time basis
- Campus and department staff are authorized to view their respective budgets subject to the “masked” accounts in the user profile
- Periodic monitoring (at least monthly) should be conducted with the site-based committee
- The timing of planned expenditures should be noted and documented – the campus plan timelines should aid in this process
- Budget resources should be realigned as the need arises due to changes in the instructional program and/or campus plan
- The purchasing deadlines should be adhered to – **Appendix I**

Amending the Budget

- Budget amendments are mandated by the state when funds are moved from one functional area to another – these amendments require Board approval. Adequate planning is required since the School Board meets once per month.
- Budget transfers (within functional areas) – may be initiated by a campus principal or director as the need arises. The Business Manager shall approve and record budget transfers on a timely basis.
- The Final Amended Budget shall be approved the School Board prior to August 31st for the current fiscal year
- A Budget Transfer/Amendment Form is enclosed as **Appendix J**

Evaluation of the Budget – At Year-End

- As part of the campus planning process, the budget should be reviewed at year-end to determine if:
 - The campus used its resources to meet the district goals
 - The campus used its resources to meet the campus goals
 - The campus used its resources to serve all student populations
 - The campus used its special program allotments for special education, gifted and talented, etc. to supplement the basic instruction for all identified students
 - The campus realigned its resources as needed during the school year to meet the changing needs of the students
- The campus should consider adding and/or deleting programs
- The campus had unspent discretionary funds that will roll-forward to the following fiscal year. **Note:** Fort Hancock ISD Administrative Policy (CE) allows a campus to roll-forward 100% of its unspent General Fund discretionary funds. The roll-forward amount will be determined after completion of the

annual financial audit. An estimated roll-forward amount will be made available to each campus on September 1st of each fiscal year.

Acknowledgements

A substantial amount of information presented in this Budget Manual was extracted from TEA's Financial Accountability System Resource Guide (FASRG). The FASRG in its entirety is located on TEA's website at:

[http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/)

Appendix

- A Budget Timeline**
- B FASRG, FAR Module Account Code Structure**
- C Fort Hancock ISD Chart of Accounts**
- D TEC – Special Programs**
- E Sample Staff FTE Report**
- F State Compensatory Ed. Legislative Requirements**
- G Sample Campus Plan Template**
- H Budget Forms (Budget Packages)**
- I Purchasing Deadlines**
- J Budget Transfer/Amendment Form**
- K Staff Model & Staff Allocation Formulas**
- L PEIMS Individual Staff Data Profile**
- M Title I Program Components**
- N Title I Reservation of Funds**
- O Special Program Budget form**
- P Checklist of Budgeting Activities**
- Q Key Terms**
- R Resources**

Object Codes

- Salaries - 6100's
 - 6112 Substitute Teachers (not aides)
 - 6118 Extra Duty Pay for Professional Staff (**Local Use Code**)
 - 6119 Professional Staff Salaries
 - 6121 Salaries Extra Duty
 - 6122 Substitute Support
 - 6129 Support Staff Salaries
 - 6139 Other Payroll Payments
- Contracted Services - 6200's
 - 6219 Professional Services (Per Govt Code: Architects, Engineers, etc)
 - 6249 Repairs
 - 6239 Education Service Centers
 - 6269 Rentals
 - 6291 Consultants (Best Practices, Strategic Planning, etc.)
 - 6299 Other Contracted Services
- Supplies - 6300's
 - 6315 Janitor Supplies
 - 6316 Building Supplies
 - 6317 Grounds
 - 6321 Textbooks
 - 6329 Reading Materials, Library Books
 - 6339 Testing Materials
 - 6399 Supplies
- Travel & Misc. Expenditures - 6400's
 - 6411 Staff Travel
 - 6412 Student Travel
 - 6419 Non-employee Travel (Parents & School Board)
 - 6495 Dues
 - 6498 Fees
 - + 6499 Misc. Expense
- Equipment - 6600's
 - 6639 Equipment with unit cost > \$5000
 - 6649 Equipment (Unit cost \$500 through \$4,999)

Organization Codes

- Campuses
 - 004 Fort Hancock High School
 - 101 Benito Martinez Elementary
 - 041 Fort Hancock Middle School
 - 699 Summer School
- Departments
 - 7XX through 9XX

Program Intent Codes

- 11 Basic Program
- 21 Gifted and Talented
- 22 Career & Technology
- 23 Special Education
- 24 Compensatory Education (and Title I Program)
- 25 Bilingual & ESL
- 30 Title I, Part A State Comp
- 31 High School Allotment
- 32 Prekindergarten (Basic Program)
- 91 Athletics & Related Activities
- 99 Undistributed

Examples:

- Gifted and Talented supplies for the elementary students:
199-11-6399-00-101-5-21000

Notes: Most campus funds are in the General Fund (199), the purpose is direct student instruction (11), supplies are being purchased (6399), the elementary campus 3-digit code assigned by TEA is 101, the fiscal year is 2015-2016, and the intent is to serve GT students (PIC 21).

- Staff development travel expenses for the special education teachers at the High School:
199-13-6411-00-004-5-23-000

Notes: Most campus funds are in the General Fund (199), the purpose is staff development (13), the expense is for travel expenses for staff (6411), the secondary campus 3-digit code assigned by TEA is 004, the fiscal year is 2015-2016, and the intent is to serve Sp. Ed. students (PIC 23).

- Repairs to the High School principal's computer:
199-23-6249-00-004-5-99-000

Notes: Most campus funds are in the General Fund (199), the purpose is campus administration (23), the expense is for repair expenses (6249), the secondary campus 3-digit code assigned by TEA is 004, the fiscal year is 2015-2016, and the intent is undistributed – no specific set of students (PIC 99).

- Training for English as a Second Language (ESL) parents at the elementary school:
199-61-6419-00-101-5-25-000

Notes: Most campus funds are in the General Fund (199), the purpose is parental involvement (61), the expense is for non-staff travel expenses (6419), the elementary campus 3-digit code assigned by TEA is 101, the fiscal year is 2015-2016, and the intent is ESL students (PIC 25).

- Supplies for the Title I Targeted Assistance Summer School program:
211-11-6399-00-699-5-24-000

Notes: The summer school program is an approved Title I activity (211), the purpose is direct student instruction (11), supplies are being purchased (6399), the summer school 3-digit code assigned by TEA is 699, the fiscal year is 2015-2016, and the intent is to serve at-risk students—Accelerated Instruction (PIC 24).

Budgeting for Staff

- Salaries are budgeted based on what the person does, where the person does it, and who the person serves.
- The key to budgeting for campus staff is the master schedule and/or staff roster.
- Staff full-time equivalents (FTEs) are compiled based on the master schedule or staff roster.
- The number of campus staff may be determined by:
 - Type of master schedule
- Block or traditional
 - Student to Teacher ratio – Staff Allocation Formula (**Appendix K**)
 - Specialized courses, such as Advanced Placement (AP)
 - Other instructional strategies such as co-teaching, inclusion, and pull-out programs
- The number of department staff may be determined by:
 - Roles and responsibilities of staff such as custodial, food service, maintenance, transportation, and administrative staff
 - Custodial staff shall be based on the total square footage of district facilities, the type of floor surfaces, and the number of students at each facility
 - Transportation staff shall be based on the total bus routes for regular, special education, and special programs
 - Food Service staff shall be based on the meals per labor hour at each campus
 - Administrative staff shall be based on the administrative functions, number of staff, and number of students served directly or indirectly
- The PEIMS Staff Data profiles (submitted in the Fall PEIMS submission) should be checked carefully to ensure that the payroll and responsibility data match – **Appendix L**

Instructional salaries:

- Salary expenditures should reflect the percentage of time per population of students served
- Example in an 8-period day: 4 classes of Resource English and 4 classes of English II result in:
 - 199-11-6119-00-004-5-23000 50% Special Education

- 199-11-6119-00-004-5-11000 50% Regular Education

Extra-curricular salaries:

- Coaching, spirit team sponsors, and other activities that support athletics
 - Teaching time is charged to function 11 if students earn credit for the course(s)
 - If no credit is awarded, then function 36 should be used, with a PIC of 91
 - Extended days before and/or after school starts should be coded to function 36 with a PIC 91
 - Coaching stipends are charged to function 36, with a PIC 91
- Teacher/Coach
 - Example: A teacher/coach teaches two History classes, two 9th grade PE classes, and two non-credit 12th grade boys athletic periods and receives a \$5000 coaching stipend:
- 199-11-6119-00-004-5-11000 67% Teacher
- 199-36-6119-00-004-5-91000 33% Athletic periods
- 199-36-6119-00-004-5-91000 \$5000 Stipend

Extra-Duty Pay – Tutoring:

- Extra duty pay is paid from the appropriate account based on the type of staff and the duties performed
 - Tutoring is generally for at-risk students
 - If a teacher tutors at risk students, then the account could be:
 - 199-11-6118-00-101-5-24000
 - If PIC 24 is used, then all students tutored must be identified at-risk, otherwise the appropriate percentage should be used
 - If an aide tutors, then the account could be:
 - 199-11-6121-00-101-5-24000

Administrative Salaries:

- Time spent on specific job
 - Example: Counselor/Asst. Principal
 - 199-31-6119-00-999-5-99000 50%
 - 199-23-6119-00-999-5-99000 50%
- Time spent at specific location
 - Example: Assistant Principal at high school and middle school
 - 199-23-6119-00-004-5-99000 50%
 - 199-23-6119-00-041-5-99000 50%

Substitute Salaries:

- Based on teacher being covered
 - Example: Special Education Teacher at HS
 - 199-11-6119-00-004-5-23000 (Teacher)

- 199-11-6112-00-004-5-23000 (Substitute)
- Undistributed - will be allocated by TEA based on PEIMS data
 - Example: 199-11-6112-00-999-5-99000
 - Allocated by TEA based on percentage of PIC from PEIMS data

Other Salaries:

- Time spent on specific job
 - Example: 50% custodian & 50% bus driver
 - 199-51-6129-00-004-5-99000 50% Custodian
 - 199-34-6129-00-999-5-99000 50% Bus Driver
- Time spent at campus or location
 - Example: Nurse works 3 days at an Elementary & 2 days at the High School
 - 199-33-6119-00-004-4-99000 60% High School
 - 199-33-6119-00-101-4-99000 40% Elementary School

Budgeting for Federal Funds

- Types of federal grants
 - Formula funding (entitlements)
 - Title I Regular & Migrant
- How to compile and submit a grant application
 - Compile a comprehensive needs assessment
 - Involve required stakeholders:
 - Private school consultation is required – Title I
 - The NCLB Consolidated Application for Federal Funding requires the date that parents were involved in evaluating the parental involvement program (Title I)
 - Identify strategies & planned activities
 - Identify planned expenditures (budget)
 - Identify program coordination, professional development, parental involvement, equitable access activities and compliance
- NCLB Consolidated Federal Grant Application – complete via e-Grants
 - Title I, Part A, Regular
 - Title I, Part C, Migrant
 - Title II, Part A & D
 - Title III, Part A, LEP & Immigrant
 - Title V, Part A – Innovative Programs
- Obtain approval from TEA – NOGA
 - No obligations may be made prior to the starting date of the grant
 - No funds may be used to pay for goods or services received after the ending date of the grant
- Comply with Grant Requirements
 - Program evaluations
 - Financial expenditures & reporting
- Two types of Title I Programs
 - Targeted assistance campus

- Funds are used to provide services only to a select group of students
 - Requires 8 basic components (**Appendix M**)
 - School-wide campus
 - Funds are used for the entire educational program
 - Requires 10 basic components (**Appendix N**)
 - Fort Hancock ISD does not use the School-wide campus model
- NCLB Requirements:
 - Reservation of funds:
 - To serve homeless students
 - 1% for parental involvement (> \$500K)
 - 5%-10% for staff development (if all teachers are not Highly Qualified)
 - Refer to **Appendix N**
 - Staff must meet Highly Qualified guidelines
 - Written parental involvement policy
- Fiscal Requirements:
 - Maintenance of Effort
- Maintain fiscal effort with state and local funds – not less than 90%
 - Comparability
 - In multiple attendance areas, Title I campuses must receive the same level of services from state and local funds as non-Title I campuses
 - Comparability does not apply to Fort Hancock ISD
 - Supplement not Supplant
 - Title I funds must be used to increase the level of funding – they may not replace state or local funds
- Budget forms for Federal Grants
 - Special Program Budget form – **Appendix O**
- Helpful website:
 - TEA Grant Resources:
 - http://tea.texas.gov/Finance_and_Grants/Grants/Training_and_Other_Resources/Training_and_Other_Resources/

APPENDIX B

<p>Funds:</p> <ul style="list-style-type: none"> 100 General Fund 101 Food Service 199 General Fund <p>200-400 Special Revenue Funds</p> <ul style="list-style-type: none"> 204 ESEA, Title IV, Safe & Drug Free Schools 211 ESEA, Title I, Part A 255 ESEA, Title II, Part A: Teacher & Principal Training 262 ESEA, Title II, Part D: Technology 266 SFSF ARA Funds 287 Education Jobs Grant 289 DODEA Grants 392 Community Based Support Grant 397 Advanced Placement Incentives 404 Student Success Initiative. ARI & AMI 411 Technology Allotment 415 Kinder and Pre-kinder Grants 461 Campus Activity Fund <p>600 Capital Projects Funds</p> <ul style="list-style-type: none"> 693 Dept. of Education Building Projects 694 Dept of Education Building Projects, ARRA 695 Dept of Defense Building Projects 699 Capital Projects Fund – Local Projects <p>860 Agency Funds</p> <ul style="list-style-type: none"> 863 Payroll Clearing Fund 864 Accounts Payable Clearing Fund 865 Student Activity Accounts (Clubs & Organizations) <p>900 Capital Assets And Long Term Debt</p> <ul style="list-style-type: none"> 901 Fixed Assets Funds 902 Long Term Debt Fund 	<p>Objects:</p> <p>6100 Payroll Costs</p> <ul style="list-style-type: none"> 6112 Salaries for Substitute Teachers 6118 Salaries, Professional, Extra Duty (6119) 6119 Salaries, Teachers & Professional Personnel 6121 Extra Duty Pay, Overtime, Support Personnel 6129 Salaries, Paraprofessional & Support Staff 6139 Employee Allowances 6141 Social Security/Medicare 6142 Group Health Insurance 6143 Workers Compensation 6144 TRS On-Behalf Payments 6145 Unemployment Compensation 6146 Teacher Retirement/TRS Care <p>6200 Professional & Contracted Services</p> <ul style="list-style-type: none"> 6211 Legal Services 6212 Audit Services 6219 Professional Services-Gov't Code Definition 6223 Student Tuition – Other than Public Schools 6239 Education service Center Services 6249 Contracted Maintenance & Repair 6259 Utilities 6269 Rentals – Operating Leases (Copiers, equipment, etc) 6291 Consultants – Strategic, Best Practices, etc. 6299 Miscellaneous Contracted Services <p>6300 Supplies & Materials</p> <ul style="list-style-type: none"> 6311 Gasoline & Other Fuels 6319 Vehicle Supplies 6321 Tex books-Purchased by district 6329 Reading materials, library books, subscriptions 6339 Testing Materials 6341 Food 6342 Non-Food Supplies 6343 Items for Sale – Vending 6344 USDA Commodities 6399 Supplies & Equipment, General <p>6400 Other Operating Costs & Travel</p> <ul style="list-style-type: none"> 6411 Travel, Staff 6412 Travel, Student 6413 Stipends, Non-Employees 6419 Travel, Non-employees (Parents, board, etc) 6429 Insurance Cost 6495 Dues 6497 Student Awards/Recognition 6498 Fees 6499 Misc, Expenses: Awards, etc. <p>6600 Capital Outlay & Equipment</p> <ul style="list-style-type: none"> 6629 Facilities & Construction 6631 Vehicles, Unit Cost>\$5,000 6639 Furniture, Equipment, Software, Unit Cost>\$5,000 6641 Vehicles, Unit Cost \$500-\$4,999 6649 Furniture, Equipment, Software, Unit Cost>\$500 6669 Library Books, Unit Cost>\$5,000 	<p>Organizations:</p> <ul style="list-style-type: none"> 101 Benito Martinez Elementary 041 Fort Hancock Middle School 004 Fort Hancock High School 699 Summer School 701 Superintendent 702 School Board 703 Tax Appraisal Collection 750 Business Office 998 Organization Unit 999 District wide (Unallocated) <p>Program Intent Codes</p> <ul style="list-style-type: none"> 11 Basic Educational Services 21 Gifted and Talented 22 Career & Technology 23 Service to Students w/Disabilities 24 Accelerated Instruction (State Comp) 25 Bilingual & Special Language Programs 30 State Comp 31 High School Allotment 32 Pre-Kindergarten 91 Athletics 99 Miscellaneous, Undistributed <p>Sub –Objects:</p> <p>Subjects:</p>
<p>Functions:</p> <ul style="list-style-type: none"> 11 Instruction 12 Instructional Resources & Media Svs 13 Curriculum Development & Instructional Staff Dev. 21 Instructional Leadership 23 Campus Leadership 31 Counseling Services 32 Social Work Services 33 Health Services 34 Student Transportation 35 Food Services 36 Cocurricular/Extracurricular Activities 41 General Administration 51 Plant Maintenance & Operations 52 Security & Monitoring Services 53 Data Processing Services 61 Community Services 81 Facilities, Acquisition, and Construction 91 Contracted Instructional Svs Between Public Schools 93 Payments to Fiscal Agent of SSA, Sp Ed Co-Op 95 Payments to JJAEP 		

APPENDIX C

TEXAS EDUCATION CODE SUBCHAPTER C. SPECIAL ALLOTMENTS

Sec. 42.151. SPECIAL EDUCATION. (a) For each student in average daily attendance in a special education program under Subchapter A, Chapter 29, in a mainstream instructional arrangement, a school district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 1.1. For each full-time equivalent student in average daily attendance in a special education program under Subchapter A, Chapter 29, in an instructional arrangement other than a mainstream instructional arrangement, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by a weight determined according to instructional arrangement as follows:

Homebound	5.0
Hospital class	3.0
Speech therapy	5.0
Resource room	3.0
Self-contained, mild and moderate, regular campus	3.0
Self-contained, severe, regular campus	3.0
Off home campus	2.7
Nonpublic day school	1.7
Vocational adjustment class	2.3

(b) A special instructional arrangement for students with disabilities residing in care and treatment facilities, other than state schools, whose parents or guardians do not reside in the district providing education services shall be established under the rules of the State Board of Education. The funding weight for this arrangement shall be 4.0 for those students who receive their education service on a local school district campus. A special instructional arrangement for students with disabilities residing in state schools shall be established under the rules of the State Board of Education with a funding weight of 2.8.

(c) For funding purposes, the number of contact hours credited per day for each student in the off home campus instructional arrangement may not exceed the contact hours credited per day for the multidistrict class instructional arrangement in the 2015-2016 school year.

(d) For funding purposes the contact hours credited per day for each student in the resource room; self-contained, mild and moderate; and self-contained, severe, instructional arrangements may not exceed the average of the statewide total contact hours credited per day for those three instructional arrangements in the 2015-2016 school year.

(e) The State Board of Education by rule shall prescribe the qualifications an instructional arrangement must meet in order to be funded as a particular instructional arrangement under this section. In prescribing the qualifications that a mainstream instructional arrangement must meet, the board shall establish requirements that students with disabilities and their teachers receive the direct, indirect, and support services that are necessary to enrich the regular classroom and enable student success.

(f) In this section, "full-time equivalent student" means 30 hours of contact a week between a special education student and special education program personnel.

(g) The State Board of Education shall adopt rules and procedures governing contracts for residential placement of special education students. The legislature shall provide by appropriation for the state's share of the costs of those placements.

(h) Funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, must be used in the special education program under Subchapter A, Chapter 29.

(i) The agency shall encourage the placement of students in special education programs, including students in residential instructional arrangements, in the least restrictive environment appropriate for their educational needs.

(j) Repealed by Acts 2011, 82nd Leg., R.S., Ch. 494, Sec. 1, eff. September 1, 2011.

(k) A school district that provides an extended year program required by federal law for special education students who may regress is entitled to receive funds in an amount equal to 75 percent, or a lesser percentage determined by the commissioner, of the adjusted basic allotment or adjusted allotment, as applicable, for each full-time equivalent student in average daily attendance, multiplied by the amount designated for the student's instructional arrangement under this section, for each day the program is provided divided by the number of days in the minimum school year. The total amount of state funding for extended year services under this section may not exceed \$10 million per year. A school district may use funds received under this section only in providing an extended year program.

(l) From the total amount of funds appropriated for special education under this section, the commissioner shall withhold an amount specified in the General Appropriations Act, and distribute that amount to school districts for programs under Section 29.014. The program established under that section is required only in school districts in which the program is financed by funds distributed under this subsection and any other funds available for the program. After deducting the amount withheld under this subsection from the total amount appropriated for special education, the commissioner shall reduce each district's allotment proportionately and shall allocate funds to each district accordingly.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 545, Sec. 1, eff. Sept. 1, 2003.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 494, Sec. 1, eff. September 1, 2011.

For expiration of Subsections (s), (s-1), (s-2), and (s-3), see Subsection (s-3).

Sec. 42.152. COMPENSATORY EDUCATION ALLOTMENT. (a) For each student who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2, and by 2.41 for each full-time equivalent student who is in a remedial and support program under Section 29.081 because the student is pregnant.

(b) For purposes of this section, the number of educationally disadvantaged students is determined:

(1) by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year; or

(2) in the manner provided by commissioner rule, if no campus in the district participated in the national school lunch program of free or reduced-price lunches during the preceding school year.

(c) Funds allocated under this section shall be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by Section 29.081, and all other students. Specifically, the funds, other than an indirect cost allotment established under State Board of Education rule, which may not exceed 45 percent, may be used to meet the costs of providing a compensatory, intensive, or accelerated instruction program under Section 29.081 or a disciplinary alternative education program established under Section 37.008, to pay the costs associated with placing students in a juvenile justice alternative education program established under Section 37.011, or to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Pub. L. No. 103-382 and its subsequent amendments, and by federal regulations implementing that Act, at a campus at which at least 40 percent of the students are educationally disadvantaged. In meeting the costs of providing a compensatory, intensive, or accelerated instruction program under Section 29.081, a district's compensatory education allotment shall be used for costs supplementary to the regular education program, such as costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction. A home-rule school district or an open-enrollment charter school must use funds allocated under Subsection (a) for a purpose authorized in this subsection but is not otherwise subject to Subchapter C, Chapter 29. For purposes of this subsection, a program specifically designed to serve students at risk of dropping out of school, as defined by Section 29.081, is considered to be a program supplemental to the regular education program, and a district may use its compensatory education allotment for such a program.

(c-1) Notwithstanding Subsection (c), funds allocated under this section may be used to fund in proportion to the percentage of students served by the program that meet the criteria in Section 29.081(d) or (g):

- (1) an accelerated reading instruction program under Section 28.006(g); or
- (2) a program for treatment of students who have dyslexia or a related disorder as required by Section 38.003.

(c-2) Notwithstanding Subsection (c), funds allocated under this section may be used to fund a district's mentoring services program under Section 29.089.

(d) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under Section 29.081 for students at risk of dropping out of school.

(e) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(f) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(g) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(h) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(i) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(j) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(k) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(l) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(m) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(n) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(o) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(p) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(q) The State Board of Education, with the assistance of the comptroller, shall develop and implement by rule reporting and auditing systems for district and campus expenditures of compensatory education funds to ensure that compensatory education funds, other than the indirect cost allotment, are spent only to supplement the regular education program as required by Subsection (c). The reporting requirements shall be managed electronically to minimize local administrative costs. A district shall submit the report required by this subsection not later than the 150th day after the last day permissible for resubmission of information required under Section 42.006.

(q-1) The commissioner shall develop a system to identify school districts that are at high risk of having used compensatory education funds other than in compliance with Subsection (c) or of having inadequately reported compensatory education expenditures. If a review of the report submitted under Subsection (q), using the risk-based system, indicates that a district is not at high risk of having misused compensatory education funds or of having inadequately reported compensatory education expenditures, the district may not be required to perform a local audit of compensatory education expenditures and is not subject to on-site monitoring under this section.

(q-2) If a review of the report submitted under Subsection (q), using the risk-based system, indicates that a district is at high risk of having misused compensatory education funds, the commissioner shall notify the district of that determination. The district must respond to the commissioner not later than the 30th day after the date the commissioner notifies the district of the commissioner's determination. If the district's response does not change the commissioner's determination that the district is at high risk of having misused compensatory education funds or if the district does not respond in a timely manner, the commissioner shall:

- (1) require the district to conduct a local audit of compensatory education expenditures for the current or preceding school year;
- (2) order agency staff to conduct on-site monitoring of the district's compensatory education expenditures; or
- (3) both require a local audit and order on-site monitoring.

(q-3) If a review of the report submitted under Subsection (q), using the risk-based system, indicates that a district is at high risk of having inadequately reported compensatory education expenditures, the commissioner may require agency staff to assist the district in following the proper reporting methods or amending a district or campus improvement plan under Subchapter F, Chapter 11. If the district does not take appropriate corrective action before the 45th day after the date the agency staff notifies the district of the action the district is expected to take, the commissioner may:

- (1) require the district to conduct a local audit of the district's compensatory education expenditures; or
- (2) order agency staff to conduct on-site monitoring of the district's compensatory education expenditures.

(q-4) The commissioner, in the year following a local audit of compensatory education expenditures, shall withhold from a district's foundation school fund payment an amount equal to the amount of compensatory education funds the agency determines were not used in compliance with Subsection (c). The commissioner shall release to a district funds withheld under this subsection when the district provides to the commissioner a detailed plan to spend those funds in compliance with Subsection (c).

(r) The commissioner shall grant a one-year exemption from the requirements of Subsections (q)-(q-4) to a school district in which the group of students who have failed to perform satisfactorily in the preceding school year on an assessment instrument required under Section 39.023(a), (c), or (l) subsequently performs on those assessment instruments at a level that meets or exceeds a level prescribed by commissioner rule. Each year the commissioner, based on the most recent information available, shall determine if a school district is entitled to an exemption for the following school year and notify the district of that determination.

(s) In addition to the allotment provided under Subsection (a), a school district is entitled to an annual allotment equal to \$650:

(1) for each student in average daily attendance who has a parent or guardian who is serving on active duty in a combat zone as a member of the armed forces of the United States; and

(2) for each student in average daily attendance who:

(A) has a parent or guardian serving on active duty as a member of the armed forces of the United States; and

(B) has transferred to a campus in the district during the school year as a result of a change in residence because of an action taken under the Defense Base Closure and Realignment Act of 1990 (10 U.S.C. Section 2687).

(s-1) Notwithstanding any other provision of this section, a school district may use funds allotted to the district under Subsection (s) only to provide supplemental programs and services described by Subsection (c) or Subsection (f) for students described by Subsection (s) who are enrolled in the district.

(s-2) The commissioner may provide allotments under Subsection (s) only if funds are specifically appropriated for that purpose or the commissioner determines that the amount appropriated for purposes of the Foundation School Program exceeds the amount to which school districts are entitled under this chapter and the excess funds may be used for that purpose. The amount appropriated for allotments under Subsection (s) may not exceed \$9.9 million in a school year. If the total amount of allotments to which districts are entitled under Subsection (s) for a school year exceeds the amount appropriated or otherwise available for allotments under that subsection, the commissioner shall reduce each district's allotment under that subsection proportionately.

(s-3) Subsections (s), (s-1), (s-2), and this subsection expire September 1, 2013.

(t) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(u) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

(v) Expired.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1071, Sec. 16, eff. Sept. 1, 1997; Acts 1999, 76th Leg., ch. 396, Sec. 1.13, eff. Sept. 1, 1999; Acts 2001, 77th Leg., ch. 725, Sec. 11, eff. June 13, 2001; Acts 2001, 77th Leg., ch. 1156, Sec. 4, 12, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 201, Sec. 30, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 253, Sec. 1, eff. sept. 1, 2003; Acts 2003, 78th Leg., ch. 783, Sec. 2, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 785, Sec. 57, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 903, Sec. 3, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1276, Sec. 6.009, eff. Sept. 1, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 728, Sec. 23.001(17), eff. September 1, 2005.

Acts 2007, 80th Leg., R.S., Ch. 1204, Sec. 3, eff. September 1, 2007.

Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 52, eff. September 1, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 53, eff. September 1, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 105(a)(6), eff. September 1, 2009.

Acts 2011, 82nd Leg., 1st C.S., Ch. 4, Sec. 57.12, eff. September 28, 2011.

Sec. 42.153. BILINGUAL EDUCATION ALLOTMENT. (a) For each student in average daily attendance in a bilingual education or special language program under Subchapter B, Chapter 29, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.1.
(b) Funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, must be used in providing bilingual education or special language programs under Subchapter B, Chapter 29, and must be accounted for under existing agency reporting and auditing procedures.
(c) A district's bilingual education or special language allocation may be used only for program and student evaluation, instructional materials and equipment, staff development, supplemental staff expenses, salary supplements for teachers, and other supplies required for quality instruction and smaller class size.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 42.154. CAREER AND TECHNOLOGY EDUCATION ALLOTMENT. (a) For each full-time equivalent student in average daily attendance in an approved career and technology education program in grades nine through 12 or in career and technology education programs for students with disabilities in grades seven through 12, a district is entitled to:

(1) an annual allotment equal to the adjusted basic allotment multiplied by a weight of 1.35; and

(2) \$50, if the student is enrolled in:

(A) two or more advanced career and technology education classes for a total of three or more credits; or

(B) an advanced course as part of a tech-prep program under Subchapter T, Chapter 61.

(a-1) Notwithstanding any other provision of this section, the commissioner shall develop and implement a pilot program under which a school district is entitled to additional funding for each student receiving career and technology instruction in grade eight. The commissioner shall select not more than five school districts for participation in the pilot program. In selecting school districts for participation, the commissioner shall consider school districts that can provide services under the program at the least cost. For each full-time equivalent student in grade eight in average daily attendance in an approved career and technology education program, a school district participating in the program under this subsection is entitled to an annual allotment equal to the adjusted basic allotment multiplied by a weight of 1.35. Funds allocated under this subsection, other than an indirect cost allotment established under State Board of Education rule, must be used in providing career and technology programs in grade eight under Sections 29.182, 29.183, and 29.184. A school district is entitled to an allotment under this subsection for each school year through the completion of the 2011-2012 school year. Not later than January 1, 2013, the agency shall prepare and deliver to each member of the legislature a report describing the effectiveness of the pilot program described by this subsection. This subsection expires February 1, 2013.

(b) In this section, "full-time equivalent student" means 30 hours of contact a week between a student and career and technology education program personnel.

(c) Funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, must be used in providing career and technology education programs in grades nine through 12 or career and technology education programs for students with disabilities in grades seven through 12 under Sections 29.182, 29.183, and 29.184.

(d) The commissioner shall conduct a cost-benefit comparison between career and technology education programs and mathematics and science programs.

(e) Out of the total statewide allotment for career and technology education under this section, the commissioner shall set aside an amount specified in the General Appropriations Act, which may not exceed an amount equal to one percent of the total amount appropriated, to support regional career and technology education planning. After deducting the amount set aside under this subsection from the total amount appropriated for career and technology education under this section, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 201, Sec. 31, eff. Sept. 1, 2003.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 763, Sec. 5, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 54, eff. September 1, 2009.

§ 42.156. GIFTED AND TALENTED STUDENT ALLOTMENT. (a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the program's share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the

commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

Sec. 42.160. HIGH SCHOOL ALLOTMENT. (a) A school district is entitled to an annual allotment of \$275 for each student in average daily attendance in grades 9 through 12 in the district. (b) A school district that is required to take action under Chapter 41 to reduce its wealth per student to the equalized wealth level is entitled to a credit, in the amount of the allotments to which the district is entitled under this section, against the total amount required under Section 41.093 for the district to purchase attendance credits. A school district that is otherwise ineligible for state aid under this chapter is entitled to receive allotments under this section. (c) An open-enrollment charter school is entitled to an allotment under this section in the same manner as a school district. (d) The commissioner shall adopt rules to administer this section, including rules related to the permissible use of funds allocated under this section to an open-enrollment charter school.

Added by Acts 2009, 81st Leg., R.S., Ch. 1328, Sec. 56, eff. September 1, 2009.

APPENDIX D

SCE Changes – 78th Legislature Effective September 2003

- Full provisions of the SCE changes can be found in HB3459
- Rescinded Agreed-Upon Procedures (AUPs) Engagements [Audit] by independent auditors
- Replaced AUPs with local audit for high risk school districts
- Provided flexibility by permitting schools to fund basic costs of programs specifically designed to serve students at risk of dropping out of school
- Lowered the low income student percentage for school-wide participation to 40%
- Required the Commissioner to implement an electronic monitoring process (reporting and auditing) which identifies schools with high risk factors for noncompliance and reporting deficiencies
- Requires TEA to direct certain schools to have a local audit or to have an on-site visit by agency staff
- Requires the Commissioner to withhold foundation school funds until the district presents a detailed plan to comply with comp ed guidelines

Use of Funds:

- Funds may used to serve students enrolled in an accelerated reading program
- Funds may used to serve dyslexia students (Note: Students who are identified as dyslexic are not to be coded as “at risk” even though the funds may be used to serve their needs.)
- Funds may be used for mentoring services for “at risk” students
- Funds may only be used for costs “supplementary” to the costs of the “regular program”

District and Campus Plans:

- TEA want the campus site based committee to become involved in planning and use of SCE funds.
- At risk entry/exit procedures must be in DIP/CIP
- Direct costs chargeable to SCE must be identified in the DIP/CIP
- At risk programs and services must be identified in the DIP/CIP
- Results of the evaluation (districts must evaluate the effectiveness of SCE programs) must be included in the DIP. Note: TEA will review TAKS scores for students who are identified as “at-risk” through PEIMS to determine if the achievement gap is closing
- TEA will match the staff FTEs reported on the CIP to the PEIMS staff responsibility data submitted in the Fall submission.

Electronic Monitoring Process:

- Up to three types of electronic documents must be submitted dependent upon the district’s risk factor
 - DIP – required for all districts
 - CIP – at least two campuses required for all districts

- Local evaluations of strategies, activities, and programs – dependent upon risk factor
- Electronic submission to TEA no later than the 150th day after the last resubmission date for the PEIMS Mid-Year submission
 - The 2015-2016 district and campus plans will be due to TEA before July 2016.
 - An option to the electronic submission is to post the DIP and CIPs on the district website and provide the URL address to TEA.

SCE Documentation Required:

- DIP/CIP
- Teachers' and teacher assistants' schedules – the staff paid with SCE funds
- Campus staffing formulas – for entire campus
- Job descriptions
- Time and effort logs – for staff that is split-funded
- Student case counts
- Student entry and exit documentation
- Local criteria for placing students in an “at risk” category, if any

APPENDIX E

Fort Hancock I.S.D. Budget Calendar for 2015-2016

Time Line	Activity	Responsibility
December 10, 2015	Present proposed planning Time Lines to Board at regular meeting.	Superintendent
January 2016	Present Board with resource estimates, enrollment projections, proposed allocations, and budgetary guidelines.	Superintendent and Principals
January 11 – February 29, 2016	Campus and organizational planning, review of resource allocations and prioritization of budget requests.	Principals and Staff
March 4, 2016	Deadline for submitting draft campus and program allocation requests to principals.	Staff
March 30 – April 4, 2016	Peer group review and prioritization of campus and program non-allocation budget requests.	District Educational Improvement Committee
April 5, 2016	Deadline for submission of allocation requests to the Superintendent	Principals
April 6 – 8, 2016	Review of allocation requests; review and prioritization of non-allocated budget requests and staffing requests.	Superintendent, Principals
May 2016	Comprehensive review of all requests, allocations, and fixed budget costs and, if necessary, reordering of request priorities.	Superintendent, Business Office Personnel
June 2016	Budget workshops as needed. Presentation of proposed budget.	Board of Trustees, Superintendent
July 2016	Publish notice of public hearing for 2016-17 budget. Conduct public hearing	Board of Trustees, Superintendent, Office personnel
July 2016	Receive Certified Tax Rolls	Superintendent
August 2016	Adopt 2016-17 budget at regular Board meeting, submission of effective tax rate to Board; Discussion of tax rate. Publish effective and rollback tax rates, debt schedules, and fund balances; publish notice of public hearing on tax rate increase in local paper at least 7 days before public hearing/public notice of comparable tax rates and revenues 7-30 days before adoptions of tax rate.	Board of Trustees, Superintendent
August 2016	Conduct public hearing on proposed tax rate; announce meeting to adopt tax rate 3-14 days as required. Publish notice of vote on tax rate before meeting to adopt tax rate.	Board of Trustees, Superintendent
September 2016	Adoption of tax rate.	Board of Trustees

APPENDIX I
Fort Hancock ISD
Purchasing Deadlines
2015-2016

Special Revenue Funds (Fund 2XX)

All supplies and equipment (6300's and 6600's)	May 1 st
All services and travel/misc. expenses (6200's and 6400's)	June 31 st

All other funds (Such as Fund 199, etc.)

All supplies and equipment (6300's and 6600's)	May 1 st
All services and travel/misc. expenses (6200's and 6400's)	August 1 st

APPENDIX M

Title I Program Components

School-wide Program:

The ten components of a school-wide program are as follows:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. School-wide reform strategies that—
 - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that—
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
 - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and
 - address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by highly qualified teachers.

4. High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Targeted Assistance Program:

The eight components of a Targeted Assistance program are:

1. Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;
2. Ensure that planning for students served under this part is incorporated into existing school planning;
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that —
 - give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
 - help provide an accelerated, high-quality curriculum, including applied learning; and
 - minimize removing children from the regular classroom during regular school hours for instruction provided under this part;
4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;
5. Provide instruction by highly qualified teachers;
6. In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;
7. Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and
8. Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Source: Guidance for the Implementation of Title I, Part A
TEA Division of NCLB, July 29, 2005

APPENDIX N

Reservation of Title I Funds and Campus Allocations

D-1: What regulations govern the reservation of funds and campus allocations?

An LEA must follow the regulations as stated in 34 CFR 200.77 for the reservation of funds and 34 CFR 200.78 for the allocation of Title I, Part A funds.

D-2: For what activities must an LEA reserve funds prior to determining allocations for participating Title I, Part A campuses?

Before allocating funds in accordance with 34 CFR 200.78, an LEA must reserve funds as stated in 34 CFR 200.77 as are reasonable and necessary to—

- Provide services comparable to those provided to children in participating school attendance areas and schools to serve—
 - Homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where homeless children may live;
 - Children in local institutions for neglected children; and
 - If appropriate—
 - ⌚ Children in local institutions for delinquent children; and
 - ⌚ Neglected and delinquent children in community day school programs;
- Provide, where appropriate under section 1113(c)(4) of the Act, financial incentives and rewards to teachers who serve students in Title I schools identified for school improvement, corrective action, and restructuring;
- Meet the requirements for school choice-related transportation and supplemental educational services in 34 CFR 200.48, unless the LEA meets these requirements with non-Title I funds (20% or an amount equal to 20%, unless a lesser amount is needed);
- Address the professional development needs of instructional staff, including—
 - Professional development requirements under 34 CFR 200.52(a)(3)(iii) if the LEA has been identified for improvement or corrective action; and
 - Professional development expenditure requirements under 34 CFR 200.60 (5% to 10%, unless a lesser amount is needed to meet the needs of teachers who are not highly qualified);
- Meet the requirements for parental involvement in section 1118(a)(3) of the Act (1% if LEA's entitlement exceeds \$500,000);
- Administer programs for public and private school children under this part, including special capital expenses, if any, incurred in providing services to eligible private school children, such as—
 - The purchase and lease of real and personal property (including mobile educational units and neutral sites);
 - Insurance and maintenance costs;
 - Transportation; and
 - Other comparable goods and services, including non-instructional computer technicians; and
- Conduct other authorized activities (such as preschool programs, summer school and intersession programs, additional professional development, school improvement, and coordinated services) that are implemented for all applicable Title I served campuses.

An LEA may consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as a part of the fringe benefit

costs for personnel at each individual campus. This policy must be applied consistently to staff serving both public and private school children throughout the LEA. Because the reservation of funds by an LEA will reduce the amount of funds available for distribution to participating campuses, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, parents of children receiving services in determining, as part of the LEA plan, what reservations are needed. This issue must also be a part of the consultation with private school officials before the LEA makes any decisions that affect the opportunity of eligible private school children to participate in Title I, Part A programs.

Amounts that are reserved by the LEA are not included in the determination of campus allocations. Even though some of the activities may occur on specific campuses, the funds that are reserved do not become part of any campus budget.

If the LEA is required to apply the 125 Percent Special Allocation Rule, the calculation of the minimum per-pupil amount for each campus must be based on the LEA's total entitlement, not on the amount available to campuses after the reservation of funds is determined.

The LEA must maintain documentation of the reservations taken for authorized Title I, Part A activities, as well as the per-pupil amounts used to determine allocations to individual Title I, Part A campuses. These are auditable data.

APPENDIX Q

Key Terms

Appropriation – Budgeted amount

Budget amendment – transfer of funds across functions

Budget transfer – transfer of funds within the same function

Comparability - Maintain fiscal effort with state and local funds compared to federal funds

Discretionary grants – state and federal grants available on a competitive and non-competitive basis

DPE – District Planning Estimate – Summary of Finance estimate based on information provided by school districts (used for planning purposes only)

Encumbrance – Funds reserved for purchase order or contractual obligations

Entitlement – amount of funds a school district is entitled to based on established criteria (district must still apply for funds)

Expenditure – Funds disbursed for goods or services

FASRG – Financial Accountability System Resource Guide – Eleven (11) modules developed by TEA to assist districts in managing fiscal data

Fiscal year – the 12-month financial period, usually September 1st through August 31st

Fixed costs – recurring and/or contractual obligations

Formula funding – distribution of formula program funds by TEA

FTE (full time equivalent) – Staff unit based on 100%

General Fund – General operating funds, major fund group

HQ - Highly qualified – NCLB requirement that staff meet established educational/certification guidelines

LPE – Legislative Payment Estimate – Summary of Finance estimate based on information provided by the Legislative Budget Board (LBB) (used for payments to districts)

MOE – Maintenance of Effort – a specified level of state and local funding as a condition for receiving federal funds

NCLB – No Child Left Behind Act of 2001, reauthorization of Elementary and Secondary Act

NOGA – Notice of Grant Award – Notice of grant approval from TEA that contains grant amount and starting/ending dates of grant

PEIMS – Public Education Information Management System – data collection & submission of staff, student, and finance data to TEA

PIC – Program Intent Code – Program area served by funds, example PIC 23 – Special Education funds

SCE – State Compensatory Education – State program authorized the TEC to provide services to at-risk identified students

Schools FIRST – Schools Financial Integrity Rating System of Texas – financial report card that a district is required to report to its community and parents

Schoolwide program – Title I program that allows a campus to use Title I funds to meet the educational needs of the entire campus

Summary of Finance – Financial template used to estimate state funding

Supplant – taking the place of state or local funds, with federal funds

Supplement – adding to, enhancing, expanding, or extending a program

TAC – Texas Administrative Code

Targeted assistance – Title I program that allows a campus to use Title I funds only for Title I identified students

TEC – Texas Education Code

Obligation – purchase order, contract or other commitment to expend funds

APPENDIX R

Resources

Fort Hancock ISD Business Division:

Superintendent	Jose G. Franco	769-3811
Business Manager/HR	Victoria Gonzalez	769 3811
Finance Officer/Benefits	Norma Muniz	769 3811
PEIMS	Iracema Enriquez	769 3811

Fort Hancock ISD Website:

Fiscal Manual:

<http://www.fhisd.net>

Texas Education Agency Website:

Financial Accounting System Resource Guide (FASRG):

http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/

Grant Resources:

http://tea.texas.gov/Finance_and_Grants/Grants/Training_and_Other_Resources/Training_and_Other_Resources/