

## PNP GLOSSARY

**Administrative costs** – Expenses incurred for the overall executive and administrative offices of the organization or other expenses of a general nature that do not relate solely to any major cost objective of the organization (indirect costs); examples include administrative staff salary, electricity, upkeep of facilities, etc.

**Annual contact** – LEAs are required to annually contact PNPs within their boundaries to make them aware of the availability of federal program services and to determine their interest in participating in any of the federal program services covered under ESSA's Title VIII, Part F – Uniform Provisions.

**Annual Measurable Achievement Objectives (AMAOs)** – State-set targets that all Title III subgrantees must meet and that are used to determine the effectiveness of an LEA's English language instruction educational program(s) and use of Title III, Part A funds.

**Assessment** – An evaluation, usually conducted in measurable terms; assessment is critical to the evaluation of a student's progress and the services being provided.

**Consultation** – Communication and discussions between LEAs and PNP school officials on key issues that are relevant to the equitable participation of eligible PNP-school students, teachers, and other educational personnel in available ESSA programs.

**Eligible PNP-School Student** – In relation to Title III, Part A, a student who meets the eligibility criteria established during the consultation process to be identified as an English language learner (ELL) in need of services.

**English Learner (EL)** – English learners (ELs) are students whose primary language is not English and who are in the process of acquiring the English language. When referencing statute, the term "limited English proficient (LEP)" is used in this module. At times, the terms EL and LEP are used interchangeably.

**English Language Proficiency** – The ability of a student to listen, speak, read, and write at a level that allows him or her to complete grade-level classwork in English.

**Entitlement** – The amount of funds that a grantee of a formula-funded grant program has been allocated based on the requirements of a given grant.

**Equitable participation** – Assesses, addresses, and evaluates needs of the LEA and PNP school on a comparable basis; provides approximately the same amount of services to students and staff at both LEA and PNP school; spends an equal amount of funds for students and staff at LEA and PNP school; provides both groups of students and staff equal opportunities to participate in program activities.

**Evaluation** – Systematic assessment of the processes and outcomes of a program with the intent of furthering its development and improvement.

**Exit criteria** – Criteria determined during the consultation process by which ELs are determined to have attained English language proficiency and are no longer in need of program services.

**Home language survey (HLS)** – Upon enrolling in a school, parents and guardians are required to complete a Home Language Survey, which asks questions related to the language spoken in the home and the child's ability to communicate in English. The HLS is optional for PNP schools.

**Immigrant** – Students who are aged 3 through 21, were not born in any U.S. state, and have not been attending one or more schools in any one or more States for more than three full academic years. For the purpose of Title III, the definition of "state" includes each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

**Inventory** – A list of materials and equipment purchased for PNP schools with Title III, Part A funds.

**Limited English Proficient (LEP)** – Students are identified as LEP according to criteria established in the Texas Administrative Code; term used to describe students whose English language skills are such that the student has difficulty performing ordinary classwork in English. At times, the terms EL and LEP are used interchangeably.

**Local educational agency (LEA)** – A public school district or open-enrollment charter school; however, unlike public school districts, open-enrollment charter schools are not required to provide equitable services to PNP schools.

**Necessary costs** – Costs that are essential to accomplish the objectives of the grant project.

**Nonideological** – Unaffiliated with or unrelated to any particular ideology; not promoting a particular practice or belief.

**Private non-profit (PNP) school** – A PNP school is defined by law as a “non-profit institutional day or residential school(s)” that provides elementary and secondary education and may include religiously affiliated schools. Open-enrollment charter schools are not required to provide equitable services to PNP schools.

**Reasonable** – Costs that are consistent with prudent business practice and comparable to current market value.

**Secular** – Having no religious basis; unrelated to religion.

**Services** – The supplying of instructional assistance, materials and equipment, staff development, or parent training activities by the LEA to the PNP school; all Title III, Part A services must be supplemental to federal and local funds as well as to Title I services provided the PNP school.

**Supplant** – Take the place of or replace; Title III, Part A funding must be used to supplement programs and services offered with state, local, and other federal funds, not supplant them.

**Supplement** – Something that adds to, enhances, or increases the level of services; Title III, Part A funds must supplement programs and services offered with state, local, and other federal funds.

**Texas English Language Proficiency Assessment System (TELPAS)** – Assesses the English language proficiency of K-12 English learners in four domains: listening, speaking, reading, and writing.

**Third party contract (contractor)** – An organization or individual that enters into a contract with an LEA to administer Title III, Part A services to the PNP school.

**Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act of the No Child Left Behind Act** – The purpose is to increase the English language proficiency and academic skills of English learners, including immigrant children and youth.