

Private Non-Profit

Title III Services for PNP Schools

PNP User Guide Training



Objectives

AGENDA

- Welcome and Introductions
- Title III, PNP User Guide Training
- Title III, PNP Website and Resources Overview
- Title III, PNP Planning Tool
- Question and Answer/Closing

Objectives

Training Goals

- Content Objective
 - Participants will explore the rules and regulations related to Title III, Part A equitable services to Private Non-Profit (PNP) schools.
- Language Objective
 - Participants will read and collaborate about the procedures for local educational agencies (LEAs) to assist in planning, designing, implementing, and evaluating services related to Title III, Part A services to PNP schools.

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Title III, Part A Services for PNP Schools

Introduction

- Title III, Part A Services for PNP Schools details the responsibilities that Title III-funded LEAs have in providing equitable services to eligible PNP schools. Make note: when citing statute the term private school(s) is used. However, at times, private school(s) and PNP school(s) may be used interchangeably. LEAs are a public school district or open-enrollment charter school; however, unlike public school districts, open-enrollment charter schools are not required to provide services to PNP schools.
- As part of the Every Student Succeeds Act (ESSA), Title III, Part A equitable services are to be provided to eligible PNP school English learners, their teachers, and other educational personnel. Under Title III, Part A statute, the primary goal is to enable all children attain English proficiency and master standards in academic subjects.

PNP Schools User Guide



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Title III, Part A Services for PNP Schools



User Guide

PNP Schools Reference Sheet

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Title III Services for PNP Schools

PNP Schools Reference Sheet

PNP Schools Reference Sheet

The local educational agency (LEA) four-step process ensures compliance regarding Title III, Part A in providing equitable services to eligible (ELLs) in private non-private (PNP) schools.



Step 1: Annual Contact and Consultation
LEAs are required to annually contact PNP schools within its boundaries to be aware of the availability of federal program services and the interest in participating in any of the federal programs under the Every Student Succeeds Act (ESSA) Title VIII, Part F – Un



Step 2: Determine Eligibility
LEA is responsible for determining eligibility for PNP schools. The consultation the LEA and PNP school must establish the state's policy for identification can be used if agreed upon by school representatives during the consultation.



Step 3: Determine and Provide Services
The services that the LEA will provide should be discussed. Services should be designed to meet the educational needs of ELLs, teachers, and other educational personnel. The LEA participation which may include: services for ELLs, materials development, and services for parents of ELLs.



Step 4: Evaluate Services
LEA is responsible for evaluating Title III, Part A services. The assessment of services will depend on the size and type of program provided.

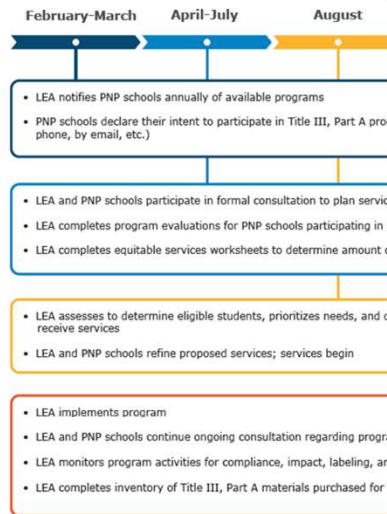
PNP Schools Reference Sheet
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Private Non-Profit
Title III Services for PNP Schools

PNP Schools Reference Sheet

Timeline of Procedures

While there is no required timeline for meeting Title III, Part A consultation for equitable services, the following sample schedule is offered:



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Title III Services for PNP Schools

PNP Schools Reference Sheet

Timely and Meaningful Consultation

The series of activities demonstrate how a meaningful consultation develops.



LEA must annually contact PNP schools of available Title III services (even if the PNP school has declined services in the past).



Initial contact should occur before the LEA submits its application for federal funding. If a PNP school notifies the LEA of its interest in Title III, Part A services, the LEA should begin the consultation process with the PNP school's representatives.



Consultation may occur in person, online, through email communication, or documented phone calls.



Consultation should occur before the LEA makes any decision that affect the opportunities of the eligible PNP school's student and other educational personnel to participate in services.



As part of the consultation process, the LEA must maintain documentation demonstrating that the consultation occurs to the LEA making any decisions.



Consultation should include a discussion of service delivery mechanisms that the LEA could use to provide equitable services.



Consultation should continue throughout the implementation and assessment of activities.

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Title III Services for PNP Schools

PNP Schools Reference Sheet

Maintaining Documentation

Documentation of program activities is critical to ensuring compliance with ESSA, Title III, Part A guidelines.



- LEA Title III, Part A planning amounts
- Administrative cost worksheets
- PEIMS list of LEA's ELLs
- Names of PNP schools with Title III, Part A eligible students
- Copy of Texas Education Agency (TEA) equitable services worksheet



- Needs Assessment Documentation
- Consultation notes
- Meeting documentation
- Documented phone calls and other sources of communication
- List of eligible students
- Written procedure for approval and processing of purchase orders
- Contracts with third party or other providers
- Specific assessment to be used
- Materials selected



- Student and teacher schedules
- Personnel time sheets
- Signed job descriptions and contracts
- Attendance rosters
- Purchase orders for equipment and materials
- Inventory items marked with LEA labels
- Assurance that Title III, Part A materials are for program use only
- Parental involvement invitations/sign-in sheets
- Professional development sign-in sheets/documentation
- Student progress data



- Surveys of teachers, parents, and administrator, if applicable
- Student English language proficiency assessment data
- Documentation of agreed upon assessment used to demonstrate student's progress
- Inventory log

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Title III, Part A: Responsibilities

Title III-funded LEAs have a responsibility to provide equitable Title III, Part A services to private non-profit (PNP) schools' eligible English learners with the primary goal of ensuring all students gain English proficiency and develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

In addition, local educational agencies (LEAs) must follow a process to plan, design, implement, and evaluate their program and services.



LEA Four-Step Process

The LEA four-step process ensures compliance with federal law regarding Title III, Part A in providing equitable services to eligible English learners in PNP schools.



LEA Four-Step Process

Step 1: Annual Contact and Consultation

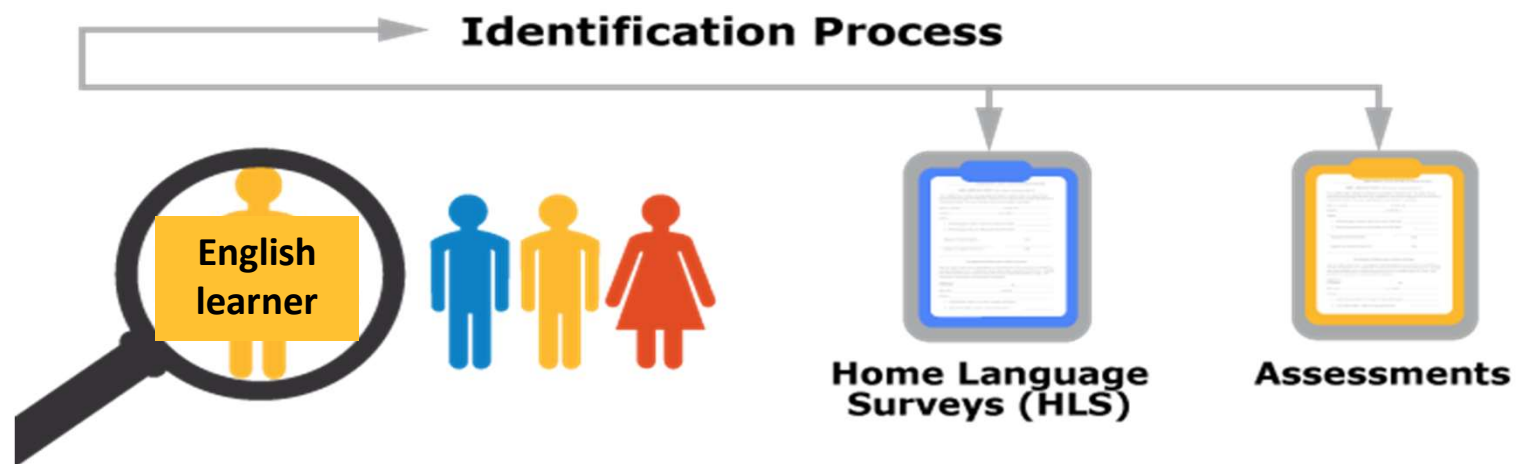
The annual contact begins the consultation process between the LEA and PNP schools located within its attendance boundary. Adequate notice is critical in ensuring a meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making.



LEA Four-Step Process

Step 2: Determine Eligibility

The LEA is responsible for determining eligibility for the PNP school's English learners. During the consultation, the LEA and PNP school must establish eligibility criteria. The state's policy for identification can be used if agreed upon by LEA and PNP school representatives during the consultation.



LEA Four-Step Process

Step 3: Determine and Provide Services

The services that the LEA will provide should be discussed during consultation. Services provided by the LEA for private school English learners should be designed to meet their educational needs and supplement the educational services provided by the private school. The LEA must provide equitable participation which may include: services for English learners, materials/equipment, professional development for English learner teachers and other educational personnel, and services for parents of English learners.

Teacher trainings must be designed to meet the needs of English learners.



LEA Four-Step Process

Step 4: Evaluate Services

The LEA is responsible for evaluating Title III, Part A services for PNP schools. The extent of the assessment of services will depend on the size and scope of services provided. **Evaluation** is a part of the consultation discussion and may include, but is not limited to, services, activities/consultation, and materials/equipment.



Funding

- Federal law stipulates the use of Title III, Part A funds and how LEAs can meet compliance.
- A service delivery plan must be provided by employees of the LEA or through a contract made by the LEA with a third party (**third party contract***).
- TEA requires LEAs with participating PNP schools to complete and submit an equitable services worksheet annually.
- In no case are funds actually transferred to participating PNP schools; only services are provided.



Maintaining Documentation

Documentation of program activities is critical to ensuring compliance with ESSA, Title III, Part A guidelines.

There is:

- Required Documentation
- Types of Documentation



**Consolidated Federal
Grant Application**



**Consolidated Compliance
Report**



**Equitable Services
Worksheets**



**Private Non-profit School
Participation Report
(Schedule PR7000)**

PNP Consultation Form

School:
Date:

Consultation for School Year:

How children's needs will be identified. You may want to include the: definition of EL, process for student identification [i.e., PNP or LEA survey], testing criteria, LEA and PNP responsibilities.	Title IIIA:
What services will be offered. Consider the types of materials/equipment to be purchased and loaned to PNP; professional development for teachers of identified students, direct student services via tutor.	
How, where and by whom the services will be provided. Examples include: direct student services – possible schedule to work with students; professional development for teachers – conferences, book studies, instructional coach; and material purchase and training on use of materials.	
How the services will be assessed, and how the results of those assessments will be used to improve the services. Such as: staff/parent surveys, student academic performance, and review of program processes via consultation.	
The size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined. (e.g. How the PNP allocation was derived, total PNP Title III allocation, per pupil allocation based on identified EL students, individual PNP allocation).	
How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers. Think about the discussion related to the timeline for next year's services including a consideration of contractors/vendors.	

School:
Date:

Consultation for School Year:

How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor.	
Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor, the schedule of services, timeline and processes for either option.	
Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools. Note: LEAs should ensure that PNPs understand they can choose to pool their allocation with other PNPs, which would result in a different per pupil allocation; or they can maintain their own allocation.	

Private School Representative Signature

Date

District Representative Signature

District

Date

Ongoing consultation notes: Please include date, time, who was present, items discussed

Texas Gateway

www.texasgateway.org

The screenshot shows the Texas Gateway website interface. At the top left is the TEA logo and navigation links: TEA WEBSITE, CONTACT TEA, and SIGN UP FOR UPDATES. The main header features the Texas Gateway logo (a star in a blue square) with the text "Texas Gateway for online resources by TEA", navigation links for TEKS, SEARCH, and MORE, and user options for Log in and Sign Up. Below the header is a large hero image of a teacher smiling in a classroom. A blue overlay box in the center of the hero image contains the text "Online resources FOR YOUR CLASSROOM" and "Find engaging, TEKS-aligned resources you can use with your students as part of classroom instruction, intervention, acceleration, or additional practice." with a "show me more" button. Below the hero image are three navigation buttons: BROWSE TEKS, BROWSE RESOURCES, and a search bar with a magnifying glass icon. Below these is a "Featured Resources" section with a carousel of resource cards, including one for "SCIENCE" and another for "Introduction to the Revised Mathematics TEKS".

 **Texas Gateway**
for online resources by TEA

Texas Gateway

www.texasgateway.org



Sharon Santo ▾

Welcome to TEALearn

Enhancing the Learner Experience

Find Your Reading Academies Course

Refine ☑

Other Courses

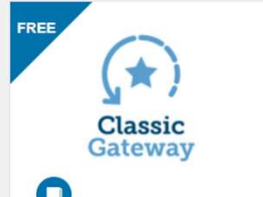
FREE



TIER

Data-Based Individualization within MTSS

FREE



Classic Gateway

ELPS Academy

FREE


Enhancing Instructional Opportunities for Immigrant Students

Supporting LEAs

Welcoming, Enrolling, and Instructing Immigrant Children and Youth

Enhancing Instructional Opportunities for Immigrant

FREE



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Examples of MTSS Implementation

 **Texas Gateway**
for online resources by TEA

www.tealearn.com



Welcome to TEALearn

Enhancing the Learner Experience

Find Your Reading Academies Course

Refine

Other Courses

Found 2 Listings

FREE
Enhancing Instructional Opportunities
for Immigrant Students
Wellness and Personal Care

Supporting LEAs
*Welcoming, Enrolling, and Instructing
Immigrant Children and Youth*

FREE

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Title III, Part A Services for PNP Schools

TEA | User Guide

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Resources and Sample Forms

- Communication log
- Sample formula to Determine Funding
- LEA Affirmation of Consultation
- LEA Checklist of Consultation Topics
- PNP Glossary
- PNP Meeting Minutes Format
- PNP Meeting Sign In
- PNP Professional Development Sign In
- PNP Sample Worksheet for Professional Development
- PNP School Letter
- PNP School Letter of Intent
- PNP School Inventory Sheet
- PNP Schools Reference Sheet
- The Compliance Process for PNPs
- Title VIII, Part F – Uniform Provisions

Objectives

Training Goals

- **Content Objective**
 - Participants will explore the rules and regulations related to Title III, Part A equitable services to Private Non-Profit (PNP) schools.
- **Language Objective**
 - Participants will read and collaborate about the procedures for local educational agencies (LEAs) to assist in planning, designing, implementing, and evaluating services related to Title III, Part A services to PNP schools.

Objectives

Thank you!

Complete a brief survey on this training by scanning the QR code or by typing the URL below in your web browser.



<https://forms.gle/SrYWDSrQCLacrEmw9>

Private Non-Profit

Title III Services for PNP Schools

For further information contact your local Educational Service Center.