

**Note to Trainer:**

Private Non-Profit (PNP) Title III, Part A Services details the responsibilities that local educational agencies (LEAs) have in providing equitable Title III, Part A services to eligible private non-profit school's English language learners (ELLs), their teachers, and other educational personnel.

The PNP course is available in the Texas Gateway and was created to assist LEAs with the process to plan, design, implement, and evaluate their program and services provided to PNP school's ELLs. Additionally, it will discuss the rules, regulations, and compliance requirements related to Title III, Part A services for PNP schools.

**Materials needed:**

- *PNP User Guide*
- *PNP School Reference Sheet*
- Title VIII, Part F – Uniform Provisions
- *PNP Planning Tool*

Self-paced course may be found in <https://www.texasgateway.org/>

Search: PNP

## Objectives

### AGENDA

- Networking Breakfast
- 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



**Note to Trainer:**

Review the objectives with the participants.

## 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.



**Note to Trainer:**

Review the objectives with the participants.

## Private Non-Profit 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.
- As part of the Every Student Succeeds Act (ESSA), Title III, Part A equitable services are to be provided to eligible PNP school English language learners (ELLs), 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.



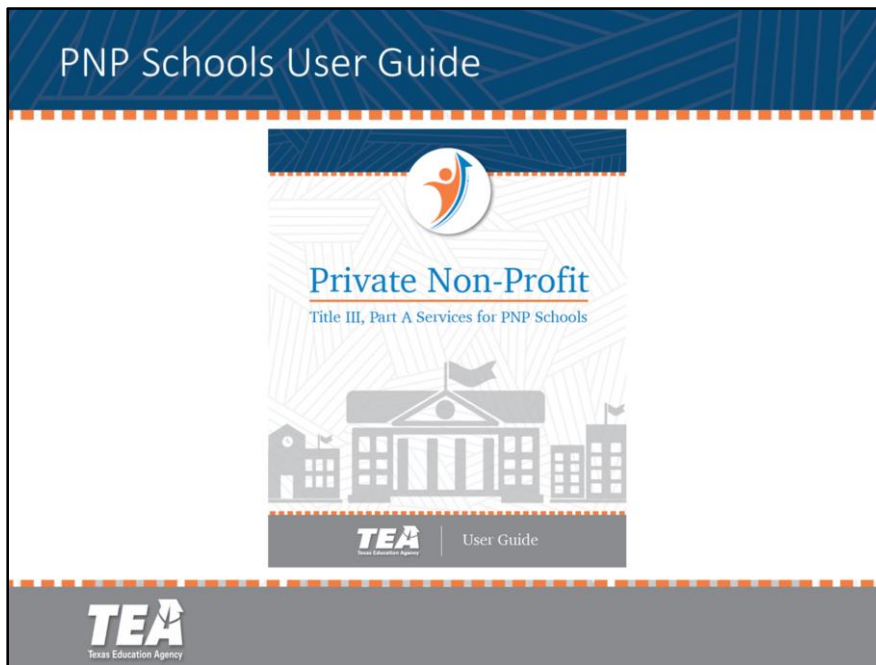
### **Note to Trainer:**

Review PNP Introduction and emphasize the vital points.

### **Processing Activity:**

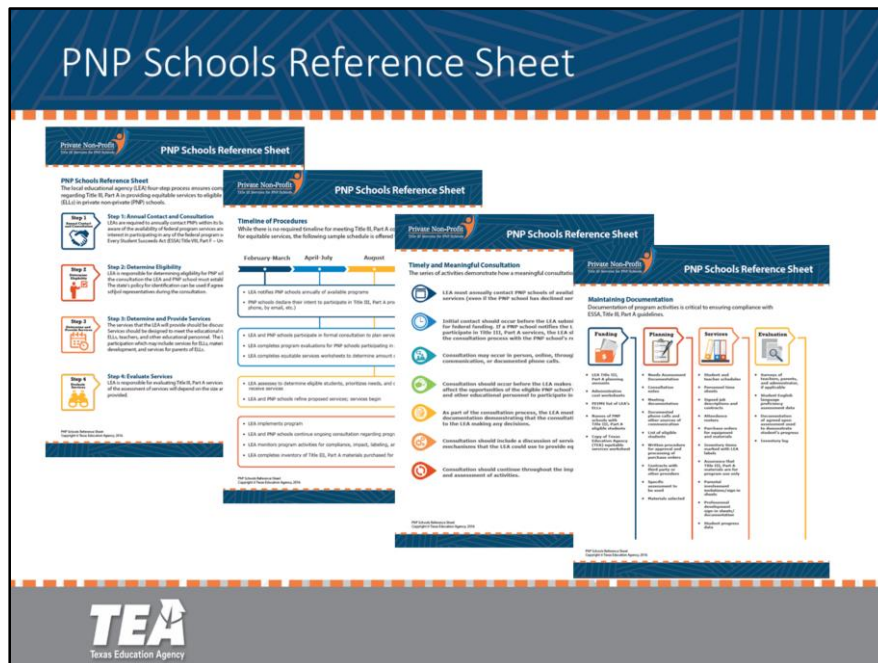
Post the following questions to the participants:

- What do you currently know about PNP schools?
- What would you like to learn more about?



**Note to Trainer:**

Provide participants a copy of the *PNP User Guide*. Review each section of the *PNP User Guide*.



## Note to Trainer:

Provide participants a copy of the *PNP Schools Reference Sheet*. Review the various sections.

## 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 language learners (ELLs) with the primary goal of ensuring all students gain English proficiency and master challenging standards in academic subjects.

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

The diagram illustrates the process for Title III, Part A services. On the left, two stylized figures, one orange and one blue, representing students, are walking on a path labeled 'ELLs and Immigrant Students'. This path leads into a blue gate-like structure labeled 'Title III, Part A'. An arrow points from this gate to a yellow box on the right. This box contains two bullet points: '• English proficiency' and '• Mastery of academic subjects'. Above the box is a small icon of a computer monitor with a red checkmark.

**TEA**  
Texas Education Agency

*PNP User Guide Pages 2-6*

### **Note to Trainer:**

Below are the purposes related to Section 3102 defines the intent and purpose of the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act in the following five subsections.

### **Section 3102. Purposes**

The purposes of this part are—

- (1) to help ensure that English language learners, including immigrant children and youth, **attain English proficiency and develop high levels of academic achievement in English;**
- (2) to assist all English language learners, including immigrant children and youth, to **achieve at high levels in academic subjects** so that all English language learners can meet the same challenging state academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools **in establishing, implementing, and sustaining effective language instruction educational**

**programs** designed to assist in teaching English language learners, including immigrant children and youth;

(4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies **to develop and enhance their capacity to provide effective instructional programs** designed to prepare English language learners, including immigrant children and youth, to enter all-English instructional settings; and

(5) **to promote parental and community participation** in language instruction educational programs for the parents and communities of English language learners.

**Processing Activity:**

Refer participants to the *PNP User Guide* Pages 3-6. Have participants review Title VIII, Part F – Uniform Provisions and highlight important areas. Participants may share the items that stand out.



## 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 ELLs in PNP schools.



### Note to Trainer:

Participants can refer to the *PNP User Guide* Page 10 for the LEA Four-Step Process.

### Processing Activity:

Have participants think/pair/share:

- In what ways has an LEA collaborated with PNP schools within their attendance boundary area?
- Refer participants to the *PNP User Guide* to review the LEA Four-Step Process Page 10 and Timeline of Procedures on Page 8.
- While the timeline is suggested, have participants discuss the timeline and how this may assist with planning.

## 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.



Review Step 1: Annual Contact and Consultation. Have participants refer to the *PNP User Guide* Step 1 Pages 11-13.

#### **Note to Trainer:**

The LEA serves PNP schools within its attendance boundary.

#### **Processing Activity:**

Refer participants to the *PNP User Guide* Page 13. Have participants review the series of activities of how a meaningful consultation develops and will share important points to the group.

## LEA Four-Step Process

### Step 2: Determine Eligibility

The LEA is responsible for determining eligibility for the PNP school's ELLs. 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.



Review Step 2: Determine Eligibility. Have participants refer to the *PNP User Guide* Pages 14-15.

#### **Note to Trainer:**

However, the LEA cannot require a PNP school to follow the state identification process as a condition for providing Title III, Part A services.

Assessments may be used to identify the PNP school's eligible ELLs and to improve the program's services. For example, an oral language proficiency assessment may be used to identify the PNP school's ELLs. However, the LEA cannot require a PNP school to administer this assessment as a condition for providing equitable Title III, Part A services.

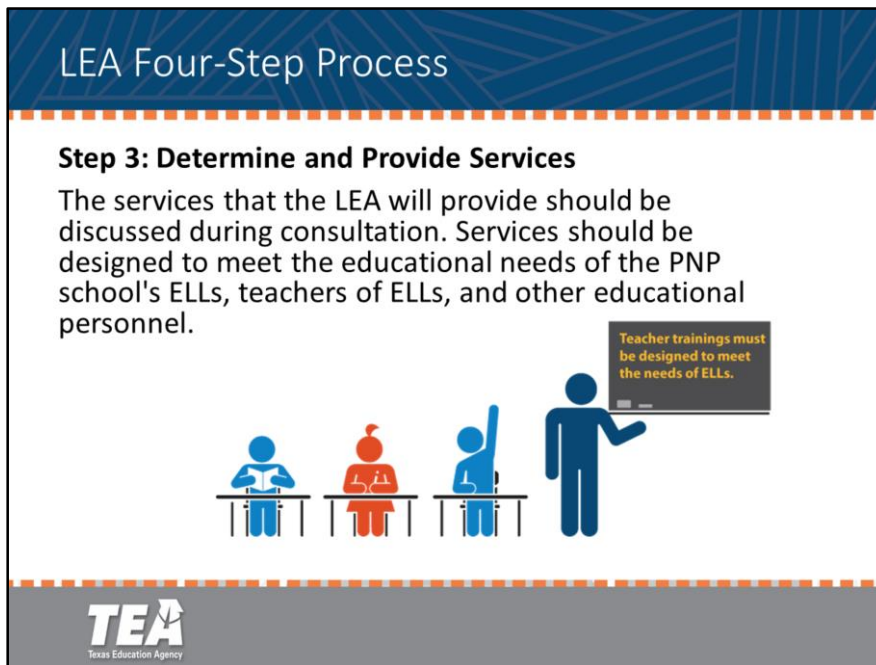
The type of assessment and how the assessment will be conducted should be discussed during the consultation.

If students meet the exit criteria that was established during consultation, they may be exited based on best practices that measure student achievement and language proficiency. The state exit criteria does not have to be followed.

The Texas English Language Proficiency Assessment System (TELPAS) is not required for PNP schools. Therefore, PNP school students are not included in the federal accountability.

**Processing Activity:**

Have participants review the *PNP User Guide* Page 15. Participants will review the Home Language Surveys and Assessments boxes and collaborate of the variety of options that may be used for each. Participants will share their findings.



Review Step 3: Determine and Provide Services. Have participants refer to the *PNP User Guide* Step 3 Pages 16-18.

**Note to Trainer:**

Services has various forms from staff development for teachers, students, parents, or other educational personnel. It may also include material and or equipment that is purchased for the PNP. The program design for the PNP school does not need to be the same as the LEA's program design. The LEA must assess the needs of the PNP school students and teachers in designing a program that best meets their needs.

If the PNP needs are different from those of public school children and teachers, then a different program must be developed that is appropriate for their needs.

**Processing Activity:**

Have participants review the *PNP User Guide* Page 18. Participants may take a section of the suggested Services, Materials/Equipment, Professional Development, and Services for Parents. Participants can read their assigned section and add additional items. Each group will then share to the entire group.

## 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.



Review Step 4: Evaluate Services. Have participants refer to the *PNP User Guide* Step 4 Pages 19-22.

### Note to Trainer:

The PNP is not responsible for evaluating the LEA's services. The LEA evaluates the annual consultation and activities that were provided.

### Processing Activity:

Have participants review *PNP User Guide* Page 21.

Ask the following questions:

- When should the evaluation take place?
- What else should happen during this time?
- What should be a part of the evaluation?

Participants may share their examples.

## 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 worksheets annually.
- In no case are funds actually transferred to participating PNP schools; only services are provided.



### Note to Trainer:

The LEA shall have written procedures for approving and processing expenditures related to services to PNP schools, as well as accounting records showing approval and disbursement of materials and/or supplies according to procedures. Title III, Part A services should supplement the services that the PNP school provides to ELLs, should not supplant the federal, state, or local funds the PNP school would otherwise offer absent the Title III, Part A program, and should be supplemental to Title I, Part A services (if applicable) provided to the PNP school by the LEA. Funds cannot be requested by the PNP school, only services and/or items that are reasonable and necessary for accomplishing the objectives of the program and for implementing activities allowable under Title III, Part A.

*Definition: \*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.*

## 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 Nonprofit School Participation Report (Schedule PR7000)



### Note to Trainer:

Graphic shows the required documentation.

Types of documentation to collect include:


- Funding Documentation
- Planning
- Services
- Evaluation

### Processing Activity:

Have participants review the *PNP User Guide* Page 21.



# PNP Planning Tool

 PNP Planning Tool

LEA: \_\_\_\_\_ Date: \_\_\_\_\_  
 PNP: \_\_\_\_\_ Annual Consultation Date: \_\_\_\_\_

Annual Consultation Notes:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Plan for determining eligibility/exit:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Types of Assessments: (if applicable) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Types of Materials/Equipment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Types of Services: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Types of Professional Development: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Parental Component: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Required Documentation:  
☐ Identify on Grant Application  
☐ Report on the Consolidated Compliance Report  
☐ Complete Equitable Services Worksheet  
☐ Download and maintain PNP Participation Report

Program Evaluation:  
☐ List the eligibility and exit process: how did the eligible and exit process function?  
☐ Log materials and equipment: Were the materials and equipment inventoried and/or returned?  
☐ List professional development provided: How was professional development successful for ELLs and teachers?

☐ List the types of parental components conducted: How did the parental components function?  
☐ List the types of assessments provided: Did the assessments provide the necessary information needed?  
☐ List the types of program services provided: How did the program services support ELLs?

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Private Non-Profit Title IX, Part A Services for PNP Schools | 20

## Note to Trainer:

The *PNP Planning Tool* is a suggested form that LEAs can utilize to assist in the planning, implementing, and evaluate the services and materials provided throughout the year.



**Note to Trainer:**

Participants may access the Title III, Part A Services for PNP Schools Course through the Texas Gateway at [www.texasgateway.org/courses](http://www.texasgateway.org/courses)

## 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



### **Note to Trainer:**

Refer participants to the Texas Gateway PNP Course and list of resources and sample forms currently available.

## Objectives

### Training Goals

- **Content Objective**
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- **Language Objective**
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### **Note to Trainer:**

Review the objectives with the participants.

# Private Non-Profit

## Title III Services for PNP Schools

For further information contact your local  
Educational Service Center.

