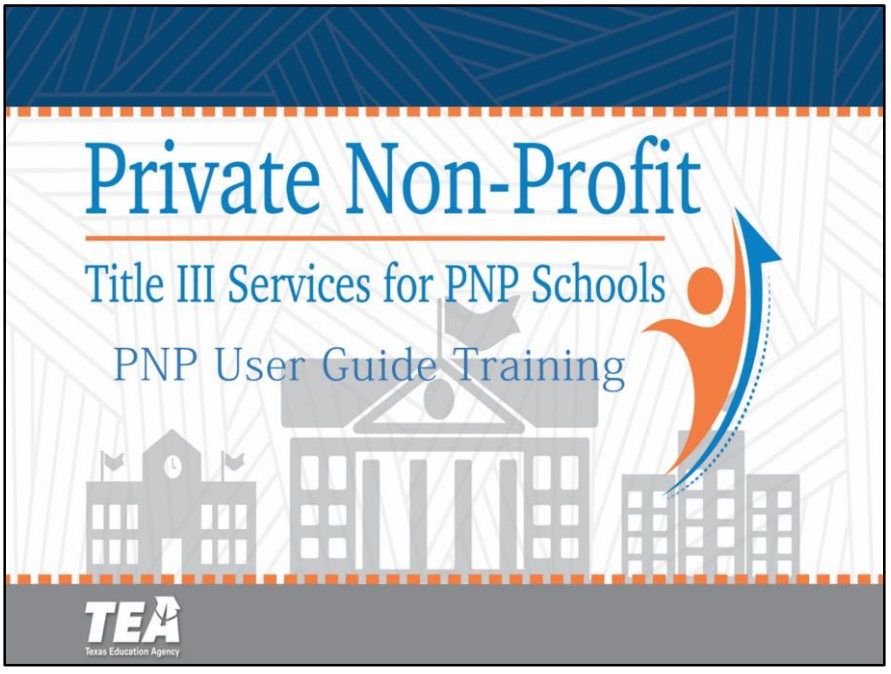

Note to Trainer:
Private Non-Profit (PNP) Title III, Part A Services details the responsibilities that local educational agencies (LEAs) have in providing equitable Title III, Part A services to eligible private non-profit school's English language learners (ELLs), their teachers, and other educational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

The PNP course is available in the Texas Gateway and was created to assists 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*

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Self-paced course may be found in https://www.texasgateway.org/
Search: PNP
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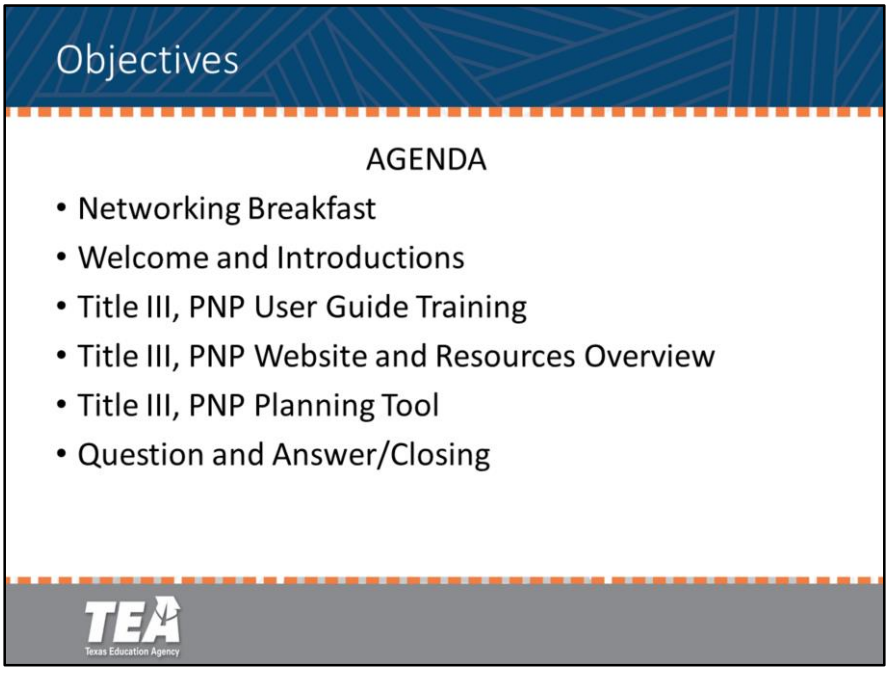
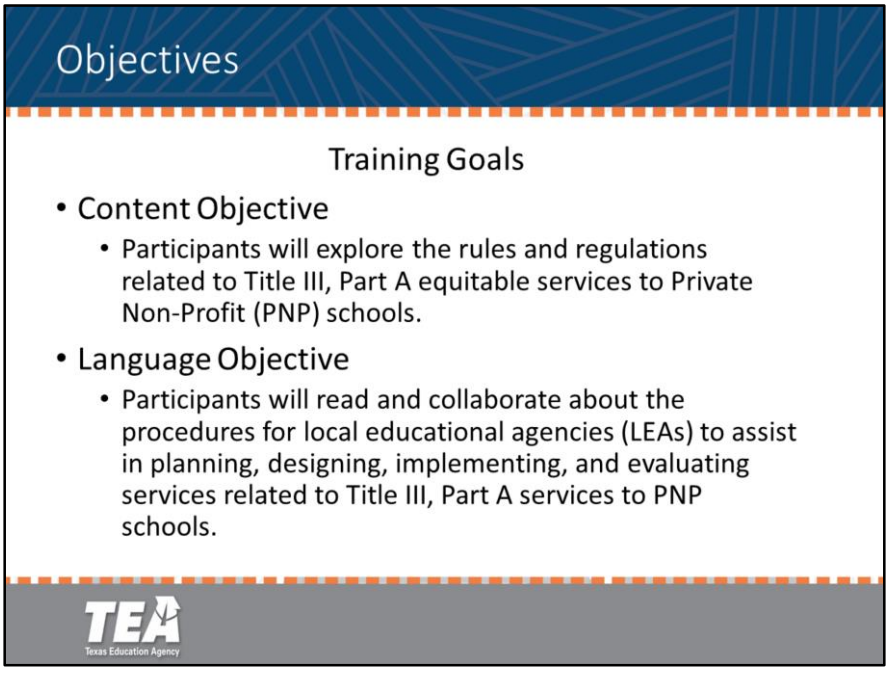
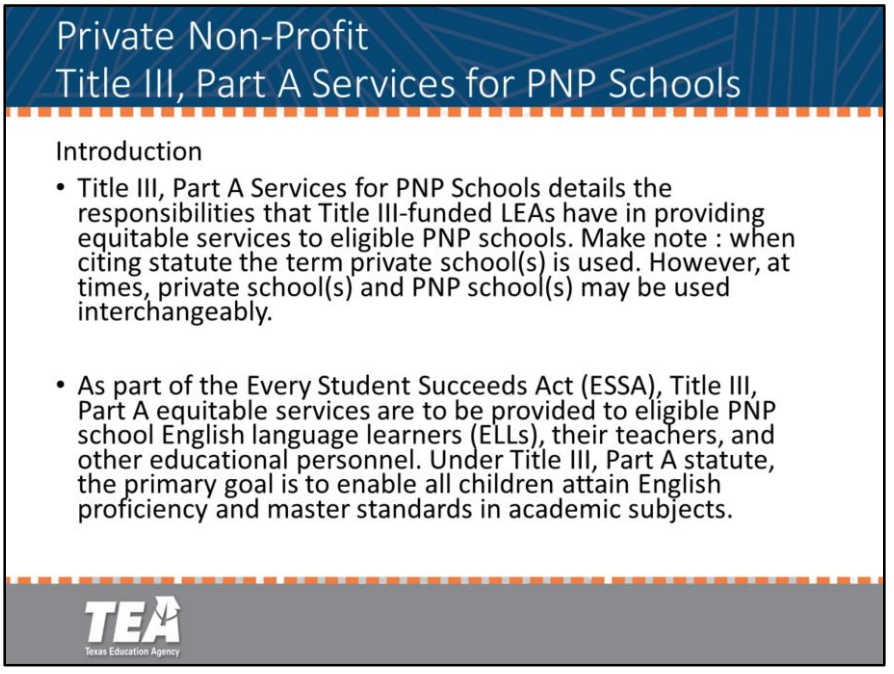


Note to Trainer:
Review the objectives with the participants.

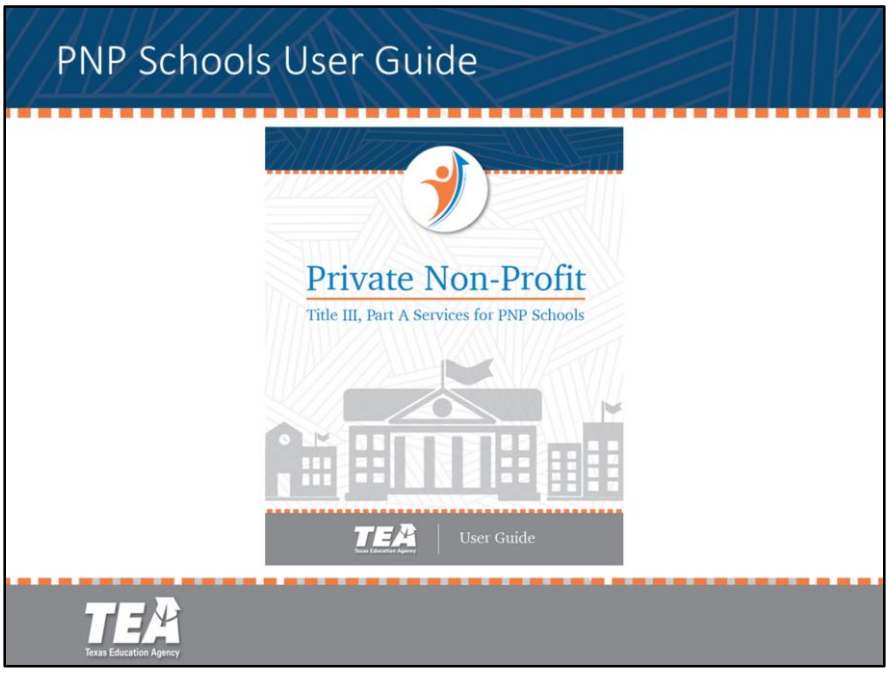


Note to Trainer:
Review the objectives with the participants.

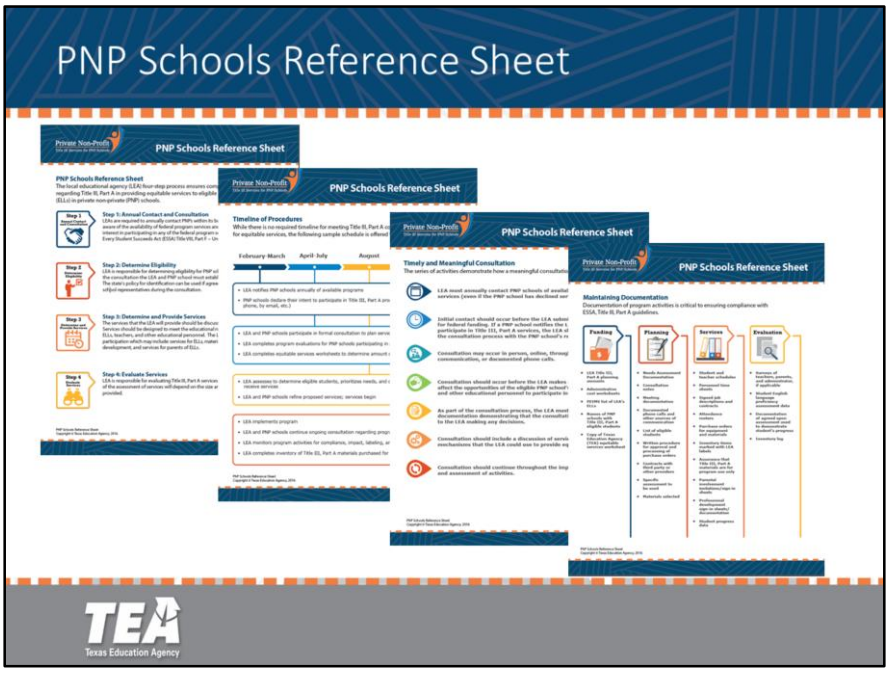


Note to Trainer:
Review PNP Introduction and emphasize the vital points.

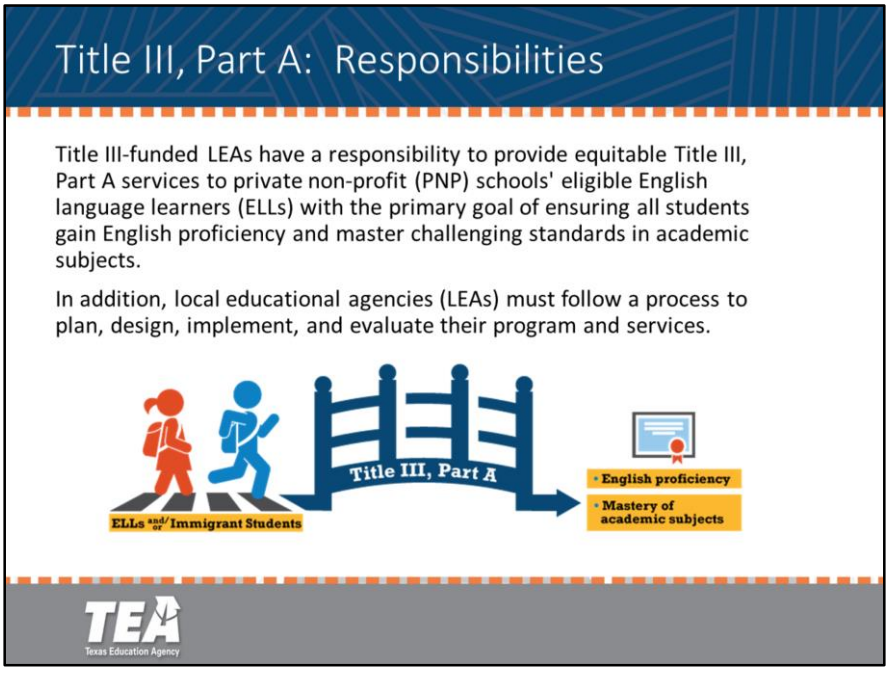
Processing Activity:
Post the following questions to the participants:
- What do you currently know about PNP schools?
- What would you like to learn more about?



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.



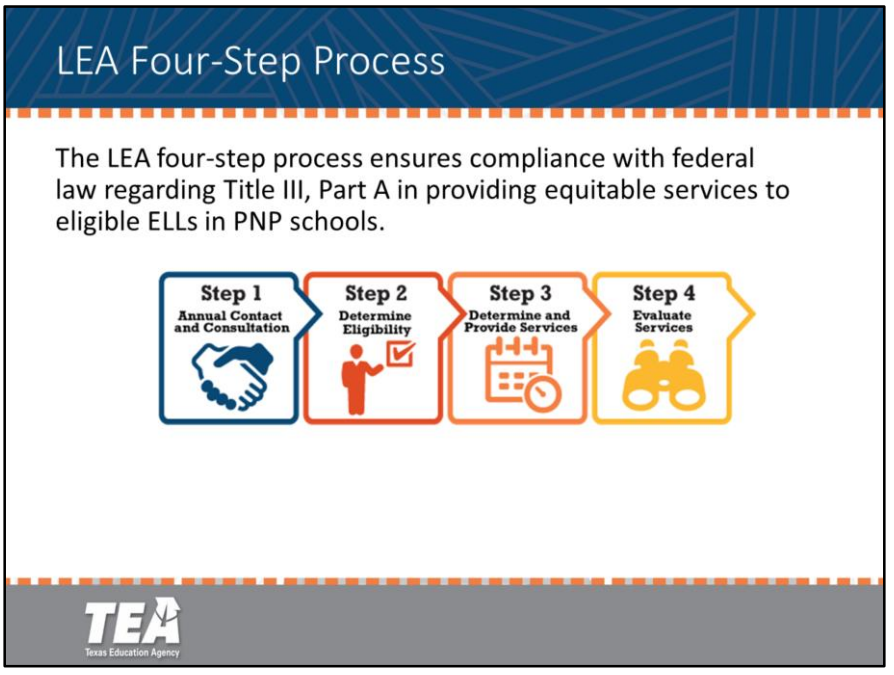
PNP User Guide Pages 2-6

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.

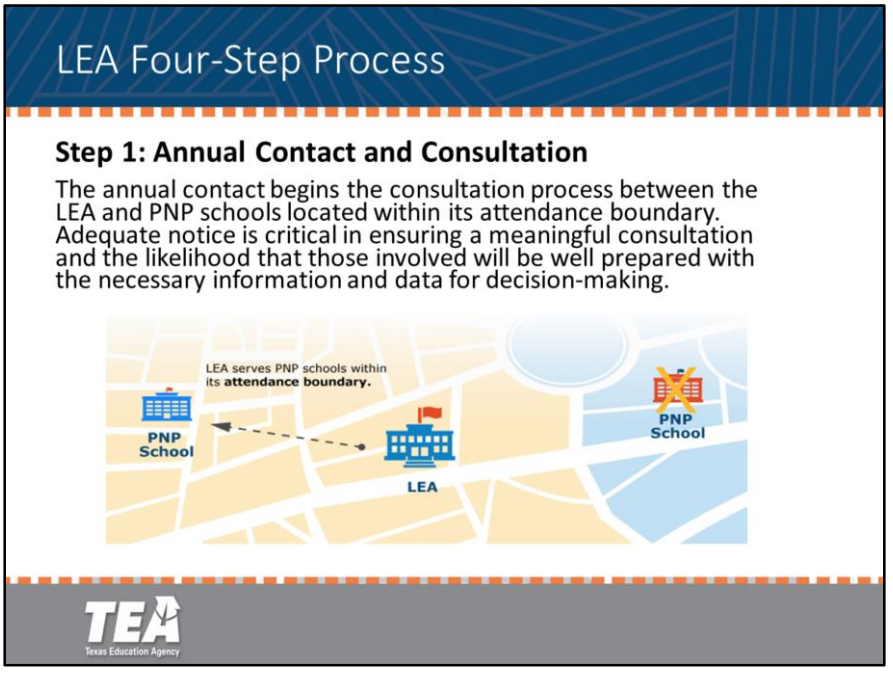
Processing Activity:
Refer participants to the *PNP User Guide* Pages 3-6. Have participants review Title VIII, Part F – Uniform Provisions and highlight important areas. Participants may share the items that stand out.



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:

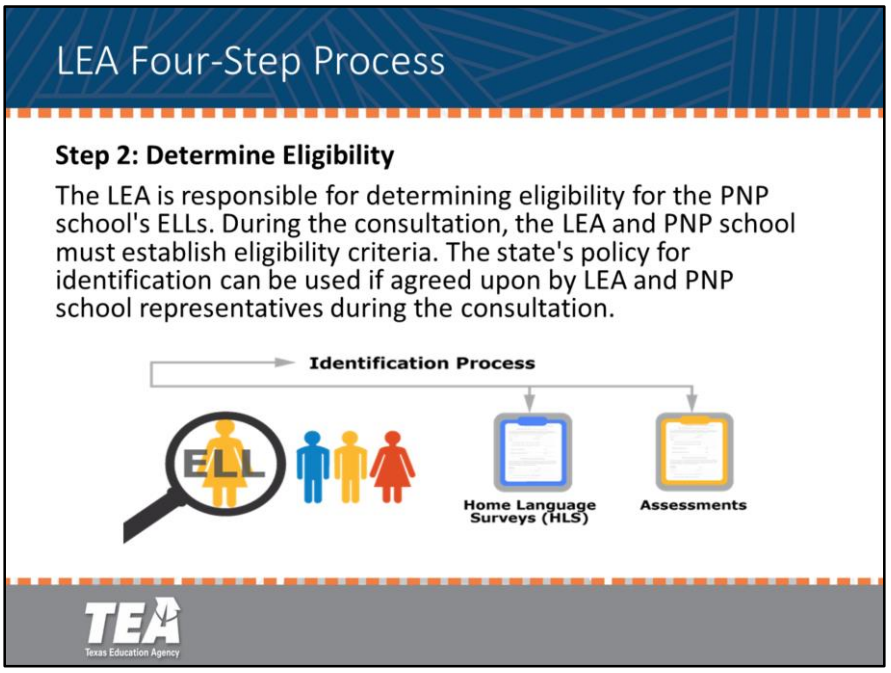
- In what ways has an LEA collaborated with PNP schools within their attendance boundary area?
- Refer participants to the *PNP User Guide* to review the LEA Four-Step Process Page 10 and Timeline of Procedures on Page 8.
- While the timeline is suggested, have participants discuss the timeline and how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



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.



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.

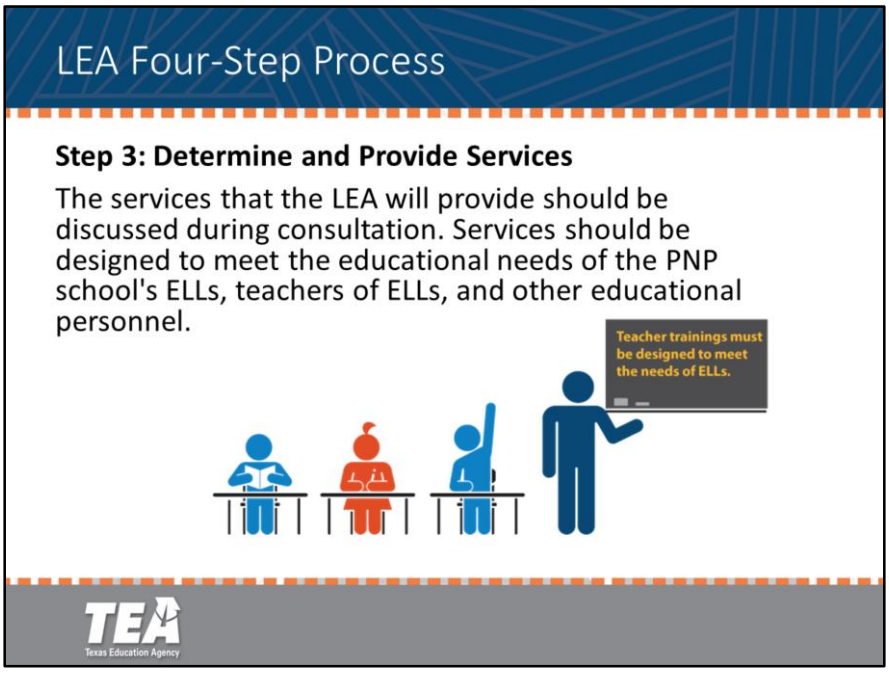
Assessments may be used to identify the PNP school's eligible ELLs and to improve the program's services. For example, an oral language proficiency assessment may be used to identify the PNP school's ELLs. However, the LEA cannot require a PNP school to administer this assessment as a condition for providing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

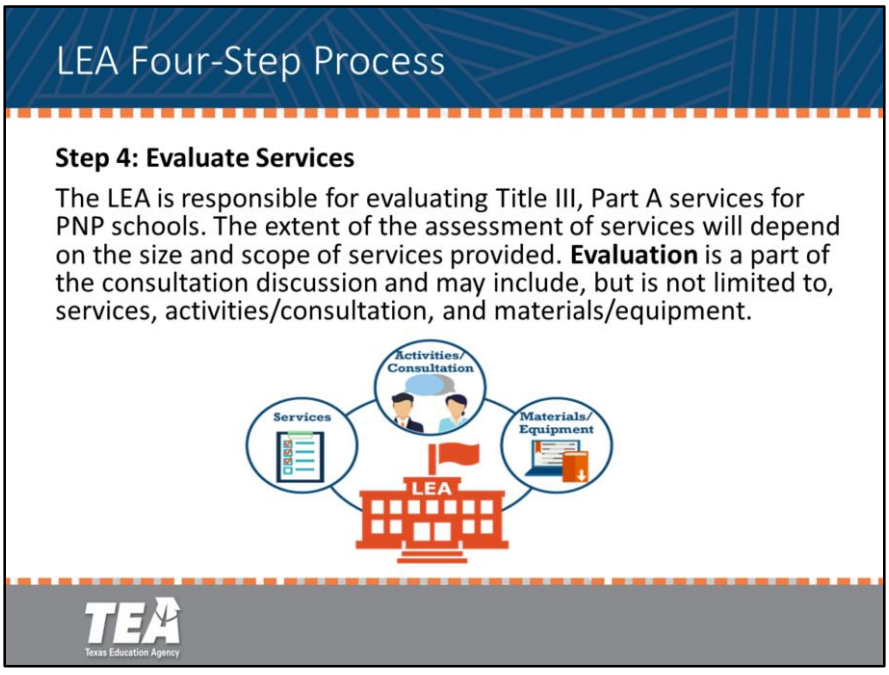


Review Step 3: Determine and Provide Services. Have participants refer to the *PNP User Guide* Step 3 Pages 16-18.

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.

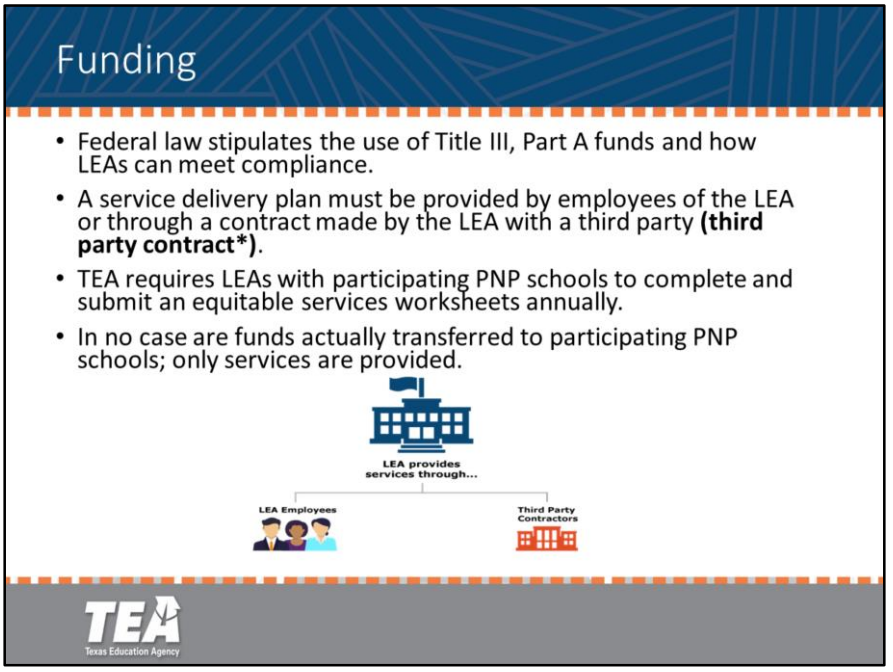


Review Step 4: Evaluate Services. Have participants refer to the *PNP User Guide* Step 4 Pages 19-22.

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.

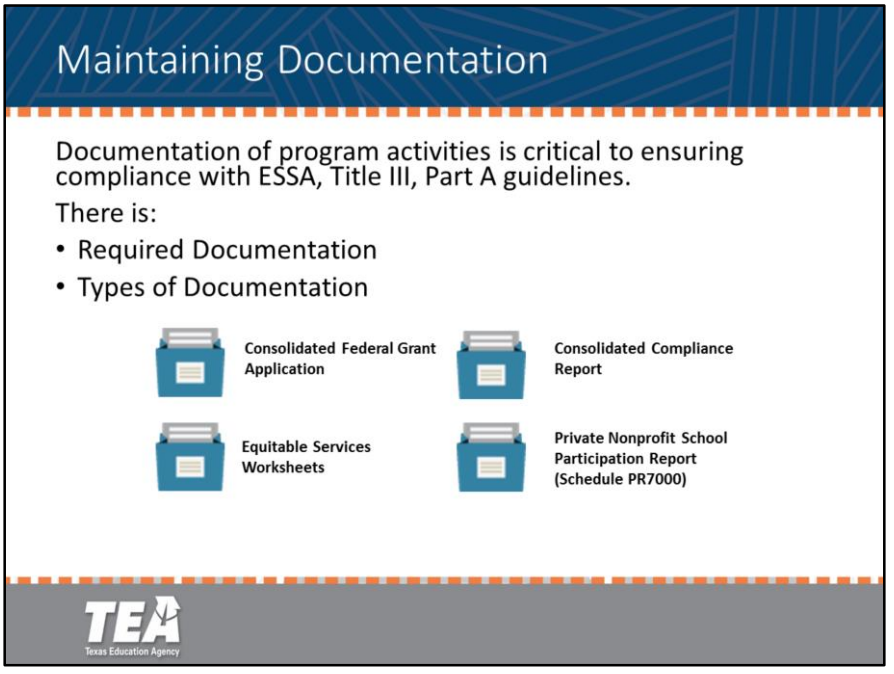
Processing Activity:
Have participants review *PNP User Guide* Page 21.
Ask the following questions:
- When should the evaluation take place?
- What else should happen during this time?
- What should be a part of the evaluation?

Participants may share their examples.



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.

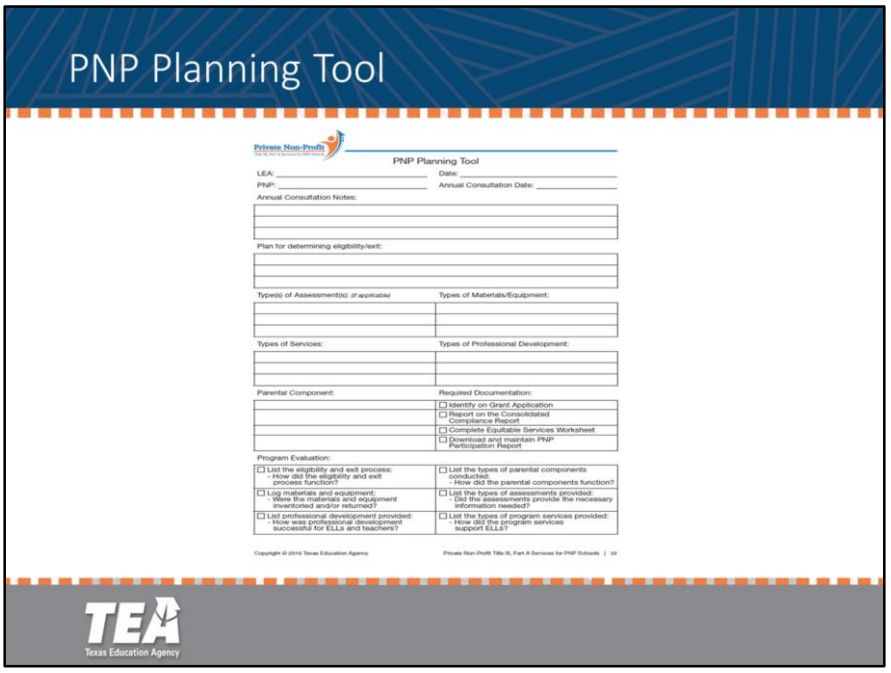
*Definition: *Third-Party Contract (contractor) —An organization or individual that enters into a contract with an LEA to administer Title III, Part A services to the PNP school.*



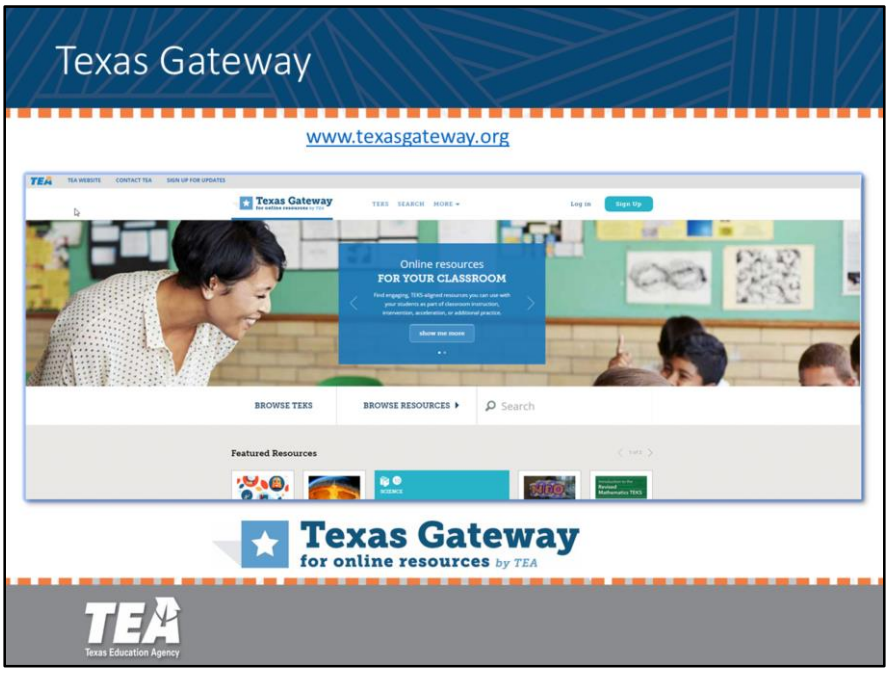
Note to Trainer:
Graphic shows the required documentation.

Types of documentation to collect include:
- Funding Documentation
- Planning
- Services
- Evaluation

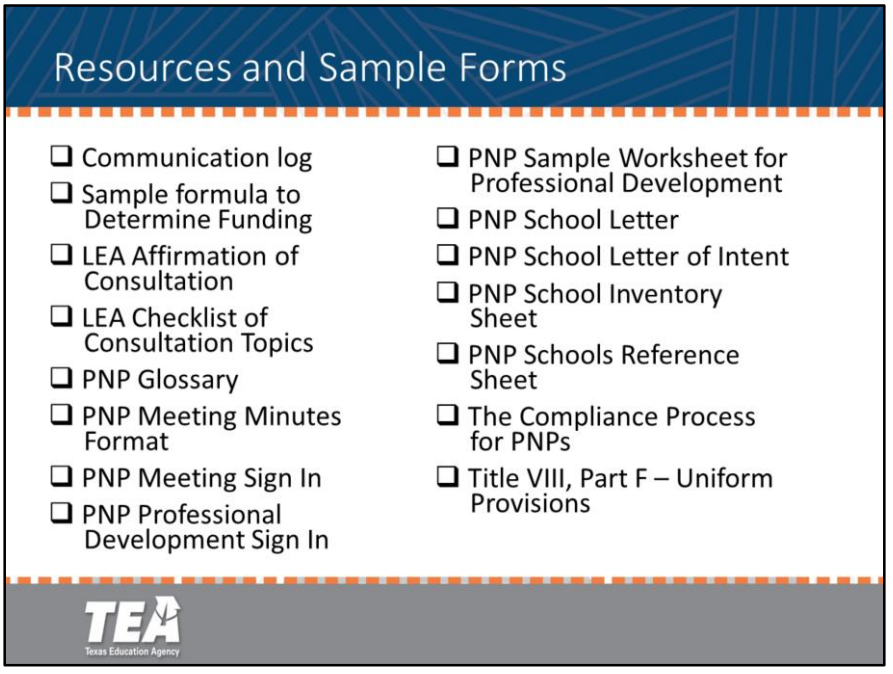
Processing Activity:
Have participants review the *PNP User Guide* Page 21.



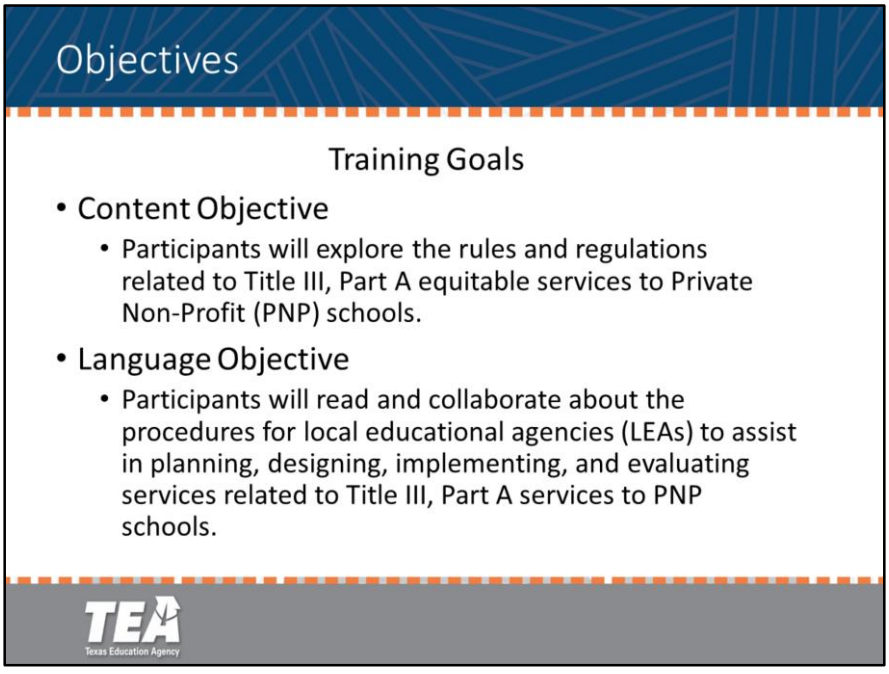
Note to Trainer:
The *PNP Planning Tool* is a suggested form that LEAs can utilize to assist in the planning, implementing, and evaluate the services and materials provided throughout the year.



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



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



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.
TEA
Texas Education Agency