



PNP Schools Reference Sheet

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



Step 1: Annual Contact and Consultation

LEAs are required to annually contact PNPs within its 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 ESEA's Title IX Uniform Provisions.



Step 2: Determining Eligibility

LEA is responsible for determining eligibility for 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.



Step 3: Determining and Providing Services

The services that the LEA will provide should be discussed during consultation. Services should be designed to meet the educational needs of the PNP school's ELs, teachers, and other educational personnel. The LEA must provide equitable participation which may include: services for ELs, materials/equipment, professional development, and services for parents of ELs.

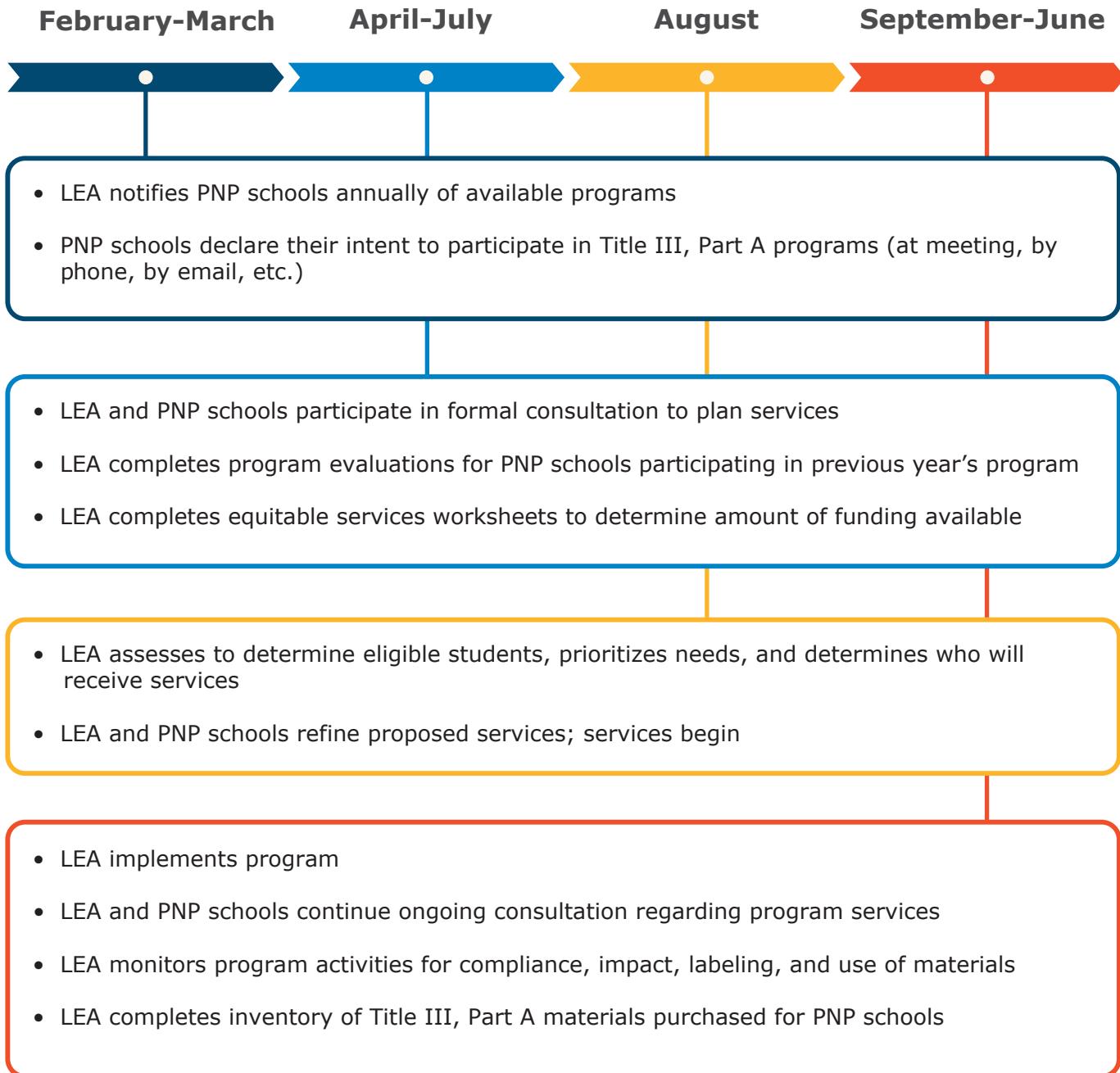


Step 4: Evaluating Services

LEA is responsible for evaluating Title III, Part A services to PNP schools. The extent of the assessment of services will depend on the size and scope of services provided.

Timeline of Procedures

While there is no required timeline for meeting Title III, Part A compliance requirements for equitable services, the following sample schedule is offered to assist in planning.





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 intent to participate in Title III services, the LEA should then 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 decisions that affect the opportunities of the eligible PNP school's students, teachers, and other educational personnel to participate in services.



As part of the consultation process, the LEA must maintain documentation demonstrating that the consultation occurred prior 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.

Maintaining Documentation

Documentation of program activities is critical to ensuring compliance with Elementary and Secondary Education Act (ESEA), Title III, Part A guidelines.

Funding



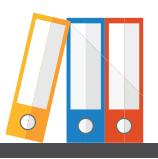
- LEA Title III, Part A planning amounts
- Administrative cost worksheets
- PEIMS list of LEA's ELLs
- Names of PNP schools with Title III, Part A eligible students
- Copy of Texas Education Agency (TEA) equitable services worksheet

Planning



- 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

Services



- 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

Evaluation



- 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