



Private Schools Federal Programs Information and Consultation Meeting

May 4, 2023
8:30am - 9:30am
Boerne ISD, Room C132

Special Education (IDEA-B) and Federal Programs (ESSA)

This presentation is divided into two sections:

- 1. Special Education (IDEA-B)
- 2. Federal Programs (Title Programs)

The Private School/Student eligibility criteria is different for each of the federally funded programs and we will make every attempt to clarify that in this presentation.

We are available to schedule individual meetings, virtual meetings, and are available via email and phone during

Private Schools Participate in Services, Not Funds.

For IDEA-B and ESSA, it is important for our private school partners to understand that they participate in services, not funds. Boerne ISD remains the fiscal agent for all the funds.

Part One

Individuals with Disabilities Education Act (IDEA)

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IDEA

- ▶ IDEA requires school districts to locate and identify students who are parentally placed in a nonprofit private school and who meet eligibility requirements for special education services. (CHILD FIND)
- ▶ However, there is no individual student right to special education services while the student remains enrolled at the private school (exception for some 3-4 year olds...)

Child Find

- ▶ The school district in which the private school is located is responsible for locating, identifying, and evaluating children with disabilities who are enrolled in private schools.
- ▶ To determine the number of IDEA-eligible students in private schools, the district must:
 - Have timely and meaningful consultation with private school representatives; and
 - Conduct a thorough and complete Child Find process.

Proportionate Share Funding

- ▶ The school district in which the private school is located receives funding that is referred to as proportionate share funding that is used to service IDEA-eligible students in private schools.
- ▶ The district notes in their IDEA grant what types of services they will provide with these funds; no student who is parentally placed in a private school has an individual right to services.
- ▶ Once all proportionate share services are expended, the district cannot use other IDEA funds to serve IDEA-eligible students who are parentally placed in private schools.

Timely and Meaningful Consultation

- ▶ The school district in which the private school is located must consult with representatives of parents of IDEA-eligible students in the private school and with representatives of the private school.
- ▶ This must occur during the design and development of special education and related services, regarding:
 - The Child Find process;
 - Determination of proportionate share services;
 - Consultation process; and
 - Provision of special education and related services.

Written Affirmation

When timely and meaningful confirmation has occurred, the school district in which the private school is located must obtain a written affirmation signed by representatives of the private school or provide other documentation of the consultation

The Proportionate Share Service Plan

The school district in which the private school is located makes final decisions about the services to be provided to the IDEA-eligible students and must consider proportionate share funding and services included in their IDEA grant.

3-4 Year Old Children

Dually Enrolled

- ▶ Parents may choose to dually enroll their child in both the school district of residence and the private school from the 3rd birthday until the end of the school year in which the child turns 5 or until the child is eligible for Kindergarten (whichever comes first).
- ▶ In this situation, the child is treated as a FULLY IDEA-eligible child and all “regular” special education provisions apply.
- ▶ The district of residence is responsible for all IDEA services.

Enrolled only in Private School

Same provisions apply as parentally placed private school children of other ages

Part Two

Federal Programs/ESSA

Federal Programs Coordinator:

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PNP Eligibility Criteria for ESSA (this criteria does not apply to IDEA-B)

- **Have documented non-profit status: 501(C) 3**
- **Abide by the following: Have at least one grade in grades K-12, and abide by**
 - ✓ **Title VI of the Civil Rights Act of 1964, as amended (prohibition of discrimination by race, color, or national origin), and the implementing regulations in 34 CFR Part 100**
 - ✓ **Title IX of the Education Amendments of 1972, as amended (prohibition of sex discrimination), and the implementing regulations in 34 CFR Part 106**
 - ✓ **Section 504 of the Rehabilitation Act of 1973, as amended (prohibition of discrimination on the basis of handicapping condition) and the implementing regulations in 34 CFR Part 104**
 - ✓ **The Age Discrimination Act of 1975, as amended (prohibition of discrimination on basis of age) and the implementing regulations in 34 CFR part 110**
 - ✓ **all individual compliance requirements (for PNPs) described in each program's guidelines.**

The Elementary and Secondary Education Act is a U. S. Federal Statute

- originally enacted April 11, 1965
- part of LBJ's War on Poverty
- authorized through 1970
- has survived numerous U. S. Supreme Court challenges
- has been reauthorized multiple times over its 47 year history:
 - ✓ Education Consolidation and Improvement Act (1981)
 - ✓ Improving America's Schools Act (1994)
 - ✓ No Child Left Behind Act (2001)
 - ✓ Every Student Succeeds Act (2015)

All Services Provided Through ESSA Federal Funds Must be “Supplemental”

- Supplemental services are those which are “on top of” PNP’s foundational services.
- Supplemental services may not replace services, materials, or activities which have previously been paid for with local or state funds.

The Programs that PNP's Can Participate In:

Title I, Part A

Improving the Academic Achievement of the Disadvantaged

Title I, Part C

Education of Migratory Children

Title II, Part A

Teacher and Principal Training and Recruiting Fund

Title III

English Language Acquisition, Language Enhancement, and Academic Achievement Act

Title IV, Part A

Student Support and Academic Enrichment Grant

The following slides will provide information on each Title program that PNPs are eligible to participate in.

Title I, Part A

Improving the
Academic
Achievement of the
Disadvantaged



Purpose:

- To enable all children to achieve high standards and to master challenging standards in core academic subjects.
- To enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards (TEKS) and to meet the challenging State performance standards developed for all children.

Title I, Part A Source of Funding

EA funds for providing services to Title I, Part A eligible students in private schools are determined by calculating the following:

- the count of low-income families with children attending private schools . . .

AND

- who reside in Title I public school campus attendance areas.

Students who generate the equitable share of funding are not necessarily the students who benefit from Title I, Part A services.

- How equitable share of funds are determined:
 - ✓ PNPs must provide auditable data of low-income students
 - ✓ Low-income students must reside in an LEA Title I campus attendance area (Curington, Fabra, or Kendall ES attendance zones).
- Students Served:
 - ✓ Must demonstrate academic need (multiple, objective criteria).
 - ✓ Must reside in the attendance area of an LEA Title I campus.
 - ✓ Do not have to be the same students that generated the funding.

Services for eligible Title I, Part A students are determined by

- program guidelines
- PNP needs assessment
- timely consultation between private school and BISD personnel, and
- agreed-upon priorities between BISD and PNP.

Targeted Assistance Model

All Title I services to eligible students in private (non-public) schools follow a **Targeted Assistance** model meaning that:

- Specific students are eligible for services rather than all students.
- Title I, Part A services follow students and are provided by BISD (where the student resides), not where the school is located. This means that Title I, Part A services can be provided to students who reside within BISD attendance boundaries but attend a PNP outside the attendance area.

Examples of Private School Title I, Part A Student Services

- Supplemental small group support in reading, math, or other core content as determined by school data-based needs assessment and consultation
- Supplemental before or after school tutoring or Saturday or summer supplemental support
- Supplemental computer-assisted instruction or monitored online tutorials
- Professional development supporting Title I, Part A goals for classroom teachers of students receiving services
 - PD must be included in the needs assessment.
 - PD must match the areas and needs of students receiving services
 - PD follow-up and evaluation is required
 - Identified PD cannot be affiliated with Common Core
- Parent involvement opportunities supporting Title I, Part A goals for students receiving services

Title I, Part C- Migrant Students

Students eligible for services are:

- Younger than age 22
- Has not yet received a U.S issued high school diploma or Certificate of High School Equivalency.
- The student or the student's parent/guardian or spouse is a migrant agricultural worker
- The child has moved across school district boundaries within the preceding 36 months in order to do agricultural work.

BISD is in a Shared Service Arrangement with Education Service Center 20 for Migrant Services

Examples of Services:

- Community Outreach Fair
- Clothing/Backpack/School Supplies
- Vision/Eyeglasses
- Tutoring
- Early Childhood Services
- Parent Involvement Opportunities
- Referrals - Case-Management Approach
 - Food Bank
 - Utility assistance

Title II, Part A

**Teacher and Principal
Training and Recruiting fund
(TPTR)**

Purpose:

Increase student academic achievement by:

- ✓ Recruiting, hiring, and retaining effective teachers and principals. (Public school only)
- ✓ Reducing class size to a level that is evidence-based to improve student achievement. (Public school only)
- ✓ Providing high-quality training and personalized professional development for teachers, instructional leadership teams, and principals. (Public and Private Schools)
- ✓ Developing feedback mechanisms to improve school working conditions and educator support. (Public and Private Schools)

Activities must be:

- based on a local assessment of needs for professional development;
- aligned with TEKS and state assessments or PNP equivalent;
- aligned with curricula and programs tied to TEKS and state assessments or PNP equivalent;
- based on a review of scientifically-based research;
- able to provide a substantial, measurable, and positive impact on student academic achievement; and
- part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students.

EXAMPLE OF EQUITABLE SHARE CALCULATION FOR TITLE II AND TITLE IV (Based on Enrollment)

- Boerne ISD receives \$100,000 in Title II, Part A funds
- Boerne ISD has 9500 students enrolled on “Snapshot Date”)
- Participating Private/Non-Profit (PNP)schools have 500 students enrolled on that date.
- Total number of students = 10,000 (9500 + 500)
- $\$100,000 / 10,000 = \$10/\text{per student}$
- Boerne ISD allocates \$5,000 to participating PNP schools in equitable share services
 - ✓ PNP 1 has 100 students - Equitable share is \$1000 ($\10×100)
 - ✓ PNP 2 has 50 students - Equitable share is \$500 ($\10×50)
 - ✓ PNP 3 has 250 students - Equitable share is \$2500 ($\10×250)

Title III, Part A ELA

**English Language Acquisition,
Language Enhancement and
Academic Achievement**

Purpose 1: To help ensure Limited English Proficient (LEP) or Emergent Bilingual (EB) Students

- Attain English proficiency
- Reach levels of academic achievement
- Meet the same challenging State academic content and standards as are expected of their English-speaking peers

PNP Title III, Part A services must be:

- For eligible students who meet the Limited English Proficient (LEP)/Emergent Bilingual (EB) or Immigrant criteria defined in statute.
- For LEP/EB or Immigrant children and educational personnel in private schools and that adhere to BISD guidelines to ensure program goals.
- Services that are equitable, timely and address identified students' educational needs.

Purpose 2: Provide supplemental resources to help students who are Emerging Bilingual (EB) students, also identified in statute as limited English proficient (LEP). This includes Immigrant students.

Student Component:

- Tutorials, if they are supplemental to other tutorials being offered
- Computer-assisted instruction
- Family literacy specific to ELs
- Mentoring specific to ELs

Parent involvement component is mandatory

Professional development component for teachers of eligible students

Title IV, Part A

Student Support and Academic Enrichment Grant

Purpose: Improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to:

- Provide students with a well-rounded education (e.g., college and career counseling, STEM, music and arts, civics, IB/AP, computer science)
- Supporting safe and healthy students (e.g., comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education) and
- Supporting the effective use of technology (e.g., professional development, blended and personalized learning, and devices).

Examples of Well-Rounded Education Activities:

- Use music and the arts to support student success
- Provide college and career guidance/counseling
- Improve student engagement and instruction in STEM
- Raise student achievement through accelerated learning programs (Dual Credit, Advanced Placement Courses/Exams, etc.)
- Promote American history, civics, economics, geography, and government
- Provide foreign language instruction
- Promote volunteerism
- Integrate multiple disciplines

Examples of Safe and Healthy Student Activities:

- Foster safe, healthy, and drug-free environments
- Promote involvement of parents
- Provide drug and violence prevention activities, including PD and mental health activities
- Integrate health and safety practices into school/athletic programs
- Support a healthy and active lifestyle
- Prevent bullying and harassment
- Reduce exclusionary discipline practices

Examples of Effective Use of Technology Activities:

- Improve the use of technology to increase academic achievement, academic growth, and digital literacy of all students
- Implement strategies to deliver rigorous academic courses and content through technology
- Carry out blended learning projects
- Provide professional development in the use of technology
- Provide students in rural, remote, and underserved areas with resources to take advantage of digital learning experiences

The remainder of the slides apply to both ESSA and IDEA programs and services.

Noteworthy Points

A district must provide equitable services, materials, equipment, and other benefits that are secular, neutral, and nonideological.

A district must provide written rationale of any district disagreements to the PNP equitable services requests and views following consultation. This includes if the PNP officials do not agree with the calculation methodology chosen by the district.

A district must provide consultation before the district makes any decision that affects the opportunities of PNP students and teachers to receive equitable services and before submitting the district's application for funding to TEA.

A district must control CARES Act funds used for equitable services and retain ownership and title to all equipment, materials, and/or property provided to the PNP. Any non-consumable materials will be returned to Boerne ISD at the end of the grant period (September 30, 2023).

Next Steps

- **Decide if any of the programs are a match for your students' or teachers' needs.**
- **Develop your formal, written needs assessment aligned to data.**
- **Explore types of activities you would like to meet stated needs.**
- **Continue consultation activities with BISD to develop a plan for your needs and appropriate activities**
- **Sign LEA Affirmations of Consultation**
- **Participate in on-going consultation during the project period to discuss progress toward goals.**
- **Monitor and adjust to ensure meeting goals.**
- **Participate in end-of-year program evaluation.**

Timelines and Deadlines

- **May/early June:** LEA/PNPs participate in formal consultations to plan services based on written needs assessment; sign TEA Affirmation of Consultation, if available; PNPs complete evaluations for services previous year.
- **July 1:** Most LEAs submit NCLB Grant application to TEA; includes participating PNPs
- **August 1:** LEA compliance reports due to TEA for previous year
- **September – June**
 - Implementation of program
 - Ongoing consultation
 - **PNP's may opt in ESSA services up until September 3, 2021.** Participation after that date will not be approved as funds will have been allocated/expended for other purposes.
 - **PNP must have all Purchase Order requests submitted no later than April 1st each year**
 - LEA monitoring of program activities
 - Monitor and adjust if needed
 - Gather data for needs assessment for following year

Federal Services Compliance Reminders

- All services are subject to the supplement/not supplant policy
- LEA retains final approval of requested services.
- The LEA retains title to all equipment and materials.
- All equipment/materials must be marked accordingly and are subject to audit and removal when no longer used for the specified purpose.
- LEAs can only provide SERVICES to PNPs - not funds.
- PNP's are currently able to carry over any unobligated **ESSA** allocations for one year.

Ombudsman

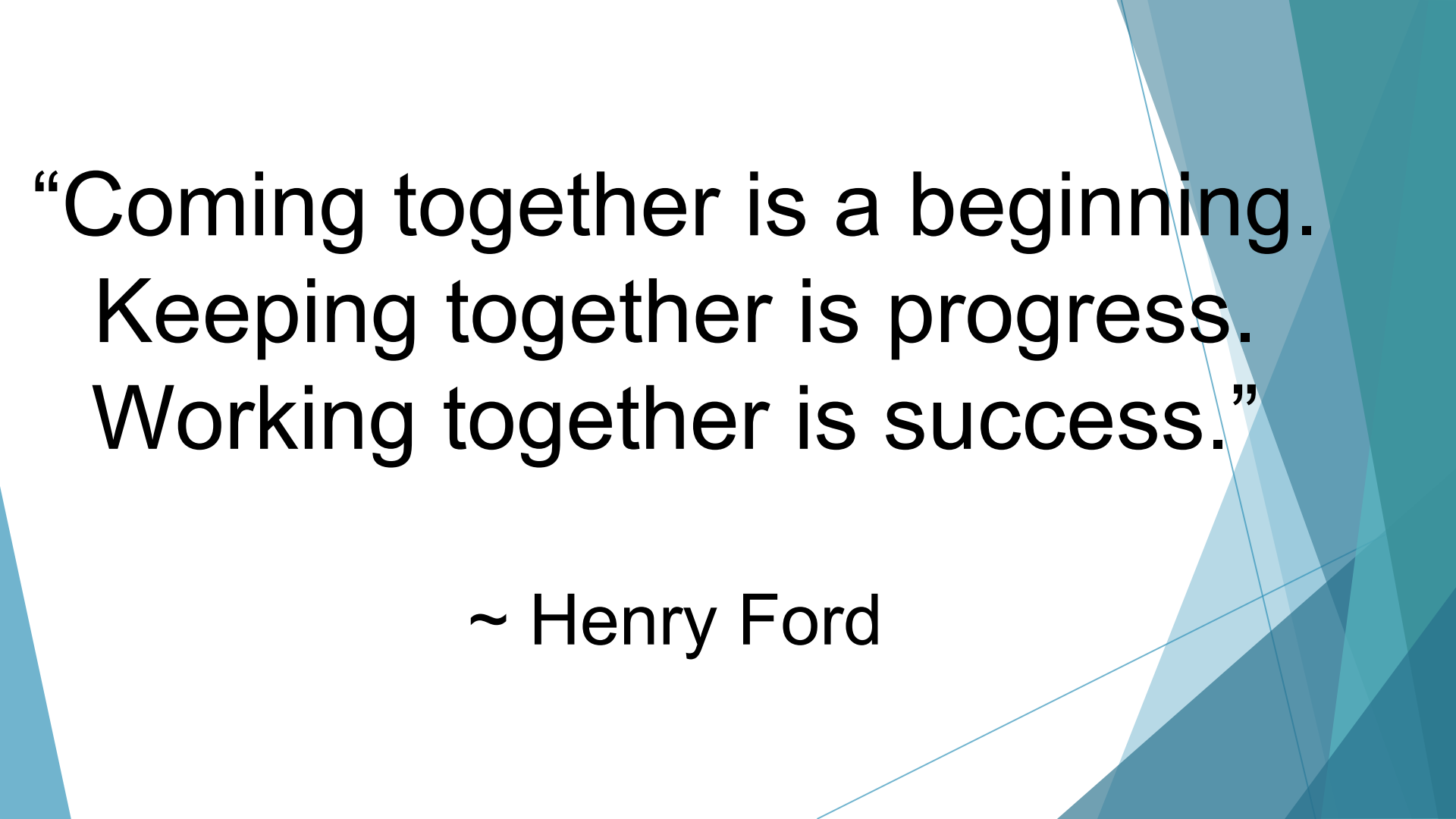
An ombudsman has been appointed that will be the point of contact for Private/Non-Profit entities when those entities have questions, concerns, or complaints.

- ▶ PNP Ombudsman: LaNetra Guess
- ▶ Email: PNPombudsman@tea.texas.gov
- ▶ Phone: (512)463-8992
- ▶ [TEA PRIVATE SCHOOL FAQ DOCUMENT](#)

QUESTIONS and SUGGESTIONS

Please do not hesitate to contact us via email or phone to ask any questions or for additional consultation.

Annie Seiter and Tami Charest

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep teal. These shapes are primarily located on the right side of the slide, creating a modern, layered effect.

“Coming together is a beginning.
Keeping together is progress.
Working together is success.”

~ Henry Ford