

Austin ISD State and Federal Accountability Private Non Profit Schools

Annual Consultation

May 17, 2019

Agenda 10:00 AM

- Registration
- Welcome/Introductions
- How to Determine Non Profit Status/Requirements
- LEA Responsibilities
- ESSA Requirements
- PNP Responsibilities
- IDEA
- Title III, Pt. A

Title II,

Title IV

Other Grants

Evaluation

2019-2020 Needs Assessment

Collections: Intent Forms

End of Year Checklist

AISD Move

Break

Title I Participation

Welcome to Austin ISD Proud Family



LEA Responsibilities

The School District is the Local Education Agency (LEA) responsible for being the liaison between the Private/Non-Public School and the Texas Education Agency (TEA)

How to Determine Non Profit Status

Nonprofit, as applied to an agency, organization, or institution, means that it is owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

Applicants MUST Show 1 of the following:

- (1) Proof that the IRS currently recognizes you as tax deductible 501©(3)
- (2) A statement from a State taxing boy or State attorney general certifying that the organization is a nonprofit organization operating within the State; and No part of its net earnings may lawfully benefit any private shareholder or individual;
- (3) A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant.

Schools Must Submit Documentation no later than June 1
We will accept NOW

Every Student Succeeds Act ESSA

Signed by President Obama on December 10, 2015

Passed with wide margin on both House (359-64) and Senate (85-12)

We are in FULL Implementation.



Every Student Succeeds Act ESSA

Full Implementation July 1, 2017



ESSA

Evidence Based Means an activity,
strategy or intervention that
Demonstrates a statistically-
significant effect on improving
student outcomes

Implementation- July 1, 2019- June 30, 2020

Equitable Services

REQUIRES equitable services be provided to private school students, parents teachers and other educational personnel.

LEA Requirements

Private schools receive services and materials ONLY.

KEY WORD= Services

Funds DO NOT flow to private schools.

Each School is assigned a 3 digit organization code that identifies them.

What is Your 3 Digit # ?

All activities involving private schools **MUST** be supported by auditable documentation.

Keys to Participation

If the Title Program is available to the public school district students and teachers, then the opportunity is available to private school students and teachers.

Private schools **MUST** submit **ALL REQUIRED FORMS** in a timely manner in order to qualify for services the following school year. This Must occur **BEFORE** the application is submitted to TEA. The application is submitted June 30.

Consultation Continued

Consultation is ONGOING.

ONCE IS NOT ENOUGH

Consultation involves discussions and genuine opportunities for all parties

Timely and Meaningful

(Must happen prior to district decisions being made to ensure the needs of the private school are considered when professional development, teacher assignments and other decisions are being made)

The goal is for all parties to reach an agreement on how to provide equitable and effective programs for eligible private school children.

An ANNUAL consultation is required.(TODAY)



Consultation Topics

Which children will receive services under the program?

When services will be provided?

How the children's needs will be identified?

(The LEA maintains administrative control over services)

What services will be offered and provided?

(Written plans for services must be provided)

Consultation Topics Continued

How and when the services will be provided?

What are the allocations?

How the services will be evaluated?

How, if the LEA disagrees with private school officials regarding provision of equitable services through a contracted third-party provider, the LEW will provide notice, an analysis and reasons to the private school officials

Consultation Topics

Which children will receive services under the program?

How the children's needs will be identified?

(The LEA maintains administrative control over services)

How the services will be provided?

What and how allocations are decided?

Written and signed Affirmation, provisions and assurances.

Disagreement

Sec. 1117(b)(2) and 8501(c)



- (NEW) If an LEA disagrees with the views of private school officials with respect to any topic subject to consultation,
 - The LEA must provide in writing to such private school officials the reasons why the local educational agency disagrees.
- Final decision rests with the LEA.

PNP Responsibilities/Roles

Attend required meetings

Follow up on compliance requests

Submit requested documents in a timely manner

Participate in consultations

Complete funding and evaluation requests

Comply with all agreements

Regular Participation

Consultation must be ongoing and throughout the year to insure the needs of the private school students are being met

All new contact persons and/or schools **Must** attend the Grant Management Training in August, Midyear consultation in December and Final Stretch Consultation in April.

Consultation is an *ongoing* process. The consultation can occur in many ways which may include: phone calls, emails, conference calls, webinars, site visits, meetings, etc.



Handouts

2019-2020 Intent to Participate
Business Card

2019-2020 Staff Development Survey

Balances for Current Year
End of Year Checklist



IDEA

Individuals with Disabilities
Education Act
and
“Child Find”

Child Find

“Each LEA must locate, identify and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district served by the LEA.”

34 CFR § 300.131(a)(2006)

→ LEA must identify all “parentally placed private school children” with disabilities

Parentally Placed Private School

Who are these children?

Voluntarily enrolled by their parents in private schools

Not referred to private schools to receive FAPE

Right to “equitable participation services” in IDEA, Part B

NO individual right to services, not entitled to FAPE

Must spend proportionate share of Part B sub grant funds on providing special education and related services

LEA makes final decisions on services - type, how, where, by whom

“Services Plan” vs. IEP

“Must Spend” à Special carry-over rule

Delivery & Provision of Services

Requirement is to provide “special education and related services (including direct services)” Not required to provide direct services exclusively

Possibilities: consultative services, equipment or materials for eligible parentally placed CWDs, training for private school teachers and other private school personnel

No individual right to services

Does NOT include Child Find activities

Provided directly by LEA or through private company

May be on-site at private school, with safeguards

Guidance

OSEP's IDEA Website

<http://idea.ed.gov>

The Right IDEA

OSEP's New Technical Assistance and Guidance Website

<http://therightidea.tadnet.org/>

Q&A on Serving Children With Disabilities Placed by Their Parents at Private Schools (April 2011)

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C1%2C>

ONPE's IDEA Booklet:

<http://www.ed.gov/admins/lead/speced/privateschools/index.html>

IDEA QUESTIONS



TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support,
and retain
teachers and
principals



Build a foundation
of reading and
math



Connect high
school to career
and college



Improve low-
performing
schools

Enablers



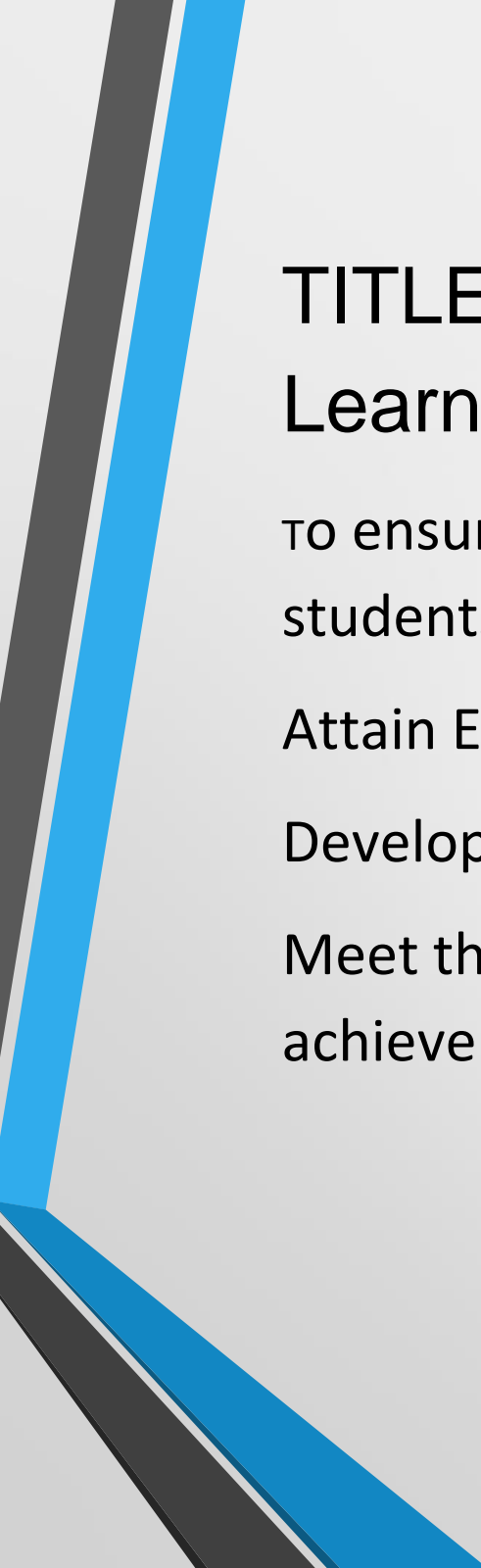
Increase transparency, fairness and rigor in district and
campus academic and financial performance



Ensure compliance, effectively implement legislation
and inform policymakers



Strengthen organizational foundations
(resource efficiency, culture, capabilities, partnerships)



TITLE III Language Instruction for English Learners and Immigrant Students

to ensure that Limited English Proficient (LEP) and immigrant students:

Attain English proficiency

Develop high levels of academic attainment in English

Meet the same challenging State academic content and student achievement standards as all students

Purposes of Title III §3102(3-4)

To assist teachers (including preschool teachers), principals and other school leaders, SEAs, LEAs...

- and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings.



TITLE III

Moves accountability provisions to Title I
replaces references to “limited English
proficient” with references to “English Learners”

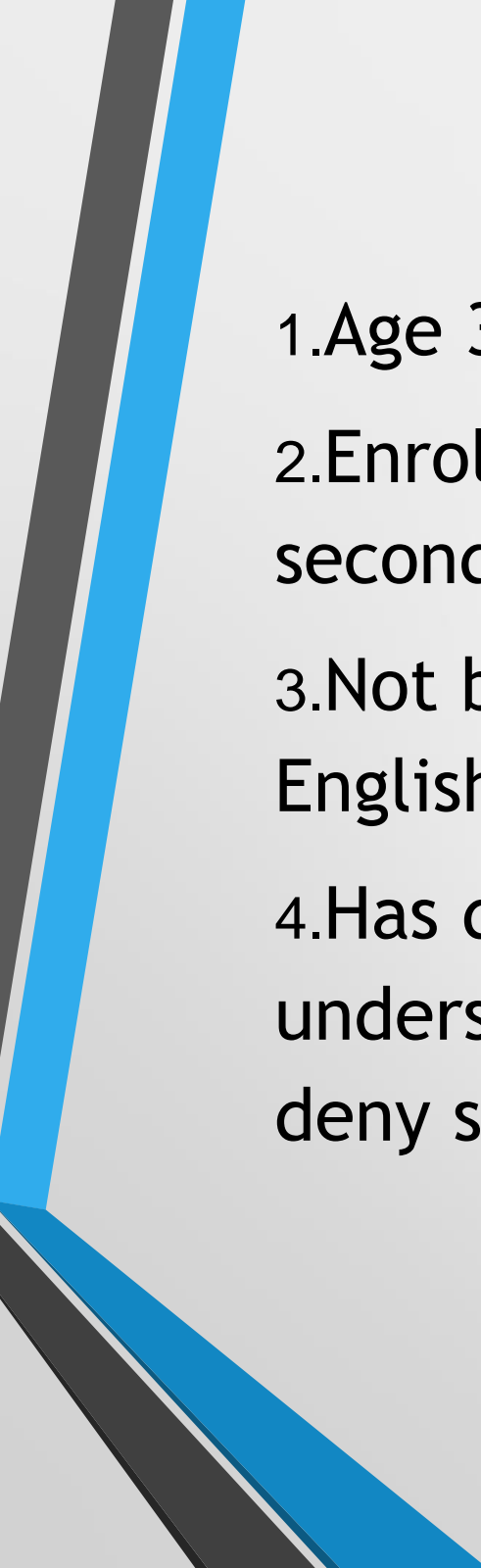
Allocations must be used to supplement in the
absence of such availability would have been
expended for programs for English learners and
immigrant children and youth

Eligibility

1. Enrolled in nonprofit private school located in LEA
2. Meet specific eligibility/participation criteria of given program

Note:

Residence is NOT a factor.

- 
- 1.Age 3-21;
 - 2.Enrolled/preparing to enroll in elementary or secondary school;
 - 3.Not born in US or whose native language is not English; and
 - 4.Has difficulty in speaking, reading, writing or understanding English sufficiently so that it can deny student the:

Immigrant Children and Youth (ICY)

Statutory Examples of Permissive Activities, § 3115(e)(1)

Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

- Provision of tutorials, mentoring, and academic or career counseling for ICY;
- Other instruction services that are designed to assist ICY to achieve in elementary and secondary schools in the US, such as programs of introduction to the educational system and civics education; and
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants to assist parents of ICY by offering comprehensive community services.

Title III Requirements

Title III Funded List Due by June 3



TITLE IV

The newly enacted bipartisan *Every Student Succeeds Act* (ESSA) includes a flexible block grant program under Title IV, Part A, Student Support and Academic Enrichment Grant. Title IV, Part A authorizes activities in three broad areas:

- 1) Providing students with a well-rounded education (e.g. STEM, arts, civics, IB/AP, health and physical education).
- 2) Supporting safe and healthy students (e.g. school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education).
- 3) Supporting the effective use of technology (e.g. professional development, blended learning, technology devices). **NO Technology may be purchased.**

Title IV 21st Century

- Title IV 21st Century-Academic enrichment opportunities along with activities designed to complement the students' regular academic program (helping to meet challenging State academic standard)
- Must also offer families of eligible students literacy and related educational development.
- Affirmation required for those participating

OTHER Grants

- Private Schools are invited to participate in any federal grants that the district applies.
- During the year, you may receive invitation letters of participation. You must respond to be included in the application. Some include, but not limited to areas to include the “well rounded educational opportunities” activities”
- Career and college counseling/guidance
- Arts and music program that promote problem solving and conflict resolution, STEM programming and activities , Accelerated learning, History, civics, economics, geography, foreign language, Community involvement, Drug and violence prevention, School-based mental health services, Health and safety practices in school/athletics, physical/nutrition education, bullying and harassment prevention, relationship-building schools, dropout prevention and re-entry, training for school personnel in drug violence, trafficking and trauma, building technological capacity, developing strategies for use of digital learning technologies, blended learning progress

Title II Use of Funds

Increase student academic achievement through improving teacher and principal quality and increase the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in school

Hold schools accountable for improving student academic achievement

Equitable participation required to the extent that the LEA uses the funds to provide professional development

Title II, A Equitable Services Formula

- Per-pupil basis
- The amount available for all public and private school students **enrolled** in participating private elementary and secondary schools in areas serviced by the LEA Regardless of the student's residency

EXAMPLE Title II, A Equitable Services Formula

A. Number of Students	
LEA Enrollment	900
Participating Private Schools Enrollment	100
Total Enrollment	1,000
B. Title II, A Allocation	
Total LEA Allocation	\$1,000,000
Administrative Costs (private and public)	\$50,000
Total LEA Allocation minus Admin	\$950,000
C. Per Pupil Rate	
Total Allocation divided by Total Enrollment	\$950
D. Equitable Services	
Amount reserved for private school teachers and other educational personnel	\$95,000

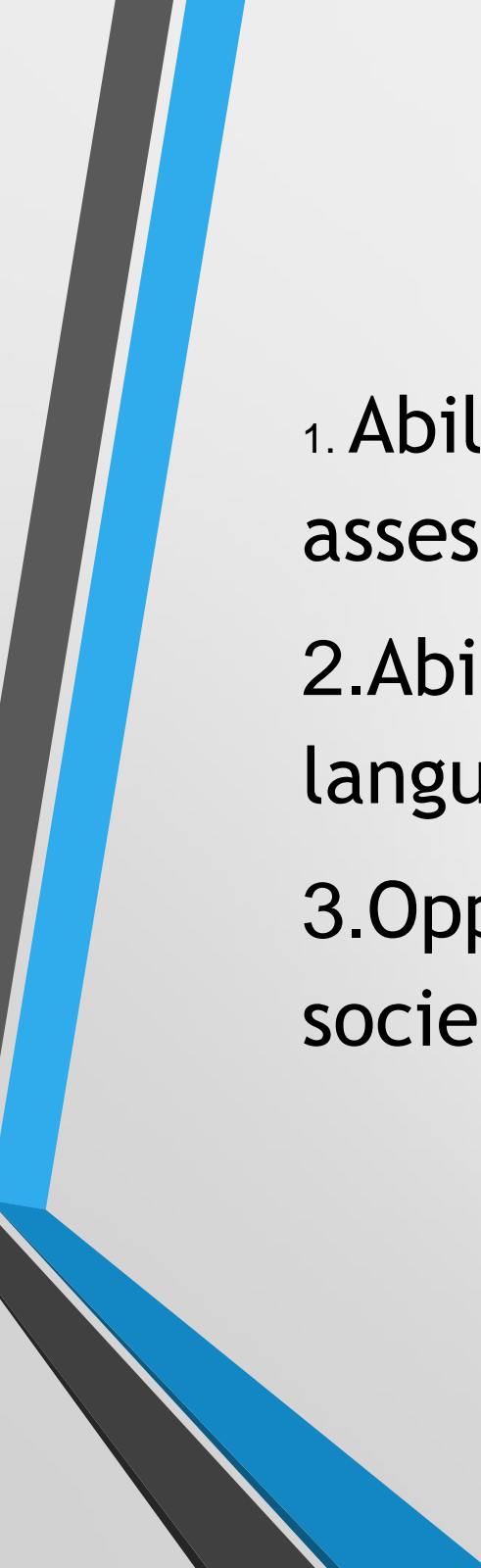
ESSA, Title II, Part A

- Wide Range of Targeted professional development:
 - Selecting and implementing formative assessments;
 - Effectively teaching children with disabilities and English learners;
 - Understanding effects of trauma and mental illness on students;
 - Identifying students who are gifted and talented;
 - Providing high-quality instruction and instructional leadership in science, technology, engineering, and math; and
 - Integrating rigorous academic content, CTE, and work-based learning to help students prepare for post-secondary education and work force.

Well-Rounded Education

- English, reading or language arts, writing,
- **science, technology, engineering, mathematics,**
- **computer science,**
- foreign languages,
- civics and government,
- economics,
- arts, music,
- history, geography,
- **career and technical education,**
- health, physical education, and
- others as designated by State/LEA

Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. Sec. 1117(a)(2).

- 
1. Ability to meet proficient level on state assessments,
 2. Ability to achieve in classroom where language of instruction is English; or
 3. Opportunity to participate fully in society.

Definition of School Leader

Who is a School Leader?

Principal, assistant principal or other individuals who is:

An employee or officer of an elementary school or secondary school, LEA or other entity operating an elementary or secondary school; and

Responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building.

Use of Funds

Workshops

Conferences

Webinars

Consultants

Professional Training

3rd Party Contracts

Training Must be substantial (Require sharing)

Evidence must show improvement in student success



LEA Opportunities

**All staff may attend
AUSTIN ISD Class Offerings
in Human Capital at NO COST**

Title II Plan

Plan MUST be Submitted and Approved **Prior** to making any Arrangements.

Money is **NOT** given to Private Schools

Grant Management Training will be held to show campuses “How to Access Services from Allocation.” - August

The 2019-2020 PLAN will be provided

Agenda MUST be submitted with Pre-Travel (Academic presentations must be part of any religious workshops, conferences, etc)

Services may be provided **after** allocations are identified and plan is submitted - JULY 1st.



ASSESSMENT and EVALUATION

Assessments are annually required.

What is annual progress?

When is modification appropriate?

How did the service impact the success of the students?



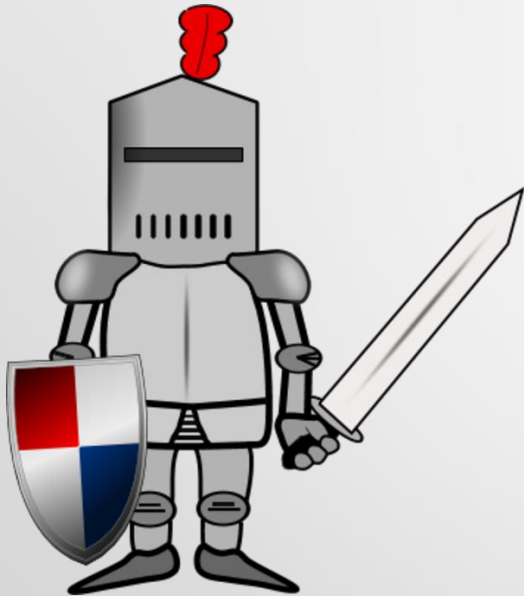
Timing of Services



- Services for private school children must begin at the same time as services for public school children, according to ED's Nonpublic School Guidance under NCLB.

The State Ombudsman

Sec. 1117(a)(3)(B) and 8501(b)(3)



- To help ensure equity, the SEA shall designate an ombudsman (an official) to monitor and enforce these requirements.
- After consultation – agreement to be forwarded to ombudsman.

Ombudsman -

[Sec. 1117(a)(3)(B) & Sec. 8501(a)(3)(B)]

- Responds and resolves complaints
- Helps to ensure that private school children, teachers and other educational personnel receive services equitable to those in public schools

PNP Ombudsman Office

Ombudsman roles and responsibilities:

- Address PNP questions and concerns
- Serve as general resource for LEAs and PNPs
- Develop monitoring protocols
- Provide technical assistance for LEAs and PNPs
- Establish process for receiving PNP Affirmation
- Participate in TEA's *Title I Committee of Practitioners*
- Participate in TEPSAC meetings

PNP Ombudsman's Office

Contact Info

- PNP Ombudsman: LaNetra Guess
Department of Grants Compliance & Oversight
- Contact Person: Gean Wilkerson
Executive Assistant to Cory Green
- State PNP Coordinator: LaNetra Guess
- Phone: (512) 463-8992
- Email: PNPombudsman@tea.texas.gov

AUSTIN I.S.D
2019-2020 NOTIFICATION OF INTENT TO PARTICIPATE FORM

- ☐ We would like to participate in the following program(s) for the 2019-2020 School year:
(Check programs desired)

__TITLE IA (Improving Basic Programs) __IDEA (Individuals with Disabilities Education Act)
__TITLE II (Building Systems of Support)
__Title III (Language Instruction for LEP Students)
__TITLE III, Immigrant (Language Instruction for Immigrant Students)
__TITLE IV (21st Century Schools) ____Title IV (Student Support)
__Title ID (Delinquent & Neglected Facilities **ONLY**)

- ☐ We are **NOT** interested in participating in the above listed programs for the
2019-2020 school year.

Complete ALL Information Below.

School _____ Contact Person _____

Title _____ Address _____

ZIP _____ Phone Number: _____

E-Mail Address: _____

Tax Exempt I.D. # _____

(You may apply by telephoning the IRS (1800-829-1040 and request package 1023)

Ages/Grades Served _____ Number of Austin ISD Students Enrolled _____

Number of Total Students Enrolled _____ # Low Income Students Enrolled _____

Intent Form- **MUST** Turn In for 2019-2020 Participation





Other Stuff

Fixed Assets Inventory

End of Year Checklist

2019-2020 Needs Assessment

Questions?



We Are Moving

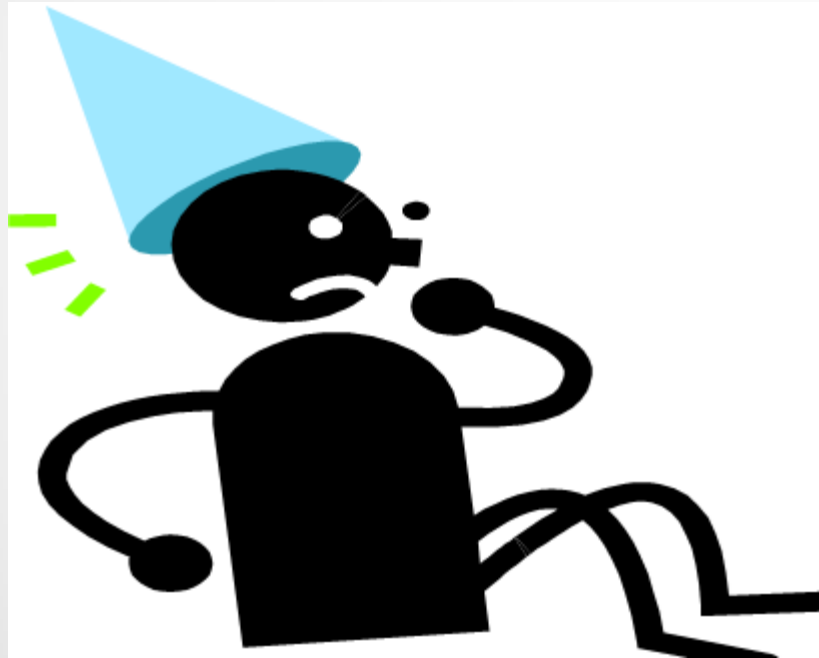


Late July-to Southfield located at
IH 35 & Ben White Blvd.

Title I Stays Everyone Else Free to Go



Break- Return in 5



Additional Title I Consultation Topics

- Whether the LEA shall provide services to eligible students directly or through third-party contractor;
- Whether to provide funding through a “pool of funds” or with the proportion of funds allocated under this section;
- When services will be provided (*Title I only*); and
- Whether to consolidate and use Title I Part A funds in coordination with funds from other eligible programs that are dedicated to providing equitable services to private school students. (*Title I only*)

Title I

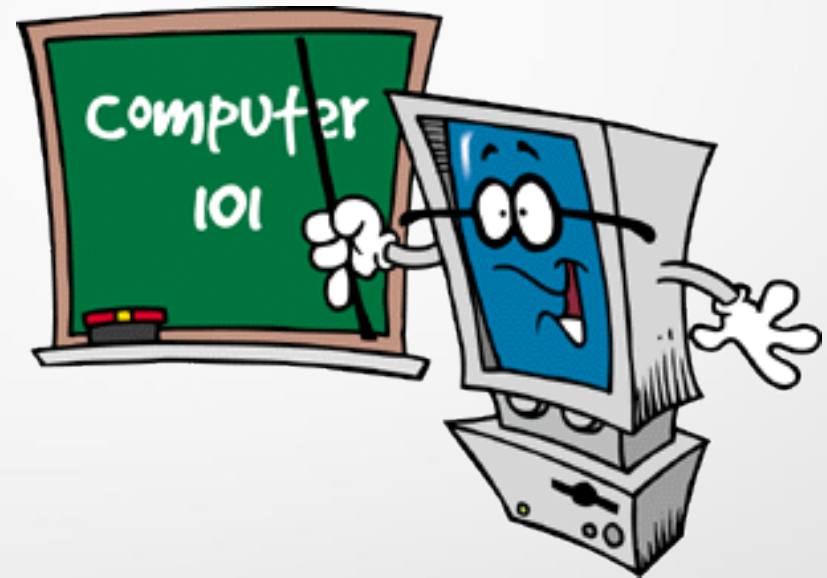
Improving the Academic Achievement of the Disadvantaged

- Providing Services for Eligible Private School Children
- Services are aimed at children who are failing or those who are most at risk of failing to meet the academic standards of the state.

ESSA, Title I LEA Use of Funds

- Expands targeted professional development
- Effective teaching children with disabilities and English learners
- Understanding effects of trauma and mental illness on students;
- Identifying students who are gifted and talented;
- Providing high- quality instruction and instructional leadership in science, technology, engineering and math;
- Integrating rigorous academic content, CTE, and work based learning to help students prepare for post-secondary education and work-force.

Type and Delivery of Equitable Services



Title I, Part A ESSA Proportionate Share

Sec. 1117(a)(4)

Proportionate Share must be calculated BEFORE any allowable expenditures or transfer by the LEA!

Proportionate Share Formula:

1. LEA determines the participating public attendance school areas.
2. LEA determines number of children from low-income families residing in each participating area who attend public and private schools.
3. LEA determines proportion of children from low-income families residing in each participating area who attends private schools.
4. LEA applies the private school proportion to the LEA's total Title I allocation to determine the equitable services proportionate shared.

Services are Supplemental

- Services are supplemental and may not replace or supplant services that would, in the absence of Title I, be provided by private schools to participating private school children.



Targeted Assistance



**Title I funds used
ONLY
with
Eligible
Title I students,
teachers and
parents**

Title I, Part A

- Student Must:
 1. Reside within a public school attendance area of a participating Title I campus.
 2. Meet the low-income level used for determining low-income status of private school students.

- **FUNDED**

Title I, Part A

- Student Must
 1. Reside within a public school attendance area of a participating Title I campus AND failing or most at risk of failing to the state high standards
 -
 2. Meet the educational eligibility criteria specified in the LEA PLAN.
- Homeless, 2 preceding years in Head Start, Even Start, Early Reading First, Title I Preschool, Title I, Part C (Migrant Education), Pre-K
- Children selected on the basis of multiple educationally related, developmentally appropriate criteria.(Achievement tests, teacher recommendation, grades, etc.)

-
-

SERVED

ELIGIBILITY

- Title I funded list includes students enrolled on snapshot date (May 14, 2019)
- For 2021- Snapshot date will be the last Friday in October
- Served list will be those eligible and enrolled by September 4, 2019
- Updated list due by January 30 2020

Preschooler Eligibility

- **For campuses with Pre-Schoolers, they MUST serve up to 1st graders (6 Year old students) Title I serves ages 5-17**

Title I, Part A Targeted Assistance

- **Develop Parental Involvement Written Policy**
- **Develop Parental Compact**
- **Supplement not Supplant**
- **Statement of Affirmation**
- **Complaint Letter to parents**

Types of Services

- Services must benefit the private school student, NOT the private schools
- Instruction outside the regular classroom
- Special educational services
- Family Literacy
- Early Childhood
- Counseling
- Home tutoring
- Extended Day Services
- Take home computers
- Computer Assisted instruction
- Other benefits under Title I
- Combination of any of the services listed above

School Plan

- Plan designed by the LEA in consultation with private schools.
- Simply providing instructional materials and supplies is NOT an option
- Use Plan4Learning Planning Template

School Plan Design

- Design includes: Goals, Objectives, Activities, Person(s) Responsible, Resources Allocated, Timeline, Formative and Summative Evaluation.
- A Template will be used for consistency
- Use Plan4Learning technology and update progress quarterly

School Plan Discussion Topics

- How will LEA coordinate the Title I program with the private school's classroom program?
- How will LEA develop academic content and achievement standards that incorporate the curriculum standards of the private school?

Topics Continued

- How will LEA consult with private school officials regarding the most appropriate assessment tool?
- Space?
- Are services being provided by LEA or 3rd party contractor?
- What subject areas and grade levels should be served?
- When to sign completed Affirmation?

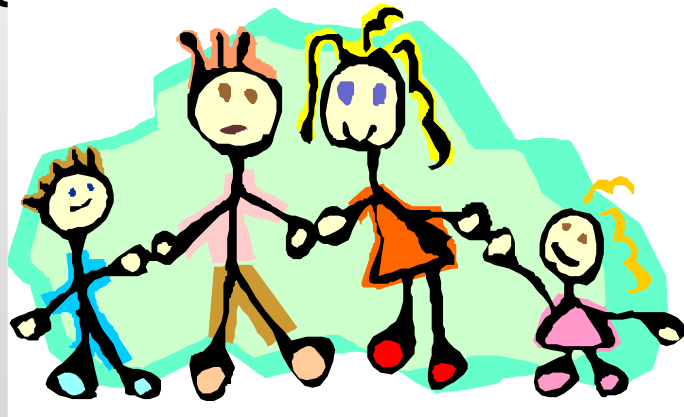
Services for Professional Development

Survey of Needs and consultation by teachers and school officials to increase the teachers' skills and knowledge in providing instruction to Title I students

- Annual plan offered to schools by LEA
- Identification of campus needs and options ie: workshops, conferences, consultant(s)

Parent and Family Engagement

- Parent Compact
- Written Parental Involvement Policy
- Parental Family Engagement Activities and Budget (At least 1% must be allocated)



Affirmation

- Campus officials complete and sign the Written Affirmation when consultation on the planning and design of the upcoming year's program has been completed. – June 7, 2019

Title I Equitable Services?

- Title I Services are Equitable if the LEA.....
- Addresses and assesses the specific needs and educational progress of eligible private school children on a comparable basis as public school children.
- Meets the equal expenditure requirements for instructional programs, and professional development and parental involvement activities

Title I Equitable Services Con't.

school children with an opportunity to participate that-

Is equitable to the opportunity provided to public school children; and

Provides promise of private school children reaching high levels of academic achievement

- Does not have to be identical to public school program

Final Title I Consultation



May 29, 2019 @ 10:00 am-11:30am

KEY Questions



Checklist

- *"Inspect What You Expect"*

Dr. Sterling Lands, II



Annual Consultation

Title I Part A – LEA Disagreements

[Sec 1117(b)(2)]

If LEA and PNP disagree during consultation *on how to provide equitable and effective programs* for eligible PNP children, LEA must provide written rationale to PNP officials. -

TITLE I, PART D

- NEGLECTED
- &
- DELINQUENT
- FACILITIES

Upcoming Events Dates

- Title I Consultation June 6 @1:30pm



Key Helpful Resources

- Title I Guidance
- <http://www.ed.gov/programs/titleiparta/psguidance.doc>
- Title I Program Office
- Virginia.berg@ed.gov 202-260-0926
- Office of Non-Public Education
- OINon-PublicEducation@ed.gov
- Maureen.dowling@ed.gov 202-260-7820, 401-1365
- TEA <http://www.tea.state.tx.us/student.support/>
- <http://www.tea.state.tx.us/nclb/topics.html>
- **Agostini v. Felton**

Resources

U.S. Department of Education:

<https://www2.ed.gov/about/offices/list/oii/nonpublic/index.html>

TEA – Transition to ESSA Webpage:

http://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Transition_to_ESSA

Capacity Building:

<http://www.region10.org/capacitybuilding>

Title I, Part D

- Improve educational services for children and youth in local and State institutions for neglected or delinquent children so they will have an opportunity to meet challenging State academic content standards
- Provide services to make successful transition from institutionalization to further schooling or employment
- Prevent youth from dropping out of school and provide support system to ensure continued education

Summer Programs

- Summer Budget/Staff Authorizations
- Pick Up Materials/Equipment Ordered
- Transfer of Equipment is NOT allowed without prior approval.

Serving Our Greater Community

- Austin ISD
- State and Federal Accountability Office
- 414-9963 Office
- Mary.thomas@austinisd.org
- Dr. Mary Thomas, Executive Director
- Guillermo Cervasco- Budget Specialist- Title I,II, III
- BB OH – Budget Specialist, Title I, Pt D

It is Time to LEAVE.....

Over It

By Millbower and Yager



You're free to go. Thanks for . . .