

Private Non- Profit (PNP)

**2nd Quarterly Meeting
2018-2019**

November 13, 2018

EL PASO INDEPENDENT
SCHOOL DISTRICT



1. Welcome
2. Special Education - Update
3. Title III, Pt. A - Update
4. Title I, Pt. C - Migrant Education Program - Update
5. Parent Involvement - Update
6. EPISD Title II, Pt. A - Upcoming Trainings
7. External Funding Updates
 - a. Department Website
 - b. Tutor Time Cards
 - c. Title I & Title III Internal Controls
 - d. Use of Funds Questionnaire
 - e. Title IV – PNP Activities



Agenda

Special Education Updates

Pearlie King,
Facilitator for Evaluation
Special Education & Special Services



Procedural Safeguards


Child Find

- “All children with disabilities residing in the state, who are in need of special education and related services, including children with disabilities attending private schools, must be **identified, located, and evaluated**. This process is called Child Find” (pg. 1).

- <https://framework.esc18.net/display/Webforms/LandingPage.aspx>
- https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf
- https://framework.esc18.net/Documents/Pro_Safeguards_SPAN.pdf



Student Evaluation



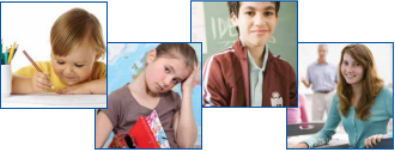
CHILD Find

Educating Texas... one child at a time!

If you suspect an infant, child, or young adult of having a developmental delay or disability, we can open a window of hope for a brighter future! The student may be eligible for services, at no cost, under the Individuals with Disabilities Education Act (IDEA). If you reside within the El Paso Independent School District, please call (915) 230-2829 or (915) 230-2849 for more information.

Services are available to eligible infants, children, and young adults identified with a disability who may be experiencing difficulties in one or more of the following:

- Physical Disability
- Deaf or Hard of Hearing
- Visual Impairment
- Deaf-Blind
- Intellectual Disability
- Emotional Disturbance
- Learning Disability
- Speech and/or Language
- Autism
- Health Impairment



If you reside within the El Paso Independent School District, please call (915) 230-2829 or (915) 230-2849 for more information.

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, religion, sex, national origin, age, disability, military status, or on any other basis prohibited by law. Inquiries concerning the application of Title VI, VII, IX, and Section 504 may be referred to the district compliance officer, Patricia Garcia, at 915-230-2829. District file inquiries regarding students may be referred to District Intake at 915-230-2849.

Pearlie King
Facilitator for
Evaluation
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EPISD Child
Find
[https://www.episd.org
/Page/580](https://www.episd.org/Page/580)



En Busca del NIÑO

Educando a Texas... ¡un niño a la vez!

Si usted piensa que algún bebé, niño o adulto joven padece de desarrollo lento o de alguna discapacidad, nosotros podemos abrir una ventana de esperanza hacia un futuro brillante! El estudiante puede ser elegible para recibir servicios sin costo alguno bajo el Acto de Educación para Personas con Discapacidad (IDEA por sus siglas en inglés).

Los servicios están disponibles para bebés, niños y adultos jóvenes elegibles identificados con alguna discapacidad que puedan estar experimentando dificultades en lo siguiente:

- Discapacidad Física
- Sordera o Dificultad Auditiva
- Debilidad Visual
- Sordo-Ciego
- Discapacidad Intelectual
- Disturbios Emocionales
- Discapacidad de Aprendizaje
- El Habla y/o Lenguaje
- Autismo
- Debilidad en la Salud



Si usted vive dentro de los límites del Distrito Escolar Independiente de El Paso, favor de llamar a los teléfonos: (915) 230-2829 ó (915) 230-2849 para mayor información.

El Distrito Escolar Independiente de El Paso no discrimina en sus programas de educación por motivos de raza, color, religión, sexo, origen nacional, edad, discapacidad, estado militar, u otra prohibida por ley. Para obtener más información sobre la aplicación del Título VI, VII, IX, y la Sección 504 puede ser referida al oficial del distrito, Patricia Garcia, al 915-230-2829. El Distrito Escolar Independiente de El Paso puede ser referida a Distrito Intake al 915-230-2849.



Referral Process

Parent will:

- I. Call the campus closest to the PNP and inform the diagnostician or speech language pathologist of the desire to have the student evaluated for special education services.
- II. Pick up and complete referral documentation. Information requested will include:
 - Speech and language development in the areas of articulation, expressive and receptive language
 - Physical and motor development to include vision/hearing, gross motor, fine motor and sensory concerns
 - Social/Behavior
 - General knowledge
 - Additional information as it pertains to the student's academic performance
- III. Call the campus diagnostician or speech language pathologist once the documentation is completed.



Referral Process

Campus diagnostician or speech language pathologist will:

- IV. Schedule with the parent an appointment to review the completed documentation, notice of proposal to evaluate, and obtain signed consent to evaluate.
- V. Schedule with parent times for the evaluation to be conducted when the parent will make themselves and the student available.
- VI. Schedule the initial ARD committee meeting at a mutually agreeable time once all evaluations and the full and individual evaluation report are completed.
- VII. Provide the parent a copy of the report at the time of the ARD.



Timeline for Initial Evaluation

According to the Legal Framework:

- I. A written report of an evaluation will be completed no later than the 45th school day following the date of which written consent to evaluate was obtained from the parent.
 - <http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=121&DT=G&LID=en>
- II. The Admission, Review and Dismissal (ARD) committee must make its decisions regarding eligibility for special education and, if applicable, IEP & placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report.
 - <http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=163>



Proportionate Share

- A service plan will be developed and provided to a child who is parentally-placed in a private school when the child meets eligibility for special education and related services and does not attend EPISD.
- The service plan will describe the services, location, and duration of services the child is entitled based on evaluation and educational need. The service plan will describe the specific special education or related services that EPISD will provide to the child. EPISD uses the Proportionate Share formula to document the Service Plan.



Questions and/or Concerns

- If you have any questions or concerns, please feel free to contact:

Angelica Rodriguez, M.Ed.
Director
Special Education & Special Services
El Paso Independent School District
6531 Boeing Dr.
El Paso, TX 79925
(915) 230-2838
arodri13@episd.org



Title III, Pt. A Updates



Connecting Languages Dual Language Division

- **Professional Development Session**

- Title: ESL Academy

- Description: Sheltered Instruction Strategies, as well as, ESL 154 Test Preparation

- Date: December 11, 2018 through December 13, 2018

- Place: Morehead Middle School

- Time; 8:00 a.m. to 3:30 p.m.



Title I, Pt. C

Migrant Education Program

Updates



Parental Involvement Updates

Letty Salas,
Coordinator – Family Engagement



Title II, Pt. A Updates



Continue to provide professional development activities for private school teachers, principals and other school leaders to address the specific need of their students.

- Costs must be allowable under the authorizing statute (ESSA section 2103(b)(3)).
- Meet the specific needs of the students enrolled at the private school, and not the private school itself.
- LEA must ensure that it retains control of the funds used to provide such services.



Title II, Pt. A

Plan Ahead

- Submit requests early.
- Approval process is multi-level.
- Other documentation is needed to be attached takes time to generate.
- If costs are attached to Professional Development a purchase order needs to be generated before activity can happen.



Title I, Pt. A Overview



Department Website

www.episd.org

1. Go to Departments, go to Budget & External Financial Management Office, and click
2. Find Private Non Profit (PNP) Services, click on (+) to find forms
3. Click on Private Non Profit (PNP) Services, you can see information that is posted.

Updates to website will be on-going depending on guidance received from the Texas Education Agency



Title I, Pt. A

Automation – Tutoring Services

- All tutors have a laptop assigned to them to use as an instructional tool and for time clock requirements.
- PNP IP addresses were shared in order to automate tutor's ability to swipe in/out.
- No more PAPER time cards, sheets, and pay authorization forms.



Working Together to Maintain Control

- Title I, Pt. A program funds may only be used to meet the needs of participating students.
- Non-Title I private school students may not use materials or equipment purchased with Title I funds.
- The LEA retains title to all materials and equipment purchased with Title funds.
- All materials, etc. purchased with Title I funds must be labeled “Property of ... School District” and placed in a secure location when not in use.



Title I, Pt. A

Use of Title I & Title III Funds

- Per USDE guidance, an LEA must set internal controls for equipment and supplies & materials purchased through Title I and Title III funds.
- EPISD developed Internal Control criteria.
 - Requires Administrator and Teacher acknowledgement.
 - Requests may require Use of Funds Questionnaire.
 - Class rosters need to be provided identifying EPISD Title I students.



Title IV, Pt. A Overview of PNP Activities/Programs



Examples of Student Support & Academic Enrichment Programs at PNPs

- Pitsco Education – Tetrix Robotics Set
- AP Introduction to Computer Science online subscription
- Coder Z – online subscription robotics curriculum
- STEM Course
- Mentoring/Counseling through Dance
- Mini-CAST Conference



Title IV, Pt. A

External Funding Updates



Region 19 Education Service Center

- December 11, 2018 8:00 am – 11:00 am
 - Private Non-Profit TETN

Learn about District and Private Non-Profit requirements, equitable services, and collaborations: What did TEA discover during program validations?

Come to this session and hear what TEA learned through program validations of LEAs serving private non-profit students, U.S. Department of Education communications, and much more!



References

- ESSA Private Nonprofit (PNP) Equitable Services Frequently Asked Questions, Preliminary Guidance from the Texas Education Agency, 08/23/2017.
- Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements under the Elementary and Secondary education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), 11/21/2016.
- Title I Admin.com
- Texas Education Agency, ESSA Private School Equitable Services, website.

https://tea.texas.gov/Finance_and_Grants/Grants/ESSA_Private_School_Equitable_Services/



HANDOUTS





Title I, Part A & Title III, Part A
Private Non-Profit School

Equipment, Inventory Control, & Tracking
Procedures & Internal Controls

2018-2019





Budget & External Financial Management Office

USE OF EXTERNAL FUNDS QUESTIONNAIRE

Pursuant to the Federal Cost Principles in 2 Code of Federal Regulations (CFR) Part 200 - Education Department General Administrative Regulations (EDGAR), Subpart E and under the terms and conditions of the Federal grant award a cost must be reasonable, necessary and allocable. Schools and departments must consider the following elements when planning to use Federal or State program funds.

Use of External Funds Questionnaire for funds 185, 211, 212, 255, 263 and 289 as applicable.

Please note that each answer area will expand as you type in your response. Once completed, submit to your designated External Funding Specialist.

Campus/Department Name:
External Fund Source:
Expenditure Item Requested:

1) How is the expenditure reasonable and necessary to carry out the intent and purpose of the grant program?

2a) What need, as identified in the comprehensive need's assessment, does the expenditure address? Include Campus Improvement Plan (CIP) or District Improvement Plan (DIP) reference.

2b) Explain how the expenditure addresses this need.

3) How would the program, activity or strategy requested be funded if the external funds were not available?

4) If using Title I, Part A (211) or State Compensatory Education - SCE (185) funds for a schoolwide campus, how will the expenditure upgrade the entire educational program on the campus?



Questions???

