MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Public Private Partnerships

Maryland State Department of Education

Resource Management and Monitoring Branch

Division of Special Education/Early Intervention Services

Nonpublic Special Education Section
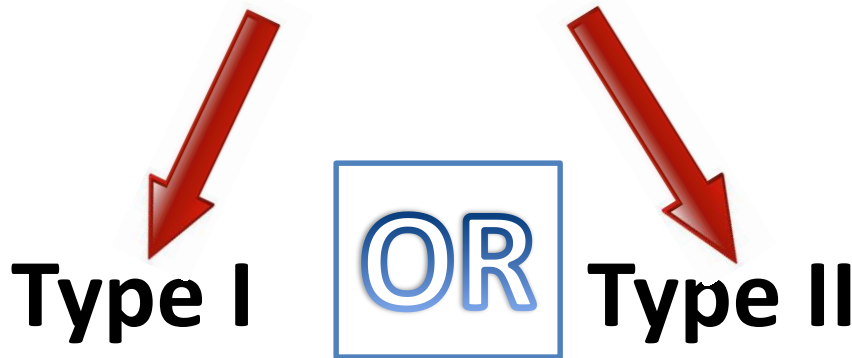
Public Private Partnership Program

Classroom Program OR Preventative Service Initiative

Public Private Partnership (PPP) Classroom Program

Must be with an MSDE approved nonpublic special education school

Type I OR **Type II**

Must operate aligned with COMAR 13A.09.10 and its MSDE approval status

Placements

In order to place a student in a nonpublic school the placement must be necessary to implement the IEP

AND

the special education and related services cannot be provided in a public, county, regional, or State program.

Annotated Code of Maryland
Education Article §8-406

Least Restrictive Environment G

Nonpublic schools approved to provide special education are considered segregated special education facilities.

Students placed in nonpublic schools must have needs that rise to the level which require a segregated special education facility for more than 50% of the school day.

MD On Line IEP Process Guide

SSIS Manual

Nonpublic School Enrollment

The student placed in the nonpublic school must be enrolled in the nonpublic school.
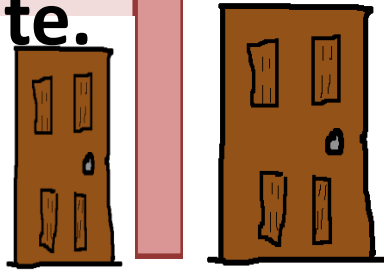
COMAR 13A.09.10.19F

The student enrolled in a full day nonpublic school must have an IEP supporting the placement with an LRE G code.

Type II
Nonpublic School

Instruction shall be provided by a nonpublic school and a public school ...on the grounds of the public school, with the primary goal of integrating students into the public school instructional program to the greatest extent appropriate.

COMAR 13A.09.10.19

Frequently Asked Questions

What is the difference between a Type II Nonpublic Program and a PPP?

A **Type II Program** is an educational program. It is an organized program of special education that is provided by a teacher and related service providers to students based on the IEP of each student.

(COMAR 13A.09.10.02)
COMAR outlines the regulations for Nonpublic Schools.

A **Public/Private Partnership** is a funding agreement that provides enhanced flexibility.

It supports:
- ➤ Short term placements
- ➤ Access to public instruction and activities
- ➤ Transitioning of students

May a student receive services from both the public school and the nonpublic Type II school?

YES!

- The student enrolled in the full day nonpublic school has an LRE G code, (segregated facility for 50% or more of the school day).

- Up to 49% of the time may be integrated into the public school program.

May a student with a public LRE receive some services from the nonpublic school?

YES!

➢ The primary goal of the **Type II** school is to integrate students into the public school instructional program to the greatest extent possible (COMAR 13A.09.10.19).

➢ Students with less intensive IEPs may access services from the nonpublic school.

Partial Day Type II Programs

- A student attending a **Type II** nonpublic program for less than 49% of the school day, must have:

  - An IEP reflecting the home public school as the service school; and

  - Supporting documentation reflecting the IEP team discussion and clearly states the services to be provided by the nonpublic Type II school.

Partial Day Type II (continued)

- The **Type II** Nonpublic School offering a partial day program must:
  - Obtain MSDE approval to provide a partial day program;
  - Follow all regulations outlined in COMAR 13A.09.10; and
  - Submit a budget for a partial day program rate.

How do I report a student that is receiving services from both the nonpublic Type II school and the public school?

Public LRE

- Partial Day Student < 49% of services in the nonpublic school

- IEP Service School = Public School

Nonpublic LRE G

- Full Day Student > 50% of services provided by the Nonpublic School

- IEP Service School = Nonpublic school

REPORT

May the school system account for the student in both State aid programs: Foundation Dollars and Nonpublic State Aid ?

NO

When a student has concurrent enrollment,

the student cannot be counted in excess of one Full Time Equivalent (FTE).

(Maryland Student Records Manual)

How is State Aid for students in Type II programs determined?

Students With Public LRE

- Report the student on the September 30th enrollment report

- The student is eligible for Foundation dollars

Students with Nonpublic LRE

- Report the student on the September 30th enrollment report, file is coded 09, ineligible for Foundation dollars

- The student is eligible for Nonpublic State Aid

How does a school system access Nonpublic State Aid for a student in a Type II School?

Nonpublic Tuition Assistance Program

- Submit a NTAP application

- Submit a supporting cost sheet

- Complete periodic nonpublic reports

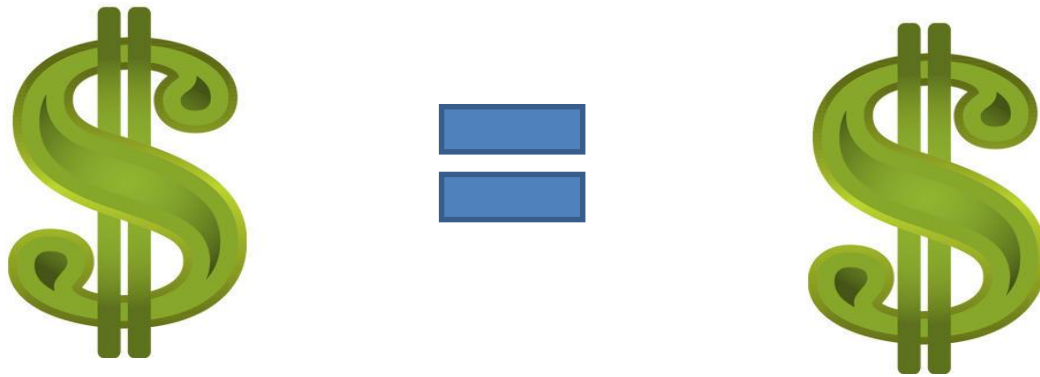- Include the student in the end-of-year reconciliation report

OR

PPP Enrollment Report

- List the student and dates of enrollment on the PPP Enrollment Reports

- Submit Enrollment Reports

- January 15 (mid-year)

- June 1 (end-of-year)

How is NTAP and PPP Nonpublic Tuition Assistance the same?

$ = $

The daily rates and related service rates reported on the cost sheet and used in the PPP calculations are the same.

Public Private Partnership Program

Classroom Program   OR   Preventative Service Initiative

Public Private Partnership (PPP) Preventative Service Initiative (PSI)

A PSI is designed by the local school system to...

Address the needs of an individual student or a group of students at high risk of being placed in a nonpublic special education school.

PSI

- A PSI is a related services or wrap around services initiative.

- A PSI is not an instructional program.

How to Design a PSI

✓ Collect the supporting data and identify the need.

✓ Consult with MSDE regarding the data and outline the initiative.

✓ Define goals and objectives of the initiative.

✓ Define a measurement tool to assess effectiveness of the PSI.

✓ Define the strategic service plan to address the need.

PSI design continued….

- ✓ Design the fade plan and timeline.

- ✓ Identify a provider/draft a contract.

- ✓ Outline the budget.

- ✓ Complete the PSI application process.

- ✓ Obtain MSDE approval and a

   supportive nonpublic grant.

- ✓ Implement the plan.

Funding the PSI

- The budget includes all costs of the services necessary to supplement the public school resources.

- The MSDE contributes a percentage of the PSI costs aligned with the Nonpublic Tuition Assistance Program (NTAP) calculations based on the most recently closed fiscal year.

Calculating the Local/State Share

- Local/MSDE PSI Share =

- % of cost of the total PSI costs =

- % share of the total NTAP (applications) costs for the most recent closed fiscal year

Total NTAP For FY 15 $321, 512	LOCAL Share $187, 766	% 58.4	MSDE Share $133,746	% 41.6
PSI Total Cost $235,365	Local Share $137,453.16	% 58.4	MSDE Share $97,911.84	% 41.6

PPP Activities Timeline Program and PSI

Activity	Annual Due Date
Mid-year Enrollment Report (Program) Outcome Data Report (PSI)	January 15
Begin discussions with the MSDE regarding any new proposals for Programs or PSIs for the upcoming fiscal year.	February 1
PPP Applications submitted to the MSDE	June 1
End-of-year Enrollment Report Outcome Data Report	June 1
MSDE Notice of Grant Award for approved applications	July 15
Closing fiscal year reconciliation completed	July 30
Finalized and signed contracts submitted to MSDE	Determined by LSS & Prior to release of any State funds

Annual PPP Application Requirements

- ✓ Completed PPP Application
- ✓ PPP Financial Worksheet (Program only)
- ✓ MSDE issued program rate (Program only)
- ✓ Copy of supporting contract
- ✓ Preventative Service Plan (PSI only)
- ✓ Complete Budget (PSI)
- ✓ Signed Verification and Assurances

Location of Forms

The trail to follow….

1. MSDE Website
2. Division of Special Education/Early Intervention Services
3. Resource Management and Monitoring Branch
4. Nonpublic Special Education Section
5. Public Private Partnerships