

Two Major Federal Education Programs

- Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Act (IDEA)

Who are the Players?

- Congress
- Department of Education
- Office of Non-Public Education, Dept of Education (ONPE)
- State Education Agencies (SEA)
- Ombudsman
- Local Education Agencies (LEA)
- Diocesan Leaders
- School Administrators
- Teachers

ESSA – Title IA

Improving the Academic
Achievement of the
Disadvantaged

PURPOSE:

- To provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.
- This is accomplished by:
 - Effective, supplemental, high-quality instruction for eligible students;
 - Professional development for teachers and other educational personnel serving eligible students; and
 - Parent and family engagement activities for parents and families of eligible students.

RESOURCES:

- Summary of final regulations for Title I Parts A & B
- DRAFT Title IA non-regulatory guidance (*March 2019*)

ESSA - Title IIA

Preparing, Training, and Recruiting High Quality Teachers and Principals

PURPOSE:

- To provide grants to State educational agencies and subgrants to local educational agencies to—
 - Increase student achievement consistent with the challenging State academic standards
 - Improve the quality and effectiveness of teachers, principals, and other school leaders
 - Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
 - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

RESOURCES:

- Title II Part A Non-Regulatory Guidance

ESSA – Title III

English Language Acquisition, Enhancement & Academic Achievement

- PURPOSE:
- Ensure LEP students, **including immigrant children**, develop English proficiency and meet same high standards as peers
- Use funds to implement language instruction educational programs designed to help LEP students achieve these standards
- Goal: Increase English proficiency and core academic content knowledge

- RESOURCES:
- Title III Non-Regulatory Guidance
- Title III Resource Guide

ESSA – Title III

Native American and Alaska Native Children in School (NAM) Program

PURPOSE:

- To award grants to eligible entities to develop and enhance capacity to provide effective instruction and support to Native American students who are identified as English learners (ELs). (Indian Tribes, schools funded by the Bureau of Indian Education)
- The total estimated available fund for the 2018 NAM Competition is \$2,300,000. The estimated range of awards is \$275,000-\$325,000 annually. The estimated number of awards is 8.

Equitable Services still apply:

- An entity that receives a grant under the Native American and Alaska Native Children in School Program must provide for the equitable participation of private school children and their teachers or other educational personnel. In order to ensure that grant program activities address the needs of private school children, the applicant must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the program.

RESOURCES:

- Dept of Education, Office of English Language Acquisition
- NAM Competition 2018 FAQs

ESSA – Title IV

21st Century Schools

PART A: Student Support and Academic Enrichment Grants

PURPOSE:

- Provide students with a **well-rounded** education including programs such as college and career counseling, STEM, arts, civics and International Baccalaureate/Advanced Placement.
- Support safe and **healthy students** with comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, and health and physical education.
- Support the effective use of **technology** that is backed by professional development, blended learning and ed tech devices.

RESOURCES:

- Title IV Part A Non-Regulatory Guidance
- Title IV Part A Fact Sheet

ESSA – Title IV 21st Century Schools

PART B: 21st Century Community Learning Centers

PURPOSE:

- To provide opportunities for communities to establish or expand activities in community learning centers that —
 - Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics
 - Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
 - Offer families of students served by community learning centers opportunities for literacy and related educational development.

FUNDING: Awards are made to SEAs Local education agencies (LEAs) and nonprofit organization may apply to states for subgrants.

- Formula grants based on Title IA allocations. are awarded to State educational agencies, which in turn manage statewide competitions and award grants to eligible entities. For this program, eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.
- Private schools can be direct grantees in addition to students receiving equitable services from the public school district's grant

RESOURCES:

- [Title IV Part B Overview](#)
- [21st Century Community Learning Centers Program and Application Page](#)

Title VI

Indian, Native Hawaiian and Alaska Native Education

PURPOSE:

- It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities—
 - to meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;
 - to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and
 - to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.

COMPETITIVE GRANTS:

- Indian Education—**Demonstration Grants for Indian Children:** This program is designed to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs.
 - FY18 Awards \$500-900K to Tribes, Non-Profit Organizations and public schools
- Indian Education **Professional Development Grants:** The program is designed to prepare and train Indians to serve as teachers and school administrators.
 - FY18 Awards \$250-350 mostly to Higher Ed Institutions
- **Native American Language Program:** The purposes of the NAL@ED program are to support schools that use Native American and Alaska Native languages as the primary language of instruction.
 - FY18 no Awards, but in FY17 3 year awards ranged from \$125-300K

• RESOURCES:

- Office of Indian Education
- Federal Register – Education Department

IDEA

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a civil rights law *and* an Federal education program.

Public Schools have two obligations:

Child Find: Public school districts have the obligation to locate, identify and evaluate any child with a suspected of having a disability.

FAPE: Offer a free and appropriate public education to eligible children with disabilities whether they attend private or public schools.

“Parentally placed students” in private school have refused FAPE and do not have an individual entitlement, but the law requires the public school provide services to *a group of parentally placed students* based on the proportionate share of children in private schools with disabilities compared with all the children with disabilities in the district.

Helpful IDEA Links:

- [Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools](#)

Health and Human Services

- Administration for Children and Families
 - [Administration for Native Americans \(ANA\)](#) - supports Native American communities by providing financial assistance and capacity building, gathering and sharing data, and advocating for improved policies within HHS and across the federal government.
- Native Language - ANA believes language revitalization and continuation are two of the first steps taken in preserving and strengthening a community's culture. Use of native language builds identity and encourages communities to move toward social unity and self-sufficiency.
 - See all recent awards including the awardee, the amount and the project description here: [Preservation and Maintenance](#) and [Esther Martinez Immersion](#)

More Links and Resources

Education Resources

Dept of Education Office of Non-Public Education



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Office of Non-Public Education



The roles and activities of the Office of Non-Public Education (ONPE) fall into two major categories: leadership and outreach. ONPE represents the interests, activities and needs of the private elementary and secondary school community, and also consults with the private school community on the participation of students and teachers in programs and initiatives at the U.S. Department of Education.

Our Mission

ONPE fosters maximum participation of nonpublic school students and teachers in federal education programs and initiatives. Since the initial passage of the *Elementary and Secondary Education Act (ESEA)* in 1965, private school students and teachers have been eligible to participate in certain federal education programs. ONPE's activities reflect this mission and direction by:

- Representing the U.S. Department of Education to the nonpublic school community;
- Offering advice and guidance within the Department on all matters affecting nonpublic education;
- Communicating with national, state and local education agencies and associations on nonpublic education topics;
- Communicating the interests and concerns of the nonpublic school community to the Department;
- Providing parents with information regarding education options for their children; and
- Providing technical assistance, workshops and publications.

Information About Non-Public Education

- [Equitable Services Implementation Plan](#)
- [FAQs – General Issues Related to Nonpublic Education](#)
- Federal Education Laws and Programs Affecting Nonpublic Education
 - [Elementary and Secondary Education Act \(ESEA\)](#)
 - [As Reauthorized by the No Child Left Behind Act of 2001](#)
 - [As Reauthorized by the Every Student Succeeds Act of 2015](#)
 - [Individuals with Disabilities Education Improvement Act \(IDEA\)](#)
 - [Blue Ribbon Schools](#) and [Green Ribbon Schools](#)



Additional Info

[Join Our Listserv](#)

[Every Student Succeeds Act \(ESSA\) Page](#)

[Ombudsman Corner](#)

[Emergency Management](#)

[New DRAFT Updated Title I Equitable Services Guidance](#)

[Secretary's letter to Congress regarding ESEA provisions restricting religious organizations as contract providers of equitable services are unconstitutional \(March 11, 2019\) – \[Fact Sheet\]\(#\)](#)

Contact Office of Non-Public Education U.S. Department of Education 400 Maryland Ave. SW Washington, DC 20202 (202) 401-1365 (800) USA-LEARN



Ombudsman Corner



To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, a State educational association must designate an ombudsman to monitor and enforce equitable services requirements under both Title I and Title VIII of the Elementary and Secondary Education Act (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B)). The Ombudsman Corner provides helpful information and resources to assist State ombudsmen in fulfilling this role.

Ombudsman Update – Subscribe Here

[July 2017](#)

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[January 2018](#)

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Additional Resources

[Ombudsman Directory](#)

Related Posts

Opportunity to Succeed: A Jesuit Approach to Education

It's Up to Us: A Commitment to Equitable Services

Three Lessons from My Unorthodox 10th-Grade Year

National Nonpublic School Leaders Attend Annual Conference

Collaborative Partnerships Give All Students "the Right to Rise"

OII on Twitter

Tweets by @ED_OII



Share with someone you know who works in #K12 #education might be a great reviewer for our #EIR competition!

Jan 18, 2017

ED Innovation Retweeted



What Two Young Black Men Had to Say About the Importance of Reading
educationpost.org/what-two-young... via @edu_post #getlit(erature)



Ombudsman Directory



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Ombudsman

To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, a State educational association must designate an ombudsman to monitor and enforce equitable services requirements under both Title I and Title VIII of the Elementary and Secondary Education Act. The Ombudsman Corner provides helpful information and resources to assist State ombudsmen in fulfilling this role.

Education Resources

Michelle Doyle Education
Consulting

www.equitable-services-mdec.com

esmdec.com/



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Services MDEC for Equitable Services for School Students

Michelle Doyle, CEO of Michelle Doyle Educational Consulting, provides expert advice and support to private and public school districts in the provision of equitable services under federal and state education programs.



Navigate the Equitable Services Landscape

Michelle Doyle has worked in the area of public policy relating to equitable services under federal and state education programs for more than 30 years. During that time, she has been an assistant superintendent of schools for government programs in the Diocese of Arlington, the director of the U.S. Department of Education's Office of Non-Public Education, and the education lobbyist for the United States Conference of Catholic Bishops before opening her consulting company. Michelle is the author of publications on the equitable participation of private

Education Resources

ESSA Toolkit

equitable-services-mdec.com/toolkit/

IDEA Toolkit

www.ncea.org/store/detail.aspx?id=ADM-22-1529

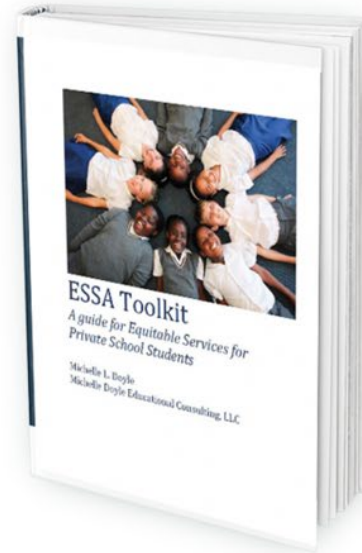
https://equitable-services-mdec.com/toolkit/



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ESSA Toolkit

This toolkit is designed to provide a comprehensive guide for equitable services under programs authorized by the Every Student Succeeds Act (ESSA). The toolkit contains chapters on the consultation process, Title I, Title IIA Teacher Quality, Title III English Learners, and Title IV 21st Century Schools. There are 37 tools that can be reproduced and customized.

\$30.00

Buy it Now

Education Resources on State School Choice Programs

AFC School Choice Guidebook
www.federationforchildren.org/guidebook

<https://www.federationforchildren.org/guidebook/>



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Check out the 2017-2018 GUIDEBOOK

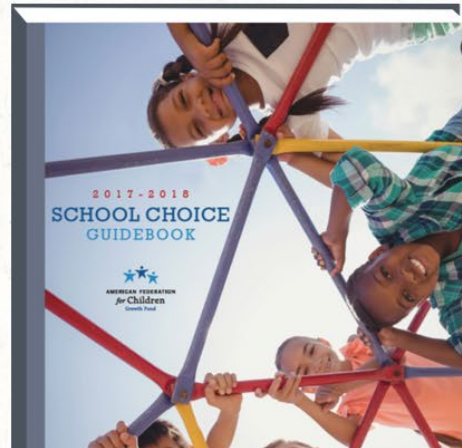
Each year the American Federation for Children compiles comprehensive information on private school choice programs in America. Today, those programs serve nearly 500,000 children in 26 states, the District of Columbia and Puerto Rico. We hope this publication will continue to serve as a resource for those looking to better understand educational choice and will help us all advocate for new and improved private school choice policies in 2019.

[DOWNLOAD GUIDEBOOK](#)

[DOWNLOAD GRAPHICS](#)

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- Educational Choice Today
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- Private School Choice Student Eligibility
- Accountability Check
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- New Private School Choice Programs
- Private School Choice: Myths vs. Facts



Contact Information

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