



Ensuring Equitable Services to Private Schools

*Under the **Elementary and Secondary Education Act of 1965 (ESEA)**,
as reauthorized by the
No Child Left Behind Act of 2001 (NCLB)*

Virginia Department of Education
February 18, 2014

Questions



Please submit your questions using the chat feature.

Private Schools and ESEA

ESEA (Sections 1120 and 9501) requires that access to equitable services be offered to:

- **Eligible students;**
- **Their parents (Title I applicable);**
- **Teachers; and**
- **Other educational personnel.**



Services are to be supplemental to core instruction and services offered by private schools

- **No funds go directly to private schools or general needs of private schools.**
- **Participation by private schools are not required.**

ESEA Requirements Regarding Equitable Services

The Uniform Provisions in Title IX, Part E, Subpart 1, of ESEA govern the participation of private school students and teachers in certain programs.



Title I, Part A, (Section 1120) has its own provisions governing private school participation.

Student, Teacher, and Principal Eligibility

Private school students, teachers, and principals in nonprofit private elementary and secondary schools, including religiously affiliated schools, are eligible under the *same conditions as the federal program allows for* public school students, teachers, and principals.



Uniform Provisions of Title IX

Eligibility and participation requirements *differ* from program to program.

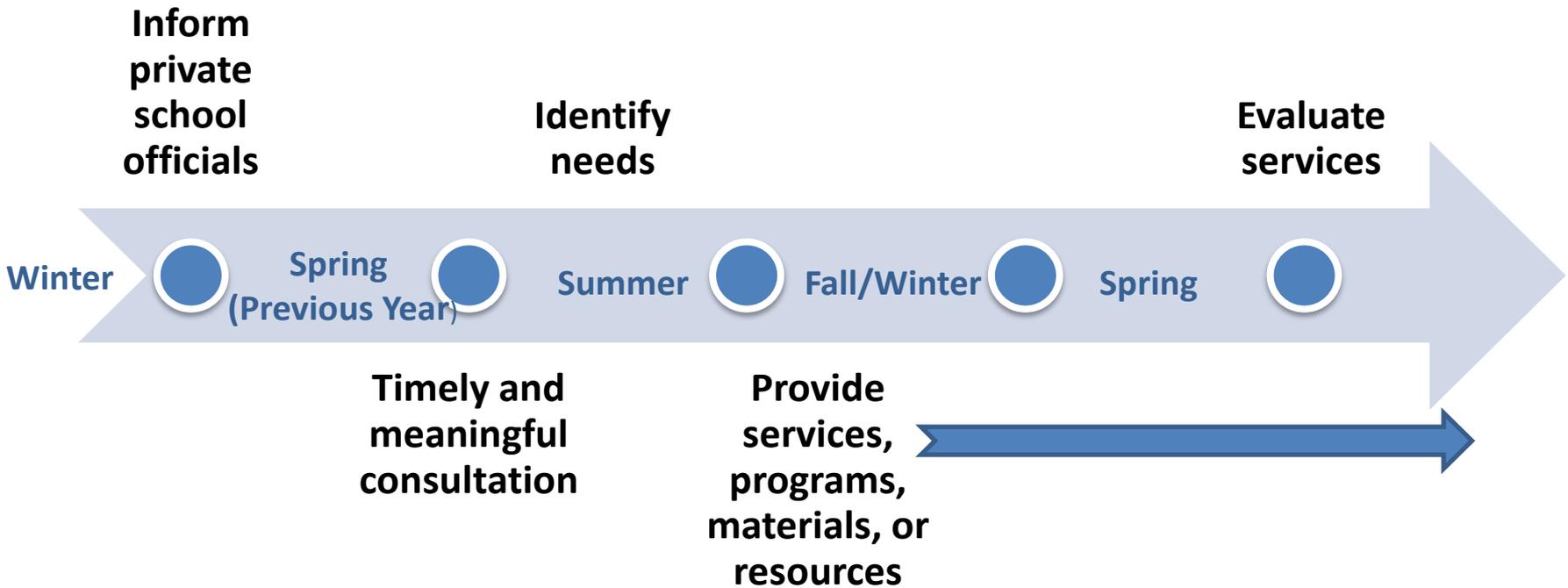


All Programs Require...

**Timely and Meaningful
Consultation**



Suggested Consultation Timeline



Equitable Services

Provide services that are allowable and comparable to those provided to public school students and teachers participating in the program.

Services can be different from those provided to public school participants.

Needs of private school students and teachers must be assessed and evaluated.

No funds are provided directly to private school.

Programs Governed by the Uniform Provisions of Title IX

- Title I, Part C, Migrant Education
- Title II, Part A, Teacher and Principal Training and Recruiting Fund
- Title II, Part B, Mathematics and Science Partnerships
- Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part B, 21st Century Community Learning Centers

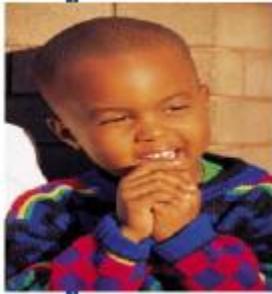
Programs No Longer Funded

- Title I, Part B, Subpart 1, *Reading First*
- Title II, Part D, *Enhancing Education through Technology*
- Title IV, Part A, *Safe and Drug-Free Schools and Communities*
- Title V, Part A, Innovative Programs

Programs not under Title IX

- Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

Overview of Equitable Services



Overview of Equitable Services

Title I, Part C - Education of Migratory Children



Equitable Services to Private Schools: Program Specifics Under Title I, Part C

The Migrant Education Program provides:

- assistance to improve education for migrant students;**
- support to reduce the educational disruption that results from repeated moves; and**
- services and activities either directly or through subgrants to either school divisions or public or nonprofit private agencies.**

Title I, Part C - Provision of Services to Private Schools:

Children who attend private schools are eligible to receive migrant education services if they:

Meet the definition of a migrant child;

Meet the priority for services criteria in Section 1304(d) of ESEA; and

Have specified educational needs identified through the state's comprehensive needs assessment and service delivery plan.

Title I, Part C - Provision of Services to Private Schools

The local operating agency has the discretion to determine the number of eligible students to serve as long as:

The determination is made on an equitable basis (i.e., on the same basis as public schools); and

It is feasible and equitable. (The agency may adopt alternative methods that are cost-effective to serve small numbers.)

Consultation Process

Consultation with private schools is the responsibility of the school division.

The program requires equitable services for private school migrant students and their teachers, and other education personnel in schools located in targeted areas.



Examples of Services

**Individual
Tutoring
Programs**

**Professional
Development**

**Shared
Resources**

Contact Information

Title I, Part C
Migrant Education

Patience Scott

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(804) 786-9935

Overview of Equitable Services

Title II, Part B – Mathematics and Science Partnerships

The screenshot shows the Virginia Department of Education website. The header includes the Virginia.gov logo, navigation links for Agencies and Governor, a search bar for Virginia.gov, and the VDOE logo. The breadcrumb trail reads: Home » Federal Programs » ESEA (NCLB) » Title II » Part B: Mathematics & Science Partnership. The main content area is titled "TITLE II PART B: MATHEMATICS & SCIENCE PARTNERSHIPS". It contains three paragraphs of text describing the Mathematics and Science Partnership (MSP) program, its goals, and the LENS Project. A sidebar on the left lists various navigation options, and a sidebar on the right provides a table of contents for the page's sections.

Virginia.gov Agencies | Governor Search Virginia.gov GO

VIRGINIA DEPARTMENT OF EDUCATION Text Size: A A A

Home » Federal Programs » ESEA (NCLB) » Title II » Part B: Mathematics & Science Partnership Staff Contacts | Search VDOE GO

VDOE Home
About VDOE
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Standards of Learning (SOL) & Testing
Instruction
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Information Management
School Finance

TITLE II
PART B: MATHEMATICS & SCIENCE PARTNERSHIPS

The Mathematics and Science Partnership (MSP) program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

Partnerships between high-need school districts and the science, technology, engineering and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

The Mathematics and Science Partnerships program is a formula grant program to the states, with the size of individual state awards based on student population and poverty rates. Each state is responsible for administering a competitive grant competition, in which grants are made to partnerships to improve teacher knowledge in mathematics and science. (See the [U.S. Department of Education program description](#))



The LENS Project
Learning Enhanced through the Nature of Science (LENS) is an innovative professional development program for high school science teachers.

Implementing a MSP Program in Virginia
[Technical assistance resources for implementing a MSP Program in Virginia](#)

Federal Programs
Elementary & Secondary Education Act (ESEA)
TITLE II: PREPARING, TRAINING & RECRUITING HIGH QUALITY TEACHERS & PRINCIPALS
MAIN MENU
Part A: Teacher & Principal Training and Recruiting Fund
Part B: Mathematics & Science Partnerships
Part C: Teaching American History
Part D: Enhancing Education Through Technology
Resources:
Applications for Federal Funds
You May Also Be Interested In:
Data Collection for Federal Programs
Standards of Learning
Early Childhood Programs
Elementary, Middle & High School Instruction

Program Specifics Under Title II, Part B

The purposes of the Mathematics and Science Partnership (MSP) program are:

- Improve the academic achievement of students in the areas of mathematics and science, and
- Improve and upgrade the status and stature of mathematics and science teaching

Title II, Part B - Provision of Services to Private Schools:

All partnering institutions, including private schools, must be identified in the grant proposal and include evidence of partnerships.

The program requires the equitable participation of teachers who teach in private schools located in school divisions where grants are awarded.

Partnership that shall include an engineering, mathematics, or science department of an institution of higher education; and a high-need school division.

Consultation Process

How and where services are provided is determined through consultation with all of the partners in the MSP grant.

All partnering institutions, including private schools, must be identified in the grant proposal and include evidence of partnerships.



Examples of Services

**Professional
Development**

Stipends

Scholarships

**Programs for
Teachers**

Coursework

Contact Information

Title II, Part B

Mathematics and Science Partnerships

Eric Rhoades

Eric.Rhoades@doe.virginia.gov

(804) 786-2481

Overview of Equitable Services

Title IV, Part B – 21st Century Community Learning Centers



Program Specifics Under Title IV, Part B

The competitive grant program provides for academic enrichment activities including:

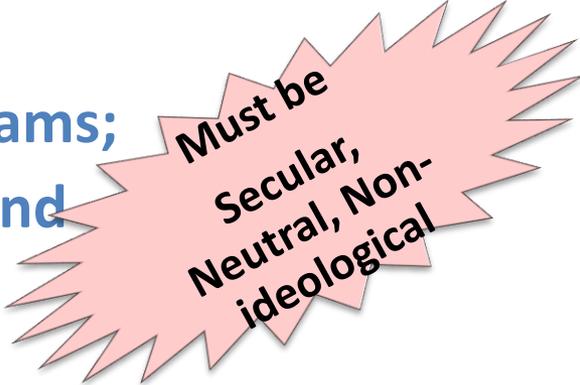
- Each eligible entity that receives an award under this part may carry out a broad array of activities outside the school day.



Program Specifics Under Title IV, Part B

Additional authorized services, designed to reinforce and complement the regular academic program, include:

- Remedial education activities;
- Mathematics and science education;
- Arts and music education;
- Entrepreneurial education programs;
- Tutoring and mentoring;
- Technology and telecommunication programs;
- Parent Involvement and Family Literacy; and
- Counseling programs.



Must be
Secular,
Neutral, Non-
ideological

Title IV, Part B - Provision of Services to Private Schools

The grant program provides before- and after-school activities, as well as weekend, holiday, and summer services to students and their families.

Private schools are eligible to apply for local grants provided they meet all statutory and regulatory requirements of the program.

A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families (in the area served by the grant).

Consultation Process

How and where services are provided is determined through consultation with private school officials.

Grantees must consult with private school officials in the area served by the grant during the design and development of the 21st CCLC program.



Examples of Services

Tutoring

**Enrichment
Programs**

**Recreational
Activities**

**Homework
Assistance**

**Counseling
and Family
Programs**

Contact Person

Title IV, Part B

21st Century Community Learning Centers

Diane Jay

Diane.Jay@doe.virginia.gov

(804) 225-2905

Title II, Part A - Teacher and Principal Training and Recruiting Fund



Eligibility for Services Under Title II, Part A

Teachers and principals in private, nonprofit private schools within the geographic boundaries of the school division are eligible to participate in Title II, Part A, professional development services.

Eligibility for Services Under Title II, Part A

For Title II, Part A, the following staff members MAY be eligible for services, based on needs assessment:

- **Teachers in federal core content areas*;**
- **Teachers of special populations (special education, gifted, English language learners);**
- **Principals and/or superintendents; and**
- **Paraprofessionals or other instructional personnel (consult with school division to ensure allowability).**

**Federal core content areas include the following: English/language arts/reading; mathematics; science; history, geography, civics, economics, government; foreign language; the arts.*

Title II, Part A - Provision of Services to Private Schools:

Services and benefits provided to private school students must be secular, neutral, and nonideological.

Services and materials that are purchased or provided on behalf of the private school must be necessary for carrying out professional development activities.

Examples of Professional Development Activities

Must be
Secular, Neutral, Non-Ideological

Content-specific professional development (federal core content areas*)

Instructional Teaching Strategies

Classroom Management/Improving Student Behavior

Working with Students with Different Needs/Differentiation Strategies

Instructional Leadership

Integrating Technology into the Curriculum/
Data Analysis

**Federal core content areas include the following: English/language arts/reading; mathematics; science; history, geography, civics, economics, government; foreign language; the arts.*

Possible Service Delivery Methods

Coursework
(through accredited
university)

Onsite/Off-site
workshops; conferences

Virtual courses/PD
activities

Onsite
coaching/mentoring
(Personnel may only be
hired by public schools
and under their direction)

All services must be tied to
needs assessment

Public schools are responsible for
providing/paying for services. Requests for
services **MUST** be discussed in advance.

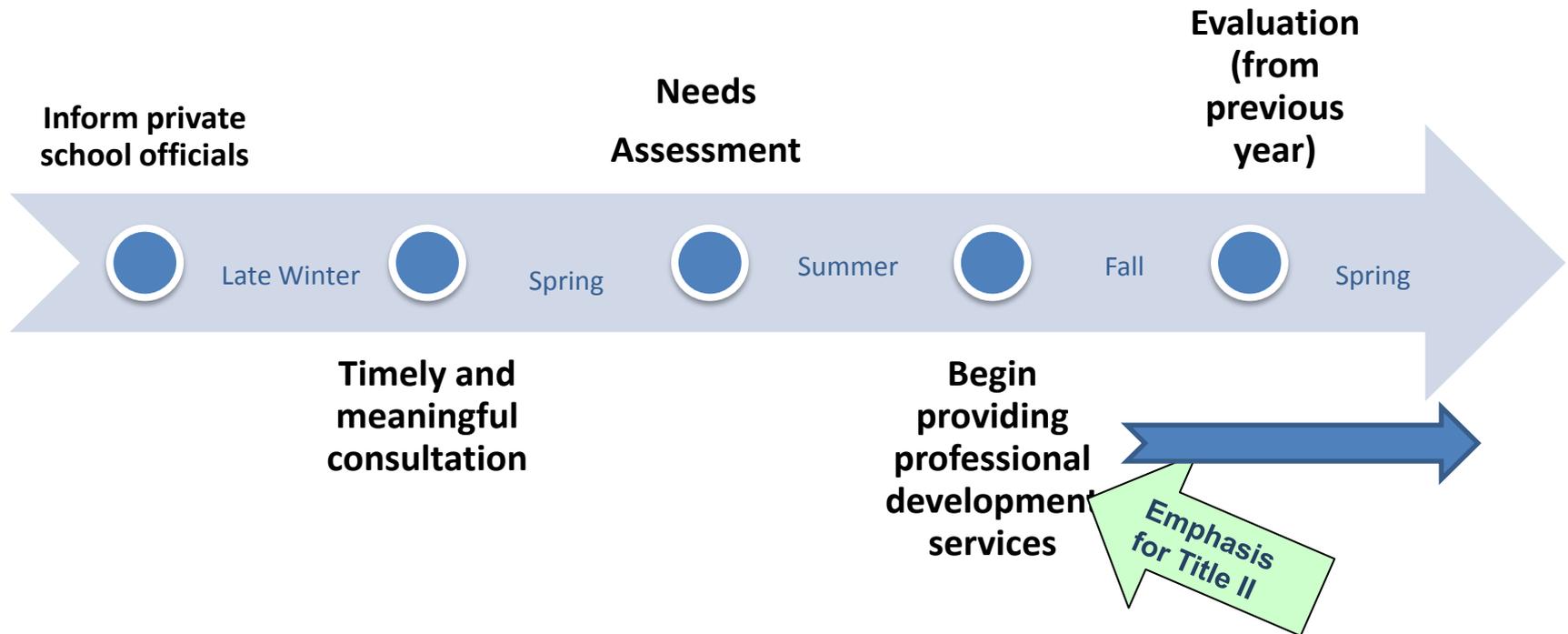
Consultation Process

How and where services are provided is determined through consultation with private school officials.

If needs are similar between public and private schools, public and private school teachers may participate jointly in professional development activities.



Consultation Timeline



Additional Webinar for Title II, Part A



Wednesday, February 19, 2014
9 - 10 a.m.

Contact Information

Title II, Part A

Teacher and Principal Training and Recruiting

Carol Sylvester

Carol.Sylvester@doe.virginia.gov

(804) 371-0908

Title III, Part A

English Language Acquisition, Language Enhancement, and Academic Achievement



Equitable Participation

Divisions are required to provide services to eligible private school students enrolled in private elementary and secondary schools in the school division, or in the geographic area served by another division.



Requirements for Timely and Meaningful Consultation

Consultation occurs between public and private school officials for the purpose of:

- **designing and implementing a program that will provide equitable services; and**
- **meeting the needs of eligible private school students, teachers, and other education personnel.**

Consultation Process

Divisions must consult with appropriate private school officials during the design and development of the Title III program.

Identify student's needs.



Identify services to be offered.



Determine how and where services will be provided.



Assess services.

Examples of Services

**Screening of
LEP Students**

**Assessing LEP
Students**

**Shared
Resources**

**Small Group
Instruction**

**After School
Tutoring**

**Professional
Development**

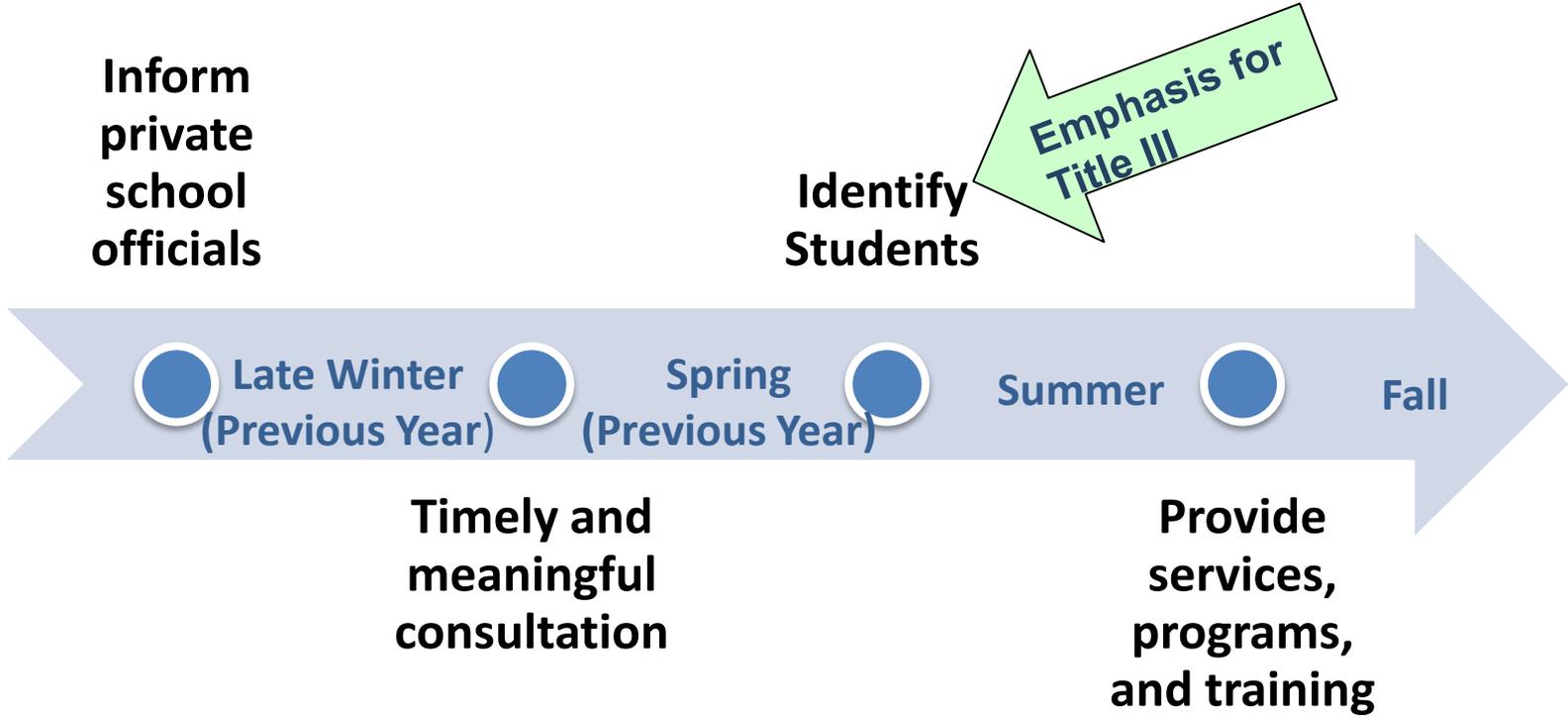
Consultation Process

How and where services are provided is determined through consultation with private school officials.

Services provided to children and educational personnel in private schools must be equitable and timely and address their educational needs.



Consultation Timeline



Additional Webinar for Title III, Part A, and Title I, Part A



Wednesday, February 19, 2014
3 – 4 p.m.

Contact Information

Title III, Part A

English Language Acquisition, Language
Enhancement, and Academic Achievement

Stacy Freeman

Stacy.Freeman@doe.virginia.gov

(804) 786-1692

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

Title I, Part A, (Section 1120) has separate provisions governing private school participation.



Bypass and Title I, Part A

Bypass is a means by which USED directly provides Title I, Part A, equitable services to private school students and teachers through a third-party provider. (Section 1120(e)(1-3))



Virginia is one of two Bypass states.



Services are offered by a third-party provider to private schools in 14 school divisions.



All other eligible private school students in the remaining 118 school divisions may receive Title I, Part A, services through their resident public school division.

Divisions in the Title I Bypass

1. Alexandria City
2. Arlington County
3. Chesapeake City
4. Fairfax County
5. Falls Church City
6. Henrico County
7. Lynchburg City
8. Newport News City
9. Norfolk City
10. Portsmouth City
11. Prince William County
12. Richmond City
13. Stafford County
14. Virginia Beach City

Requirements for Timely and Meaningful Consultation

Consultation occurs between public and private school officials for the purpose of:

- **designing and implementing a program that will provide equitable services; and**
- **meeting the needs of eligible private school students, teachers, and other education personnel.**

Requirements for Timely and Meaningful Consultation

Consultation must:

- occur before any decision is made that could affect the ability of private school students, teachers, and other education personnel to receive benefits;
- continue throughout the implementation and evaluation of services;
- include discussing funds reserved at the division level, if applicable, for professional development, parental involvement, and special divisionwide instructional programs; and
- result in a written annual affirmation of consultation signed by an official of each participating private school (Section 1120)



Consultation Process

Consultation with private schools is the responsibility of the school division.

The division is responsible for providing equitable services for its eligible children who attend private schools, even those attending private schools located in other divisions.

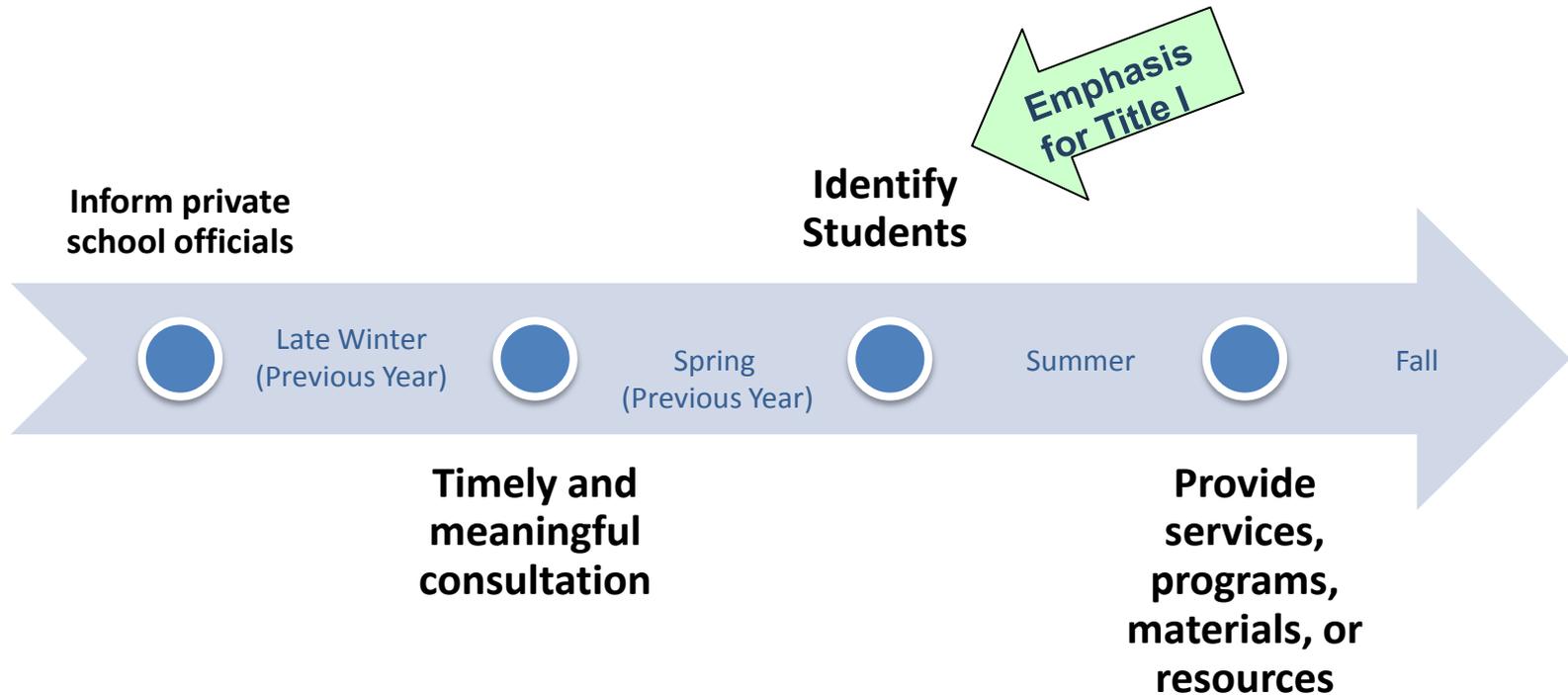


Affirmation of Consultation

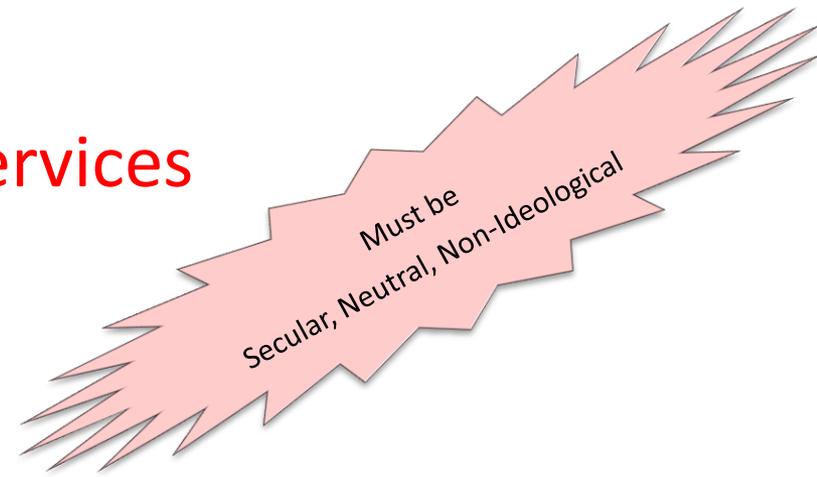
Each division must have a written annual affirmation of consultation signed by an official of each participating private school. (Section 1120)



Consultation Timeline



Examples of Services



Saturday
Tutoring

Small Group
Remediation

Virtual
Learning
Opportunities

Family
Literacy Night

Professional
Development

Additional Webinar for Title I, Part A, and Title III, Part A



Wednesday, February 19, 2014, 3 – 4 p.m.

Contact Information

Title I, Part A

Improving Basic Programs Operated
by Local Educational Agencies

Dr. Lynn Sodat

Title I Coordinator

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(804) 371-2934

Information on Equitable Services

Home » Federal Programs » ESEA (NCLB) Staff Contacts | Search VDOE GO

FEDERAL PROGRAMS

ELEMENTARY & SECONDARY EDUCATION ACT (ESEA)

Professional Development

February 2014 – Technical Assistance Webinars for school divisions and private school officials in understanding equitable participation requirements for private school students, teachers and other educational personnel in applicable [ESEA](#) programs. See [Superintendent's Memo, January 24, 2014](#).

VDOE assists schools and school divisions in administering programs authorized by the federal Elementary and Secondary Education Act (ESEA) – the most recent reauthorization of which is also known as the No Child Left Behind Act of 2001.

ESEA requires states to set annual objectives for increasing student achievement with the goal of ensuring that all children have an opportunity to obtain a high-quality education. Schools, school divisions and states that meet these objectives make what the law refers to as "Adequate Yearly Progress."

Each of the ten titles or chapters of the law pertain to a different set of programs where federal funding is authorized for improving public education and achieving the objectives of the law.

Professional development

Virginia's ESEA Flexibility

Virginia, under ESEA waivers granted by the US Department of Education, established Annual Measurable Objectives (AMOs) in English and mathematics.

[More about ESEA Flexibility >>](#)

Federal Programs

- ESEA Flexibility
- Title I: Improving the Academic Achievement of the Disadvantaged
- Title II: Preparing, Training & Recruiting High Quality Teachers & Principals
- Title III: Language Instruction for Limited English Proficient & Immigrant Students
- Title IV: 21st Century Schools
- Title V: Promoting Informed Parental Choice & Innovative Programs
- Title VI: Flexibility & Accountability
- Title VII: Indian, Native Hawaiian & Alaska Native Education
- Title VIII: Impact Aid Program
- Title IX: Equitable Services to Private Schools
- Title X, Part C: Homeless

http://www.doe.virginia.gov/federal_programs/esea/title9/index.shtml

Questions



Review of questions submitted

General Information

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