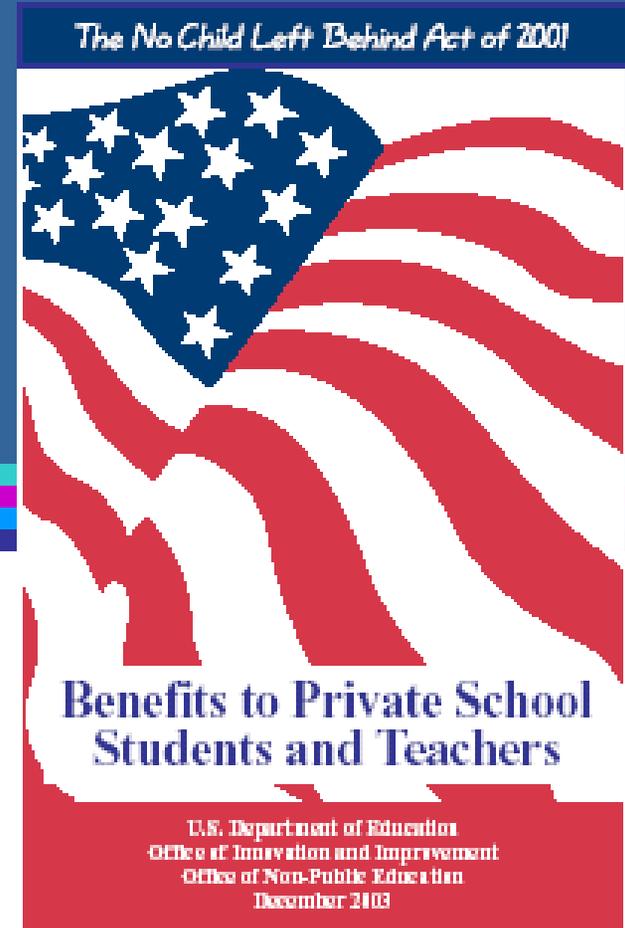


The No Child Left Behind Act of 2001 Benefits to Private School Students and Teachers

Office of Non-Public Education
Office of Innovation and Improvement
U.S. Department of Education





U.S. Department of Education
Promoting educational excellence for all Americans.



- Students
- Parents
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- Administrators



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OFFICE OF NON-PUBLIC EDUCATION

Our mission is to represent the interests, activities and needs of the private elementary and secondary school community at the U.S. Department and to consult with the private school community on the participation of students and teachers in programs and initiatives of U.S. Department of Education.

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ESEA AS REAUTHORIZED BY THE NO CHILD LEFT BEHIND ACT

Private School Student Participation

The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001*, provides benefits to private school students, teachers and other education personnel, including those in religiously affiliated schools.



ESEA AS REAUTHORIZED BY THE
NO CHILD LEFT BEHIND ACT
Private School Student Participation

- **Title I - Improving the Academic Achievement of the Disadvantaged**
 - *Improving Basic Programs Operated by LEAs (Part A)*
 - *Reading First (Part B, Subpart 1)*
 - *Even Start Family Literacy (Part B, Subpart 3)*
 - *Education of Migratory Children (Part C)*
- **Title II - Preparing, Training and Recruiting High Quality Teachers and Principals**
 - *Teacher and Principal Training and Recruiting Fund (Part A)*
[Equitable participation required to the extent that the LEA uses the funds to provide professional development]
 - *Mathematics and Science Partnerships (Part B)*
 - *Enhancing Education Through Technology (Part D)*

ESEA AS REAUTHORIZED BY THE NO CHILD LEFT BEHIND

Private School Student Participation (continued)

- **Title III - Language Instruction for LEP and Immigrant Students**
 - *English Language Acquisition, Language Enhancement, and Academic Achievement Act (Part A)*
- **Title IV - 21st Century Schools**
 - *Safe and Drug-Free Schools and Communities (Part A)*
 - *21st Century Community Learning Centers (Part B)*
- **Title V - Promoting Informed Parental Choice and Innovative Programs**
 - *Innovative Programs (Part A)*
 - *Gifted and Talented Students (Part D, Subpart 6) [More limited language on equitable participation]*

Programs Requiring Equitable Participation Under the Uniform Provisions (Title IX)

Covered Programs:

- *Reading First*
- *Even Start Family Literacy*
- *Education of Migratory Children*
- *Teacher and Principal Training and Recruiting Fund*
- *Mathematics and Science Partnerships*
- *Enhancing Education Through Technology*
- *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- *Safe and Drug-Free Schools and Communities*
- *21st Century Community Learning Centers*



[Title I, Basic Programs; Title V, Innovative Programs; and Title V, Gifted Programs contain provisions for the equitable participation of private school students within their own titles.]

ESEA AS REAUTHORIZED BY THE NO CHILD LEFT BEHIND ACT Consultation

Timely and meaningful consultation during the design and development of the programs on such issues as:

- How the children's needs will be identified
- What services will be offered
- How and where the services will be provided
- How the services will be assessed and how the results of the assessment will be used to improve those services
- Service delivery mechanisms used to provide equitable services
- Who will provide the services

(continued)

ESEA AS REAUTHORIZED BY THE NO CHILD LEFT BEHIND ACT Consultation (continued)

- The amount of funds available to serve private school students
- The size and scope of the services to be provided
- How and when the agency will make decisions about the delivery of services
- Consideration of the views of the private school officials re: use of third-party providers
- Where the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA must provide a written explanation of the reasons why the local educational agency has chosen not to use a contractor



ESEA AS REAUTHORIZED BY THE NO CHILD LEFT BEHIND ACT Consultation (continued)

- Consultation [meetings] must continue throughout the implementation and assessment of services
- Such consultation shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate



Title I, Part A

Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Provides supplemental educational services for eligible public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards* and State academic assessments*.

**Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.*

Title I, Part A

Improving Basic Programs Operated by Local Educational Agencies (LEAs)

New provisions in Title I include:

- Written affirmation re: Consultation
- Counts may be every two years
- Committee of Practitioners to include representatives of private schools
- Equitable participation of families and teachers in parental involvement and professional development activities (sections 1118 and 1119)

Title I, Part A

Types of Services

- Specialized instruction outside the regular classroom
- Extended learning time (before and after school and in the summer)
- Family Literacy
- Early Childhood
- Home tutoring
- Take home computers
- Computer-assisted instruction
- Combination of services listed above



Title I, Part A

Determining Poverty of Private School Students

- **Same measure of poverty as public schools**
- **Results of a survey**, and allowing extrapolation from a representative sample of actual data
- **Proportionality**, applying the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area
- **Comparable data**, using an equated measure of low-income that can be correlated with the measure of low-income used to count public school students



Title I, Part A

Generating Funds

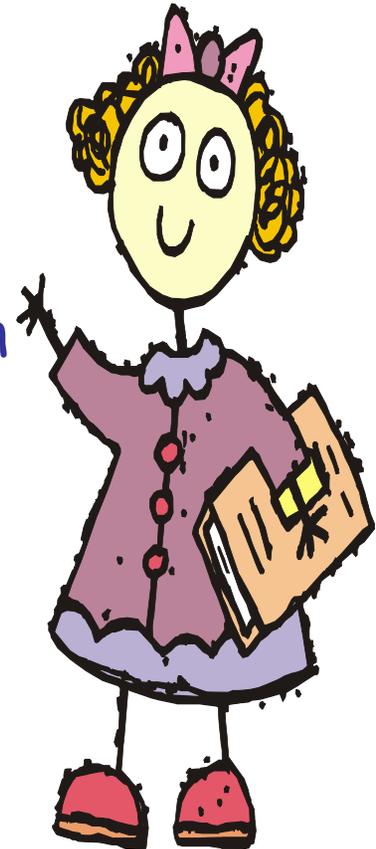


- Per-pupil allocation x number of poor private school students residing in Title I attendance areas = Funds available for private school Title I program
- Private school funds may be pooled
- Funds generated by private school students must be used for instructional services

Title I, Part A

Identifying Children To Be Served

- Must reside in participating public school Title I attendance area AND are failing or most at risk of failing to meet high standards
- Selected on the basis of multiple, educationally-related, developmentally-appropriate criteria
- Homeless, 2 preceding years in Head Start, Even Start, Early Reading First, Title I Preschool or Title I, Part C (Migrant Education)
- Poverty is **NOT** a criterion
- District chooses children to be served from the list that the private school provides of eligible students



TITLE I, Part B, Subpart 1

Reading First

- Provides assistance to SEAs to establish scientific research-based reading programs for children in kindergarten through grade three
- Most funds distributed to SEAs under a poverty-based formula. SEAs award at least 80% of funds to eligible LEAs through a competitive process, with priority given to high poverty areas with a high percentage of students in grades K-3 reading below grade level
- Funds must be used for reading programs, professional development, instructional materials, to administer screening, diagnostic, and classroom-based reading assessments, for collecting and reporting data, and promoting reading & library programs

TITLE I, Part B, Subpart 3

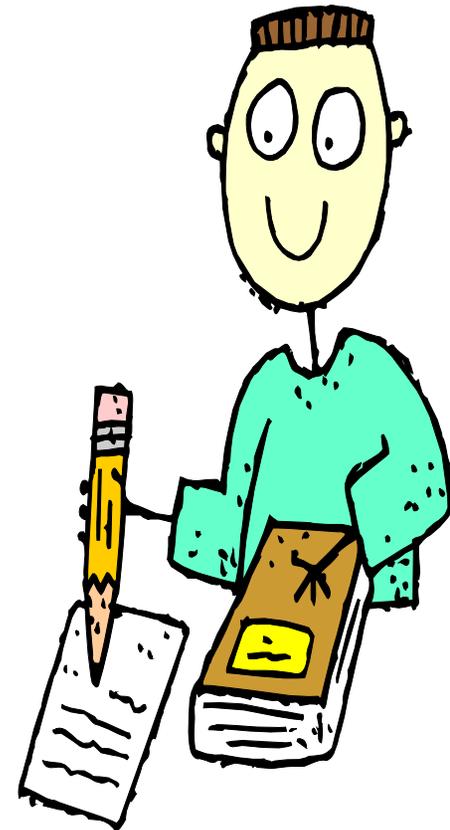
Even Start Family Literacy

- Provides funds for unified family literacy programs, including early childhood education, adult basic education and literacy training, and parenting education
- Focus on children ages birth through age seven and their families
- SEAs receive funding based on current-year share of Title I, Part A funds
- SEAs make competitive grants to partnerships of LEAs and other organizations, giving priority to proposals that target empowerment zones, enterprise communities, or that propose to serve families in other high-poverty areas

TITLE I, Part C

Migrant Education

- Provides funds to establish and improve programs of education for children of migratory workers
- Formula grants to SEAs based on per-pupil expenditure (40%) for education and the number of migratory children in the state (ages 3-21)
- SEAs provide services either directly or through subgrants to local operating agencies (LEAs or nonprofit private agencies)

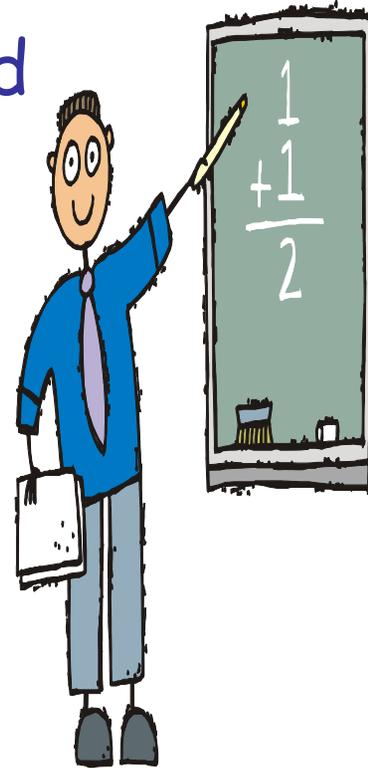


TITLE II, Part A

Teacher and Principal Training and Recruiting Fund

[Consolidates Eisenhower Professional Development and Class Size Reduction programs (EPD/CSR)]

- Provides funds for preparing, training, and recruiting high-quality teachers
- Equitable participation required to the extent the LEA uses funds to provide professional development
- Formula grants to SEAs as well as subgrants to LEAs are based on FY 2001 allocation under EPD/CSR, child poverty and child population



TITLE II, Part B

Mathematics and Science Partnerships

- Provides funds to improve mathematics and science teaching through a variety of activities
- Three-year grants awarded on a competitive basis to eligible partnerships
- Partnerships must include at least: SEA*, an engineering, math, or science department of an institution of higher education and a high-need LEA
- Within state, competitive awards to eligible partnerships if the State receives funds by formula



* If the Secretary awards the grants

TITLE II, Part D

Enhancing Education Through Technology

- Provides funds for innovative initiatives using technology, increasing access to technology, and professional development
- Formula grants to SEAs based on current-year share of Title I, Part A funds
- SEA distributes 50% of funds to LEAs based on current-year Title I shares and 50% through competitive awards to high-need LEAs or partnerships that include high-need LEAs

TITLE III

English Language Acquisition, Language Enhancement and Academic Achievement

- Provides funds for teaching English to limited English proficient (LEP) children and helping them to meet State standards
- Formula grants to SEAs based 80% on the number of LEP students in the state and 20% on the number of recent immigrant students. SEAs allocate funds to LEAs based mainly on share of LEP student population
- LEAs are able to choose the method of instruction they would use to teach LEP children

TITLE IV, Part A

Safe and Drug-Free Schools



- Provides funds for drug and violence prevention, character education, community service projects, conflict resolution and peer mediation programs, and other activities
- Formula grants to SEAs based on Title I and population. SEAs distribute funds to LEAs based 60% on Title I and 40% on student enrollment
- Activities/programs must meet the "Principles of Effectiveness"

TITLE IV, Part B

21st Century Community Learning Centers

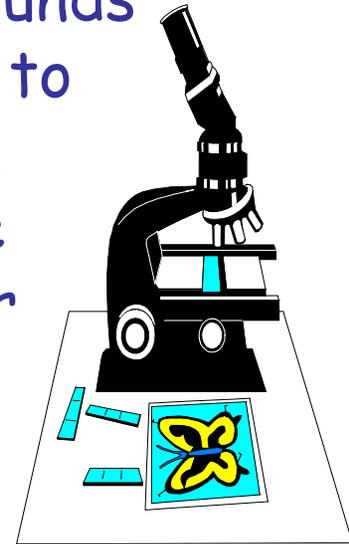
- Provides funds to increase students' and communities' access to school building services and to before and after school activities, including enrichment activities that help children meet state academic achievement standards
- Formula grants to SEAs based on prior-year share of Title I, Part A. SEAs make competitive awards to local eligible entities
- SEAs required to make awards only to applicants that will primarily serve students who attend schools with concentrations of poor students



TITLE V, Part A

Innovative Programs

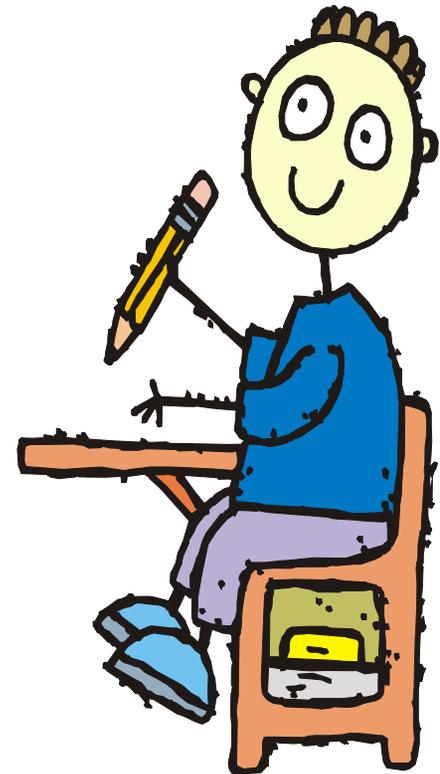
- Provides funds for education improvement programs, instructional and media materials, professional development, and other activities
- Formula grants to SEAs based on school-age population. SEAs distribute 85% in FY 2002 of funds to LEAs based on enrollment (with a requirement to provide a higher per-pupil allocation to LEAs with greatest numbers/percentages of children whose education imposes a higher-than-average cost per child)



TITLE V, Part D, Subpart 6

Gifted and Talented Students

- Provides funds for scientifically based research , demonstration projects, innovative strategies, and activities designed to enhance the ability of schools to meet the needs of gifted and talented students
- Targeted toward economically disadvantaged students who are gifted and talented.
- Competitive grants to SEAs, LEAs, institutions of higher ED, and other public and private entities



Title VI

Flexibility and Accountability

- Provides options for SEAs and LEAs to transfer federal education program funds from a designated program to other ESEA programs that better address their needs
- S/LEAs may not transfer any funds from Title I, Part A, to any other program
- S/LEAs must consult with private school officials prior to making any decision that could impact the ability of private school students and teachers from benefiting from programs for which they are eligible

For More Information

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