



Federal Program Compliance Division Statewide Training Series

THANK YOU FOR JOINING US...THE TRAINING WILL BEGIN AT 9:30 AM.

Back to the Basics: LEAs Providing Private Nonprofit Equitable Services

November 15, 2022

Date: 11/9/2022



Training Topic: Private Nonprofit

Enter First Name, Last Name, E-mail.

Select Region and LEA.

Indicate Position Title

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Statewide Training

Back to the Basics: LEAs Providing Private Nonprofit Equitable Services

November 15, 2022

**LaNetra Guess
Private Nonprofit Ombudsman
Federal Program Compliance Division**

This presentation is intended solely to provide general information and guidance to Texas ESCs, LEAs, and Private Nonprofit Schools and reflects the Texas Education Agency's current understanding of the ESSA statute and applicable federal guidance. The content of this presentation is subject to change as a result of further potential information and guidance provided by federal agencies with regulatory oversight of ESSA programs. This presentation does not constitute legal advice, and participants are, therefore, advised to seek legal counsel regarding the information and guidance provided in this presentation before acting on such information and guidance.

- Private Nonprofit (PNP) 101: The Basics
- PNP Eligibility
- PNP Forms and Application Schedules
- LEA PNP Areas of Strengths and Improvements
- PNP State Ombudsman
- TEA PNP Frequently Asked Questions
- PNP Resources



PNP 101: The Basics

Defining Nonprofit

The [Code of Federal Regulations \(CFR\), Title 34, Subtitle A, Part 77.1](#) defines *nonprofit* as an agency, organization, or institution, owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

Defining Nonpublic

[Code of Federal Regulations \(CFR\), Title 34, Subtitle A, Part 77.1](#)

Defines nonpublic as an agency, organization, or institution that is nonprofit and not under Federal or public supervision or control.

Local Educational Agencies (LEAs) are required:

- To provide services which are designed to meet and supplement educational needs for eligible private school students

Equitable Services Must Be...

- ✓ Secular, neutral, and non-ideological for all educational services, materials, and equipment
- ✓ Equitable educational services compared to public school
- ✓ Provided in a timely manner
- ✓ Monitored and enforced by PNP Ombudsman



Eligibility

ESSA Eligible Programs for Equitable Services

- Title I, Part A Program – ESSA, Section 1117
- Title VIII Programs – ESSA, Section 8501
 - Title I, Part C
 - Title II, Part A
 - Title III, Part A
 - Title IV, Part A
 - Title IV, Part B

Title I, Part A Eligibility

Poverty Data

- Low-income students attending eligible private schools generate funding
 - Data from same source
 - Survey with extrapolation
 - Proportionality
 - Equated Measure
- LEA has final authority on poverty data collection method
- PS3099 Private School Services Schedule

Title I, Part A Eligibility

Students Served

- Must reside in participating Title I, Part A public school attendance area
- LEA and PNP establishes multiple, multiple educationally related objective criteria for services
- Only targeted students meeting selection criteria
- Poverty is not a criteria for receiving services

Title I, Part A Eligibility

For students residing in Mexico and attending Texas PNPs which receive Title I, Part A services –

- Title I, Part A residency requirement not met
- Students are not eligible for Title I, Part A services

Title I, Part A: Third Party Contractor

- LEA may contract with an outside company to provide PNP tutoring services
- Contractor must comply with program requirements
- LEA must monitor third party's services and performance
- Contractor must specify detailed services on invoices
- Reasonable administrative costs may be taken from the equitable services amount

Determining Other Program Student Eligibility

Title I, Part C Migrant

- Identified Migrant students

Title III, Part A English Learners (EL)

- Identified EL students

Title III, Part A Immigrant

- Identified Immigrant students

Title III, Part A – Students Residing in Mexico and Other States

Eligible for services if:

- Student meets English Learner eligibility criteria

and

- Eligible student attends a PNP located in an area served by the LEA which receives a Title III, Part A subgrant
- Eligible student's residency is not a factor




Forms and Schedules

Affirmation of Consultation Form

- Form posted in TEAL/ESSA Reports
- Submit through TEAL/ESSA Reports
- Due annually on September 30

PNP Affirmation of Consultation (sample)



Federal Program Compliance Division
Affirmation of Consultation with Private Nonprofit School (PNP) Officials:
Formula Grants
School Year 2022-2023

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), P.L. 114-95, requires that consultation occur between the local educational agency (LEA) and private nonprofit school (PNP) officials.

Name of LEA CDN Name of PNP

Private Nonprofit School Participation

Select from the dropdown menu to indicate the method by which the PNP will receive program services. If the PNP is not participating in the grant program, select "Not participating."

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A-EL	Title III, Part A-IMM	Title IV, Part A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Timely and Meaningful Consultation/Equitable Program Design

For each grant program for which the PNP will receive services, the PNP official selects "Yes" or "No" to indicate both of the following-*

a. Timely and meaningful consultation with the LEA has occurred and is ongoing, and
b. Program design is equitable with respect to eligible private school children.

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A-EL	Title III, Part A-IMM	Title IV, Part A
<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

*Per ESSA Section 1117(b), Title I, Part A; Section 8501(c) for Title I, Part C; Title II, Part A; Title III, Part A-EL; Title III, Part A-IMM; and Title IV, Part A

Elements of Consultation

The table below lists the elements that the consultation should include for each grant program.

Section 1117(b)(1)	Section 8501(c)(1)	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	How the children's needs will be identified
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	What services will be offered
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	How, where, and by whom the services will be provided
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	How the services will be academically assessed and how the results of that assessment will be used to improve those services
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	How the services will be assessed and how the results of that assessment will be used to improve those services
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	When, including the approximate time of day, services will be provided
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs

Carryover Discussion Assurance

The PNP and LEA officials must sign this section to assure they have discussed any carryover that may be applicable to this program.

PNP Official LEA Official

Affirmation Signature and Submission


The PNP and LEA officials must also sign this section to complete the affirmation of consultation.

PNP Official LEA Official

By the deadline established for this grant, the LEA must upload a copy of this completed affirmation to the secure Every Student Succeeds Act (ESSA) Reports application, accessible through TEAL. When uploading, select "PNP Affirmation" from the Response Template Title dropdown menu.

The LEA and the PNP must maintain a local copy of this completed affirmation. PNP Affirmation for participating schools are due in ESSA Reports September 30.

PS3099 Private School Schedule – Part 1

Schedule Status:		<Selection_Process>		Application ID: XXXXXXXXXXXXXXXXXXXX	
 TEXAS EDUCATION AGENCY SAS#: XXXXXXXX		Organization: Campus/Site: Vendor ID:		County District: ESC Region: School Year:	
<Name of Grant Program>					Instructions
Program Description PS3099 - Private Nonprofit (PNP) School Equitable Services					

Part 1: Private Schools Consultation and Participation

[Help](#)

A. Private Schools Consultation

1. Are any private nonprofit schools located within the LEA's boundaries?	<input type="radio"/> Yes <input type="radio"/> No
2. Does the LEA have any Title I, Part A eligible students attending private nonprofit schools outside the boundaries?	<input type="radio"/> Yes <input type="radio"/> No

B. Are any private nonprofit schools participating?

Title I, Part A	Title I, Part C Migrant	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A-SSAEP
<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

C. Assurances

1. <input type="checkbox"/>	The LEA assures that it discussed all consultation requirements as listed in Section. 1117(b)(1) and/or Section. 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
2. <input type="checkbox"/>	The LEA assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline requested.

Ages Used to Calculate Schedule PS3099 Private School Equitable Services by Program

Program	Identified Student Groups	Ages used for determination
Title I, Part C	Identified Migrant Children	Ages 3-21
Title III, Part A-ELA	Identified English Learner	Ages 3-21
Title III, Part A-IMM	Identified Immigrant Children	Ages 3-21
Title I, Part A	Eligible Low-Income Children	Ages 5-17
Title II, Pat A	Total Student Enrollment	Ages 5-17
Title IV, Part A	Total Student Enrollment	Ages 5-17

PS3099 Private School Schedule – Part 2

Part 2: Equitable Services Calculations

A. Equitable Services Calculation for Title I, Part A Help	
Description	Calculation
1. Total low-income enrollment in LEA from participating Title I attendance areas	
2. Total eligible low-income students attending private schools who reside in a participating (or skipped) Title I attendance area based on one of the following methods (select the method used):	
<ul style="list-style-type: none"> a) <input type="radio"/> using the same measure of low income used to count public school children; b) <input type="radio"/> using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable; c) <input type="radio"/> applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or d) <input type="radio"/> using an equated measure of low income correlated with the measure of low income used to count public school children. 	
3. Calculated total number of low-income students in the LEA (A.1 + A.2)	
4. Total current year Title I, Part A allocation	
5. Transfer in from Title II, Part A	
6. Transfer in from Title IV, Part A	
7. Total allocation and transfer amount(s) (A.4 + A.5 + A.6)	
8. LEA per pupil allocation (A.7 / A.3)	
9. Calculated <grant year in XXXX-XXXX> Private School Reservation (A.2 X A.8)	
10. Administration of Title I, Part A program for eligible private nonprofit students. For independent projects this amount will equal to the administration reservation reported on PS3101, Part 1, B. Activities to be Conducted with Reserved Funds, Line 3.	
11. Total Calculated Private School Reservation (A.9 – A.10)	



PR3099 Compliance Report LEA Private School Schedule

LEA ESSA Compliance Report Resources

(past recorded training sessions)

ESSA Consolidated Compliance Reports Resources

Compliance Report	Mock-ups	Instruction Documents	Videos
Gun-Free Schools (GFS) Report [Accessible through eGrants, as May 3, 2021]	PR6000 and PR6100 - Gun-Free Schools District Report Mock-ups <u>Published 5/17/2021</u>	PR6000 - GFS District Report PR6100 - GFS Campus Report Instructions <u>Published 5/21/2021</u>	<ul style="list-style-type: none"> Gun-Free Schools Report
ESSA Consolidated Compliance Report [Projected accessibility through eGrants July 30, 2021]	ESSA Consolidated Compliance Report Mock-up <u>Published 5/17/2021</u>	ESSA Consolidated Compliance Report Instructions <u>Published 6/2021</u> Guide to Program Implementation Questions <u>Published 6/2021</u>	<u>Complete Video Presentation</u> <u>Published 5/17/2021</u> Individual Video Sections Available: <ul style="list-style-type: none"> Accessing TEAL and eGrants Intro, GS2110, Submission Process PR1000-Title I, Part A PR2000-Title I, Part D PR3000-Title II, Part A PR3002-Title III, Part A-ELA PR3114-Title III, Part A-Immigrant PR3107-Title IV, Part A PR6200-USCO PR6400-Homeless

Contact Information

For additional information or questions, please email ESSASupport@TEA.Texas.gov.



PR3099 Private School Schedule – Parts 1-2 (draft)

eGrants Application TEXAS EDUCATION AGENCY SAS#: <Program>AA<YY>		Organization: Campus/Site: Vendor ID:		County District: ESC Region: School Year: <Current Year>		
<Name of Grant Program>						
Printable Version		Program Description			Save	
Table of Contents		PR3099 – Private Nonprofit (PNP) School Equitable Services Compliance Report			Instructions	
Part 1: Total Schools within Boundary						
1.	Indicate number of Private Nonprofit (PNP) schools within boundaries.					
2.	If LEA received Title I, Part A funds, indicate number of eligible PNP schools attended out of boundaries.					
Part 2: Program Participation						
Did PNP schools participate?						
1.	Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Number of participating PNP schools that received equitable services						
2.	Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A
Number of eligible PNP students that received equitable services						
3.	Title I, Part A	Title I, Part C	Title II, Part A (# of staff)	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A

PR3099 Private School Schedule – Part 3 (draft)

Part 3: Program Compliance Self-Check					
1.	<p>The LEA conducted timely and meaningful consultation with participating PNP school officials regarding the implementation of the ESSA programs according to ESSA Sections 1117 and/or 8501, as appropriate.</p> <p>The consultation occurred before the LEA made any decisions that affect the opportunities of eligible PNP school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. [Section 1117(b)(1)(A), Sections 8501(A)(3) and 8501(A)(5)]</p> <p>If compliance status is Yes, the LEA assures that it has documentation showing compliance readily available upon request.</p> <p><u>Strongest Documentation Recommended:</u></p> <ul style="list-style-type: none"> • agendas • meeting minutes • emails • attendance/sign-in sheets, and/or • other documentation of timely and ongoing consultation • <p>The LEA may have other documentation that potentially might show compliance .In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.</p>				
a.	<table border="1"> <tr> <td>Title I, Part A</td> <td><input type="radio"/>Yes <input type="radio"/>No</td> </tr> <tr> <td colspan="2">If compliance status is No, use space below to describe how the LEA plans to come into compliance for the following year.</td> </tr> </table>	Title I, Part A	<input type="radio"/> Yes <input type="radio"/> No	If compliance status is No , use space below to describe how the LEA plans to come into compliance for the following year.	
Title I, Part A	<input type="radio"/> Yes <input type="radio"/> No				
If compliance status is No , use space below to describe how the LEA plans to come into compliance for the following year.					

2. LEA procedures were in place ensuring it maintained control of PNP technology, equipment, and supplies purchased for the equitable services program(s). [Sections 1117(d)(1) and 8501(d)(1); Code of Federal Regulations (CFR), Title 34, Section 76.661(a-d)]

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- LEA procedures that ensured it maintained control of technology, equipment, and supplies purchased for the PNP equitable services program(s).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

3. The LEA documented the equitable services amounts used and provided a detailed explanation of the equitable services amounts provided to PNP officials for all applicable participating programs. [Section 1117(a)(4)(A-B) and Section 8501(a)(4)(A-B)]

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation LEA informed PNP officials of fiscal requirements that include equitable services amounts for 1 private school campus
- (i.e., agenda, meeting minutes, LEA program summaries, timeline of professional development travel and PNP purchase requests, calendar of program services with equitable services amounts, or other documentation meeting requirement); or
- Documentation LEA shared calculated equitable services amounts by program for 1 PNP school campus (i.e., LEA calculations by PNP campus and program level, calculation formulas per PNP campus, etc.); or
- Written procedures and documentation that provided verification/tracked LEA PNP inventory purchases that include equitable services amounts for 1 private school campus

4. The LEA documented the equitable services administration amount used and provided a written explanation to all applicable participating programs.

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation LEA informed PNP officials during consultation(s) of equitable services administration amount and how it was used (i.e., agenda, meeting minutes, 3rd-party/Shared Services Agreement, calculated campus spreadsheets, etc.).



LEA PNP Areas of Strengths and Improvements

- Documentation of ongoing consultation
- Equitable services handbook and/or program descriptions
- Evaluation of program effectiveness
- Review of data and PNP needs
- Collaboration and coordination of services

Areas of Improvements

- Lack of a Title I, Part A *direct instructional* program
- Lack of LEA program and fiscal oversight
- Lack of ongoing and documented consultation meetings
- No coordination and collaboration of services
- No evaluation of Title, Part A PNP equitable services

Most Common Findings – Regarding Equipment

- LEA must keep title and ownership of all equipment and inventory.
- Equipment should be delivered to the LEA.
- The district is responsible for ensuring equipment is secure at the PNP school.



PNP State Ombudsman

- Providing technical expertise in interpreting, understanding, and implementing accountability requirements for equitable services
- Providing guidance to ESCs, LEAs, and PNP schools
- Addressing complaints regarding consultation and/or equitable services
- Ensuring all equitable services reporting requirements are met
- Developing monitoring protocols

PNP State Ombudsman Support

- Oversees State monitoring process and procedures
- Collaborates with State fiscal compliance process
- Coordination with other staff monitoring
- Addresses formal complaints
- Consults with PNP organizations

PNP State Ombudsman Support

- Participates in Title I Committee of Practitioners meetings
- Collaborates and coordinates resources with the *Texas Private School Accreditation Commission* and Texas Private Schools Association

PNP State Ombudsman Support – Complaint Process

- Requires formal submission
- Complainant must document efforts used prior to filing complaint
- Must include supporting documentation
 - i.e., correspondence with LEA
- PNP Complaint reviewed by Ombudsman
- Final Ombudsman decision within 45 days



Back to Consultation

Consultation – *Important Reminder*

- An LEA must consult with PNP school officials during the design and development of the LEA's Title programs.
- Consultation should be timely, meaningful, and ongoing.

The Goal of Consultation

‘Successful consultation begins well before the implementation of services, establishes positive and productive working relationships, makes planning effective, continues throughout implementation, and serves to ensure that the services provided meet the needs of eligible students and teachers.’ *

**ED Fiscal Changes & Equitable Services Guidance*

Questions

- **May an LEA set a deadline for PNP school officials to indicate participation?**
- Yes.
- An LEA may set a reasonable deadline, taking into consideration private school schedules, for private school officials to indicate their intent to participate. An LEA should provide clear and sufficient notice of the deadline, identify potential consequences for not meeting the deadline, and give adequate time for private school officials to respond.

- **May an LEA impose reasonable deadlines on PNP school officials to meet obligation of funds requirements?**
- Yes. An LEA is responsible for ensuring that Title funds are obligated in a timely manner.

How should an LEA handle a request from a PNP school to start receiving equitable services late in the school year when it turned down services earlier?

- The LEA should politely notify the private school official that the deadline for requesting equitable services has passed and program funds have been allocated to other uses.
- The LEA must also notify the PNP school official of scheduled consultation dates for the following year so it could be included, if desired.

LEA must have:

- documented the amount of unexpended equitable services funds; and
- included the uses of those funds during consultation meetings for equitable services.

- Reimbursement allowed for ***only a portion*** of travel costs if attending a faith-based sponsored conference or professional development opportunity
- Reimbursement for ***actual*** costs of lodging and meals based on Texas Comptroller of Public Accounts (unless local policy reimburses at a lesser amount)
- LEA must review program session descriptions to determine approval

Additional Guidance

- [TEA Participant Support Costs Guidance](#) – 2022-2023 forms located in TEA Grants WorkApp
- [TEA Reimbursement Guidance](#)

May Pre-K programs located in a PNP school participate and receive equitable services?

- Equitable services may not be used in *stand-alone* PNP Pre-K programs for students or staff.
- However, if a PNP has a Pre-K program **and** any one or more school-age grade levels (i.e., K-12) in the same building, students and staff may receive equitable services.

[Non-Regulatory Guidance, Early Learning in the ESSA, Expanding Opportunities to Support our Youngest Learners \(2016\)](#)

May a local school district reserve funds off the top of its Title I, Part A allocation before it allocates funds for PNP equitable services?

- No.
- A district must determine the amount of funds available for providing equitable services prior to any expenditures or transfers of funds. This includes all reservations previously taken “off the top” of a district’s Title I, Part A allocation, including reservations for administration, parental involvement, and district-wide initiatives.

What is direct administration costs?

Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

More information for “direct cost,” including application of direct administration cost may be found in 2 Code of Federal Regulations (CFR) 200.413.

What is the Title I, Part A direct administrative cap amount which may be reserved from the PNP equitable share?

Generally, a district reserves up to 5-7% of Title I, Part A for administrative costs. If greater than 10% is reserved from the total PNP equitable share, the district is at higher risk for TEA audit.

How does a school district reserve Title I, Part A funds for administration of equitable services for private school students?


- The district may reserve an amount that is reasonable and necessary to administer the equitable services from the equitable services reservation of Title I, Part A funds.
- The district determines this amount separately from the funds needed to administer the Title I program for students in public schools.

May a district hire a private school teacher to provide Title I, Part A services to private school participants?






- Yes, if the private school teacher has met state licensing and certification and is independent of the private school when providing Title I, Part A equitable services.
- The private school teacher must be under the *direct supervision* of the district or 3rd party provider.



PNP Resources and Websites



[A - Z Index](#) [Contact](#)

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ESSA and CARES Act, ESSER Private School Equitable Services

This page describes TEA plans for compliance with equitable private nonprofit school (PNP) services requirements under the Every Student Succeeds Act (ESSA) and the [Coronavirus Aid, Relief, and Economic Security Act \(CARES Act\)](#), Public Law 116-136, 134 Stat. 281 (CARES Act), Elementary and Secondary School Emergency Relief Fund (ESSER) Section 18003 of the CARES Act.

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TEA Resources

[Private Nonprofit Program Guide](#) Updated 7/2022

[ESSA Private School Equitable Services](#)
[Frequently Asked Questions](#) Updated 6/30/2022

USDE Resources and Tools

[Office of Non-Public Education](#)

[Office of Elementary and Secondary Education:](#)
[ESSA Legislation](#)

- ESSA Federal Statute
 - Section 1117 - Title I, Part A Programs
 - Section 8501 – Title VIII Programs
 - Title I, Part C (Migrant)
 - Title II, Part A (Preparing, Training, and Recruiting High-Quality Teachers/Principals/Others)
 - Title III, Part A (English Learners and Immigrant)
 - Title IV, Part A (Student Support and Academic Enrichment)
 - Title IV, Part B (21st Century)
- ESSA Consolidated Application Program Guidelines
- ESSA PNP Frequently Asked Questions (June 2022)
- ESSA PNP Program Guide (July 2022)
- LEA's local ESC ESSA Staff

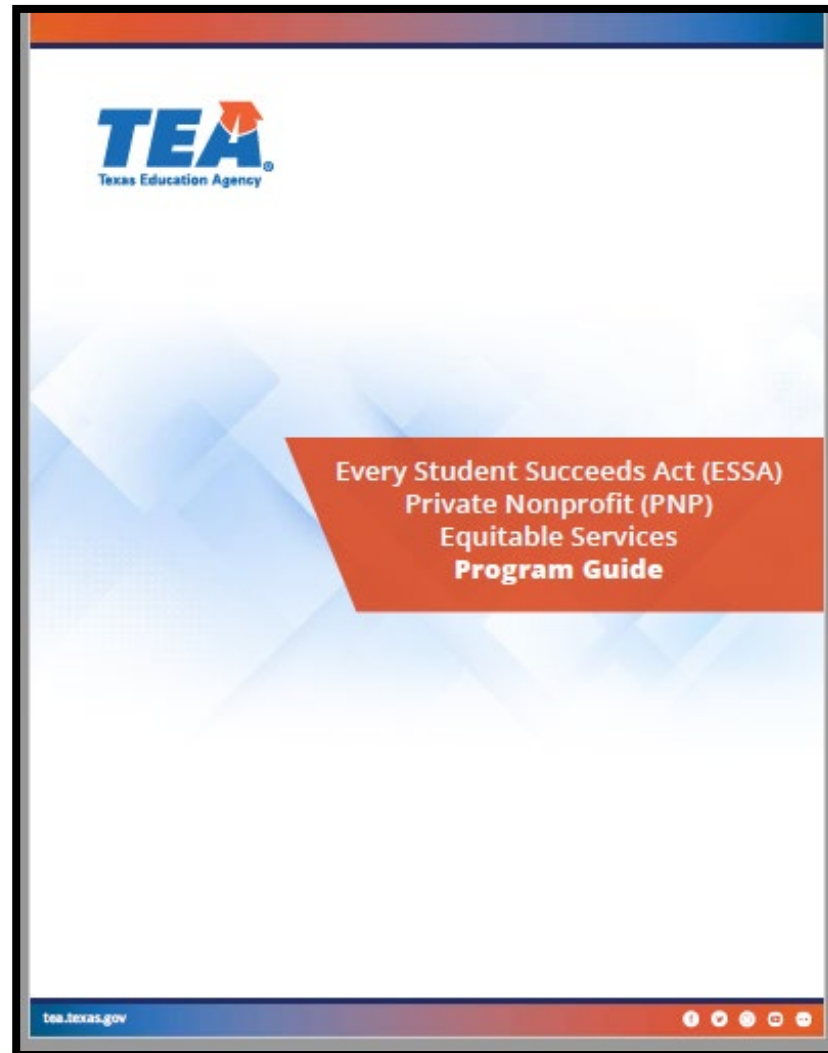


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Statewide ESSA Title - Part A Capacity Building Initiative

The Title I, Part A Capacity Building Initiative is funded by the Texas Education Agency and produced by Education Service, Region 20. This website serves as a central location for Title I, Part A resources on compliance and best practice.

The purpose of this program is to provide sustained support and work cooperatively with Title I, Part A and Title I, Part D, Subpart 2 campuses in implementing Title I, Part A and Title I, Part D, Subpart 2 programs to increase the opportunity for all students in meeting the State's content and student performance standards. This grant provides services and resources for ESCs and LEAs statewide.

For more information, please contact TICB@esc20.net



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Statewide ESSA Title - Part A Capacity Building Initiative

ESSA

CCNA Resource Toolkit

TEA Priorities

Title I, Part A

Title I, Part D

ESSER I-II-III

Private Non-Profit (PNP)

Committee of Practitioners (COP)

Calendar

Grants

Statewide ESSA Title I, Part A CBI - PNP



[Programs and Services](#) » [Statewide ESSA Title I](#) » Private Non-Profit (PNP)

Private Non-Profit (PNP)

[TEA's PNP Webpage](#)
[ESSA PNP FAQ](#)

CARES PNP FAQ Document Posted *Updated 5/17/21

TEA's [COVID-19 Support: District Waivers, Finance & Grants](#) page has the most up-to-date [CARES ACT Equitable Services FAQ](#) document.

Statewide ESSA Title
- Part A Capacity
Building Initiative

ESSA

CCNA Resource
Toolkit

TEA Priorities

U.S. Dept.
of
Education

Office of
Non-Public
Education
(ONPE)



U.S. Department of Education

Student Loans

Grants

Laws

Office of Non-Public Education

Liaison to the nonpublic school community for the U.S. Department of 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;

Additional Info

[Join Our Listserv](#)

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

[Ombudsman Corner](#)

[Coronavirus Information](#)

[Emergency Management](#)

[ESEA Title I, Part A
Equitable Services Updated
Non-Regulatory Guidance
\[PDF, 878KB\]](#)

- [TEA PNP Equitable Services](#)
- [Statewide ESSA Title I, Part A Capacity Building Initiative \(Region 20\)](#)
- [TEA FPC Random Validation Monitoring](#)
- [TEA Federal Fiscal Monitoring Website](#)
- [USDE Office of Non-Public Education \(ONPE\)](#)
- [ESSA Title I, Part A, Subpart 1, Section 1117 – Participation of Children Enrolled in Private Schools](#), U.S. Department of Education
- [Title I, Part A of the ESEA, as Amended by ESSA: Providing Equitable Services to Eligible Private School Children, Teachers, and Families Updated Non-Regulatory Guidance](#), U.S. Department of Education (Revised November 9, 2022, Draft for Public Comment). **Public comments are due December 8, 2022** to EquitableServices@ed.gov
- [Title VIII, Part F of ESEA, as Amended by ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance](#), U.S. Department of Education (March 30, 2022), USDE Draft for Public Comment.

Date: **11/9/2022**



https://tea.co1.qualtrics.com/jfe/form/SV_6tKKK1cL9O10LjM

Training Topic: **Private Nonprofit**

- Indicate level of agreement/disagreement with statements
- Provide feedback



TEA Contact Information

Federal Program Compliance Division Contact Information



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