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## **Service Options Across Federal Education Programs**

The equitable participation of private school students is required under many federal education programs, most notably the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). This document looks at the sources of funding, their allowable uses, and the ways that those uses overlap in ways that can further benefit eligible private school students. The funding for each program must remain separate from other sources of funding but the focus and use of the funds can be complimentary across programs. When examining the needs of eligible students, private school officials should consider the broad range of uses that each program offers and find ways to utilize the programs most flexibly, but within the confines of program requirements. COVID relief programs can be added into many of the services provided through ESSA and IDEA programs, further extending student benefits.

One way to most effectively utilize federal education program benefits is to look at the services that private school students could most benefit from, then look toward the various programs that provide for equitable participation as a means to fund those program services. This process can provide the basis of the discussion that occurs between public and private school officials during the consultation process. The chart below provides an example of how taking advantage of the flexibility in federal education programs can best meet the needs of eligible students.

	<b>Academic Intervention</b>	<b>Student Support Services</b>	<b>Professional Development</b>	<b>Special Education and Related Services</b>
EANS	<p>Students can receive many of the same services they received under CARES, which are services they also receive under ESSA and IDEA. Under EANS, the focus on learning loss is particularly important, as is the requirements for developing and implementing hybrid models and supporting students who are learning virtually. When addressing learning loss, the EANS funds can be used for in-person, hybrid, and virtual; for summer and extended time instruction; and for early school year starts among other uses.</p>	<p>Students and their families can be serviced through EANS in a way that pays particular attention to social-emotional learning and impact of the pandemic on achievement. EANS can provide direct student support and family support to ensure students are ready to learn and able to achieve, and to address learning loss.</p>	<p>Many of the models for learning are new to classroom teachers. Professional development can be provided to all teachers to ensure that they and their students will have success in whatever educational model(s) the school uses during and after the major effects of the pandemic. Professional development can also be used to address the health and safety needs of knowledge base of teachers and other educational personnel.</p>	<p>Special needs students are often the most highly impacted group of students due to the change of schedule and mode of learning necessitated by the pandemic. EANS funds can be used for special services to address their unique needs, whether or not these are students identified through the child find process under IDEA.</p>

	<b>Academic Intervention</b>	<b>Student Support Services</b>	<b>Professional Development</b>	<b>Special Education and Related Services</b>
CARES	Students can receive services allowed under ESSA programs and IDEA; Focus can be on unique needs of special populations; funds can provide principals with resources necessary to address student needs; Technology for online learning; Provision of assistive technology as needed; Summer learning and after school programs either in person or online.	Students can receive services allowed under ESSA program and IDEA; Activities can address the needs of special populations; Educational technology can be purchased to provide virtual student support services; Providing mental health services and supports.	Professional development can be provided, according to program regulations, under Titles I, II, III, IVA, and IDEA through CARES; Developing and implementing procedures and sunsets to improve preparedness; Training on sanitation and minimizing spread of infectious diseases; How to effectively provide technology education; Planning and implementing activities related to summer learning, including online; Focus on special populations, including online learning for these students.	Determining how to provide guidance for carrying out Individualized Services Plans for students with disabilities; Purchasing assistive technology or adaptive equipment; Addressing the needs of students with disabilities as they relate to online learning; Address the unique needs of special education students and their families.
ESSA Title I	Student meets definition of educational need; services can be during the school day as pull out, before and after school, weekends, summer, or combination.	Student meets definition of educational need; services can be during the school day as pull out, before and after school, weekends, summer, or combination.	Provides professional development to teachers and other education personnel who support students identified as eligible for Title I services.	If determined to be eligible for Title I, special education students can receive supplementary and complementary services through Title I.
ESSA Title II	Professional development that focuses on the need of Title I students.	Professional development to assist classroom teachers and other educational personnel in supporting students emotionally, behaviorally, and socially.	The focus of Title II is professional development to improve teaching and learning in the classroom.	Professional development to assist classroom teachers and other educational personnel in supporting special education students in the regular classroom.

	<b>Academic Intervention</b>	<b>Student Support Services</b>	<b>Professional Development</b>	<b>Special Education and Related Services</b>
ESSA Title III	Students who qualify as English learners or immigrant children can receive services to meet their needs.	Eligible English learners and immigrant students can receive student support services as appropriate.	Professional development services designed to support the instruction of English learners and immigrant students.	Special education students who are also English learners or immigrant children can receive Title III services that supplement and complement their special education and related services.
ESSA Title IVA	Students can receive services to promote a well-rounded education and to support technology education.	Students can receive counseling and other students support services related to ensuring safe and healthy students.	Professional development for a well-rounded education, safe and healthy students, and technology education.	Special populations (including students determined to be a student with a disability under IDEA) can be the focus of Title IVA activities, including the provision of assistive devices, special professional development offerings for teachers and other education personnel, and activities promoting health and safety for the special education population.
IDEA	Students determined to have a disability and be in need of special education (through the child find process) may receive academic intervention services as appropriate.	Students determined to have a disability and be in need of special education (through the child find process) may receive student support services as appropriate.	Professional development to assist classroom teachers and other education personnel in supporting special education students in the classroom.	All aspects of IDEA support those students identified through the child find process as a child with a disability in need of special education and related services.