

ESEA Federal Program Information and Brief Description of Private School Equitable Services

Federal Program	Program Purpose	Target Audience	Possible Equitable Services	Funding Level Calculations for Equitable Services	OSPI Website & Contact
Title I, Part A– Improving Basic Programs	Provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	<ul style="list-style-type: none"> Private school students, who (1) reside in a participating public Title I school attendance area, and (2) who are failing, or are most at risk of failing, to meet the state’s challenging student academic achievement standards. Parents and/or teachers of students participating in Title I services. 	<ul style="list-style-type: none"> Services that support academic growth for eligible students who are failing or are most at risk of failing. Parent Family Engagement Activities: Parents of private school students receiving Title I services. (Required when the school district allocation is greater than \$500,000, otherwise optional.) Professional development for teachers of private school students served in Title I. (Optional) 	Calculation for the level of services is based on: (1) Number of current school year students, and (2) Who currently meet low-income family criteria, and (3) Would have attended a public Title I school. (Ex: October 2018 low-income family student data determines level of services available for 2019–20.)	Title I, Part A 360-725-6100
Title I, Part C– Education of Migratory Children (MEP)	Support high-quality education programs for migratory children and help ensure that migratory children are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.	<ul style="list-style-type: none"> Teachers of Migratory Students Students who meet the definition of a Migratory Student* 	<ul style="list-style-type: none"> Services that support academic growth for eligible students who are failing or are most at risk of failing aligned to the MEP State Service Delivery Plan, including credit accrual. Parent Family Engagement Activities: Parents of students eligible for the program are encouraged to participate in LEA hosted events and activities designed to support their child’s learning. Professional development for teachers of migrant students enrolled in private schools to participate in LEA sponsored training or request other training 	The private school will need to work with the school district to identify eligible migrant students enrolled in their school, determine the needs of the student(s), and what are the appropriate/resources to meet this need. Migrant funds could be used to support the needs of the student but they are a fund of last resource and should align to the State Service Delivery Plan.	Title I, Part C 360-725-6147

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			that will increase the professional learning of educators on strategies to best address the academic and support needs of migrant students.		
Title II, Part A—Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders	Strengthen the quality and effectiveness of teachers, principals, and other school leaders to increase student achievement.	Teachers, principals, and other school leaders.	High-quality, personalized, evidence-based professional development for teachers, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning.	Student enrollment count from the October P-105B Enrollment Form from the current school year. (Ex: October 2018 P-105B student enrollment determines level of services available for 2019–20.)	Title II, Part A 360-725-6340
Title III, Part A—Language Instruction For English Learners (ELs) and Immigrant Students	Ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English to meet state academic learning standards.	<ul style="list-style-type: none"> • Students who meet the definition of EL or Immigrant Children and Youth** • Private school teachers and other educational personnel who instruct private school ELs. 	Services may include: <ul style="list-style-type: none"> • Tutoring before, during, or after school. • Professional development for private school teachers of ELs. • Summer school programs to provide English language instruction. • Administration of an ELP assessment for identification of ELs and for evaluating the effectiveness of services, including the provision of test booklets, teacher training, and stipends to teachers to administer assessments. • Supplemental instructional materials and supplies. 	To determine eligibility, the state requests a count of Title III, Part A eligible students at participating private schools from the district in the spring. This count is used in the calculation of the district’s Title III, Part A allocation for the following year. (Ex: Spring 2018 eligible student count determines level of services available for 2019–20.)	Title III, Part A , 360-725-6147

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Title IV, Part A– Student Support and Academic Enrichment	Increase the capacity to– <ul style="list-style-type: none"> • Provide students with access to a well-rounded education. • Improve school conditions for student learning. • Improve the use of technology in order to improve the academic achievement and digital literacy. 	<ul style="list-style-type: none"> • Private school students. • Teachers and other educational personnel 	Activities to: <ul style="list-style-type: none"> • Provide all students with access to a well-rounded education. • Improve school conditions for student learning. • Improve the use of technology in order to improve the academic achievement and digital literacy of all students. See pages 4-8 at http://www.k12.wa.us/TitleIV-A/pubdocs/AllowableActivities.pdf .	Student enrollment count from the October P-105B Enrollment Form from the current school year. (Ex: October 2018 P-105B student enrollment determines level of services available for 2019–20.)	Title IV, Part A 360-725-6507
Title IV, Part B– 21st Century Community Learning Centers (CCLC)	Provide opportunities for communities to establish or expand activities in community learning centers that– <ul style="list-style-type: none"> • Provide opportunities for academic enrichment, particularly for students in low-performing schools. 	Students who: <ol style="list-style-type: none"> (1) reside inside the attendance area of a public school that is participating in a 21st Century CCLC program, and (2) meet eligibility criteria for the targeted population of students for the specific 21 CCLC program. 	<ul style="list-style-type: none"> • Offer students an array of additional services, programs, and activities including youth development activities, service learning, nutrition and health education, drug and violence prevention programs. • Offer families of students served by CCLCs opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development 	The applicant is required to have a consultation with private school officials in the area served by the proposed CCLC grant during the design and development of the 21st CCLC program. The proposed CCLC program will follow and be included in their districts annual procedures for private school consultation. An assurance that communication will continue throughout the implementation and assessment of activities every year.	Title IV, Part B 360-725-6049
Perkins IV (Carl D. Perkins Career and Technical Education Act of 2006)	Allows, but does not require, an LEA, to use its Perkins IV funds to provide for the meaningful participation of private school secondary students who reside in the	Students, teachers, administrators, and personnel of a private school’s secondary career and technical education program.	<ul style="list-style-type: none"> • Secondary student participation in career and technical education classes (optional invitation to participate.) • Professional development: LEAs that use Perkins IV funds for in-service, preservice career and technical education (CTE) 	An LEA is not required to spend a specific amount of funds on services for private school students. However, the U.S. Department of Education encourages LEAs to provide services of reasonable scope and usefulness.	Perkins IV 360-725-6245

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	geographical area served by the LEA.		professional development for CTE teachers, administrators, and other personnel, to the extent practicable, permit private school teachers, administrators, and personnel whose schools offer CTE programs to participate in professional development. Section 317(a) does not require the LEA to expend Perkins funds for separate programs and activities for private school personnel.		

DEFINITIONS

***Title I, Part C: Migratory Children:** Section 1309 (3) MIGRATORY CHILD—The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months—(A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. AND is an “eligible child” as the term is used in section 1115(c)(1)(A) of the ESEA ELIGIBLE CHILDREN—(1) ELIGIBLE POPULATION— (A) IN GENERAL— The eligible population for services under this section is—(i) children not older than age 21 who are entitled to a free public education through grade 12; and (ii) children who are not yet at a grade level at which the LEA provides a free public education and 34 CFR. § 200.103—*Children* means (1) Persons up through age 21 who are entitled to a free public education through grade 12; and (2) Preschool [children](#) below the age and grade level at which the agency provides free public education.

****Title III, English Learners (ELs):** Section 9101(25) of the ESEA. LIMITED ENGLISH PROFICIENT—The term limited English proficient, when used with respect to an individual, means an individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on state assessments described in Section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Immigrant Children and Youth: Section 3301(6) of the ESEA. IMMIGRANT CHILDREN AND YOUTH—The term immigrant children and youth' means individuals who (A) are aged 3 through 21; (B) were not born in any state; and (C) have not been attending one or more schools in any one or more states for more than 3 full academic years.