



Technical Assistance Packet Working with Private Schools



GENERAL INFORMATION

Working with Private Schools

Complete Packets are available for the following Funding Sources:

- Title I, Part A Improving the Academic Achievement of the Disadvantaged
- Title I, Part C Migrant Education
- Title II, Part A Teacher and Principal Training and Recruiting
- Title II, Part D Enhancing Education Through Technology
- Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students
- Title V, Part A Innovative Programs

Each Packet contains the following sections:

1. Overview: Services, Consultation, Documentation, Allocation, Resources
2. Appendix (worksheets)
3. Resources (legislation, regulations, provisions and guidance)

THE NO CHILD LEFT BEHIND ACT OF 2001
BENEFITS TO PRIVATE SCHOOL STUDENTS AND TEACHERS

U.S. Department of Education
Office of Non-Public Education
August 2002

The No Child Left Behind Act of 2001

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. These services are considered to be assistance to students and teachers and not to private schools. The reauthorized ESEA requires the equitable participation of private school students, teachers and other education personnel in some of its major programs. Following are explanations of some of the law's provisions and brief summaries of relevant ESEA programs.

What does *equitable participation* by private school students and teachers mean?

The participation of private school students, teachers and other education personnel in the ESEA programs providing services to this population is governed by the Uniform Provisions in Title IX of ESEA, sections 9501-9504. Three of these programs contain their own provisions for the equitable participation of private school students and teachers, which differ, in some respects, from the Uniform Provisions. These are: Title I, Part A, Improving the Academic Achievement of the Disadvantaged; Title V, Part A, Innovative Programs; and Title V, Part D, Subpart 6, Gifted and Talented Students.

Under the Uniform Provisions, local education agencies (LEAs) or other entities receiving federal financial assistance are required to provide services to eligible private school children, teachers and other personnel consistent with the number of eligible children enrolled in private elementary and secondary schools in the LEA, or in the geographic area served by another entity receiving federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to public school children and teachers participating in the program and they must be provided in a timely manner.

To ensure equitable participation, the LEA or other entity receiving federal financial assistance must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide services; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.

What *consultation* is required under the equitable participation provision?

The Uniform Provisions contain requirements for timely and meaningful consultation between appropriate public and private school officials. The goal of the consultation process is to design and implement a program that will provide equitable services and meet the needs of eligible private school students and/or teachers and other education personnel. Consultation between the entity receiving federal financial assistance and private school officials must occur before any decision is made that could affect the ability of private school students, teachers and other education personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities. Consultation generally must include discussion on such issues as: how children's needs will be identified; what services will be offered; how and where the services will be provided; who will provide the services; how the services will be assessed and how the results of assessment will be used to improve those services; the amount of funds available for services; the size and scope of the services to be provided; and how and when decisions about the delivery of services will be made.

In addition, a thorough consideration of the views of private school officials on the provision of contract services through potential third-party providers must take place, and, where the entity receiving assistance disagrees with the views of the private school officials on the provision of services through a contract, the entity must provide a written explanation of the reasons why the entity has chosen not to use a contractor.

What *programs in the No Child Left Behind Act* require equitable participation by private school students and teachers?

Title I—Improving the Academic Achievement of the Disadvantaged

- ***Title I, Part A—Improving Basic Programs Operated by LEAs***

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards, and who live in areas of high poverty. Instruction may take place during the school day, before or after school, or in the summer. Title I services may be provided on site at the private school, including religiously affiliated schools, or at other locations. (See Guidance on the Supreme Court's Decision in *Agostini v. Felton* and Title I (Part A) of ESEA at www.ed.gov/legislation/ESEA/feltguid.html.) Funds are generated on the basis of the number of children from low-income families who reside in participating public school attendance areas and attend private schools. Private school students who reside within a Title I attendance area and who are failing or most at risk of failing to meet high academic standards are eligible for services.

Services may include a targeted, assisted pullout model, supplementary instruction, direct instruction, computer-assisted instruction, tutoring, counseling, family literacy and early childhood programs. In addition, the law requires equitable participation of private school teachers of Title I students in professional development activities and of parents of Title I students in parent involvement activities. Title I is not governed by the Uniform Provisions; it has its own requirements. Under Title I, LEAs are required to maintain a written affirmation signed by an official for each participating private school that the required consultation has occurred.

- ***Title I, Part B—Reading First***

Reading First provides funding to implement comprehensive reading instruction for children in kindergarten through third grade. Funds must be used for reading programs; instructional materials; professional development; administering screening, diagnostic and classroom-based reading assessments; collecting and reporting data; and promoting reading and library programs. Reading First is governed by the Uniform Provisions, and private school children in the areas served by public schools receiving Reading First funds are eligible for services.

- ***Title I, Part B, Subpart 3—Even Start Family Literacy***

Even Start Family Literacy provides funding to partnerships of LEAs and other public and private entities to support family literacy programs that integrate early childhood education, adult education, parenting education, and literacy activities for low-income families and their children from birth through age seven. The Even Start Family Literacy program is governed by the Uniform Provisions, and grant applicants are required to consult in a timely and meaningful manner with private schools in designing and implementing a program for school-aged students.

- ***Title I, Part C—Migrant Education***

Migrant Education provides financial assistance to improve the education for migrant children. State education agencies (SEAs) provide services and activities either directly or through subgrants to local operating agencies (LOAs), which can be either an LEA or a public or nonprofit private agency. The Migrant Education program is governed by the Uniform Provisions and requires the equitable participation of private school migrant students and their teachers, and other education personnel in schools located in targeted areas.

Title II—Preparing, Training, and Recruiting High Quality Teachers and Principals

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

The Teacher and Principal Training and Recruiting Fund provides assistance for preparing, training, recruiting and retaining high-quality teachers. This program is governed by the Uniform Provisions, but the amount of funding available for services to private school personnel is governed by Section 9501 (b) (3), which requires equitable participation of private school teachers and other education personnel to the extent that the LEA uses its funds for professional development. For the purposes of determining the amount of program funds to be made available for services to private school teachers, the law "imputes" a minimum amount of program funds devoted to professional development as the total amount spent in fiscal year 2001 for professional development under the predecessor Eisenhower Professional Development Program and the Class Size Reduction Program. Activities may include improving teachers' knowledge in the core academic subjects and effective instructional teaching strategies; technology integration training; teaching students with different learning styles; using assessments to improve instruction and student outcomes; involving parents more effectively; and educational leadership development.

- ***Title II, Part B—Mathematics and Science Partnerships***

The Mathematics and Science Partnerships program provides funds to improve mathematics and science teaching through a variety of activities. At the current appropriations level, partnerships must include an SEA; an engineering, math or science department of an institution of higher education (IHE); and a high-need LEA. Private schools may be members of these partnerships. Activities include professional development; stipends and scholarships for advanced coursework in mathematics, science or engineering; and programs to bring math and science teachers into contact with working scientists, mathematicians and engineers. This program is administered jointly with the National Science Foundation. The Mathematics and Science Partnerships program is governed by the Uniform Provisions and requires the equitable participation of teachers who teach in private schools located in school districts where grants are awarded.

- ***Title II, Part D—Enhancing Education Through Technology***

The Enhancing Education Through Technology program provides funds for innovative initiatives to support the integration of educational technology into classrooms to improve teaching and learning. Activities include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement. This program is governed by the Uniform

Provisions and requires the equitable participation of students and teachers in private schools located in school districts where grants are awarded.

Title III—Language Instruction for Limited English Proficient and Immigrant Students

- ***Title III, Part A—English Language Acquisition, Language Enhancement and Academic Achievement***

The English Language Acquisition, Language Enhancement and Academic Achievement program provides funds for helping limited English proficient (LEP) children attain English proficiency and meet the same challenging state academic standards as all children are expected to meet. Funds must be used for increasing the English proficiency of LEP children by providing high-quality language instruction and high-quality professional development. Private school students and teachers whose schools are located within an LEA that receives a subgrant from the state are eligible to participate in this program, as required by the Uniform Provisions.

Title IV—21st Century Schools

- ***Title IV, Part A—Safe and Drug-Free Schools and Communities***

The Safe and Drug-Free Schools and Communities Act supports programs that foster a safe and drug-free learning environment. Authorized activities include drug, violence and suicide prevention programs; professional development and training; developing school security plans; conflict resolution, community service and character education programs; family involvement activities; counseling; mentoring; and emergency intervention services. The Uniform Provisions for the equitable participation of private school students apply to the Safe and Drug-Free Schools program, including the competitive grant programs awarded directly by the Department (National Coordinator program, Community Service Grant, Grants to Reduce Alcohol Abuse, and Mentoring programs).

- ***Title IV, Part B—21st Century Community Learning Centers***

The 21st Century Community Learning Centers (21st CCLC) program provides before-and after-school (including summer) services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet state and local student performance standards in core academic subjects. Activities may include remedial education, academic enrichment, art, music, tutoring, mentoring, recreation, technology, drug and violence prevention, counseling, character education and family literacy. The Uniform Provisions apply to the 21st CCLC program and require the equitable participation of private school students, teachers and other education personnel who are part of the target population.

Title V—Promoting Informed Parental Choice and Innovative Programs

- ***Title V, Part A—Innovative Programs***

Innovative Programs support education reform and innovative school improvement programs to improve school, student and teacher performance. Private school students, teachers and other education personnel may receive professional development, library materials, educational equipment, and repair and minor remodeling or construction of school facilities. Other activities may include community service programs; consumer education; purchase of computer hardware and software; programs to hire and support school nurses; school-based mental health services; programs for cardiopulmonary resuscitation training in schools; and parent and community involvement. The program has its own provisions for the equitable participation of private school students, teachers and other education personnel (section 5142).

- **Title V, Part D, Subpart 6—Gifted and Talented Students**

The Gifted and Talented Students program provides funding for demonstration projects in activities designed to enhance the ability of schools to meet the special education needs of gifted and talented students (including economically disadvantaged individuals, individuals with limited English proficiency, and individuals with disabilities). Activities include training of personnel in the education of gifted and talented students and, where appropriate, in the use of gifted and talented services, materials and methods for all students. The program has its own provisions for the equitable participation of private school students, teachers and other education personnel. They require the Secretary to ensure, where appropriate, that provision is made for the equitable participation of students and teachers in private schools, including the participation of teachers and other personnel in professional development programs serving such students.

Note:

For several programs discussed above and a few other programs, community and faith-based organizations, including private schools, may apply directly for a grant. For information on those programs, please visit the Faith-Based and Community Initiatives Web site at www.ed.gov/about/inits/list/fbci/index.html.

Further Information

For additional information on the *No Child Left Behind Act of 2001*, other federal programs affecting private schools, private school statistics, publications, Internet links to the private school community and other resources, visit the Office of Non-Public Education Web site at <http://www.ed.gov/print/about/offices/list/oii/nonpublic/index.html>.

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U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3600

Phone: (202) 401-1365

Fax: (202) 401-1368

E-mail: OIIANon-PublicEducation@ed.gov

Web site: <http://www.ed.gov/print/about/offices/list/oii/nonpublic/index.html>

For inquiries or comments, email: Office of Non-Public Education

**General Information for Districts to Establish Private School Programs
Under the Provisions of: Title I, Part A; Title I, Part C; Title II, Part A;
Title II, Part D; Title III, (LEP); and Title V, Part A of the
No Child Left Behind Act of 2001**

The *No Child Left Behind Act* (NCLB), signed into law by President Bush in January 2001, reauthorized the Elementary and Secondary Education Act (ESEA) passed by Congress in 1965. The purpose of the reauthorized ESEA is to improve teaching and learning for all children to enable them to meet challenging academic content and student performance standards. Since the passage of ESEA in 1965, local educational agencies (LEAs) have been required to provide equitable educational services to eligible private school students, teachers, parents and other personnel. Equitable services applies to all Federal programs not just Title I. Private schools receive no direct funds from these programs. Program funds are granted to the public authorities, usually a local education agency, that is in turn responsible for serving eligible students, teachers, parents, and other personnel, whether they attend public or private school. The formula, requirements, and procedures vary by program, but the principle of the public authority's responsibility for all eligible students within its jurisdiction remain constant.

General Requirements

NCLB defines private schools to be only private **nonprofit** schools. In previous reauthorizations, these schools were referred to as “non-public” schools or “private nonprofit” schools.

Annually notify, in writing, all private schools of available services

- Specify criteria for participation, needed demographic information and due date.

Joint Planning/Consultation

- Consultation involves the initial contact with enough flexible scheduling opportunities to ensure participation by representatives of the private schools.
- Private school administrators and other persons are provided adequate opportunity to participate in the planning of the services to be provided.
- The ultimate decision rests with the public school, based on the most effective use of funds.

Equity

- Educational services or other benefits for private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

Suggested Time Line*

Consultation shall include meetings of the district and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

* NOTE: Title I, Part C Summer Migrant Program has a separate timeline, Refer to Title I, Part C packet.

February / March: Mail the request for participation letter. In the event that there is no response to the initial letter, at least one additional follow-up contact should occur (phone call/school visit). Once participation is verified, schedule a series of consultation meetings to discuss and collect eligible student and teacher data.

April: Review demographics data per program requirements. Design program services. When allocations become available, arrange for another consultation meeting.

May: Confirm the plan for application submission.

Conduct a follow-up survey with private schools to ascertain satisfaction with services agreed to and implemented throughout the school year.

Community Public Schools

123 Learning Avenue
Schooltime, Michigan 48899

[Date, usually spring of the year]

Administrator
Private Nonprofit School
School Address
School City, State, Zip

Dear [Administrator]:

Community Public Schools invites you to participate in the following federal programs during the 2006-2007 school year: *(list those programs that apply to your district's situation; Titles I & III services should be offered to all private nonprofit schools with resident children enrolled; Titles II & V services should be offered only to private nonprofit schools located within district boundaries; note that some private nonprofit schools receive their Title V services through the Intermediate School District).*

Title I, Part A, Improving Basic Programs, to provide supplementary instruction to students who are failing or most at risk of failing to meet your school's core academic curriculum.

Title I, Part C, Migrant Education, to provide supplementary educational and support services to migrant students through both regular school year and summer programs.

Title II, Part A, Teacher and Principal Training and Recruiting, to help support sustained and intensive professional development.

Title II, Part D, Enhancing Education Through Technology, to support the integration of educational technology into classrooms to improve teaching and learning.

Title III, Limited English Proficient, to provide instruction and professional development that help limited English proficient students in the speedy acquisition of English language proficiency to achieve in the core academic subjects. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

Title V, Innovative Programs, to support local educational reform efforts consistent with statewide reform or provide a source for continuing innovation and educational improvement, including support for library services and instructional media materials.

The level of services available to your school under Title I and Title III programs is based upon your documentation of student eligibility. The level of services available to your school under Title II and Title V programs is based on your school's total enrollment.

We encourage you to participate in this planning of these federal programs for the benefit of your students and staff. Please complete the attached form indicating your school's interest in participating in these federal programs in 2006-07. Upon receipt of this form, I will contact you to set up a planning meeting and discuss the purposes of each program and the policies that guide program implementation.

Sincerely,

Director of Federal Programs

Name of Private Nonprofit School: _____

Name of School Contact Person: _____

Title: _____

Phone Number: _____

_____ Yes, our school plans to participate in the federally-funded program services during 2006-2007

_____ No, our school does not wish to participate at this time

Signature: _____

Please return this completed form no later than _____ to:

Director of Federal Programs
Community Public Schools
123 Learning Avenue
Schooltime, Michigan 48899

Community Public Schools

123 Learning Avenue
Schooltime, Michigan 48899

SUGGESTED LETTER TO BE SENT TO PRIVATE SCHOOLS LOCATED OUTSIDE THE PUBLIC SCHOOL DISTRICT'S BOUNDARIES

[Date, usually spring of the year]

Administrator
Private Nonprofit School
School Address
School City, State, Zip

Dear [Administrator]:

Although your school is outside of our district boundaries, resident children from our school district enrolled at your school may be eligible for academic services through the Title I, Part A program. Therefore, Community Public Schools invites you to participate in the following federal programs during the 2006-2007 school year:

Title I, Part A, Improving Basic Programs, to provide supplementary instruction to students who are failing or most at risk of failing to meet your school's core academic curriculum. The level of services available to your school under the Title I, Part A program is based upon your documentation of student eligibility.

We encourage you to participate in this planning of these federal programs for the benefit of your students and staff. Please complete the attached form indicating your school's interest in participating in these federal programs in 2006-2007. Upon receipt of this form, I will contact you to set up a planning meeting and discuss the purposes of each program and the policies that guide program implementation.

Sincerely,

Director of Federal Programs

Name of Private Nonprofit School: _____

Name of School Contact Person: _____

Title: _____

Phone Number: _____

_____ Yes, our school plans to participate in the federally-funded program services during 2006-2007

_____ No, our school does not wish to participate at this time

Signature: _____

Please return this completed form no later than _____ to:

Director of Federal Programs
Community Public Schools
123 Learning Avenue
Schooltime, Michigan 48899

DOCUMENTATION OF PRIVATE SCHOOL CONSULTATION

P.L. 107-110 – The No Child Left Behind Act of 2001 (NCLB) requires that timely and meaningful consultation shall occur between the local education agency (LEA) and private school officials prior to any decision being made that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and that the consultation shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during that consultation:

- Method/source of data used to determine the number of children from low income families in participating attendance areas who attend private school
- How the specific needs of eligible children will be identified
- Types of services that will be offered to meet those needs
- How, where and by whom services will be provided
- When and how often services will be provided
- How and when the decision will be made in regard to the delivery of services
- How services will be academically assessed
- How results from the assessment will improve services
- The proportion of funds that will be allocated to provide such services
- If the private school wants services provided through a contractor and the local education agency chooses not to use that contractor, the local education agency has provided the private school a written analysis of the reasons.
- Under Title I, the LEA must discuss the equitable services the LEA will provide to teachers and families of private school participating children

We agree that timely and meaningful consultation occurred before the local education agency made decisions that affected the participation of eligible private school children in the following Title program services for the next school year: Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III, Part A; and Title V, Part A.

Public School Official

Date

Private School Official

Date

School District

Private School Name

The LEA and the Private School must keep a copy of this document on file.



Technical Assistance Packet
Working with Private Schools

ALLOCATION WORKSHEETS
for Equitable Participation:

Title I, Part A
Title II, Part A
Title II, Part D
Title V, Part A



Title I, Part A Allocation Flow Chart

Determining Title I Resources for Local, Private Schools

STEP 1: Are there students attending the Private School who reside in your school district's boundaries? -AND- Would they attend a school in the district that receives Title I funds/services?

YES
Go to Step 2

NO
You are done.

STEP 2: Have the students been identified by the Private School?

YES
Go to Step 3

NO
You are done.

STEP 3: Has the Private School provided the supporting evidence of these students meeting the poverty criteria?

YES
Go to Step 4

NO
You are done.

STEP 4: Has the Private School established criteria for interventions and conducted a Needs Assessment of your resident students who attend their school in order to identify those in need of Title I services?

- This Needs Assessment is a joint responsibility.
- To ensure equitable participation, the LEA or other entity receiving federal financial assistance must access, address and evaluate the needs of private school students and teachers.

YES
Go to Step 5

NO
You are done.

STEP 5: Determine the amount of per pupil, Title I funding for these students (refer to your Title I school allocation worksheet*).

***NOTES**

- This figure is used to determine the type and delivery of Title I services that can be provided to the Private School for the resident students in need of assistance.
- Work in collaboration with the Private School on the nature and delivery of the service.
- **Set-aside amounts for district-wide instruction, parental involvement and professional development require a proportional set-aside amount for private schools.**

Allocation of Title I, Part A Funds to Private, Non Profit Schools for Fiscal Year _____

(For use by Districts that DO NOT complete a Title I School Selection and Allocation worksheet)

District _____ District Code _____

PART ONE: Calculating the PER PUPIL Allocation (PPA) for Low Income Private, Non-Profit Students from Participating Title I, Part A School Allocations

A. District Title I Schools	B. Title I Funds Allocated to School	C. # of PUBLIC low income students in attendance area	D. # of PRIVATE low income students in attendance area	E. Total low income students in attendance area (C. + D.)	F. Per pupil amount for attendance area (B. divided by E.)	G. Private School Share (D. multiplied by F.)
Grand Totals		H.	I.	J.		K.

H. Total Public School Low Income Students (Total of Column C.) _____

I. Total Private School Low Income Students (Total of Column D.) _____

J. Total Low Income Students—Public AND Private (Total of Column E.) _____

K. Total Private School Share of School Allocations (Total of Column G.) _____

Part TWO: Calculating the Private, Non-Profit School Share of District Wide Activities

1.	Salary & Pay Differentials *	1.
2.	Additional Professional Development (except for set aside for districts identified for improvement) *	2.
3.	Parent Involvement (except for amounts included in school allocations)*	3.
4.	District Level Instructional Programs *	4.
5.	Total of Lines 1-5	5.
6.	Private School Share of District Wide Activities Calculate the Equitable Per Pupil Allocation for low income students by dividing the Total from Line 5 by the total number of Low Income Students from "J" (total of column E).	6. Equitable Per Pupil Allocation:
7.	Multiply the results in Line 6 by the total number of PRIVATE school students from "I" (total from column D). This is the private school share of District Wide Activities under Title I.	7.

* See Page 3-4 for descriptions of "District Wide Activities"

PART THREE: TOTAL Private, Nonprofit School share of Title I Allocation

L. Total Private School Share Per Pupil Allocation (Part ONE, Item K.) _____

**M. Total Private School Share of District Wide Activities _____
(Part TWO, Line 7.)**

**N. Total Private School Share of Title I, Part A _____
(Sum of L. and M. above)**

NOTE: This is the figure that the Field Services Consultant would expect to see as the total of function code 371 entries in the Title I, Part A budget.

***DESCRIPTIONS TO GUIDE INTERPRETATION OF DISTRICT WIDE ACTIVITIES:**

Equitable Private School Services:

Private non-profit schools are entitled to an equitable share of the following set-asides: Salary & Fringe Benefit Differentials, Additional Professional Development, Parent Involvement and District-Level Instructional programs.

District Level Costs:

District level costs are set aside from the district's Title I allocation after the minimum amount per low-income child is determined, if applicable, and before Title I funds are allocated to schools. In some cases the district level costs are mandatory, while in other cases they are optional.

Salary & Fringe Benefit Differentials:

To address variations in Title I personnel costs, a district may consider seniority pay differentials or fringe benefit differentials as a district-level administrative cost rather than a charge to each Title I school. This policy would have to be applied consistently to staff serving both public and private school children throughout the LEA.

Additional Professional Development: (Except for Set-aside for Districts Identified for Improvement):

For districts that are not identified for improvement, a district-level professional development set-aside would be appropriate only if two or more Title I schools have the same professional development needs as stated in each of the school improvement plans and if it would be more cost-effective for the district to provide a joint professional development opportunity for these Title I schools.

Professional Development for Districts Identified for Improvement Included in School Allocations (if any):

If both the district and individual schools are identified for improvement, the school level professional development set-aside may be counted toward the district professional development set-aside. If a district chooses to include the school-level amount as part of its 10% set-aside amount, the district must return to this screen to enter the amount after Screen 6 displays the allocations to the identified schools.

Parent Involvement: (1% Required if the District's Allocation is More than \$500,000):

If the district's Title I allocation is greater than \$500,000, then at least 1% of the district's allocation must be set aside for parent involvement. The district must distribute at least 95% of this set-aside to the Title I schools.

Parent Involvement Amount Included in School Allocation (if any):

In distributing the 95% of the set-aside back to the Title I schools, an LEA may use the same formula it uses to determine the per-pupil allocations for those schools or it may distribute those funds in another manner. A district may use any one of or a combination of factors; for example, it may choose to allocate funds to schools identified for improvement; or base its allocation on the results of the district's annual evaluation of parental involvement activities.

District-Level Instructional Programs:

A set-aside for district-level instructional programs (such as Title I preschool, Title I summer school or Title I intersession programs) is allowable only after consultation with teachers, pupil support personnel, principals and parents of the Title I schools.

Title II, Part A Calculation of Private Schools' "Equitable Participation"

Worksheet for School Year _____

STEP 1: List the private schools located within your district's boundaries along with the enrollment of each school:

Private Schools	Enrollment
Subtotal of Private School Enrollment =	
Public School	Enrollment
GRAND TOTAL Public + Private =	

STEP 2: Determine the amount the district has designated for professional development from the Title II, Part A allocation.

= _____

STEP 3: Calculate the total of the 2001-02 Eisenhower allocation for the district and each private school combined.

= _____

STEP 4: Compare the two amounts (from STEP 2 and 3). Select the larger of the two amounts. This is the "BASE."

STEP 5: Calculate the total number of students enrolled in the Public School AND in the Private Schools.

= _____

STEP 6: Divide the BASE (STEP 4) by the total of students enrolled in the Public School and Private Schools (STEP 5)

**to produce the “per Pupil” amount: _____
(Per Pupil Amount)**

- The Public School’s “share” = Per Pupil amount X Public School Enrollment
- Each Private School’s “share” = Per Pupil amount X Private School’s Enrollment

Title II, Part D Calculation of Private Schools' "Equitable Participation"

Worksheet for School Year _____

STEP 1: List the Private Schools located within your district's boundaries along with the enrollment of each school:

Private Schools	Enrollment
Subtotal of Private School Enrollment =	
Public School	Enrollment
GRAND TOTAL Public + Private	=

STEP 2: Determine the amount of the district's Title II, D allocation. This is the BASE.

STEP 3: Divide this base by the total of Students enrolled in the Public School AND the Private Schools to produce the "Per Pupil" amount:

$$\frac{\text{Title II, D Allocation (BASE)}}{(\text{Total Private Student Enrollment} + \text{Total Public School Student Enrollment})} = \text{Per Pupil amount}$$

- The Public School's "share" = Per Pupil amount X Public School Enrollment
- Each Private School's "share" = Per Pupil amount X Private School's Enrollment

Title V, Part A Calculation of Private Schools' "Equitable Participation"

Worksheet for School Year _____

- STEP 1:** Determine if you are the fiscal agent for Title V services in your geographical area(s) (either the Local Educational Agency (LEA) or the Regional Educational Service Agency (RESA) service as the fiscal agent.
- STEP 2:** List the Private Schools located within your district's boundaries along with the enrollment of each school:

Private Schools	Enrollment
Subtotal of Private School Enrollment =	
Public School	Enrollment
GRAND TOTAL Public + Private =	

- STEP 3:** Determine the amount of the district's Title V, Part A allocation. This is the BASE.
- STEP 4:** Divide this base by the total of students enrolled in the Public School and the Private Schools to produce the "Per Pupil" amount:

$$\frac{\text{Title V, Part A Allocation (BASE)}}{(\text{Total Private Student Enrollment} + \text{Total Public School Student Enrollment})} = \text{Per Pupil amount}$$

- The Public School's "share" = Per Pupil amount X Public School Enrollment
- Each Private School's "share" = Per Pupil amount X Private School's Enrollment

Determining Private School Participation—Student Numbers

Private School Students Residing Within District Boundaries (who attend a private school within or outside of district boundaries)	Students Attending Private School Within District Boundaries (regardless of their residency)
Title I, Part A <u>Funding Generated By:</u> • Low-income students who reside in a Title I school attendance area • Would attend a Title I school? <u>Students Eligible to be Served:</u> • Identified by a Needs Assessment for achievement below standard and reside in a Title I school attendance area*	Title I, Part C • Meet criteria for migrant? • Meet priority for services? Title II, Part A Title II, Part D Title III, Part A • Meet criteria for LEP/Immigrant? • Completes Home Language Survey? Title V, Part A

- Eligible student not required to be low-income

Allowable District Uses of Funds for Services to Private Schools

	Title I Part A	Title I Part C	Title II Part A	Title II Part D	Title III Part A	Title V Part A
Salaries for private school staff	No	No	No	No	No	No
Salaries of district staff who service private school	Yes	Yes	Yes, if providing professional development	Yes, if providing professional development	Yes	Yes
Substitutes for ANY reason	No	No	No	No	No	No
Stipends for private school staff * Professional Development in core, academic areas—secular content only * Reasonable & Necessary * Outside of school day * Paid directly to teacher by district	Yes	Yes	Yes	Yes	Yes	Yes
Purchase of Computers	Yes, if exclusively for use by Title I students	Yes, if exclusively for use by Migrant students	No	Yes	Yes, if exclusively for use by LEP students	Yes
Supplies	Yes, for Title I students	Yes, for Migrant students	Yes, for professional development	Yes, for tech support and professional development	Yes, for LEP students	Yes
Class Size Reduction	No	No	No	No	No	No
Professional Development	Yes, for assisting Title I students	Yes, for assisting Migrant students	Yes	Yes	Yes, for assisting LEP students	Yes