

ARCHDIOCESE OF SEATTLE FEDERAL PROGRAMS TOOLKIT

*A guide for effective implementation of federal Title programs under the
Every Student Succeeds Act*

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***Also available in Excel. Excel version recommended.*

This toolkit has been prepared by Kaitlyn O’Leary, Assistant Superintendent for Early Learning and Federal Programs at the Office for Catholic Schools. Contact Kaitlyn at Kaitlyn.oleary@seattlearch.org with questions related to the content of this toolkit. Special thanks to Michelle Doyle for generously sharing documents from which many of the tools in this toolkit have been adapted.

Tool #1: Federal Programs Vocabulary Reference Sheet

Consultation- Describes the ongoing conversations and meetings between public school officials and private school representatives with the goal of reaching agreement about how to best design the Title programs so that they meet the needs of the private school students.

Elementary and Secondary Education Act- An act originally passed in 1965 which first authorized the federal title programs.

Equitable Services- The term used to describe the services provided to private school students through the Federal Title Programs. These programs should be designed to meet the needs of private school students during consultation between public school and private school officials.

Every Student Succeeds Act- An act passed in December 2015 which reauthorizes the federal title programs originally authorized under the *Elementary and Secondary Education Act* of 1965.

Family Income Survey- A survey which schools should administer annually in order to determine which families are considered “low income.” The number of low income students attending a school is used to help determine that school’s Title IA program allocation.

Home Language Survey- A survey which schools should administer annually in order to determine if students are eligible to participate in the Federal Title III program for English Language Learners.

LEA- Local educational agency. This term is often used in lieu of “school district.”

National Free and Reduced Lunch Program- A federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to school children. Catholic schools can participate in the program through Washington State. To qualify for the free or reduced lunch program, a student’s family must meet the USDA federal income eligibility guidelines, which are revised annually.

Ombudsman- A state-appointed official who helps to monitor and enforce the equitable participation of private schools in federal education programs.

Pooling Funds- The practice of combining funds across private schools to offer services under federal title programs. For example, schools might choose to combine their Title IA funds to offer common professional development for teachers in multiple schools. The discussion of pooling funds is a required part of the consultation process.

Proportionate Share- Describes the portion of federal funds designated towards private school participation in federal programs. The amount of funds designated to a private school depends on the specific federal program and is detailed in federal law and guidance.

Title IA- A federal education program that seeks to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title IA accomplishes this by providing supplemental educational services to eligible students, professional development for their teachers, and family engagement activities for their families.

Title IIA- A federal education program that provides funds for professional development that will help teachers, principals, and other educational personnel meet the learning needs of their students.

Title III- A federal education program that helps ensure that English learners (EL), including immigrants, attain English proficiency. Title III offers supplementary educational services and materials, professional development to teachers of Title III students, and family engagement activities for families of Title III students.

SEA- State Educational Agency. In Washington State, the Office of the Superintendent of Public Instruction (OSPI) is the SEA.

Set Aside- Funds that a State Educational Agency or Local Educational Agency reserve for a particular purpose before allocating funds towards equitable participation of private school students.

Tool #2: Summary of Major Changes to Federal Programs under ESSA

The major changes to federal programs under ESSA can be divided into 5 main categories:

1. Funding

- **Title IA & Title IIA:** The proportional share of funds for Title IA and Title IIA is now determined on the basis of the full allocation received by the district, before any uses are made of the allocated funds and prior to any allowable expenditures or transfers by the district.
- **Fiscal Obligation:** Funds are now obligated in the fiscal year in which they were received by the public school district. The purpose of this requirement is to ensure that school districts use the funds available in the fiscal year for which they were appropriated. If there are extenuating circumstances in which a district is unable to obligate all funds within this timeframe in a responsible manner, agreed upon services were not provided, or no private school students were eligible for a program during the fiscal year, the funds may remain available during the subsequent school year.

2. Consultation

- **New language is used to describe consultation:**
 - the goal of consultation is to reach agreement
 - the results of consultation are transmitted to the ombudsman
 - consultation includes a discussion of how the proportional share of funds is determined
 - whether or not funds should be pooled is part of consultation
 - the approximate time of day the services will be provided is discussed in consultation
 - whether to combine the funds across programs to provide coordinated services is part of consultation
- **Written analysis-**
 - **All title programs:** If the public school district disagrees on the use of a third party for the provision of services, it must now provide a written analysis to private school officials of the reasons for its decision.
 - **Title IA only:** If the public school district disagrees with the views of the private school officials during consultation, it must provide a written analysis of the reasons the district has decided not to adopt the requested course of action.

3. Safeguards for Private Schools

- **Ombudsman-** ESSA requires the appointment of a state ombudsman who will monitor and enforce the requirements for equitable participation of private schools in federal programs.
- **Written affirmation-** All title programs now require a written affirmation of timely and meaningful consultation. In the past the written affirmation was only required for the Title IA program. Private schools now have the option to indicate that timely and meaningful consultation did NOT occur.
- **SEA as service provider-** If a private school demonstrates that the LEA has not met the requirements of ESSA for equitable services, the SEA can provide the services directly or through contracts with other agencies.
- **Complaint procedure-** Under ESSA, the state must resolve a complaint by a private school within 45 days. If the complaint is appealed to the U.S. Secretary of Education, it must be resolved within 90 days.

4. Services

- **Title IA:** ESSA focuses Title IA services to providing a well-rounded education to all students. This can include courses, activities, and programming in subjects such as ELA, STEM, foreign languages, government, computer science, etc. It expands available services under Title IA to include counseling, mentoring, and one-on-one tutoring. Services can now be provided individually or in combination. High school students can now participate in dual or concurrent enrollment programs in which they receive high school credits while earning postsecondary credits through an institute of higher education.
- **Title IIA:** ESSA expands the definition of professional development to include:
 - PD that will help teachers support young children/ students in early grades, students with disabilities, ELLs, and gifted/ talented students
 - PD for teachers, paraprofessionals, instructional leadership teams, principals, and other leaders
 - Learning through observation
 - Developing and using formative assessments to drive instruction
 - Supporting and developing effective libraries
 - Developing feedback mechanisms to improve school working conditions
 - Carrying out STEM activities
 - New teacher, principal, or other school leader mentoring programs
 - Effective family engagement
- **Title III:**
 - New language in ESSA emphasizes the use of Title III funds to engage early learners.
 - ESSA implements the requirement that all students who may be EL are assessed within 30 days.
- **Title IVB, 21st Century Community Learning Centers:** The aim of this program is to provide additional services, programs and activities designed to reinforce and complement a regular academic program, and other family literacy programs.
 -

5. Programs

- **Title IVA, Student Support and Academic Enrichment Grants:** This is a new program under ESSA. The aim of this program is to improve: students' access to a well-rounded education, school conditions for student learning, and the use of technology to promote academic achievement and digital literacy.

Tool #3: NCLB vs. ESSA Comparison

| <i>No Child Left Behind</i> | <i>Every Student Succeeds Act</i> |
|--|---|
| TITLE IA SERVICES | |
| NCLB contained a simple statement of services to meet the needs of private school students. | ESSA expands this to include language adding services such as counseling, mentoring, and one-on-one tutoring . Additionally, ESSA states that the services can be provided individually or in combination . The language notes that the choice of services is requested by the officials or representative of private school students to best meet the needs of those students. |
| EQUITY/ OMBUDSMAN | |
| NCLB states that services shall be equitable when compared to services and other benefits to public school children. | ESSA expands this to include the addition of an ombudsman in each state to help ensure that such equity is provided to private school children, teachers, and other educational personnel; the ombudsman monitors and enforces the requirements for equity to private school children. |
| EXPENDITURES UNDER TITLE IA | |
| NCLB states that expenditures shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. | ESSA expands this language to make specific that the share of funds is to be determined based on the total allocation received by the local educational agency prior to any allowable expenditures authorized under Title IA. (This means the equitable share is calculated before other district set asides.) |
| CONSULTATION TOPICS | |
| NCLB contained specific topics for timely and meaningful consultation between public and private school students. They included needs of the students; how, where and by whom the services would be provided; how the services would be assessed; the size and scope of the program and the funds allocated. | ESSA contains the same topics for timely and meaningful consultation, but also adds: <ul style="list-style-type: none"> (i) the goal of consultation is to reach agreement (ii) the results of consultation are transmitted to the ombudsman (iii) consultation includes a discussion of how the proportional share of funds is determined (iv) whether or not funds should be pooled is part of consultation (v) the approximate time of day the services will be provided is discussed in consultation (vi) whether to combine the funds across programs to provide coordinated services is part of consultation |
| DISAGREEMENT | |
| NCLB provides for a written analysis by the public school district on its reasons for not allowing the use of a third party if one is requested by private school officials. | ESSA adds language that states if the public school district disagrees with the views of the private school officials during consultation it must provide a written analysis of the reasons the district has decided not to adopt the requested course of action . |
| WRITTEN AFFIRMATION | |
| NCLB only required a written affirmation for the Title IA program. Private school officials were asked to sign the written affirmation to signify that timely and meaningful consultation had occurred. | ESSA expands the written affirmation to all programs requiring equitable participation and provides an option for the private school official to signify that timely and meaningful consultation did not occur . |

| STATE EDUCATIONAL AGENCIES | |
|---|--|
| | <p>Under ESSA, a State educational agency can provide services directly or through contracts with public or private agencies, organizations, or institutions if appropriate private school officials or their representatives have-</p> <ul style="list-style-type: none"> (a) requested that the state provide such services directly; and (b) demonstrated that the LEA has not met applicable equitable services requirements in accordance with the OSPI procedures for making such a request. <p>The State also has the responsibility to inform the private school officials in a timely manner of the allocation for all programs that require equitable participation, as the funding has been determined by the public school district. As noted above, the state must designate an ombudsman; this person will ensure equity and monitor and enforce the equitable participation provisions of ESSA. The ombudsman receives the result of the agreement reached in the consultation process.</p> |
| FUNDING | |
| <p>NCLB made it clear that funding should be equitable based on the proportion of private school children to all children in the district. For Title IA, this proportion for equitable services to private school students was based on the number of low-income private school children residing in Title IA attendance areas compared to all low-income children residing in Title IA attendance areas. For other programs, it was the number of children attending the private schools, regardless of their residence or income status, compared to all children attending public and private schools in the district. Under Title IA, this equitable share was determined after allowable set asides by the public school district. Under Title IA, this equitable share was based only on the funds used by the public school district for professional development.</p> | <p>ESSA continues the equitable funding, but requires, as noted above, that the Title IA funds be determined prior to any allowable set asides by the public school district. Additionally, the Title IA funds are determined based on the entire allocation, less administrative costs, regardless of the uses the public school district makes of the funds. Furthermore, funds designated for equitable services must be obligated in the school year in which they were received by the public school district. The proportional share of funds can be determined every year or once every two years.</p> |
| COMPLAINT PROCEDURE | |
| <p>Under NCLB, the state was required to resolve a complaint by private school officials within a reasonable period of time. If the complaint was appealed to the U.S. Secretary of Education, the Secretary had 120 days to resolve the complaint.</p> | <p>Under ESSA, the state must resolve the complaint within 45 days and the U.S. Secretary of Education must resolve the complaint within 90 days.</p> |

Tool #4: Checklist to Prepare for Consultation

Before All Consultation:

- _____ Review your notes from the last consultation meeting with the LEA and make sure they are available for your meeting in printed or electronic form.
- _____ Review the latest budget provided for you by the LEA. Note any discrepancies.
- _____ Check in with teachers, parents, and service providers of students that participate in title programs in your school to solicit any feedback or information that you might want to address during consultation.
- _____ Connect with your colleagues who work with the same LEA (tool 10 is a list of Catholic schools by LEA). Discuss the state of federal title programs at your respective schools, and identify common areas for improvement/growth. If you are interested in pooling your resources, establish a consensus of how you would like to approach this with your LEA.
- _____ Bring the law with you! Tools 8 and 9 include official language from the *Every Student Succeeds Act*. It is helpful to have this language with you when the LEA questions your interpretation of the law.

Before Spring Consultation in Preparation for the coming academic year:

- _____ Complete all of the tasks outlined above.
- _____ Make sure you complete the OSPI Intent to Participate form. This form typically opens in February and closes in April. If you do not complete this form, you will not be eligible to participate in federal Title programs. A best practice is to indicate your intent to participate in ALL federal programs. Once you've done so, you'll be able to determine the programs in which you can/ will participate during consultation.
- _____ Prepare a list of all low income students who reside in the LEA attendance area which includes:
 - Student's current grade level
 - Indication of sibling
 - Street address, city, state, zip (do NOT include PO Boxes)
 - Free or Reduced Lunch qualification status (if a child qualifies for free or reduced lunch, he is considered low income)

***Tools 13 and 14 are family income surveys in English and Spanish that can be used to determine low income status.*
- _____ Prepare a count of all students who may qualify for Title III services based on the home language survey.

***Tools 23 and 24 are home language surveys in English and Spanish. Surveys are available in multiple languages at <http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx>*
- _____ Identify students eligible to participate in the Title IA program. These students should be identified based on academic criteria agreed upon with the LEA (standardized test scores, teacher recommendations, report cards, etc.).

***Tool 15 includes teacher referral forms that you can use as one measure of student eligibility.*
- _____ Conduct a professional development needs assessment and identify your school's PD goals for the coming school year. Be prepared to articulate your PD needs to your LEA and explain how you would like to use Title IA funds to support those needs. You might also consider how Title IA and Title III PD funds can contribute to your PD plan.

***Tools 19 and 20 are Title IA PD Planning resources.*

- _____ Consult with your colleagues who work with the same LEA to determine whether or not you would like to pool certain resources in the coming year to maximize the benefit to your respective school communities (ie Title III funds to provide GLAD training for all of your teachers). Be prepared to communicate your shared interest in pooling resources during consultation.
- _____ Review academic schedules of children who will participate in Title IA and III in the coming school year so that you can determine the best time of day for them to receive services and communicate your preference to LEA representatives.

Before Fall Consultation:

- _____ Complete all of the tasks outlined above under "Before All Consultation."
- _____ Prepare a list of newly enrolled students who are eligible to receive Title IA and III services.

Tool #5: Checklist to Use during Consultation

Basis for this tool: The following consultation topics are part of the requirements under Section 1117 (applies to Title IA) and Section 8501 (applies to Titles IIA, III, IVA and IVB) of ESSA regarding timely and meaningful consultation with private school officials. Consultation should be ongoing during the design, development, implementation, and assessment of the program. The goal of consultation is to reach agreement and, in so doing, develop and implement an effective program for the benefit of students in the private school.

Written affirmation: During consultation, LEA representatives will ask that you sign a written affirmation of consultation, as required by the *Elementary and Secondary Education Act*. The affirmation should occur at the end of consultation. If you are asked to sign something before you have discussed everything on the checklist below, tell the LEA representatives that you would prefer to wait until consultation is complete before signing an affirmation. You also have the legal right to sign an affirmation indicating that timely and meaningful consultation did **NOT** occur if you feel that that is the case. ***Tool 6 is the OSPI written affirmation.*

_____ How the children's needs will be identified

Title IA:

_____ Review of existing student assessment and performance records

_____ Administration of appropriate normed/standardized assessments

_____ Teacher recommendation

_____ Other: _____

Title III:

_____ District English Proficiency Assessment

_____ Other approved assessment to be administered by private school teachers: _____

_____ What services will be offered (Individual tutoring, small group instruction, computer assisted learning, summer school, counseling, mentoring, teacher professional development, parent engagement, supplementary materials/software, etc.)

_____ How the services will be assessed and how the results of the assessment will be used to improve those services

_____ The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel

_____ The proportionate share of funding allocated for services and how the proportional amount of funding is determined. *Don't be afraid to ask for a copy of the LEA's budget and/or Title program applications!*

_____ How and when decisions about delivery of services will be made and how the private school will be notified of those decisions.

_____ Whether services shall be provided by the school district directly or through a separate government agency, consortium, or entity, or through a third-party contractor

_____ Whether to provide equitable services to eligible private school children by pooling funds allocated for the program's purpose. *You might want to work with other Catholic schools within your LEA to get the most "bang for your buck."*

For the Title IA program, these additional elements are part of the consultation process:

_____ What method or sources of data will be used to determine the number of children from low-income families in participating school attendance areas who attend private schools. *The number of low income students residing in participating public school attendance areas is used to calculate the private school proportionate share of Title IA funds.*

____ Free and reduced lunch program eligibility

____ Extrapolation from a representative private school sample

____ Proportionality: Based on percentage of low-income public school children in the attendance area

____ Other: _____

_____ How, if the public school district disagrees with the views of the private school officials on the provision of services through a contract, the public school district will provide in writing to the private school officials an analysis of the reasons why the district has chosen not to use a contractor.

_____ When services will be provided (including the approximate time of day)

_____ Whether to consolidate and use Title I, Part A funds in coordination with funds from other eligible programs that are dedicated to providing equitable services to private school students. *For example, you may wish to consolidate your Title IA and Title III services so that eligible English Learners can receive tutoring services.*

Please note that if an LEA disagrees with the views of Catholic school officials with respect to any topic subject to consultation, the LEA must provide in writing the reasons why the LEA disagrees. Ultimately, the LEA makes the final decisions about what services the Catholic school will receive.

Tool #6: Written Affirmation of Consultation

Local Educational Agency (LEA)

Affirmation of Consultation with Private Schools 2017–18 School Year

Date of Initial Consultation _____

Name of LEA _____

Name of Private School _____

The written affirmation is a tool that guides the timely and meaningful consultation between LEAs and private schools to ensure equitable services for private school children, teachers, and other educational personnel. The goal of the consultation process is agreement between the LEA and private schools. LEA officials must take into consideration the private school officials' views for how to serve students and the design of the program. Consultation includes meetings with private school officials before the LEA makes any decisions that affect the opportunities available to private schools choosing to participate in federal programs. Such meetings will continue throughout the implementation of the program and will include assessment of services provided.

New under ESSA, if an LEA disagrees with the views of private school officials with respect to any topic subject to consultation, the LEA must provide in writing to such private school officials the reasons why the LEA disagrees. The final decision rests with the LEA.

Discuss the following topics during the initial and ongoing consultation:

- ✓ Identification of children's needs.
- ✓ What services will be offered. Services including materials and equipment must be secular, neutral, and nonideological.
- ✓ How, where, and by whom the services will be provided.
- ✓ How services are assessed and how the results of the assessment will be used to improve those services.
- ✓ The size and scope of the equitable services provided to eligible private school children, teachers, and other educational personnel.
- ✓ The proportionate share of funding allocated for services and how the funding allocated is determined.
- ✓ How and when decisions about delivery of services will be made and how the private school will be notified of those decisions.
- ✓ Whether services shall be provided by the school district directly or through a separate government agency, consortium, or entity, or through a third-party contractor.
- ✓ Whether to provide equitable services to eligible private school children by pooling funds allocated for the program's purpose.

For Title IA, Part A, discuss these additional topics:

- ✓ What methods or sources of data will be used to determine the number of children from low-income families in participating school attendance areas who attend private schools.
- ✓ How, if the public school district disagrees with the views of the private school officials on the provision of services through a contract, the public school district will provide in writing to the private school officials an analysis of the reasons why the district has chosen not to use a contractor.
- ✓ When services will be provided (including the approximate time of day).

The following multiple, educationally related, objective criteria are used to determine private school student eligibility for Title IA, Part A:

| Grade Levels Served | Assessment Criteria Used to Identify Title IA, Part A Services for Eligible Students |
|---------------------|---|
| | |
| | |
| | |
| | |

Private School Official Affirmation

- ☐ LEA explained the complaint process and procedures.

Check one:

- ☐ Timely and meaningful consultation occurred and an equitable program of services was designed during the consultation process.
- ☐ Consultation was not timely and meaningful and/or did not result in an equitable program of services to meet the needs of the private school children.

*If consultation was not timely and meaningful, please provide a brief explanation on the following page.

Signature of Private School Official

Name of Private School Official

Date

Signature of LEA Official

Name of LEA Official

Date

The LEA maintains a copy of this written affirmation in its files, provides the private school official with a copy, and uploads an electronic copy to the Office of Superintendent of Public Instruction via the Private Participation in Federal Programs application in EDS.

If consultation was not timely and meaningful, provide a brief explanation.

Tool #7: Checklist to Follow Up after Consultation

_____ Type up notes from consultation meeting and send to LEA representatives. Be sure to include:

_____ Agreements made during consultation

_____ Any differences in opinion/ disagreements between Catholic school representative(s) and LEA representatives and an expectation of when a decision regarding the disagreement will be made and how Catholic school representatives will be notified by the LEA. *LEAs are required to provide Catholic schools with a written analysis when they disagree with a Catholic school's request for provision of services through a 3rd party (8501(c)(2)). For the Title IA program, an LEA must provide a written analysis when they disagree with any of the views expressed by the Catholic school in regards to program design (1117(b)(1)(H)).*

_____ Action items for both parties, including information the LEA did not provide during the consultation that the Catholic school has requested

_____ Copy Kaitlyn O'Leary in your email to the LEA representatives if you wish.
(Kaitlyn.oleary@seattlearch.org).

_____ Schedule the next consultation or know when the LEA will be reaching out to you to schedule the next consultation meeting.

_____ Save a copy of your notes to bring with you to the next scheduled consultation meeting.

Tool #8: ESSA Title IA Language for Equitable Participation

The following is Section 1117 of Title IA of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA):

SEC. 1117. 20 U.S.C. 6320 PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT.—

(1) **IN GENERAL.**—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

(2) **SECULAR, NEUTRAL, NONIDEOLOGICAL.**—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—

(A) **IN GENERAL.**—Educational services and other benefits for such 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.

(B) **OMBUDSMAN.**—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

(4) EXPENDITURES.—

(A) DETERMINATION.—

(i) **IN GENERAL.**—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low income families who attend private schools.

(ii) **PROPORTIONAL SHARE.**—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) **OBLIGATION OF FUNDS.**—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

(C) **NOTICE OF ALLOCATION.**—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

(D) **TERM OF DETERMINATION.**—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

(5) **PROVISION OF SERVICES.**—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency’s programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—

- (A) how the children’s needs will be identified; (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;
- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low income families in participating school attendance areas who attend private schools;
- (G) how and when the agency 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;
- (H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;
- (I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- (J) whether to provide equitable services to eligible private school children—
 - (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low income families in a participating school attendance area who attend private schools; or
 - (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low income families who attend private schools;
- (K) when, including the approximate time of day, services will be provided; and
- (L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) TIMING.—Such consultation shall include meetings of agency 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.

(4) DISCUSSION.—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) DOCUMENTATION.—Each local educational agency shall maintain in the agency’s records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—

(A) IN GENERAL.—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) PROCEDURE.—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) STATE EDUCATIONAL AGENCIES.—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—

(i) requested that the State educational agency provide such services directly; and

(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.—

(1) CALCULATION.—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—

(A) using the same measure of low income used to count public school children;

(B) 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) 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) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS.—Any dispute regarding low income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS.—

(1) IN GENERAL.—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES.—

(A) PROVIDER.—The provision of services under this section shall be provided—

(i) by employees of a public agency; or

(ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—

(1) waive the requirements of this section for such local educational agency;

(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and

(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

Tool #9: ESSA Uniform Provisions Language for Equitable Participation

The following are Sections 8501-8505, the Uniform Provisions for the Equitable Participation of Private School Children and Teachers, under the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA).

Additional clarifying information regarding private school equitable participation can be found in the Department of Education Non-Regulatory Guidance, titled [*Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements under the Elementary and Secondary Education Act of 1965 \(ESEA\), as Amended by the Every Student Succeeds Act \(ESSA\)*](#).

PART F—UNIFORM PROVISIONS Subpart 1—Private Schools

SEC. 8501. 20 U.S.C. 7881 PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS.

(a) PRIVATE SCHOOL PARTICIPATION.—

(1) **IN GENERAL.**—Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

(2) **SECULAR, NEUTRAL, AND NONIDEOLOGICAL SERVICES OR BENEFITS.**—Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological.

(3) SPECIAL RULE.—

(A) **IN GENERAL.**—Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

(B) **OMBUDSMAN.**—To help ensure equitable services are provided to private school children, teachers, and other educational personnel under this section, the State educational agency involved shall direct the ombudsman designated by the agency under section 1117 to monitor and enforce the requirements of this section.

(4) EXPENDITURES.—

(A) **IN GENERAL.**—Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

(B) **OBLIGATION OF FUNDS.**—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

(C) **NOTICE OF ALLOCATION.**—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this subpart that the local educational agencies have determined are available for eligible private school children.

(5) **PROVISION OF SERVICES.**—An agency, consortium, or entity described in subsection (a)(1) of this section may provide those services directly or through contracts with public and private agencies, organizations, and institutions.

(b) APPLICABILITY.—

(1) IN GENERAL.—This section applies to programs under—

- (A) part C of Title IA;
- (B) part A of Title IAI;
- (C) part A of Title III;
- (D) part A of Title IAV; and
- (E) part B of Title IAV.

(2) DEFINITION.—For the purpose of this section, the term “eligible children” means children eligible for services under a program described in paragraph (1).

(c) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as—

- (A) how the children’s needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;
- (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and
- (G) whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and
- (H) whether to provide equitable services to eligible private school children—
 - (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.

(2) DISAGREEMENT.—If the agency, consortium, or entity disagrees with the views of the private school officials on the provision of services through a contract, the agency, consortium, or entity shall provide to the private school officials a written explanation of the reasons why the local educational agency has chosen not to use a contractor.

(3) TIMING.—The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

(4) DISCUSSION REQUIRED.—The consultation required by paragraph (1) shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

(5)14 DOCUMENTATION.—Each local educational agency shall maintain in the agency’s records, and provide to the State educational agency involved, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful

consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6)14 COMPLIANCE.—

(A) **IN GENERAL.**—If the consultation required under this section is with a local educational agency or educational service agency, a private school official shall have the right to file a complaint with the State educational agency that the consultation required under this section was not meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school or its students equitably as required by this section.

(B) **PROCEDURE.**—If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance and all parties shall provide the appropriate documentation to the appropriate officials.

(C) **SERVICES.**—A State educational agency shall provide services under this section directly or through contracts with public and private agencies, organizations, and institutions, if the appropriate private school officials have—

- (i) requested that the State educational agency provide such services directly; and
- (ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(d) PUBLIC CONTROL OF FUNDS.—

(1) **IN GENERAL.**—The control of funds used to provide services under this section, and title to materials, equipment, and property purchased with those funds, shall be in a public agency for the uses and purposes provided in this Act, and a public agency shall administer the funds and property.

(2) PROVISION OF SERVICES.—

(A) **IN GENERAL.**—The provision of services under this section shall be provided—

- (i) by employees of a public agency; or
- (ii) through contract by the public agency with an individual, association, agency, organization, or other entity.

(B) **INDEPENDENCE; PUBLIC AGENCY.**—In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency.

(C) **COMMINGLING OF FUNDS PROHIBITED.**—Funds used to provide services under this section shall not be commingled with non-Federal funds.

SEC. 8502. 20 U.S.C. 7882 STANDARDS FOR BY-PASS.

(a) **IN GENERAL.**—If, by reason of any provision of law, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or other entity is prohibited from providing for the participation in programs of children enrolled in, or teachers or other educational personnel from, private elementary schools and secondary schools, on an equitable basis, or if the Secretary determines that the agency, consortium, or entity has substantially failed or is unwilling to provide for that participation, as required by section 8501, the Secretary shall—

- (1) waive the requirements of that section for the agency, consortium, or entity; and
- (2) arrange for the provision of equitable services to those children, teachers, or other educational personnel through arrangements that shall be subject to the requirements of this section and of sections 8501, 8503, and 8504.

(b) **DETERMINATION.**—In making the determination under subsection (a), the Secretary shall consider one or more factors, including the quality, size, scope, and location of the program, and the opportunity of private school children, teachers, and other educational personnel to participate in the program.

SEC. 8503. 20 U.S.C. 7883 COMPLAINT PROCESS FOR PARTICIPATION OF PRIVATE SCHOOL CHILDREN.

(a) **PROCEDURES FOR COMPLAINTS.**—The Secretary shall develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations of section 8501 by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity. The individual or organization shall submit the complaint to the State educational agency for a written resolution by the State educational agency within 45 days.

(b) **APPEALS TO SECRETARY.**—The resolution may be appealed by an interested party to the Secretary not later than 30 days after the State educational agency resolves the complaint or fails to resolve the complaint within the 45-day time limit. The appeal shall be accompanied by a copy of the State educational agency's resolution, and, if there is one, a complete statement of the reasons supporting the appeal. The Secretary shall investigate and resolve the appeal not later than 90 days after receipt of the appeal.

SEC. 8504. 20 U.S.C. 7884 BY-PASS DETERMINATION PROCESS.

(a) **REVIEW.**—

(1) **IN GENERAL.**—

(A) **WRITTEN OBJECTIONS.**—The Secretary shall not take any final action under section 8502 until the State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity affected by the action has had an opportunity, for not less than 45 days after receiving written notice thereof, to submit written objections and to appear before the Secretary to show cause why that action should not be taken.

(B) **PRIOR TO REDUCTION.**—Pending final resolution of any investigation or complaint that could result in a determination under this section, the Secretary may withhold from the allocation of the affected State educational agency or local educational agency the amount estimated by the Secretary to be necessary to pay the cost of those services.

(2) **PETITION FOR REVIEW.**—

(A) **PETITION.**—If the affected agency, consortium, or entity is dissatisfied with the Secretary's final action after a proceeding under paragraph (1), the agency, consortium, or entity may, within 60 days after notice of that action, file with the United States court of appeals for the circuit in which the State is located a petition for review of that action.

(B) **TRANSMISSION.**—A copy of the petition shall be forthwith transmitted by the clerk of the court to the Secretary.

(C) **FILING.**—The Secretary, upon receipt of the copy of the petition, shall file in the court the record of the proceedings on which the Secretary based the action, as provided in section 2112 of title 28, United States Code.

(3) **FINDINGS OF FACT.**—

(A) **IN GENERAL.**—The findings of fact by the Secretary, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Secretary to take further evidence and the Secretary may then make new or modified findings of fact and may modify the Secretary's previous action, and shall file in the court the record of the further proceedings.

(B) **NEW OR MODIFIED FINDINGS.**—Any new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(4) **JURISDICTION.**—

(A) **IN GENERAL.**—Upon the filing of a petition, the court shall have jurisdiction to affirm the action of the Secretary or to set the action aside, in whole or in part.

(B) **JUDGMENT.**—The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

(b) **DETERMINATION.**—Any determination by the Secretary under this section shall continue in effect until the Secretary determines, in consultation with that agency, consortium, or entity and representatives of the affected private

school children, teachers, or other educational personnel, that there will no longer be any failure or inability on the part of the agency, consortium, or entity to meet the applicable requirements of section 8501 or any other provision of this Act.

(c) **PAYMENT FROM STATE ALLOTMENT.**—When the Secretary arranges for services pursuant to this section, the Secretary shall, after consultation with the appropriate public and private school officials, pay the cost of those services, including the administrative costs of arranging for those services, from the appropriate allocation or allocations under this Act.

(d) **PRIOR DETERMINATION.**—Any by-pass determination by the Secretary under this Act as in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001 shall remain in effect to the extent the Secretary determines that that determination is consistent with the purpose of this section.

SEC. 8505. 20 U.S.C. 7885 PROHIBITION AGAINST FUNDS FOR RELIGIOUS WORSHIP OR INSTRUCTION.

Nothing contained in this Act shall be construed to authorize the making of any payment under this Act for religious worship or instruction.

SEC. 8506. 20 U.S.C. 7886 PRIVATE, RELIGIOUS, AND HOME SCHOOLS.

(a) **APPLICABILITY TO NONRECIPIENT PRIVATE SCHOOLS.**—Nothing in this Act shall be construed to affect any private school that does not receive funds or services under this Act, nor shall any student who attends a private school that does not receive funds or services under this Act be required to participate in any assessment referenced in this Act.

(b) **APPLICABILITY TO HOME SCHOOLS.**—Nothing in this Act shall be construed to affect a home school, whether or not a home school is treated as a home school or a private school under State law, nor shall any student schooled at home be required to participate in any assessment referenced in this Act.

(c) **RULE OF CONSTRUCTION ON PROHIBITION OF FEDERAL CONTROL OVER NONPUBLIC SCHOOLS.**—Nothing in this Act shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to bar private, religious, or home schools from participation in programs or services under this Act.

(d) **RULE OF CONSTRUCTION ON STATE AND LOCAL EDUCATIONAL AGENCY MANDATES.**—Nothing in this Act shall be construed to require any State educational agency or local educational agency that receives funds under this Act to mandate, direct, or control the curriculum of a private or home school, regardless of whether or not a home school is treated as a private school under state law, nor shall any funds under this Act be used for this purpose.

Tool #10: List of Archdiocese of Seattle Catholic Schools by LEA

| LEA | School(s) |
|-------------------|--|
| Aberdeen | St. Mary School |
| Auburn | Holy Family School, Auburn |
| Bainbridge Island | St. Cecilia School |
| Battle Ground | Seton Catholic College Preparatory School |
| Bellevue | Forest Ridge School of the Sacred Heart, Sacred Heart School, St. Louise School, and St. Madeleine Sophie Catholic School |
| Bellingham | Assumption School |
| Bremerton | Our Lady Star of the Sea School |
| Camas | Pacific Crest Academy |
| Chehalis | St. Joseph School |
| Clover Park | St. Frances Cabrini School |
| Edmonds | Holy Rosary School, St. Pius X School, and St. Thomas More School |
| Everett | Archbishop Murphy High School, Immaculate Conception-OLPH School, and St. Mary Magdalen School |
| Federal Way | St. Vincent de Paul School |
| Fife | All Saints School |
| Highline | Kennedy Catholic High School, St. Bernadette School, St. Francis of Assisi School, and St. Philomena School |
| Issaquah | St. Joseph School |
| Lake Washington | Eastside Catholic School and Holy Family School, Kirkland |
| Longview | St. Rose School |
| Mercer Island | St. Monica School |
| Mt. Vernon | Immaculate Conception School |
| North Thurston | Holy Family School and Pope John Paul II High School |
| Northshore | St. Brendan School |
| Olympia | St. Michael School |
| Peninsula | St. Nicholas School |
| Port Angeles | Queen of Angels School |
| Puyallup | All Saints School |
| Renton | St. Anthony School |
| Seattle | Assumption-St. Bridget School, Bishop Blanchet High School, Christ the King School, Holy Family Bilingual Catholic Academy, Holy Names Academy, Holy Rosary School, O'Dea High School, Our Lady of Fatima School, Our Lady of Guadalupe School, Our Lady of the Lake School, Seattle Nativity School, Seattle Preparatory High School, St. Alphonsus School, St. Anne School, St. Benedict School, St. Catherine, St. Edward, St. George School, St. John School, St. Joseph School, St. Matthew School, St. Paul School, St. Therese Catholic Academy and Villa Academy |
| Shoreline | St. Luke School and St. Mark School |
| Snohomish | St. Michael School |
| Snoqualmie Valley | St. Joseph School, Issaquah |
| Tacoma | Bellarmino Preparatory High School, Holy Rosary School, St. Charles Borromeo School, St. Patrick School, and Visitation Catholic STEM Academy |
| Vancouver | Our Lady of Lourdes School and St. Joseph School |

Tool #11: Overview of Title IA, Part A- Improving Basic Programs

What does the Title IA Program Do?

The Title IA program provides supplemental educational services to eligible children so that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

How are Title IA funds generated?

Funds are generated based on the number of students from low-income families who reside in the participating public school attendance areas and attend private schools, whether the private schools are located within or outside of district boundaries. For example, if your school is located in Seattle, but eligible low income students from your school reside in Seattle, Burien, and Renton, you may be eligible to receive Title IA services funded by all three districts.

How can my school generate Title IA funds?

Schools should identify and report low income students to their LEAs annually. They can do this through administering a family income survey or collecting this information through a tuition assistance program. Low income students are those who qualify for free or reduced lunch. Tools 13 and 14 are family income surveys in English and Spanish which outline the qualifying information for the 2016-2017 school year.

How do I determine which students are eligible to participate in Title IA?

Private school students who meet both criteria below are eligible for services:

- 1.) reside in the participating public school attendance area
- 2.) are failing or most at risk of failing to meet state academic standards

*While funding for this program is generated by low-income students, students do **NOT** have to come from low-income families to receive Title IA services.

*The private school and the LEA must agree on equitable (fair, not necessarily the same as the public district) criteria for determining student eligibility (ie standardized test scores, teacher/ principal recommendations, etc.). Tool 15 includes teacher referral forms that you can use as one measure of student eligibility.

What types of services can my school access through the Title IA program?

1. **Supplemental services:** Instructional services outside of the regular classroom, extended learning time (before/after school & during the summer), family literacy, counseling, mentoring, early childhood learning support, home tutoring, computer-assisted instruction, or other as agreed upon with your LEA. These services can be provided individually or in combination.

2. **Teacher professional development-** for teachers of title-I served students.

3. **Family engagement-** conducted independently or in conjunction with the district's regular parent involvement program.

Tool 12 include ideas for supplemental services, teacher professional development, and parent involvement.

Who provides Title IA services?

1. LEA/ school district employees
2. Outside contractors
3. Private school teachers if services are provided outside of the time they are employed by the private school and they meet district qualification requirements.

*If you express during consultation that you prefer an outside contractor to provide Title IA services and the LEA disagrees with you, the LEA is obligated under law to provide a written analysis of the reasons it has decided not to adopt your request.

Are there any important changes to the Title IA program under ESSA?

Services: In addition to the traditional Title IA services, new services are now available. These include: counseling, mentoring, and tutoring, which can be provided individually or in group settings. The program now focuses on providing all students with an enriched curriculum and educational experience. This means that services can be provided in all subjects, not just Math and ELA. High school students can now participate in dual or concurrent enrollment programs in which they receive high school credits while earning postsecondary credits through an institute of higher education.

Written Analysis: If the district disagrees with any of your requests regarding the Title IA provision of services, it must provide a written analysis of the reasons for its decision. This was not required in the past.

Time of Service: Consultation must now include a discussion of the approximate time of day services will be provided.

Funding (\$\$\$): Funds allocated for Title IA services to private schools are now determined from the full amount of the district's allocation. In the past, the district was allowed to set aside funds for district purposes before determining the private school's allocation. ***Private schools should expect to see greater funding for Title IA services!***

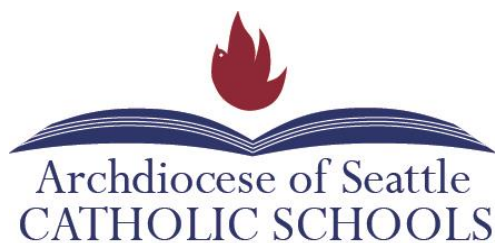
Fiscal obligation: Funds are now obligated in the fiscal year in which they were received by the public school district. The purpose of this requirement is to ensure that school districts use the funds available in the fiscal year for which they were appropriated. If there are extenuating circumstances in which a district is unable to obligate all funds within this timeframe in a responsible manner, agreed upon services were not provided, or no private school students were eligible for a program during the fiscal year, the funds may remain available during the subsequent school year.

Tool #12: Ideas for Catholic School Title IA Programs

Services for Title IA programs fall into three main categories: Supplemental services, professional development, and family engagement. The table below includes ideas for developing your school's Title IA program in these areas.

| Category of Service | Ideas |
|--------------------------|--|
| Supplemental Services | <ul style="list-style-type: none">• Small group instruction/tutoring• Mentoring• One-to-one tutoring• Counseling• Summer school• Extended learning time after school or on weekends• Home tutoring• Computer-assisted instruction/ blended learning instructional software• Early Childhood learning support• Well-rounded education: courses, activities, and programming in subjects such as ELA, STEM, foreign languages, history, computer science, music, etc. These services should focus on providing all students access to an enriched curriculum and educational experience.• High school students: dual credit courses (high school and university credits) |
| Professional Development | <ul style="list-style-type: none">• In class instructional coaching for teachers and other educational personnel that serve Title IA students• Workshops for principals, teachers, and other educational personnel that serve Title IA students• Leadership coaching or workshops for administrators |
| Family Engagement | <ul style="list-style-type: none">• Host a beginning of the year meeting in which parents of Title IA students can meet the Title IA teachers, review the materials their child will be using, understand the schedule of services, and learn how to use supplementary materials at home to support their child's learning.• Develop a family literacy program that enhances the literacy of parents so that they can more effectively support their children's learning at home. Offering this in parents' first language will help make the sessions more worthwhile.• Host monthly family educational events with parents and students such as story time, math games, or other learning activities. |

Tool #13: Family Income Form- English



_____ 2017

Dear Parents:

Did you know that your child(ren) can benefit from?:

- Virtual Learning Systems for Students
- Free Extended Year Summer Programs
- Professional Development for Teachers and Principals
- E-Rate Funding for Technology
- Technology Coaches and Online Programs
- School Scholarships and Grants

A portion of the funding for these important educational programs is made available through your hard-earned tax dollars. Every family contributes and every student can benefit, regardless of income level.

Here's what you can do to help make sure your children benefit from these resources:

- Complete the attached family income form IN ITS ENTIRETY and return it to your child's teacher by _____
- Be sure to list the names of all children attending our school on the form

In order to determine the funding available for these programs, we must have an accurate record of family income information. I want to assure you that your privacy will be protected and that the student(s)' names will be detached from the enclosed form once the necessary information has been recorded. The form will not be shared with anyone and will only be used to determine program eligibility.

Thank you for your cooperation and please do not hesitate to contact me if I may be of further assistance. If you would like additional clarification or information, you may also email Kaitlyn O'Leary, Assistant Superintendent at the Office for Catholic Schools, at kaitlyn.oleary@seattlearch.org.

Sincerely,

Principal

710 Ninth Avenue

Seattle, WA 98104

www.ocsw.org

Resources for Educators

www.catholicschoolsww.org

Resources for Parents

206-382-4861

1-800-473-5651

FAMILY INCOME FORM

1. Use the chart below to answer the questions in item #1. (Include all members who live in your household)

Is your family income less than the amount in column A?

Yes _____ No _____

Is your family income less than the amounts in column B

Yes _____ No _____

2. Are you receiving assistance under the Temporary Assistance to Needy Families (TANF) program?

Yes _____ No _____

3. Are any of your children eligible to receive medical assistance under the Medicaid program?

Yes _____ No _____

4. What is the name and school district of the public school your child would attend if he/she did not attend Catholic school?

5. Indicate the number of children in your family in each of the grades below enrolled in our school by writing the number of students next to the corresponding grade.

Kindergarten _____ 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____ 7th _____ 8th _____

6. Home Address (required, please do not indicate a P.O. Box):

City _____ State _____ Zip _____

INDICATE STUDENTS' NAMES IN THE SECTION BELOW THIS CHART

| Household Size | A | | | B | | |
|---|----------|---------|---------|----------|---------|---------|
| | Annual | Monthly | Weekly | Annual | Monthly | Weekly |
| 1 | \$15,444 | \$1,287 | \$297 | \$21,978 | \$1,832 | \$423 |
| 2 | \$20,826 | \$1,736 | \$401 | \$29,637 | \$2,470 | \$570 |
| 3 | \$26,208 | \$2,184 | \$504 | \$37,296 | \$3,108 | \$718 |
| 4 | \$31,590 | \$2,633 | \$608 | \$44,955 | \$3,747 | \$865 |
| 5 | \$36,933 | \$3,081 | \$711 | \$52,614 | \$4,385 | \$1,012 |
| 6 | \$42,354 | \$3,530 | \$815 | \$60,273 | \$5,023 | \$1,160 |
| 7 | \$47,749 | \$3,980 | \$919 | \$67,951 | \$5,663 | \$1,307 |
| 8 | \$53,157 | \$4,430 | \$1,023 | \$75,647 | \$6,304 | \$1,455 |
| For each additional family member add . . | \$5,408 | \$451 | \$104 | \$7,696 | \$642 | \$148 |

ALL QUESTIONS MUST BE ANSWERED COMPLETELY

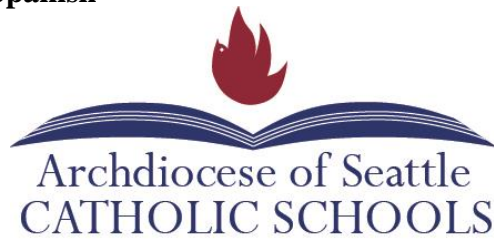
To protect your privacy, the student names below will be detached from this form
once the school records that a family has returned the form.

Student Name: _____ Grade: ____ Student Name: _____ Grade: ____

Student Name: _____ Grade: ____ Student Name: _____ Grade: ____

Student Name: _____ Grade: ____ Student Name: _____ Grade: ____

Public School District in which your family resides: _____



_____ 2017

Estimados Padres:

¿Sabían que su(s) hijo(s) puede(n) beneficiarse de?:

- Sistemas de Aprendizaje Virtual
- Programas académicos gratis en el verano
- Desarrollo profesional para directores y profesores
- Financiamiento de E-Rate para tecnología
- Instructores de tecnología y programas de internet
- Subsidios para nuestra escuela

Una parte de los fondos dedicados a estos programas educativos tan importantes proviene de los impuestos que ustedes pagan anualmente. Cada familia contribuye y cada estudiante puede sacarle provecho a estos programas, sin importar su nivel de ingreso.

Lo que puede hacer para ayudar a que su(s) hijo(s) le saquen provecho a estos recursos:

- Completar la forma al otro lado de esta carta COMPLETAMENTE y devolverla al profesor de su hijo antes del _____
- Enumerar los nombres de todos sus hijos que asisten a nuestra escuela en la forma

Para determinar el financiamiento disponible para estos programas, debemos tener información correcta sobre los ingresos familiares. Le quiero asegurar que protegeremos su privacidad y retiraremos los nombres de los estudiantes de esta forma una vez que hayamos registrado la información necesaria. No compartiremos esta forma con nadie y la usaremos solamente para determinar elegibilidad para estos programas.

Gracias por su cooperación y por favor contácteme con cualquier duda. También puede contactar a Kaitlyn O'Leary, Superintendente Asistente en la Oficina de Escuelas Católicas, a Kaitlyn.oleary@seattlearch.org.

Atentamente,

Director

710 Ninth Avenue

Seattle, WA 98104

www.ocsw.org

Resources for Educators

www.catholicsschools.org

Resources for Parents

206-382-4861

1-800-473-5651

FORMA DE INGRESO FAMILIAR

1. Use la tabla abajo para contestar las siguientes preguntas. (Incluya todas las personas que viven en su casa).
¿Es su ingreso familiar menos al monto en la columna A?

Sí _____ No _____

¿Es su ingreso familiar menos a los montos en la columna B?

Sí _____ No _____

2. ¿Está recibiendo Asistencia Temporal para Familias Necesitadas (TANF en inglés)?

Sí _____ No _____

3. ¿Alguno(s) de sus hijos califican para recibir asistencia médica a través del programa de Medicaid?

Sí _____ No _____

4. ¿Cuál es el nombre y distrito escolar de la escuela pública a la cual su hijo asistiría si no estuviera en la escuela católica?

5. Indique el número de niños en su familia que están en los grados enumerados abajo.

Kindergarten _____ 1° _____ 2° _____ 3° _____ 4° _____ 5° _____ 6° _____ 7° _____ 8° _____

6. Dirección de domicilio (requerido, favor de no indicar un apartado de correo):

Ciudad _____ Estado _____ Código Postal _____

COMPLETE LA PARTE DEBAJO DE ESTA TABLA CON LOS NOMBRES DE LOS ESTUDIANTES

| Número de miembros del hogar | A | | | B | | |
|---|----------|---------|---------|----------|---------|---------|
| | Anual | Mensual | Semanal | Anual | Mensual | Semanal |
| 1 | \$15,444 | \$1,287 | \$297 | \$21,978 | \$1,832 | \$423 |
| 2 | \$20,826 | \$1,736 | \$401 | \$29,637 | \$2,470 | \$570 |
| 3 | \$26,208 | \$2,184 | \$504 | \$37,296 | \$3,108 | \$718 |
| 4 | \$31,590 | \$2,633 | \$608 | \$44,955 | \$3,747 | \$865 |
| 5 | \$36,933 | \$3,081 | \$711 | \$52,614 | \$4,385 | \$1,012 |
| 6 | \$42,354 | \$3,530 | \$815 | \$60,273 | \$5,023 | \$1,160 |
| 7 | \$47,749 | \$3,980 | \$919 | \$67,951 | \$5,663 | \$1,307 |
| 8 | \$53,157 | \$4,430 | \$1,023 | \$75,647 | \$6,304 | \$1,455 |
| Por cada familiar adicional agregue . . | \$5,408 | \$451 | \$104 | \$7,696 | \$642 | \$148 |

CONTESTE A TODAS LAS PREGUNTAS COMPLETAMENTE

Para proteger su privacidad, separaremos los nombres de los estudiantes debajo de esta forma una vez que la escuela haya comprobado que una familia ha devuelto la forma.

Nombre del alumno: _____ Grado: ____ Nombre del alumno: _____ Grado: ____

Nombre del alumno: _____ Grado: ____ Nombre del alumno: _____ Grado: ____

Distrito escolar público en donde vive su familia: _____

TEACHER REFERRAL FORM FOR TITLE IA—KINDERGARTEN STUDENTS

Student Name _____ **Classroom Teacher** _____

Date _____ **School** _____

Check the appropriate line wherever skill needs improvement and if child is recommended for Title IA services. For further explanation, use the back of this form or attach a separate sheet.

Motor Skills

- ☐ Holding pencil correctly
- ☐ Cutting properly with scissors
- ☐ Copying, shaping, symbols
- ☐ Printing, naming

Perception

- ☐ Recognizing shapes
- ☐ Recognizing colors
- ☐ Knowing directionality—up/down, left/right, top/bottom, etc.
- ☐ Sorting by size

Math Skills

- ☐ Counting orally to 50
- ☐ Recognizing numerals 1-20
- ☐ Recognizing number words to 10
- ☐ Understand correspondence (numbers to quantities)
- ☐ Recognizing simple shapes
- ☐ Telling time to the hour
- ☐ Recognizing calendar parts
- ☐ Recognizing money (penny, nickel, dime, quarter)

Language Development

- ☐ Speaking in sentences
- ☐ Telling simple stories
- ☐ Recognizing rhyming
- ☐ Recognizing letter sounds

Reading Skills

- ☐ Knowing letter/sound relationships
- ☐ Ordering pictures in sequence
- ☐ Recalling facts from a story
- ☐ Relating words to pictures
- ☐ Recognizing simple sight words

Social and Emotional Development

- ☐ Interacting easily with peers
- ☐ Interacting easily with familiar adults
- ☐ Resolving conflicts
- ☐ Regulating responses to needs, feelings, and events

Work Habits

- ☐ Ability to follow directions
- ☐ Ability to work independently

☐ RECOMMENDED FOR TITLE IA SERVICES

Circle 1-3 recommended Title IA services for this child based on the skill deficiencies indicated above. Students who display improvement needed in the areas of Work Habits and Social and Emotional Development may qualify for counseling and/or mentoring in addition to academic intervention services.

| | | | | | |
|------------------------|---------------------------------|-----------------------|---|-----------|------------|
| ELA tutoring | ELA small group instruction | Math tutoring | Math small group instruction | Mentoring | Counseling |
| Instructional software | PD for teachers of this student | PD for school leaders | Family engagement activities for this child's parents | Other: | Other: |

TEACHER REFERRAL FORM FOR TITLE IA—GRADES 1-12, READING

Student Name _____ Classroom Teacher _____
Date _____ School _____

Check the appropriate line wherever skill needs improvement and if child is recommended for Title IA services. For further explanation, use the back of this form or attach a separate sheet.

Student Profile

- ☐ Standardized test score below 49th percentile
- ☐ Classroom performance below grade level
- ☐ Report card grade is D or below

Reading Skills

- ☐ Lacks phonemic awareness
- ☐ Lacks phonetic skills/structural analysis
- ☐ Vocabulary limited
- ☐ Reading fluency is limited or lacking—poor expression
- ☐ Lacks understanding of word meanings
- ☐ Comprehension skills are limited or lacking
- ☐ Poor oral communication
- ☐ Poor written communication
- ☐ Poor study skills

Dispositions

- ☐ Inability to follow directions
- ☐ Inability to work independently
- ☐ Frequently off task/lacks focus

Social and Emotional Development

- ☐ Struggles to interact with peers and adults in an age-appropriate manner
- ☐ Cannot resolve conflicts in an age-appropriate manner
- ☐ Struggles to regulate responses to needs, feelings, and events

Comments

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

☐ RECOMMENDED FOR TITLE IA SERVICES

Circle 1-3 recommended Title IA services for this child based on the skill deficiencies indicated above. Students who display improvement needed in the areas of Dispositions and Social and Emotional Development may qualify for counseling and/or mentoring in addition to academic intervention services.

| | | | | |
|------------------------|---------------------------------|-----------------------|---|--------|
| ELA tutoring | ELA small group instruction | Mentoring | Counseling | Other: |
| Instructional software | PD for teachers of this student | PD for school leaders | Family engagement activities for this child's parents | |

TEACHER REFERRAL FORM FOR TITLE IA—GRADES 1-12, MATH

Student Name _____ **Classroom Teacher** _____

Date _____ **School** _____

Check the appropriate line wherever skill needs improvement and if child is recommended for Title IA services. For further explanation, use the back of this form or attach a separate sheet.

Student Profile

- ☐ Standardized test score below 49th percentile
- ☐ Classroom performance below grade level
- ☐ Report card grade is D or below

Math Skills

- ☐ Demonstrates poor number sense
- ☐ Lacks basic knowledge of facts for grade level
- ☐ Lacks understand of math concepts for grade level
- ☐ Exhibits poor problem-solving strategies
- ☐ Unable to communicate mathematical concepts
- ☐ Lacks proficiency/work is inaccurate
- ☐ Mathematical reasoning is below grade level
- ☐ Unable to relate mathematical concepts to authentic tasks

Dispositions

- ☐ Inability to follow directions
- ☐ Inability to work independently
- ☐ Frequently off task/lacks focus

Social and Emotional Development

- ☐ Struggles to interact with peers and adults in an age-appropriate manner
- ☐ Cannot resolve conflicts in an age-appropriate manner
- ☐ Struggles to regulate responses to needs, feelings, and events

Comments _____

☐ RECOMMENDED FOR TITLE IA SERVICES

Circle 1-3 recommended Title IA services for this child based on the skill deficiencies indicated above. Students who display improvement needed in the areas of Dispositions and Social and Emotional Development may qualify for counseling and/or mentoring in addition to academic intervention services.

| | | | | |
|------------------------|---------------------------------|-----------------------|---|--------|
| Math tutoring | Math small group instruction | Mentoring | Counseling | Other: |
| Instructional software | PD for teachers of this student | PD for school leaders | Family engagement activities for this child's parents | |

This form has been adapted from the [U.S. Department of Education Title I Resource Kit](#).

Tool # 16: Title IA Student Needs School Summary Form- Elementary Schools

Use this form to tally the Title IA student needs indicated by teachers at your school and determine priority services.

| SERVICE | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
|--|---|---|---|---|---|---|---|---|---|-------|
| ELA tutoring | | | | | | | | | | |
| ELA small group instruction | | | | | | | | | | |
| Math tutoring | | | | | | | | | | |
| Math small group instruction | | | | | | | | | | |
| Mentoring | | | | | | | | | | |
| Counseling | | | | | | | | | | |
| Instructional software | | | | | | | | | | |
| Professional development for teachers of Title IA students | | | | | | | | | | |
| Professional development for school leaders | | | | | | | | | | |
| Family engagement activities | | | | | | | | | | |
| Other: | | | | | | | | | | |

Priorities for the Use of Title IA Funds:

Grades K-1: _____

Grades 2-3: _____

Grades 4-5: _____

Grades 6-8: _____

Tool # 16: Title IA Student Needs School Summary Form- High Schools

Use this form to tally the Title IA student needs indicated by teachers at your school and determine priority services.

| SERVICE | 9 th | 10 th | 11 th | 12 th | TOTAL |
|--|-----------------|------------------|------------------|------------------|-------|
| ELA tutoring | | | | | |
| ELA small group instruction | | | | | |
| Math tutoring | | | | | |
| Math small group instruction | | | | | |
| Mentoring | | | | | |
| Counseling | | | | | |
| Instructional software | | | | | |
| Professional development for teachers of Title IA students | | | | | |
| Professional development for school leaders | | | | | |
| Family engagement activities | | | | | |
| Other: | | | | | |

Priorities for the Use of Title IA Funds:

Grades 9-10: _____

Grades 11-12: _____

Tool #17: Title IA Fiscal Planning

The Excel version of this tool is the best tool to use when planning your Title IA program. You can access the Excel version of this document on the government programs page of the OCS website.

| Desired Title IA Services | | Students/ Teachers/ Parents Served | Cost | Supporting Data for Service |
|---|--|------------------------------------|------|-----------------------------|
| <input type="checkbox"/> | ELA Tutoring | | | |
| <input type="checkbox"/> | Math Tutoring | | | |
| <input type="checkbox"/> | ELA Small Group Instruction | | | |
| <input type="checkbox"/> | Math Small Group Instruction | | | |
| <input type="checkbox"/> | Mentoring | | | |
| <input type="checkbox"/> | Counseling | | | |
| <input type="checkbox"/> | Instructional Software | | | |
| <input type="checkbox"/> | Professional Development for Teachers of Title IA Students | | | |
| <input type="checkbox"/> | Professional Development for School Leaders | | | |
| <input type="checkbox"/> | Family Engagement Activities | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| Total Cost Desired Services | | | | |
| Administrative Costs | | | | |
| Total Cost with Administrative Fees | | | | |
| | | | | |
| Total Allocation for Catholic School Services | | | | |
| Surplus/Deficit | | | | |

Instructions for Completing this Workbook:

1. Determine instructional needs of students eligible for Title IA services. Use teacher referral forms, standardized test scores, report cards, student portfolios, etc.
2. Determine professional development needs of teachers of Title IA students and school leaders. Use classroom observation data, standardized test data, etc.
3. Determine the needs of parents of Title IA students.
4. After determining need, check the boxes next to the desired Title IA services that will meet the needs of your school community. You may add other desired services not listed above.
5. Add a description of the desired services if you wish.
6. List the students, teachers, and/or parents who will benefit from the services when appropriate.
7. List the estimated cost of services.
8. List the administrative costs associated with the desired services and the total allocation available for services. You should consult with your school district to determine these amounts.
9. Review the surplus/ deficit and adjust your program accordingly so that the Title IA services address the highest priority needs.
10. If you are serving Title IA students who reside in more than one school district, ask your school district if they can arrange an interlocal agreement so that you can work with one main budget. If the districts cannot arrange such an agreement, you may wish to complete one of these workbooks for each district with which you work.

Tool #18: Overview of Title IIA- Supporting Effective Instruction

What does the Title IIA Program Do?

The Title IIA program provides funds for professional development that will help teachers, principals, and other educational personnel meet the learning needs of their students.

How are Title IIA funds generated?

These funds are generated through a per-pupil allocation for each student enrolled in the school. The per-pupil allocation applies to students in Kindergarten and above. The funding formula is arranged in such a way that higher poverty states and higher poverty local school districts will receive a greater proportion of the Title IIA funds.

How can my school generate Title IIA funds?

To generate Title IIA funds, you must indicate that you would like to participate in the Title IIA program when you complete the annual “Private School Participation in Federal Programs” form for OSPI in February. You should also ensure that you provide an accurate enrollment count in the “Private School Personnel and Enrollment Report” that you complete for OSPI in October.

What types of services can my school access through the Title IIA program?

In general, professional development activities should be designed to improve the knowledge of teachers, principals, paraprofessionals, and other school leaders in the following areas:

- the core academic subjects
- effective instructional strategies, methods, and skills
- understanding and using data and assessments to improve classroom practice
- teaching and addressing the needs of students with different learning styles
- methods of improving student behavior, identifying early interventions, and involving parents
- leadership development and management
- effectively integrating technology into the classroom

Catholic schools can:

- (1) Participate in scheduled professional development at the local school district
- (2) Participate in professional development provided by qualified school district staff at the Catholic school
- (3) Participate in 3rd-party professional development including instructional coaching, workshops, and conferences.

**LEAs are required by law to discuss the possibility of pooling resources during consultation. Catholic schools should consider pooling IIA resources with other local Catholic schools to maximize the benefits of professional development for their teachers.*

Catholic schools should have a sustained and comprehensive professional development plan for their teachers, administrators, and other educational personnel. Tools 19 and 20 are professional development planning tools.

Are there any important changes to the Title IIA program under ESSA?

Use of funds: Title IIA funds can be used more extensively than before. Professional development can now include strategies that will target students with learning disabilities, English Language Learners, Early Learners, and gifted/ talented students. Funds can also be used to carry out STEM activities, learn through observation, and support and develop effective libraries. For a more extensive list of allowable Title IIA activities, see the [Every Student Succeeds Act](#), Section 2103(b)(3).

Fiscal obligation: Funds are now obligated in the fiscal year in which they were received by the public school district. The purpose of this requirement is to ensure that school districts use the funds available in the fiscal year for which they were appropriated. If there are extenuating circumstances in which a district is unable to obligate all funds within this timeframe in a responsible manner, or agreed upon services were not provided, the funds may remain available during the subsequent school year.

Funding: In the past, the funds proportioned to private schools were based only on the funds used by the public school district for professional development. Now, Title IIA funds will be based on the entire Title IIA allocation to the district, less administrative costs.

Written affirmation: During consultation, the public school district must obtain a written affirmation from you indicating whether or not consultation occurred in a timely and meaningful way. In the past this affirmation was only required for the Title IA program, and did not give you the opportunity to state that consultation was NOT timely and meaningful.

Tool #19: Title IIA Professional Development Planning

This template is a tool that Catholic school principals can use to identify and plan data-driven professional development goals and opportunities for their teachers and staff.

Planning Team:

The plan should be developed through collaboration with teachers and other school personnel. Please list all planning team members, as well as their titles, below.

Professional Development Needs Assessment:

Indicate the data sources you will use to conduct a Professional Development Needs Assessment

_____ Student achievement data (MAP, etc.)

_____ Teacher formation tool/observation data

_____ Accreditation goals/ report data

_____ Other: _____

Summary of Professional Development Needs Assessment:

| Data Source | PD Need Identified | Evidence |
|-------------------------------------|---|---|
| <i>Ex: Student achievement data</i> | <i>Ex: Instructional strategies for helping students read informational texts</i> | <i>Ex: Students in 5 of 6 grade levels scored 15% lower on reading informational texts than on reading literary texts as measured by the MAP.</i> |
| | | |
| | | |
| | | |
| | | |
| | | |

Priority Professional Development Goals

Identify 1-2 priority goals based on the data examined above and list them in the space below.

GOAL 1: _____

| MEASURABLE OBJECTIVE | ACTIVITIES | TIMELINE | RESOURCES NEEDED | PARTICIPANTS | EVALUATION | ESTIMATED COST |
|---|-------------------------------------|--|--|------------------------|--|---------------------------|
| <i>for completing the activity need</i> | <i>to meet the identified needs</i> | <i>for completing the activity</i> | <i>may include people, materials, etc.</i> | <i>in the activity</i> | <i>How will you measure results?</i> | <i>for all activities</i> |
| | | | | | | |

GOAL 2: _____

| MEASURABLE OBJECTIVE | ACTIVITIES | TIMELINE | RESOURCES NEEDED | PARTICIPANTS | EVALUATION | ESTIMATED COST |
|---|-------------------------------------|--|--|------------------------|--|---------------------------|
| <i>for completing the activity need</i> | <i>to meet the identified needs</i> | <i>for completing the activity</i> | <i>may include people, materials, etc.</i> | <i>in the activity</i> | <i>How will you measure results?</i> | <i>for all activities</i> |
| | | | | | | |

Tool #20: Title IIA Fiscal Planning

This tool can help Catholic school leaders maximize their Title IIA allocation to support the professional development goals they identified using tool #19. The Excel version of this tool is the best tool to use when planning your Title IIA program. You can access the Excel version of this document on the government programs page of the OCS website.

| Desired Title IIA Funded Professional Development Activities | Teachers/School Personnel Served | Cost | Supporting Data for Service |
|---|---|-------------|------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total Cost Desired Services | | | |
| Administrative Costs | | | |
| Total Cost with Administrative Fees | | | |
| | | | |
| Total Allocation for Catholic School Services | | | |
| Surplus/Deficit | | | |

Instructions for Completing this Workbook:

1. Use the OCS Title IIA Professional Development Planning Tool to identify your main professional development goals and desired professional development activities.
2. List all desired IIA Professional Development Activities in the first column and identify the data that supports this PD activity (student achievement data, classroom observations, etc.). Be sure to consider regional PD efforts.
3. List the estimated cost of each activity.
4. List the administrative costs associated with the desired activities and the total allocation available for services. You should consult with your school district to determine these amounts.
5. Review the surplus/deficit and adjust your program accordingly so that the highest priority professional development needs can be addressed through Title IIA services.

Tool #21: Overview of Title III- Language Instruction for English Learners and Immigrant Students

What does the Title III Program Do?

The Title III program helps ensure that English learners (EL), including immigrants, attain English proficiency. Tool 22 offers the ESSA definition of English learners and immigrant children and youth.

How are Title III funds generated?

Funds are generated by counting the number of EL and immigrant students attending the private school located in a participating public school district, regardless of where a child resides. Private schools receive a per pupil allocation for every student who is considered EL or immigrant.

How can my school generate Title III funds?

Please note that your school is only eligible to participate in Title III if it is located within a public school district that participates in the Title III program. Participating public school districts can vary from year to year.

Your school should identify students as EL or immigrant by administering a home language survey. Tools 23 and 24 are home language surveys in English and Spanish. Surveys are available in multiple other languages at

<http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx>

How do I determine which students are eligible to participate in Title III?

1. Identify students' primary language. Use a home language survey or registration data.
2. If your data indicates that the child's first language is not English or that the child does not use English most often at home, refer the student for testing with the state-approved language proficiency placement test. The district can assess students for you, or you may choose to have the district train your own teachers to administer the test (often times this is more cost effective). The district has the responsibility to assess students *within 30 calendar school days* of referral.

What types of services can my school access through the Title III program?

1. **Assessment-** to identify and evaluate student eligibility and effectiveness of services
2. **Professional development-** for teachers working with children who need language acquisition support (including materials/training for administering the English Language Proficiency assessment if not administered by the district).
3. **Materials-** Supplemental instructional materials and supplies to support language development
4. **Student support-** Tutoring, summer school, weekend language development programs, etc. for eligible students
5. **Family engagement-** to help empower parents of eligible students to support their children's learning

Who provides Title III services?

1. LEA/ school district employees
2. Outside contractors

**If you express during consultation that you prefer an outside contractor to provide Title III services and the LEA disagrees with you, the LEA is obligated under law to provide a written analysis of the reasons it has decided not to adopt your request.*

Are there any important changes to the Title III program under ESSA?

Written Analysis: If the district disagrees with your request for provision of services through a third party, it must provide a written analysis of the reasons for its decision. This was not required in the past.

Written affirmation: During consultation, the public school district must obtain a written affirmation from you indicating whether or not consultation occurred in a timely and meaningful way. In the past this affirmation was only required for the Title IA program, and did not give you the opportunity to state that consultation was NOT timely and meaningful.

Fiscal obligation: Funds are now obligated in the fiscal year in which they were received by the public school district. The purpose of this requirement is to ensure that school districts use the funds available in the fiscal year for which they were appropriated. If there are extenuating circumstances in which a district is unable to obligate all funds within this timeframe in a responsible manner, agreed upon services were not provided, or no private school students were eligible for a program during the fiscal year, the funds may remain available during the subsequent school year.

Tool #22: Definition of English Learner and Immigrant Children and Youth

Section 8501 (20) ENGLISH LEARNER.—The term “English learner”, 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 challenging State academic standards;
 - (ii) the ability to successfully achieve in class- rooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
-

Section 3201 (5) IMMIGRANT CHILDREN AND YOUTH.—The term “immigrant children and youth” means individuals who—

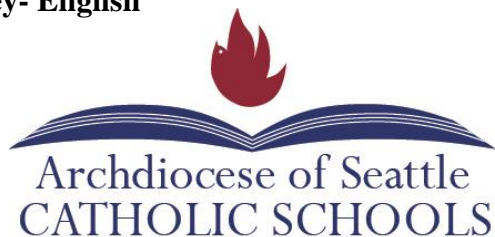
- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Tool #23: “I Speak” Chart

This tool can be used to improve communication with non-English speaking families. You can use this chart to identify the language the family speaks. Then, you can locate the correct Home Language Survey here:

<http://www.k12.wa.us/MigrantBilingual/HomeLanguage.aspx>. If the family speaks English or Spanish, you can use the Home Language Surveys included in this toolkit (Tools 24 and 25).

| Language | I Speak... |
|-----------------|---|
| Amharic | ቋንቋዎቼን ያመልክቱን |
| Arabic | أنا أتكلم اللغة العربية |
| Bosnian | Ja govorim bosanski |
| Burmese | ကျွန်တော်/ကျွန်မ မြန်မာလိုပြောတတ်ပါတယ်။ |
| Chinese | 我講中文 |
| Chhuukese | Ngang u fosun ika kapasen Chuuk |
| Farsi | من فارسی صحبت می کنم |
| French | Je parle français |
| Hindi | मैं हिंदी बोलता हूँ |
| Hmong | Kuv has lug Moob |
| Ilocano | Agsaonak ti Ilokano |
| Japanese | 私は日本語を話す |
| Karen | ယဝဲကညီကျိန် |
| Khmer | ខ្ញុំនិយាយភាសាខ្មែរ |
| Korean | 한국어 합니다 |
| Laotian | ຂ້ອຍປາກົວາສາລາວ |
| Marshallese | Ij Kajin Majöl |
| Nepali | म नेपाली बोल्छु |
| Oromo | Ani Afaan Oromoo nan dubbadhu |
| Portuguese - BR | Eu falo português do Brasil |
| Punjabi | ਮੈਂ ਪੰਜਾਬੀ ਬੋਲਦਾ/ਬੋਲਦੀ ਹਾਂ। |
| Romanian | Vorbesc românește |
| Russian | Я говорю по-русски |
| Samoaan | E mafai ona ou talanoa fa'a Samoa |
| Somali | Waxaan ku hadlaa af-Soomaali |
| Spanish | Yo hablo español |
| Swahili | Ninaongea Kiswahili |
| Tagalog | Marunong akong mag-Tagalog |
| Tamil | நான் தமிழ் பேசுவேன் |
| Telugu | నేను తెలుగు మాట్లాడుతాను |
| Thai | ข้าพเจ้าพูดภาษาไทย |
| Tigrigna | ቋንቋ ትግርኛ እገረብ እዩ |
| Turkish | Türkçe konuşurum |
| Ukrainian | Я розмовляю українською мовою |
| Urdu | میں اردو بولتا ہوں |
| Vietnamese | Tôi nói tiếng Việt |



_____ 2017

Dear Parents:

If your child is not fluent in English or your home language is not English, we want to work with you to ensure that we are doing all we can to help your child(ren) succeed in school. One way we can do this is by taking advantage of the **services that are available to English language learners through federal education programs**. A portion of the funding for these programs comes from your hard-earned tax dollars!

In order to qualify for these programs, we will need to identify which children may need extra assistance in learning English. To help us do so, we ask that you kindly complete the following survey and return it to your child's homeroom teacher no later than _____. Please note that this form will NOT be used to identify students who may be undocumented, and all information will remain confidential.

If you have any concerns or questions please do not hesitate to reach out. You may also contact Kaitlyn O'Leary, Assistant Superintendent in the Office for Catholic Schools, at Kaitlyn.oleary@seattlearch.org.

Sincerely,

Principal

710 Ninth Avenue
Seattle, WA 98104

www.ocsw.org
Resources for Educators

www.catholicsschoolsww.org
Resources for Parents

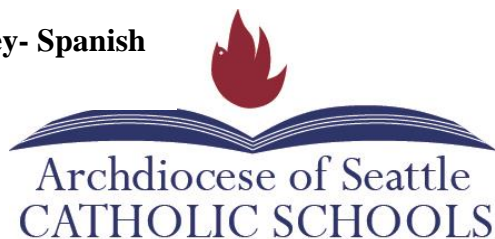
206-382-4861
1-800-473-5651

HOME LANGUAGE SURVEY

| | | |
|---|----------------|---------------|
| Student Name: | | Date: |
| School: | | |
| Birth Date: | Gender: | Grade: |
| Form Completed by: Parent/Guardian Name _____ Relationship to Student _____ Parent/Guardian Signature _____ In what language(s) would you prefer to receive communication from the school? _____ | | |

| | |
|--|---|
| 1. In what country was your child born? | _____ |
| 2. What language did your child first learn to speak? | _____ |
| 3. What language does <u>YOUR CHILD</u> use the most at home? | _____ |
| 4. What is the primary language used in the home, regardless of the language spoken by your child? | _____ |
| 5. Has your child received English language development support in a previous school? | Yes _____ No _____ Don't Know _____ |
| 6. Has your child ever received formal education outside of the United States? (Kindergarten – 12 th grade) _____Yes _____No | If yes, in what language(s) was instruction given? _____ For how many months? _____ |
| 7. When did your child first attend a school in the United States? (Kindergarten – 12 th grade) | _____ Month Day Year |

This form has been adapted from the OSPI Home Language Survey. If an answer other than English is recorded for question 2 or question 3, the child should receive English language proficiency placement testing for Title III services to Catholic schools. This form is available in multiple languages at <http://k12.wa.us/MigrantBilingual/HomeLanguage.aspx>.



_____ 2017

Estimados Padres:

Si su hijo no habla inglés con fluidez o el idioma que se habla en su hogar no es inglés, queremos colaborar con usted para que su hijo sea exitoso en sus estudios. Una manera en la que podemos ayudar a su hijo es utilizando los **servicios que están disponibles a través de los programas educativos federales**. ¡Una parte de los fondos dedicados a estos programas proviene de los impuestos que ustedes pagan anualmente!

Para tener acceso a estos programas, debemos identificar a los niños que necesitan asistencia adicional para aprender inglés. Para ayudarnos a hacerlo, favor de completar la encuesta que sigue y devolverla al profesor de su hijo antes del _____. **No se utilizará esta encuesta para identificar a estudiantes que quizás sean indocumentados, y toda la información permanecerá confidencial.**

Gracias por su cooperación y por favor contácteme con cualquier duda. También puede contactar a Kaitlyn O'Leary, Superintendente Asistente en la Oficina de Escuelas Católicas, a Kaitlyn.oleary@seattlearch.org.

Atentamente,

Principal

| | | | |
|-------------------|--|--|----------------|
| 710 Ninth Avenue | www.ocsw.org | www.catholicsschools.org | 206-382-4861 |
| Seattle, WA 98104 | <i>Resources for Educators</i> | <i>Resources for Parents</i> | 1-800-473-5651 |

ENCUESTA SOBRE EL IDIOMA QUE SE HABLA EN EL HOGAR

| | | |
|---|----------------|---------------|
| Nombre del estudiante: | | Fecha: |
| Escuela: | | |
| Fecha de nacimiento: | Género: | Grado: |
| Esta encuesta fue completada por: Nombre del padre/madre/tutor: _____ Relación con el alumno: _____ Firma del padre/madre/tutor: _____ ¿En qué idioma desea recibir información de la escuela? _____ | | |

| | |
|--|--|
| 1. ¿En qué país nació su hijo? | _____ |
| 2. ¿Qué idioma aprendió su hijo primero? | _____ |
| 3. ¿Qué idioma usa más <u>SU HIJO</u> en casa? | _____ |
| 4. ¿Cuál es el idioma principal que se utiliza en casa, independientemente del idioma que habla su hijo? | _____ |
| 5. ¿Ha recibido su hijo apoyo en capacitación del idioma inglés en una escuela anterior? | Sí _____ No _____ No sé _____ |
| 6. ¿Ha recibido su hijo educación formal fuera de los Estados Unidos? (Kínder a 12.º grado) _____ Sí _____ No | En caso afirmativo, ¿en qué idioma se le dio la instrucción? _____ ¿Por cuántos meses? _____ |
| 7. ¿Cuándo asistió su hijo a la escuela en los Estados Unidos por primera vez? (Kínder a 12.º grado) | _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Día Mes Año </div> |

This form has been adapted from the OSPI Home Language Survey. If an answer other than English is recorded for question 2 or question 3, the child should receive English language proficiency placement testing for Title III services to Catholic schools. This form is available in multiple languages at <http://k12.wa.us/MigrantBilingual/HomeLanguage.aspx>.

Tool #26: Title III Student Needs Survey

This student needs survey can help school administrators make decisions about how they will use Title III funds to support English Learners and Immigrant Students in their schools. Teachers may attach additional comments as needed.

Teacher Name: _____ **Grade Level:** _____

Indicate your Title III students' needs in the table below. Use additional forms as needed before calculating the class totals at the bottom.

| Student Name | Needs (Circle 2-3 for each student) | |
|---------------------|---|---|
| | Assessment to determine status/ monitor progress Bilingual books Group language instruction Individual language instruction Manipulatives/ visual materials to support learning Parent workshops to help parents support their child at home Professional development for the student's teacher Other: | Simplified books/texts Software (ie Achieve3000, IXL, iReady, SmartyAnts) Summer school Translation services Weekend language instruction |
| | Assessment to determine status/ monitor progress Bilingual books Group language instruction Individual language instruction Manipulatives/ visual materials to support learning Parent workshops to help parents support their child at home Professional development for the student's teacher Other: | Simplified books/texts Software (ie Achieve3000, IXL, iReady, SmartyAnts) Summer school Translation services Weekend language instruction |
| | Assessment to determine status/ monitor progress Bilingual books Group language instruction Individual language instruction Manipulatives/ visual materials to support learning Parent workshops to help parents support their child at home Professional development for the student's teacher Other: | Simplified books/texts Software (ie Achieve3000, IXL, iReady, SmartyAnts) Summer school Translation services Weekend language instruction |
| | Assessment to determine status/ monitor progress Bilingual books Group language instruction Individual language instruction Manipulatives/ visual materials to support learning Parent workshops to help parents support their child at home Professional development for the student's teacher Other: | Simplified books/texts Software (ie Achieve3000, IXL, iReady, SmartyAnts) Summer school Translation services Weekend language instruction |

| CLASS TOTALS | | | |
|---------------------------------|-----------------------|------------------------------|-----------------------|
| Service | Total Students | Service | Total Students |
| Assessment | | Simplified books/texts | |
| Bilingual books | | Software | |
| Group language instruction | | Summer school | |
| Individual language instruction | | Translation services | |
| Manipulatives/ visual materials | | Weekend language instruction | |
| Parent workshops | | Other: | |
| Professional development | | | |

Tool #27: Title III Student Needs School Summary Form- Elementary Schools

Use this form to tally the Title III student needs indicated by teachers at your school and determine priority Title III services.

| SERVICE | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
|--|---|---|---|---|---|---|---|---|---|-------|
| Assessment to determine status/ monitor progress | | | | | | | | | | |
| Bilingual books | | | | | | | | | | |
| Group language instruction | | | | | | | | | | |
| Individual language instruction | | | | | | | | | | |
| Manipulatives/ visual materials to support learning | | | | | | | | | | |
| Parent workshops to help parents support their child at home | | | | | | | | | | |
| Professional development for the student's teacher | | | | | | | | | | |
| Simplified books/texts | | | | | | | | | | |
| Software | | | | | | | | | | |
| Summer school | | | | | | | | | | |
| Translation services | | | | | | | | | | |
| Weekend language instruction | | | | | | | | | | |
| Other: | | | | | | | | | | |

Priorities for the Use of Title III Funds:

Grades K-1: _____

Grades 2-3: _____

Grades 4-5: _____

Grades 6-8: _____

Tool #27: Title III Student Needs School Summary Form- High Schools

Use this form to tally the Title III student needs indicated by teachers at your school and determine priority Title III services.

| SERVICE | 9 | 10 | 11 | 12 | TOTAL |
|--|---|----|----|----|-------|
| Assessment to determine status/ monitor progress | | | | | |
| Bilingual books | | | | | |
| Group language instruction | | | | | |
| Individual language instruction | | | | | |
| Manipulatives/ visual materials to support learning | | | | | |
| Parent workshops to help parents support their child at home | | | | | |
| Professional development for the student's teacher | | | | | |
| Simplified books/texts | | | | | |
| Software | | | | | |
| Summer school | | | | | |
| Translation services | | | | | |
| Weekend language instruction | | | | | |
| Other: | | | | | |

Priorities for the Use of Title III Funds:

Grades 9-10: _____

Grades 11-12: _____

Tool #28: Title III Fiscal Planning

This tool can help Catholic school leaders maximize their Title III allocation to support the Title III service needs identified using tool 26 and other data sources. The Excel version of this tool is the best tool to use when planning your Title III program. You can access the Excel version of this document on the government programs page of the OCS website.

| Desired Title III Services | | Description | Students/ Teachers/ Parents Served | Cost | Supporting Data for Service |
|---|---|-------------|--|------|-----------------------------------|
| <input type="checkbox"/> | Assessment to determine status/ monitor progress | | | | |
| <input type="checkbox"/> | Bilingual books | | | | |
| <input type="checkbox"/> | Group language instruction | | | | |
| <input type="checkbox"/> | Individual language instruction | | | | |
| <input type="checkbox"/> | Manipulatives/ visual materials to support learning | | | | |
| <input type="checkbox"/> | Parent workshops to help parents support their child at home | | | | |
| <input type="checkbox"/> | Professional development for the student's teacher | | | | |
| <input type="checkbox"/> | Simplified books/texts | | | | |
| <input type="checkbox"/> | Software | | | | |
| <input type="checkbox"/> | Summer school | | | | |
| <input type="checkbox"/> | Translation services | | | | |
| <input type="checkbox"/> | Weekend language instruction | | | | |
| <input type="checkbox"/> | | | | | |
| <input type="checkbox"/> | | | | | |
| Total Cost Desired Services | | | | | |
| Administrative Costs | | | | | |
| Total Cost with Administrative Fees | | | | | |
| | | | | | |
| Total Allocation for Catholic School Services | | | | | |
| Surplus/Deficit | | | | | |

Instructions for Completing this Workbook:

1. Use the OCS Title III student needs summary form, student assessment data, teacher observation data, and other data sources to determine your school community's Title III service needs.
2. After determining need, check the boxes next to the desired Title III services that will meet the needs of your school community. You may add other desired services not listed above.
3. Add a description of the desired services if you wish.
4. List the students, teachers, and/or parents who will benefit from the services when appropriate.
5. List the estimated cost of services.
6. List the administrative costs associated with the desired services and the total allocation available for services. You should consult with your school district to determine these amounts.
7. Review the surplus/ deficit and adjust your program accordingly so that the highest priority needs can be addressed through Title III services.

Tool #29: Overview of Title IV, 21st Century Schools

Title IVA, Student Support and Academic Enrichment Grants

What does the Title IVA Program Do?

The Title IVA program improves students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- (1) Provide all students with access to a well-rounded education;
- (2) Improve school conditions for student learning; and
- (3) Improve the use of technology in order to improve academic achievement and digital literacy of all students

How are Title IVA funds generated?

Title IVA funding is based on the Title IA allocation received the previous year.

How can my school generate Title IVA funds?

Schools should identify and report low income students to their LEAs annually. They can do this through administering a family income survey or collecting this information through a tuition assistance program. Low income students are those who qualify for free or reduced lunch. Tools 13 and 14 are family income surveys in English and Spanish which outline the qualifying information for the 2016-2017 school year.

What types of services can my school access through the Title IVA program?

Title IVA funding falls into three categories: (1) Well-rounded education, (2) Safe and healthy schools, and (3) Effective use of technology

The table below summarizes examples of how funds can be used for each category.

| Well-rounded education |
|--|
| <ul style="list-style-type: none">• College and career guidance and counseling programs• Music and art programs that support student success• Improving instruction and student engagement in STEM<ul style="list-style-type: none">○ Increasing access of underrepresented populations to STEM opportunities○ Funding low-income students in STEM competitions○ Providing hands-on learning and service learning which exposes students to STEM○ Integrating other subjects with STEM• Increasing the availability of accelerated learning courses, dual or concurrent enrollment, or early college high school courses• Promoting programs to teach traditional American history, civics, economics, geography or government education• Foreign language instruction• Environmental education• Volunteerism and community involvement• Integrating multiple disciplines |
| Safe and healthy schools |
| <ul style="list-style-type: none">• Integrating health and safety practices into school or athletic programs• Promoting healthy, active lifestyles• Preventing bullying and harassment• Relationship-building instructional programs• Mentoring and school counseling services• Establishing drop-out and re-entry programs |

- Providing integrated systems of student and family supports
- Training for school personnel including:
 - Suicide prevention
 - Crisis management and conflict resolution
 - School-based violence prevention
 - Drug abuse prevention
 - Bullying and harassment prevention

Effective use of technology

- Provide educators with tools, devices, content and resources to personalize learning and share educational resources
- Use technology effectively in the classroom to inform instruction, support teacher collaboration, and personalize learning
- Build technical capacity and infrastructure
 - Procure content and ensure content quality
 - Purchase devices, equipment, and software
- Deliver specialized academic courses and curricula
- Carry out blended learning projects
- Provide ongoing professional development designed to support the use of technology to increase student achievement in STEM

*No more than 15% of the funds can be used to support infrastructure.

*If the school using funds under Part A for the effective use of technology does not participate in the E-rate program with its Internet safety policies, then the school must adopt similar policies to ensure Internet safety. **Tool 30 is a sample internet safety policy (not yet developed, coming soon).**

Title IVB, 21st Century Community Learning Centers

What does the Title IVB Program do?

The Title IVB program creates or expands 21st century community learning centers that:

- (1) provide opportunities for academic enrichment to help students, particularly students who attend low-performing schools, to meet challenging state academic standards;
- (2) offer additional services, programs, and activities to students designed to reinforce and complement the regular academic program; and
- (3) offer families opportunities for engagement in their children's education, including family literacy.

How are Title IVB funds generated?

States receive Title IVB funding in the amount of the Title IA allocation for the previous year. Eligible entities (public school districts, community-based organizations (includes private schools), Indian tribes or tribal organizations, and consortia of such agencies) then compete for grants from the state. Entities that receive an award under Part B must provide for the equitable participation of private school students.

How can my school access Title IVB programs?

Catholic schools that are located in a district which has won a Title IVB grant are eligible for equitable services. Ask your district about the services available.

Tool #30: Sample Internet Safety Policy

Coming Soon