

**Federal Programs  
Required to Provide Equitable Services  
For Approved Private Schools**

Federal Program	Program Purpose	Website & Contact
<b>Title I, Part A– Improving Basic Programs</b>	<p>Provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</p> <ul style="list-style-type: none"> <li>• Districts must set aside a share of Title I, Part A funds for services for eligible students in private schools. Title I, Part A uses current year eligible student data to determine the funding level of services for the following year. Title I, Part A funds are generated by private school students who are considered low-income, and reside in a Title I, Part A-served school attendance area. These funds are used to serve private school students who reside in a participating public school attendance area, and who are failing, or are most at risk of failing, to meet the state’s challenging student academic achievement standards.</li> <li>• Services must be provided to children individually or in combination, as requested by private school officials. The services may include instructional services (including evaluations to determine the progress in meeting such students’ academic needs), counseling, mentoring, one-on-one tutoring, or other benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment).</li> <li>• School districts must ensure that families of the private school students receiving services participate, on an equitable basis, in services and activities designed to promote parent and family engagement when the district is greater than \$500,000.</li> </ul>	<a href="#">Title I, Part A</a> 360-725-6100
<b>Title I, Part C– Education of Migratory Children</b>	<ul style="list-style-type: none"> <li>• Assist local educational agencies (LEAs) in supporting high quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.</li> <li>• Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.</li> <li>• Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.</li> <li>• Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.</li> <li>• Help migratory children benefit from state and local systemic reforms.</li> <li>• Students are identified for services based on their eligibility.</li> </ul>	<a href="#">Title I, Part C</a> 360-725-6150
<b>Title II, Part A– Preparing, Training, and Recruiting Teachers and School Leaders</b>	<ul style="list-style-type: none"> <li>• Increase student achievement consistent with the challenging state academic standards.</li> <li>• Improve the quality and effectiveness of teachers, principals, and other school leaders.</li> <li>• Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.</li> <li>• Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.</li> <li>• To determine the set-aside amount for services in Title II, Part A, districts use the student enrollment count from the October P-105B Enrollment Form from the current year.</li> </ul>	<a href="#">Title II, Part A</a> 360-725-6340

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<p><b>Title III, Part A– Language Instruction For English Learners (ELs) and Immigrant Students</b></p>	<ul style="list-style-type: none"> <li>• Helps to ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.</li> <li>• Assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects so that all ELs can meet the same challenging state academic standards that all children are expected to meet.</li> <li>• Assist teachers, principals and other school leaders, SEAs, school districts, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs, including immigrant children and youth.</li> <li>• Assist teachers, principals and other school leaders, SEAs, and school districts to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings.</li> <li>• Promote parental, family, and community participation in language instruction educational programs.</li> <li>• To determine eligibility, the state requests a count of Title III, Part A eligible students at participating private schools from the district in the spring. This count is used in the calculation of the district’s Title III, Part A allocation for the following year.</li> </ul>	<p><a href="#">Title III, Part A,</a> 360-725-6147</p>
<p><b>Title IV, Part A– Student Support and Academic Enrichment Grants</b></p>	<p>Improve students’ academic achievement by increasing the capacity of states, school districts, schools, and local communities to—</p> <ul style="list-style-type: none"> <li>• Provide all students with access to a well-rounded education.</li> <li>• Improve school conditions for student learning.</li> <li>• Improve the use of technology in order to improve the academic achievement and digital literacy of all students.</li> </ul> <p>School districts may use their funds for an array of activities, permitting districts to target the funds in accordance with local needs. For examples, please review the Department of Education’s Non-Regulatory Guidance: <a href="https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf">https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf</a></p> <p>To determine the set-aside amount for services under Title IV, Part A, districts use the student enrollment count from the October P-105B Enrollment Form for the current year.</p>	<p><a href="#">Title IV, Part A</a> 360-725-6507</p>
<p><b>Title IV, Part B– 21st Century Community Learning Centers</b></p>	<p>Provide opportunities for communities to establish or expand activities in community learning centers that–</p> <ul style="list-style-type: none"> <li>• Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.</li> <li>• Offer students an array of additional services, programs, and activities including youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, as well as arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.</li> <li>• Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.</li> <li>• A private school student is eligible to participate if they meet both of the following criteria. The student must reside inside the attendance area of a school that is participating in a 21st Century Community Learning Centers (CCLC) program. The student must meet the eligibility criteria for the targeted population of students for the specific 21 CCLC program under consideration.</li> </ul>	<p><a href="#">Title IV, Part B</a> 360-725-6049</p>

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<p><b>Perkins IV (Carl D. Perkins Career and Technical Education Act of 2006)</b></p>	<ul style="list-style-type: none"> <li>• Section 317(b)(1) of Perkins IV allows, but does not require, an LEA, upon written request, to use its Perkins IV funds to provide for the meaningful participation of secondary students who reside in the geographical area served by the LEA and who are enrolled in a nonprofit private school, except as prohibited by state or local law. An LEA is not required to spend any specific amount of funds on services for private school students. However, the US Department of Education encourages LEAs to provide services of reasonable scope and usefulness.</li> <li>• Section 317(a) of Perkins IV requires that a State or an LEA that uses Perkins IV funds for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, to the extent practicable, and upon written request, permit private school teachers, administrators, and personnel to participate in such programs. This requirement applies only to those personnel in private schools that offer career and technical secondary education programs and that are located in the geographical area served by the LEA. Section 317(a) does not require the State or the LEA to expend Perkins funds for separate programs and activities for private school personnel.</li> </ul>	<p><a href="#">Perkins IV</a> 360-725-6245</p>
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