

A snapshot of the Every Student Succeeds Act (ESSA) for Private Schools commonly referred to as Title Programs

Title I Part A

Title II Part A

Title III Part A

Title IV Part A

WHAT IS THE PURPOSE OF EACH PROGRAM?

To ensure eligible students determined to be “at risk” receive fair and equitable opportunities to meet academic standards.

[View eligibility details](#)

To increase student achievement by *improving the quality and effectiveness of teachers and school leaders.*

Highly utilized!
[View eligibility details](#)

To support *English Learners (ELs)* and immigrant children attain English proficiency and meet academic standards.

[View eligibility details](#)

To improve academic achievement through student support and academic enrichment.

Highly utilized!
[View eligibility details](#)

WHAT ARE SOME POPULAR SERVICES THAT MAY BE FUNDED?

To provide supplemental educational services, such as tutoring and counseling, to eligible students determined to be “at-risk” academically and based on residence.

- Professional development activities for educators to address the specific needs of private school children
- Instructional coaching and mentoring
- Leadership development
- Novice teacher preparation

- Tutoring for ELs
- PD for private school teachers of ELs
- Family literacy services and parent and family outreach and training activities to support the education of ELs in private schools

A broad range of services in the following categories

- Well-rounded Educational Opportunities
- Safe and Healthy Students
- Effective Use of Technology

HOW DO I ACCESS THESE FEDERALLY-FUNDED GRANT PROGRAMS?

Contact your local public school district’s Federal Grant Programs Office

PROGRAMS FOR PRIVATE SCHOOLS

TITLE I, PART A:

IMPROVING BASIC PROGRAMS OPERATED BY STATE & LOCAL EDUCATIONAL AGENCIES

Title I, Part A is designed to provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families. The goal is to help ensure that all children meet challenging state academic standards. *Title I funds are used to support schoolwide programs or targeted assistance programs that focus on improving the academic achievement of the disadvantaged.* Private school students are eligible to receive Title I services, although the funds are not directly allocated to private schools. Instead, LEAs are required to provide equitable services to eligible private school students, teachers, and families.

TITLE II, PART A:

SUPPORTING EFFECTIVE INSTRUCTION

Title II, Part A aims to increase student achievement by improving the quality and effectiveness of teachers, principals, and other school leaders. This program provides grants to state educational agencies (SEAs) and LEAs to recruit, prepare, and retain effective educators. Professional development is a key component, focusing on enhancing instructional practices and leadership skills. *For private schools, Title II Part A funds are used to provide equitable services for professional development to improve the quality of instruction in private schools.* LEAs must consult with private school officials to design and deliver these services.

TITLE III, PART A:

LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS & IMMIGRANT STUDENTS

Title III, Part A provides funds to help ensure that English learners, including immigrant children and youth, attain English proficiency and meet the same challenging state academic standards as their peers. *The program supports educational programs for language instruction that are designed to help English learners achieve proficiency in English while meeting state academic content standards.* Private schools can participate in Title III programs through equitable services provided by the LEA, which must consult with private school officials to address the needs of English learners in private schools.

TITLE IV, PART A:

STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Title IV, Part A is intended to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities *to provide all students with access to a well-rounded education, improve school conditions for student learning, and enhance the use of technology to improve academic achievement and digital literacy.* Private schools that can receive equitable services under Title IV, Part A, and LEAs must engage in timely and meaningful consultation with private school officials to determine the needs of private school students and how best to address those needs.



Title I Part A

Title II Part A

Title III Part A

Title IV Part A

PURPOSE

To provide supplemental educational services to eligible private school students to ensure they receive fair and equitable opportunities to meet challenging state standards.

To increase student academic achievement by improving the quality of teachers, principals, and other school leaders [H-1].

To help ensure that ELs attain English proficiency and develop high levels of academic achievement in English, assist teachers and school leaders in establishing and implementing effective language instruction educational programs, and promote parental and community participation in language instruction educational programs

To improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology

ELIGIBILITY

To be eligible for Title I services, a private school student must:

1. Reside in a participating Title I public school attendance area [B-11].
2. Be identified as failing or at risk of failing to meet state academic standards [C-1].

Note: Financial need is not a criterion for selecting students to receive services [C-4].

- Private school teachers and other educational personnel are eligible to receive equitable services under Title II, Part A [H-2].
- Both SEAs and LEAs are required to provide equitable services to eligible private school educators [H-3].

- ELs enrolled in private schools are eligible to receive Title III, Part A services [I-3].
- Private school teachers and other educational personnel who work with ELs are also eligible for services [I-3].

- Private school students and teachers are eligible to receive equitable services under Title IV, Part A.
- A private school does not need children who generate Title I, Part A funds to participate in Title IV, Part A.



Title I Part A

Title II Part A

Title III Part A

Title IV Part A

FUNDING

- Funding is determined based on the number of low-income private school students residing in participating Title I public school attendance areas [B-11].
- The LEA calculates a proportional share of Title I funds for equitable services to eligible private school students according to one of five available methods [B-11].

- The amount an LEA must reserve for equitable services for private school educators under Title II, Part A is based on the total Title II, Part A allocation minus administrative costs. The LEA determines the available funds for equitable services by calculating the per-pupil amount for all students in participating private schools within its service area, considering the needs of both students and educators [H-5].
- Funds may be used for various professional development activities for private school educators [H-6].
- Title II, Part A funds cannot be used to pay any portion of a private school educator's salary or benefits [H-14].

- LEAs must provide equitable services to eligible private school ELs, their teachers, and other educational personnel [I-3].
- Title III funding is primarily based on the number of English learners (ELs) in a school district. Specifically, it is allocated to local educational agencies (LEAs) based on the number of eligible immigrant and English learner students they serve. The funding formula considers the overall student population, the number of ELs, and the needs of these students to ensure adequate support for language instruction programs [I-3].
- Title III, Part A funds may be used to pay for ELP screener assessments for private school children [I-6].

- LEAs must reserve a proportional share of Title IV, Part A funds to provide equitable services to private school students and teachers [J-3].
- The amount is based on the total allocation received by the LEA and the number of private school students compared to the total number of students in the LEA.



Title I Part A

Title II Part A

Title III Part A

Title IV Part A

REQUIRED CONSULTATION

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11]

Title I consultation covers the following in addition to other topics [see A-9]:

- Method for determining the number of eligible low-income students
- Services to be provided
- How and where services will be offered
- How services will be assessed
- Size and scope of equitable services
- The proportion of funds available for services
- How and when decisions about the delivery of services will be made

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11].

In addition to all other consultation topics [see A-11], Title II, Part A consultation covers:

- Professional development needs of private school educators [H-6]
- Types of professional development activities to be offered [H-6]
- How professional development needs will be identified [H-7]
- How the effectiveness of activities will be assessed [H-7]
- Size and scope of equitable services [A-11]
- Amount of funds available for services [H-5]
- How and when decisions about the delivery of services will be made [A-11]

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11].

In addition to all other consultation topics [see A-11], Title III, Part A consultation covers:

- Flexible EL identification methods [I-4] [I-5]
- Use of funds for language assessments [I-6]
- Exemptions from annual ELP testing [I-8]
- Exemptions from parental notifications [I-2]

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11].

In addition to all other consultation topics [see A-11], Title IV, Part A consultation covers:

- Well-rounded education activities [J-1] [J-5]
- Safe and healthy student programs [J-1] [J-5]
- Effective use of technology [J-1] [J-5]
- Alignment with private school needs [J-3]
- Specific activities to be offered [J-5]
- Assessment of program effectiveness [J-3]
- Ensuring equitable participation [J-3]



**Title I
 Part A**

**Title II
 Part A**

**Title III
 Part A**

**Title IV
 Part A**

IMPLEMENTATION ASSESSMENTS

Needs Assessment:

The LEA, in consultation with private school officials, determines the educational needs of eligible private school students [C-7].

Needs Assessment:

Professional development decisions must be based on the needs of private school educators [H-7].

Identification:

LEAs may use various methods to identify ELs in private schools, such as:
 Home language surveys
 Teacher recommendations
 Grades in core content areas
 Interviews with parents [I-5]

Assessment for Eligibility:

LEAs are not required to use the same standardized, statewide entrance and exit procedures used in public schools [I-4].

Needs Assessment:

The LEA must assess the needs of private school students and teachers to determine appropriate services [A-11].



Title I Part A

Title II Part A

Title III Part A

Title IV Part A

EXAMPLES OF SERVICES AND ALLOWABLE USES

- Instructional services provided by public school employees or third-party contractors
- Expanded learning time, including before- and after-school programs
- One-on-one tutoring
- STEM/STEAM programs
- Summer school programs
- Family literacy programs
- Counseling programs
- Mentoring programs
- Computer-assisted instruction
- Home tutoring;
- Instruction using take-home computers
- Professional development

- Provide professional development activities for educators to address the specific needs of private school children.
- PD must be intensive, collaborative, job-embedded, data-driven, and classroom-focused (stand-alone, one-day, or short-term workshops are not allowable).
- Instructional coaching and mentoring
- Leadership development
- Novice teacher preparation
- PD services under Title IIA must be high-quality, personalized, evidence-based, and focused on improving teachers' learning.

- Tutoring for ELs before, during, or after school hours
- PD for private school teachers of ELs
- Summer school programs to provide English language instruction for ELs
- Administration of an ELP assessment to identify ELs and/or evaluate the effectiveness of services (including the provision of test booklets, teacher training, and stipends to teachers to administer assessments)
- Family literacy services and parent and family outreach and training activities to support the education of ELs in private schools
- Supplemental instructional materials and supplies
- Professional development

- College and career counseling
- Music and arts to support student success
- STEM/STEAM activities
- Drug and violence prevention
- School-based mental health services
- High-quality training for school personnel related to suicide prevention and crisis management
- Creating and maintaining high-quality school emergency operation plans
- Providing educators with tools and resources for personalized learning
- Building technological capacity through content procurement and hardware purchases
- Developing strategies for technology-enhanced delivery of specialized courses and curricula

PROGRAM FOR PRIVATE SCHOOLS

PURPOSE

is to provide supplemental educational services to eligible private school students to ensure they receive fair and equitable opportunities to meet challenging state standards.

FUNDING

is determined based on the number of low-income private school students residing in participating Title I public school attendance areas [B-11].

The Local Education Agency (LEA)* calculates a proportional share of Title I funds for equitable services to eligible private school students according to one of five available methods [B-11].

ELIGIBILITY

A private school student must:

1. Reside in a participating Title I public school attendance area [B-11].
2. Be identified as failing or at risk of failing to meet state academic standards [C-1].

Note: Financial need is not a criterion for selecting students to receive services [C-4].

IMPLEMENTATION



CONSULTATION

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11].

Title I consultation covers the following in addition to other topics [see A-9]:

- Method for determining the number of eligible low-income students
- Services to be provided
- How and where services will be offered
- How services will be assessed
- Size and scope of equitable services
- The proportion of funds available for services
- How and when decisions about the delivery of services will be made



NEEDS ASSESSMENT

The LEA, in consultation with private school officials, determines the educational needs of eligible private school students [C-7].



SERVICES

See reverse side

TITLE IA SERVICES FOR PRIVATE SCHOOLS

(continued)

IMPLEMENTATION

(continued)



SERVICES

- Instructional services provided by public school employees or third-party contractors;
- Expanded learning time, including before- and after-school programs;
- Professional development for teachers of participating students;
- One-on-one tutoring;
- Summer school programs;
- Family literacy programs;
- Counseling programs;
- Mentoring programs;
- Computer-assisted instruction;
- Home tutoring;
- Instruction using take-home computers; and
- Any combination of the above.



CONTACT US

for additional assistance



COMMON CHALLENGES & SOLUTIONS

Challenge: Difficulty in collecting accurate poverty data for private school students.

Solution: (LEAs) often use surveys to collect poverty data from private school families to gather information comparable to that used for public school students, such as eligibility for free or reduced-price lunch programs. When complete data from all private school families is not available (e.g., low survey response), LEAs can use extrapolation to estimate the total number of low-income students.

Challenge: Ensuring timely and meaningful consultation.

Solution: Establish a calendar for consultation meetings throughout the year and maintain open communication channels. Decisions should be made in consultation between public and private school leaders.

Challenge: Disagreement on service provision

Solution: In cases of disagreement on service provision, the LEA should provide a written explanation of their reasons for disagreement. If the issue persists, involve the state ombudsman to help resolve the dispute and facilitate mutually agreeable decision.

**Local Education Agency (LEA) refers to the local public school district in which a private school is located.*



PROGRAM FOR PRIVATE SCHOOLS

PURPOSE

is to increase student academic achievement by improving the quality of teachers, principals, and other school leaders [H-1].

FUNDING

is based on the total Title II, Part A allocation minus administrative costs. The Local Education Agency (LEA)* determines the available funds for equitable services by calculating the per-pupil amount for all students in participating private schools within its service area, considering the needs of both students and educators [H-5].

- Funds may be used for various professional development activities for private school educators [H-6].
- Funds cannot be used to pay any portion of a private school educator's salary or benefits [H-14].

ELIGIBILITY

- Private school teachers and other educational personnel are eligible to receive equitable services under Title II, Part A [H-2].
- Both SEAs and LEAs are required to provide equitable services to eligible private school educators [H-3].

IMPLEMENTATION



CONSULTATION

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11].

In addition to all other consultation topics [see A-11], Title II, Part A consultation covers:

- Professional development needs of private school educators [H-6]
- Types of professional development activities to be offered [H-6]
- How professional development needs will be identified [H-7]
- How the effectiveness of activities will be assessed [H-7]
- Size and scope of equitable services [A-11]
- Amount of funds available for services [H-5]
- How and when decisions about the delivery of services will be made [A-11]



NEEDS ASSESSMENT

Professional development decisions must be based on the needs of private school educators [H-7].



SERVICES

See reverse side

TITLE IIA SERVICES FOR PRIVATE SCHOOLS

(continued)

IMPLEMENTATION

(continued)



SERVICES

- Professional development must meet the definition in ESEA section 8101(42) [H-8].
- Conferences may qualify as professional development if they meet certain criteria [H-9].
- Online professional development resources may be purchased with Title II, Part A funds [H-12].
- Services must be secular, neutral, and nonideological [H-10].

Professional development for private school educators does not need to align with state or LEA performance goals [H-13].



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COMMON CHALLENGES & SOLUTIONS

Challenge: Participation in conferences with religious and secular components

Solution: Title IIA funds can be used to pay for the secular portion of a conference. Private school leaders should work with the LEA to identify the secular sessions and ensure that only these are funded.

Documentation of participation in secular sessions is necessary to determine the percentage of the conference costs that Title IIA funds can cover.

Challenge: Understanding allowable professional development activities

Solution: Private school leaders should ensure that professional development activities are sustained, intensive, and part of a larger plan. They should consult with the LEA to align activities with the ESSA's definition of professional development and ensure they are evidence-based and supplementary. Traditional "keynotes" that are not related to a larger private school plan would not be eligible.

**Local Education Agency (LEA) refers to the local public school district in which a private school is located.*



PROGRAM FOR PRIVATE SCHOOLS

PURPOSE

is to help ensure that ELs attain English proficiency and develop high levels of academic achievement in English, assist teachers and school leaders in establishing and implementing effective language instruction educational programs, and promote parental and community participation in language instruction educational programs [I-1].

FUNDING

is primarily based on the number of English learners (ELs) in a school district. Specifically, it is allocated to local educational agencies (LEAs)* based on the number of eligible immigrant and English learner students they serve. The funding formula considers the overall student population, the number of ELs, and the needs of these students to ensure adequate support for language instruction programs [I-3].

- Funds may be used to pay for ELP screener assessments for private school children in some cases [I-6].
- LEAs must provide equitable services to eligible private school ELs, their teachers, and other educational personnel [I-3].

ELIGIBILITY

- ELs enrolled in private schools are eligible to receive Title III, Part A services [I-3].
- Private school teachers and other educational personnel who work with ELs are also eligible for services [I-3].

IMPLEMENTATION



CONSULTATION

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11].

In addition to all other consultation topics [see A-11], Title III, Part A consultation covers:

- Flexible EL identification methods [I-4] [I-5]
- Use of funds for language assessments [I-6]
- Exemptions from annual ELP testing [I-8]
- Exemptions from parental notifications [I-2]

**Local Education Agency (LEA) refers to the local public school district in which a private school is located.*

TITLE IIIA SERVICES FOR PRIVATE SCHOOLS

(continued)

IMPLEMENTATION

(continued)



IDENTIFICATION

LEAs may use various methods to identify ELs in private schools, such as:

- Home language surveys
- Teacher recommendations
- Grades in core content areas
- Interviews with parents [1-5]



ASSESSMENT FOR ELIGIBILITY

- LEAs are not required to use the same standardized, statewide entrance and exit procedures used in public schools [1-4].

COMMON CHALLENGES & SOLUTIONS

Challenge: Identifying English learners (ELs) in private schools

Solution: The guidance states that an LEA should establish objective criteria to determine which private school children are eligible for Title IIIA services in consultation with private school officials. For example, they may use a home language survey as the initial screening tool and then an English proficiency screener to identify ELs. The LEA can work with private school officials to administer assessments or train private school staff to do so.



SERVICES

- Tutoring for ELs before, during, or after school hours;
- Professional development for private school teachers of ELs;
- Summer school programs to provide English language instruction for ELs;
- Administration of an ELP assessment for identification of ELs and/or for the purpose of evaluating the effectiveness of services, including the provision of test booklets, teacher training, and stipends to teachers to administer assessments [see C-20];
- Family literacy services and parent and family outreach and training activities to support the education of ELs in private schools; and
- Supplemental instructional materials and supplies



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PROGRAM FOR PRIVATE SCHOOLS

PURPOSE

is to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology [J-1].

FUNDING

is based on the total allocation received by the LEA and the number of private school students compared to the total number of students in the LEA.

LEAs must reserve a proportional share of Title IV, Part A funds to provide equitable services to private school students and teachers [J-3].

ELIGIBILITY

- Private school students and teachers are eligible to receive equitable services under Title IV, Part A.
- A private school does not need children who generate Title I, Part A funds to participate in Title IV, Part A [J-4].

IMPLEMENTATION



CONSULTATION

LEA must consult with private school officials before making decisions affecting program participation [A-1] [A-9] [A-11].

In addition to all other consultation topics [see A-11], Title IV, Part A consultation covers:

- Well-rounded education activities [J-1] [J-5]
- Safe and healthy student programs [J-1] [J-5]
- Effective use of technology [J-1] [J-5]
- Alignment with private school needs [J-3]
- Specific activities to be offered [J-5]
- Assessment of program effectiveness [J-3]
- Ensuring equitable participation [J-3]



NEEDS ASSESSMENT

The LEA must assess the needs of private school students and teachers to determine appropriate services [A-11].



SERVICES

See reverse side

TITLE IVA SERVICES FOR PRIVATE SCHOOLS

(continued)

IMPLEMENTATION

(continued)



SERVICES

Well-rounded Educational Opportunities:

- College and career guidance and counseling programs
- Music and arts programs for student engagement and problem-solving
- STEM and computer science programming

Safe and Healthy Students:

- Drug and violence prevention activities
- School-based mental health services
- Training for staff on suicide prevention, trauma-informed practices, and crisis management
- Creating and maintaining school emergency operations plans

Effective Use of Technology:

- Providing educators with tools and resources for personalized learning
- Building technological capacity through content procurement and hardware purchases
- Developing strategies for technology-enhanced delivery of specialized courses and curricula

COMMON CHALLENGES & SOLUTIONS

Challenge: Balancing the required spending categories with equitable services requirements.

Solution: The guidance clarifies that the 20% well-rounded education, 20% safe and healthy students, and technology portion requirements apply to the LEA's total allocation. However, the equitable services portion for private schools does not need to meet these requirements separately. This gives private schools more flexibility in how they use their equitable services funds within the overall program goals.

Challenge: If a district decides to transfer Title IVA funds to Title IA, this can affect the provision of equitable services. If a district transfers all Title IVA funds to Title IA, private schools that only participate in Title IVA could lose access to those funds and the associated services.

Solution: The guidance requires that districts engage in "timely and meaningful consultation" with private school officials before making any decisions about fund transfers. Although districts have the final authority to make transfers, they must give due consideration to the views of private school officials.

**Local Education Agency (LEA) refers to the local public school district in which a private school is located.*



BEFORE CONSULTATION

- Familiarize yourself with the **ESSA programs** and services available to your students and teachers.
- Gather data on your students' needs** and how ESSA programs could help meet them.
- Identify your **private school officials** who should be involved in the consultation process.
- Determine a **timeline** for periodic consultation meetings throughout the year.
- Consult with teachers, parents, and students** about past services and their effectiveness.

DURING CONSULTATION

- Clearly **communicate the needs of your students** and teachers.
- Discuss **services, how they will be delivered, and by whom.**
- Ask about available funding for each program, how it was determined, and the size and scope of services.
- Consider and discuss the possibility of using **third-party providers.**
- Ask how **program effectiveness** will be assessed and how results will be used.
- Understand **how and when** the LEA will make decisions about service delivery.
- Confirm that all **services and materials will supplement**, not replace, existing resources.

AFTER CONSULTATION

- Send a written summary** of the discussion as well as any action items and responsible persons.
- If needed, **request written explanations** for any LEA decisions that go against your requests.
- Sign the **written affirmation** of consultation, indicating **agreement or disagreement** on discussed topics.
- Schedule any necessary follow-up meetings** or discussions.
- Brief your school community on the outcomes of the consultation and upcoming services.

OVERSIGHT

- Remember, as a private school representative, your role is to advocate for your students' needs and ensure you fully understand and participate in the ESSA programs available to your school.
- Each state must designate an ombudsman to monitor and enforce equitable services requirements.
- The LEA maintains control of funds and materials [C-26].
- Services must supplement, not supplant, the private school's regular educational program [C-9].
- Private school officials may file complaints with the SEA if they believe equitable services are not being provided [E-1].

SEPTEMBER – OCTOBER: IMPLEMENTATION & MONITORING

- Begin implementation of services concurrently with public school services.
- Conduct ongoing consultations to ensure effective service delivery and address any issues.

NOVEMBER – DECEMBER: MID-YEAR REVIEW

- Conduct mid-year evaluations to assess the effectiveness of services.
- Adjust programs and services as necessary based on feedback and assessments.

JANUARY – FEBRUARY: PLANNING FOR NEXT YEAR

- Begin early discussions to prepare for the next school year.
- Review and update consultation timelines and agendas for the upcoming year.

FEBRUARY – MARCH: INITIAL PLANNING FOR NEXT SCHOOL YEAR

- LEAs send "Intent to Participate" forms to private schools with a deadline for response.
- Initial consultation meetings are held to discuss current programs and services.
- LEAs provide an overview of available programs for the next school year.

MAY – APRIL: NEEDS ASSESSMENT & PLANNING

- Evaluate current programs and suggest modifications for the next school year.
- Continue consultations to identify needs, discuss services, and estimate funding.
- Develop preliminary plans and set priorities for the upcoming school year.

JUNE: FINALIZATION & PREPARATION

- Finalize plans for programs and services.
- Establish a consultation timeline for the next school year.

JULY – AUGUST: READINESS & COMMUNICATION

- Inform private school officials about the readiness of programs and services.
- Provide funding figures for the upcoming school year based on updated enrollment.