Non-Public School Intent to Participate Form
ESEA Programs for the 2026-27 School Year

I. The local educational agency (LEA) should complete this section and send this form to non-public schools within their boundaries or, for Title I, to those schools whose students reside in the LEA. Information collected should be used to complete the non-public survey and the Consolidated Funding Application.

Name of LEA: _____

Address of LEA: _____

LEA Federal Programs Contact Person: _____

LEA Federal Programs Contact Title: _____

Phone: _____ Email: _____

II. Each non-public school should complete this section and return this form to the LEA at the address listed in Section I.

Non-Public School Name: _____

Address of School: _____

Name of School Administrator: _____

Administrator Title: _____ Email: _____

Phone: _____ Fax: _____

School Profit Status: ☐ NON-PROFIT ☐ FOR PROFIT (***Note**: For-profit private schools cannot participate.*)

Non-Public School Category: ☐ I ☐ I-SP (formally VII) ☐ II ☐ III ☐ IV ☐ V

For the 2026-27 school year: ☐ *Our school elects to participate.** ☐ *Our school elects not to participate.*

School Administrator's Signature: _____ Date: _____

III. Each participating non-public school should complete this section (and pages 2-4) and return this form to the LEA at the address listed in Section I.

Total school enrollment based on the third month of the **2025-26** school year: _____

Enrollment Counts by Grade:

Pre-K		K		1		2		3	
4		5		6		7		8	
9		10		11		12			

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The Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act of 2015 (ESSA), requires local education agencies (LEAs) to provide equitable services to non-public school students, teachers, and other educational personnel in some of its major grant programs. While non-public schools cannot receive direct funding from these federal grant programs, their students and teachers may be eligible to receive benefits, services, and materials. The amount and type of services available to non-public schools are determined by the grant program, based on equitable participation requirements, and are discussed and determined as part of ongoing consultation with the LEA.

In 2022, Tennessee passed House Bill 1890, which amended T.C.A. § 49-6-301(a) to include the following to the state's definition of what constitutes an elementary school: For purposes of federal funding, "elementary schools" are schools serving any combination of prekindergarten through grade six (pre-K–6) [T.C.A. § 49-6-301(a)]. This addition to the state's definition of what constitutes an elementary school provides greater flexibility to LEAs and non-public schools when deciding how to spend some federal education program funds. Like LEAs, Tennessee non-public schools that participate in ESEA/ESSA equitable services may now direct grant funds to pre-K students and/or instructional staff. It is important to note that this change will not impact allocations to non-public schools. Pre-K students will not act as fund generators for Title I, Part A purposes; therefore, equitable services allocations will not be impacted. Non-public schools, in consultation with LEAs, may choose whether or not to serve pre-K students and instructional staff with funds from the following programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A

If you are interested in participating in any of the grant programs that require equitable services to non-public schools, please indicate below by checking the box beside each grant program and providing the estimated counts where requested.

☐ **Title I, Part A – *Improving Basic Programs Operated by LEAs***

Title I, Part A provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing, or most at risk of failing, to meet high academic standards and who live in participating public school attendance areas.

Please indicate the estimated number of K-12 Title I-eligible students: _____

LEA funds for services to non-public school students and teachers are generated on the basis of the number of K-12 students from low-income families who reside in participating public school attendance areas and attend non-public schools.

To be eligible for Title I services, a non-public school student must reside in a participating public school attendance area and meet multiple educationally related, objective criteria determined by the LEA and the private school officials during consultation. Poverty is not a criterion, but certain students may be identified as eligible solely by virtue of their status (e.g., students who are homeless or who in the preceding two years had participated in Head Start, a Title I preschool program, or a Title I, Part C (Migrant Education) program).

Services may include a targeted assistance pull-out model, supplementary instruction, direct

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instruction, computer-assisted instruction, tutoring, counseling, family literacy, and early childhood programs. In addition, the law requires equitable services for non-public school teachers of Title I students in professional development activities and for parents of Title I students in parent involvement activities.

The exact number of qualifying students and the appropriate benefits, services, and materials provided for this number will be determined with the LEA during the consultation with the non-public school.

☐ **Title I, Part C – *Education of Migratory Children***

Title I, Part C supports high-quality educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique needs of migratory children. The program ensures 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 academic standards. These services ensure that migratory children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet and 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. The appropriate benefits, services, and materials provided will be determined with the LEA during the consultation with the non-public school.

Please indicate the estimated number of **K-12** migratory students: _____

☐ **Title II, Part A – *Supporting Effective Instruction***

Title II, Part A is designed to provide students with greater access to effective educators. Non-public school teachers, principals, and other educational personnel are eligible to participate in professional development activities (with available services based on LEA funds calculated, on a per-pupil basis, on the LEA's total Title II, Part A allocation, less administrative costs).

Activities include those that are an integral part of school and strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with effective instructional teaching strategies; technology integration training; teaching students with different learning styles; using assessments to improve instruction and student outcomes; involving parents more effectively; and educational leadership development. The appropriate benefits, services, and materials provided will be determined with the LEA during the consultation with the non-public school.

Please indicate the estimated number of **K-12** students: _____

☐ **Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement***

Title III, Part A provides supplemental services that improve the English language proficiency and academic achievement of English learners (ELs). The appropriate benefits, services, and materials provided will be determined by the LEA during the consultation with the non-public school. How the LEA and the non-public schools identify EL students and determine their needs is subject to ongoing, timely, and meaningful consultation.

Please indicate the estimated number of **K-12** EL students: _____

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☐ **Title IV, Part A – *Student Support and Academic Enrichment Grants***
The purpose of Title IV, Part A is to improve students' achievement by increasing the capacity of states and LEAs to provide opportunities for students to access a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students. The appropriate benefits, services, and materials provided will be determined with the LEA during the consultation with the non-public school.

Please indicate the estimated number of **K-12** students: _____

☐ **Title IV, Part B – *21st Century Community Learning Centers****
Title IV, Part B provides opportunities for children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet challenging state academic standards in a well-rounded education. Activities may include youth development activities, service learning, nutrition, and health education, drug and violence prevention programs, counseling programs, 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.

*****_This is a grant only available to LEAs that meet the eligibility requirements. Non-public schools may only receive equitable services if the LEA is a recipient of the grant._

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IV. [TO BE COMPLETED ONLY IF NEEDED MID-YEAR] In the event that a non-public school initially elects to participate and declines participation mid-year, the school should complete this section and return to the LEA immediately.

☐ For the 2026-27 school year, our school initially elected to participate but declined as of _____[date] to participate in the following programs:

- ☐ Title I, Part A – *Improving Basic Programs Operated by LEAs*
- ☐ Title I, Part C – *Education of Migratory Children*
- ☐ Title II, Part A – *Supporting Effective Instruction*
- ☐ Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement*
- ☐ Title IV, Part A – *Student Support and Academic Enrichment Grants**
- ☐ Title IV, Part B – *21st Century Community Learning Centers**

Brief rationale for the mid-year decline:

The administrator's signature below certifies that the information above is correct and indicates an understanding of the following:

- *The school forfeits any unused funds for the indicated program(s).*
- *Funds do not roll over to the following year, even if the school elects to participate in the same program in the following year.*
- *Unused funds will be spread out proportionally to other non-public schools based on low-income qualifying student counts.*

Non-Public School Name: _____

Address of School: _____

Name of School Administrator: _____

Administrator Title: _____ Email: _____

Phone: _____ Fax: _____

School Administrator's Signature: _____ Date: _____

NON-PUBLIC SCHOOLS MUST COMPLETE AND RETURN SECTION IV TO THE LEA IMMEDIATELY.