

Non-Public School Intent to Participate Form ESEA Programs for 2021–22 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 on 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 of this form.**

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 non-public schools are **not** eligible to participate.)

Non-Public School Category:

I I-SP (formally VII) II III IV V

For the 2021–22 school year:

*Our school **elects to participate.*** *Our school elects **not to participate.***

School Administrator's Signature: _____ Date: _____

Return form to the LEA at the address on page 1 by JAN.15, 2021.

III. Each participating non-public school should complete this section (and pages 2 and 3) and return this form to the LEA at the address listed in Section I.

Total school enrollment not including pre-K based on the third month of the **2020-21** school year: _____

Enrollment Counts by Grade:

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

The Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act of 2015 (ESSA), requires 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 is determined by grant program, based on equitable participation requirements, and must be discussed and determined as part of ongoing consultation with the LEA.

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 non-public school 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 Title I-eligible non-public school students: _____

LEA funds for services to non-public school students and teachers are generated on the basis of the number of 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 non-public 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 instruction, computer-assisted instruction, tutoring, counseling, family literacy, and early childhood programs. In

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addition, the law requires equitable services for non-public school teachers of Title I students in professional development activities and for families of Title I students in family engagement 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 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 consultation with the non-public school.

Title II, Part A—*Supporting Effective Instruction*

Title II, Part A is designed to provide students from low-income families and minority 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; engaging families more effectively; and educational leadership development. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the non-public school.

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

Title III, Part A provides for 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 with the LEA during 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 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 consultation with the non-public school.

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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