Enter Date

Dear Private School Administrator:

Each year the Alaska Department of Education & Early Development (DEED) requires districts to inform area private schools of their possible participation in the Elementary and Secondary Education Act (ESEA) Federal Programs, including *[delete those programs not funded in your District]*:

* Title I, Part A – Improving the Academic Achievement of the Disadvantaged
* Title I, Part C – Education of Migratory Children
* Title II, Part A – Supporting Effective Instruction
* Title III, Part A – Language Instruction for English Learners and Immigrant Students
* Title IV, Part A – Student Support and Academic Enrichment
* Title IV, Part B – 21st Century Community Learning Centers

We ask that you complete the attached form by indicating your interest in participating in one or more of these programs, and return the form to the school district. More information on each of these programs is included on pages 4 and 5 of this letter.

Please respond no later than Enter Deadline. (If this date is not at least thirty days after this letter’s post-mark date, then the deadline is 30 days after the post-mark.) A private school that does not respond by the deadline will be considered non-participating.

We appreciate your time in completing this form. If you would like additional information on equitable services and ESEA Federal Programs, please feel free to contact me at the information below.

Sincerely,

Name

Federal Programs Director

Phone Number

Frequently asked questions

# What are equitable services?

The ESEA section 8501 requires school districts, in consultation with appropriate private school officials, to provide eligible private school children and teachers with services or other benefits that are equitable to those provided to public schools.

# If our school receives equitable services, are we subject to Federal requirements of the programs?

No. The equitable services requirements apply to the school district providing the services. In fact, the US Department of Education may not permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school. (ESEA section 8506(c)).

# Are we required to provide the income data of our families?

Not necessarily. Title I, Part A does require poverty data to determine the private school’s share of funds. However, the school district must consult with you on how the poverty data will be collected. There are methods of determining poverty rates that do not require your families to provide their income. Ultimately, it is the school district’s decision on which method will be used, but the decision is made after consulting with the private school. Additionally, there are other programs that do not require any poverty data, such as Title II, Part A, and Title IV, Part A.

# If we participate in equitable services, are our students required to take the State assessment?

No. Participation in equitable services does not obligate the students to take the State assessment. However, certain Title programs do require the school district to academically evaluate the programs and services provided to private schools. The method of evaluation is based on consultation with the private schools.

District Name:       School Year:

Private School Intent to Participate

ESEA Equitable Services

**Private School Information**

**Name of Private School:**

**Name of Private School Administrator:**

**Address** (Street, City, State, Zip)**:**

**Phone:**       **Fax:**       **Email:**

**\*Private School Grades Served**:

**Participation in Services**

**Please select one:**

[ ]  No, we do not intend to participate in any ESEA Federal Programs for the upcoming school year.

[ ]  Yes, we intend to participate in one or more ESEA Federal Programs for the upcoming school year, \*\*if deemed eligible, and we would like to be contacted for consultation.

**Private School Representative Name:**       **Date:**

**Signature of Private School Representative**:

\* Standalone preschools are not eligible to participate in equitable services under ESEA Federal Programs

\*\* Eligible Private Schools must be not-for-profit

**Please return this form to:**

First and last name

District name

Address line 1

Address line 2

City, State, Zip Code

overview of program eligibility and services

# Title I, Part A – Improving Basic Programs

Under Title I, Part A, equitable services are provided to students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards, and who live in the attendance area served by a Title I school. Title I, Part A funding eligibility is based on the enrollment of low-income students in a private school (regardless of its location) who reside in Title I school attendance areas. For Title I, Part A, private school students eligible for equitable services are those who reside in a participating Title I public school attendance area and who are failing, or are most at risk of failing, to meet challenging student academic achievement standards (same as targeted assistance school Sec. 1115(c) criteria). Supplementary instructional services are provided by public school teachers or through a third-party contractor. Instruction may take place during the school day, before or after school, or in the summer. Title I services may be provided on-site at the private school, including religiously affiliated schools, or at other locations. Services may include a targeted, assisted pullout model, supplementary instruction, direct instruction, computer-assisted instruction, tutoring, counseling, family literacy and early childhood programs. In addition, equitable services may be provided for professional development of teachers of students receiving Title I services and for parent engagement activities.

# Title I, Part C – Education of Migratory Children (MEP)

Children who attend private school are eligible to receive MEP services if they: 1) meet the statutory and regulatory definition of a migrant child; 2) meet the priority for services criteria in Sec. 1304(d); and 3) have unique needs of migratory children identified through the State’s comprehensive needs assessment and service delivery plan. The proportionate share for equitable services for private school students, teachers, or families is determined by number of migrant students enrolled in the private school. Expenditures for services on a per-pupil basis shall be equal to the expenditures for participating public school children, considering the number and education needs of the children to be served. The district determines the proportionate share for Title I-C based on the number of eligible students to be served and the amount necessary to provide equitable services to meet the needs of the eligible students.

# Title II, Part A – Supporting Effective Instruction

Under the Title II, Part A Program private school teachers, principals, and other school leaders are eligible to participate in all district uses of Title II, Part A funds with the exception of funds used for class-size reduction. Title II, Part A funding eligibility is based on the proportionate share of district funds based on the number of students enrolled in private schools choosing to participate in equitable services compared to the number of students enrolled in all the public schools in the district. In general, this grant focuses on professional learning and the recruitment and retention of highly effective teachers and leaders, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet challenging state academic standards. This grant emphasizes the need to ensure that minority and low-income students have greater access to effective teachers, principals, and other school leaders.

# Title III, Part A – Language Instruction for English Learners and Immigrant Students

Under the Title III, Part A program, students identified as English learners as well as teachers, principals and other school leaders are eligible to participate in Title III-funded initiatives. The use of funds must be to improve the English language proficiency of identified English learners, educators’ professional knowledge related to working with English learners in their classroom and/or engagement with parents and families of English learners in the private school. Funds may also be directed toward costs related to the assessment of the quality of Title III services rendered to the private school(s). The proportionate share for equitable services for private school students, teachers, or families is determined by the number of English learners enrolled in the private school. Expenditures for services on a per-pupil basis shall be equal to the expenditures for participating public school children, considering the number and education needs of the children to be served. The district determines the proportionate share for Title III-A based on the number of eligible students to be served and the amount necessary to provide equitable services to meet the needs of the eligible students.

# Title IV, Part A – Student Support and Academic Enrichment

Under the Title IV, Part A program, all private school children, their teachers, and other educational personnel serving those children, are eligible to participate in grant-funded supports and activities under the Title IV, Part A Student Support and Academic Enrichment Grant. Title IV, Part A funding eligibility is based on the proportionate share of district funds based on the number of students enrolled in private schools choosing to participate in equitable services compared to the number of students enrolled in all the public schools in the district. The use of funds must be to address the purpose of the Title IV, Part A Grant, which is to expand well-rounded educational opportunities for students, to promote safe and healthy students, and to support the effective use of technology to better engage students and expand their access to and use of technology as a learning tool.

# Title IV, Part B – 21st Century Community Learning Centers (CCLC)

Equitable participation by non-public and private school students applies only to an eligible student who attends a non-public or private school and resides within the attendance area of a “feeder school” that is proposed and approved for service in an eligible organization’s competitive 21st CCLC grant application for afterschool programming. Less than 10% of Alaska’s schools are selected to be 21st CCLC “feeder schools,” and within those schools, 21st CCLC-eligible students are typically the students with the greatest academic and economic need.  The purpose of the 21st CCLC program is to assist and support students academically by providing them with academic intervention, academic enrichment activities, and a broad array of other activities during non-school hours or periods when school is not in session, such as after school and summer break. For more specific information about Title IV, Part B equitable services participation, see the [Alaska 21st CCLC Guidelines for Equitable Services for Private Schools](https://education.alaska.gov/21cclc/docs/Alaska-21st-CCLC-Guidelines-for-Equitable-Services-for-Private-Schools.docx).