



## **Equitable Services for Nonpublic Schools General Overview**

In general, districts are required to provide educational services and other benefits for nonpublic school children, teachers and other educational personnel, equitable in comparison to services and other benefits for public school children, teachers and other educational personnel, pursuant to section 8501(a)(3)(A) of the Elementary and Secondary Education Act (ESEA), amended by the Every Student Succeeds Act of 2015 (ESSA). For the purpose of this document, programs include CARES Act funds, Title II, Title III and Title IV.A.

The district and nonpublic school officials are encouraged to use this overview, in conjunction with the

- Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance [Title VIII, Part F Uniform Provisions](#)
- [Title I Services Non-Regulatory Guidance](#)

## **Notification Requirements**

ESEA requires that public districts contact appropriate officials of all nonpublic schools within the geographic boundaries of the district annually to determine if they want to participate in federal programs. DESE's Nonpublic Registration application was created for this purpose.

Upon completion of the Nonpublic Registration, the district conducts the Public-School Verification process of enrollment as of October 1. The district requests a roster of students with addresses to verify residency and method used to determine poverty.

If you choose not to participate, the district will need to document why you are declining services.

## **Consultation and Planning**

- To ensure timely and meaningful consultation, the district must consult with appropriate nonpublic school officials during the design and development of the proposed programs, pursuant to section 8501(c).

- The district must consult with appropriate nonpublic school officials and have the goal of reaching agreement on how to provide equitable and effective programs for eligible nonpublic schools on issues such as the following (*Public/Private Design for Educational Service*):
  - How student needs will be identified
  - How student needs will inform professional learning needs of teachers, principals and other school leaders
  - What services will be offered
  - How, where and by whom the services will be provided
  - How the services will be assessed and how the results of the assessment will be used to improve those services
  - The size and scope of the equitable services to be provided to eligible nonpublic school children, teachers, and other educational personnel, the amount of funds available for those services and how that amount is determined
  - How and when the district will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the nonpublic school officials on the provision of services through potential third-party providers
  - Whether the district will provide services directly or through a separate government agency, consortium or entity through a third-party contractor
  - Whether to provide equitable services to eligible nonpublic schools
    - By creating a pool or pools of funds with all of the funds allocated based on all children from low-income families in a participating school attendance area who attend nonpublic schools; or
    - Based on the children in the district's participating school attendance area who attend nonpublic schools with the proportion of funds allocated based on the number of children from low-income families who attend nonpublic schools.
  - How nonpublic school parents and families will be involved equitably in services and activities
  - Whether the district will use an administrative reservation in order to administer equitable services
  - How carryover funds will be used
  - Whether the district will transfer funds
  
- It is important that attention be given to the timing of the consultation so that decisions affecting the opportunities for eligible nonpublic school teachers to participate in Title program activities are made after discussions have taken place. Nonpublic services need to be available at the start of each school year. The district should also develop a process for determining mutual expectations for implementation and assessment of programs.
  
- Consultation should continue throughout the implementation and assessment of activities.
  
- To meet its general record keeping responsibility, the district should document that:
  - Representatives of nonpublic schools were informed of the availability of funds and services;
  - Nonpublic school officials were consulted and provided an opportunity for input into the planning of the district's program activities;
  - The needs of nonpublic school teachers were identified as part of the needs assessment;

- The district's approved budget permits equitable participation for nonpublic schools. Nonpublic school budget adjustments between purchased services and material/supplies require advance notice.

## **Documentation of Consultation**

- Districts must obtain a written affirmation signed by officials of each participating nonpublic school that meaningful consultation has occurred. The written affirmation must provide the option for nonpublic school officials to indicate if they feel timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible nonpublic school children.
- Nonpublic school officials have the right to file a complaint with DESE that the consultation was not meaningful and timely, did not give due consideration to the views of the nonpublic school, or did not make a decision that treats the nonpublic school or its students equitably.

## **Determining Allocations**

- DESE determines the amount of funds available for each Title program's equitable services by calculating, on a per-pupil basis, the amount available for all public and nonpublic school students enrolled in participating schools in areas served by the district (regardless of a student's residency). The amount a district must reserve to provide equitable services for nonpublic school teachers and other educational personnel for services is based on the district's total allocation, transfer funds and carryover.

## **Carryover**

- ESSA requires that the district obligate the full amount of funding generated for equitable services to nonpublic school teachers, principals and other school leaders during the first fiscal year of availability. However, as long as appropriate consultation occurred and services were made available in a timely manner, any remaining balances for the public and nonpublic schools will be added together, then redistributed equitably among private and public schools.

Following is the link and directions to view school level allocations

<https://apps.dese.mo.gov/webLogin/login.aspx>:

- Under *Public Applications*, select ePeGS
- From the dropdown list, select Jefferson City 026006
- Funding Application Menu
- Quality Schools
- ESEA Consolidated
- Budget Application
- *Funds Available* page
- Under the perspective program, click on the original allocation hyperlink for the Allocation Details

District/LEA: 026-006 JEFFERSON CITY Year: 2024-2025

Funding Application: Title II.A - Allocation Details

[Print](#) [Close](#)

Allocation details are based on the original allocation, transfer funds, and carryover. Transfer funds are subject to equitable services of the program. The LEA must provide equitable services as required under the program(s) to which and from which the funds are transferred, based on the total amount of funds available for each program after the transfer. See ESSA Fiscal Guidance at <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.

For example, if an LEA transfers half of its Title II.A funds into Title I.A, the Title I.A equitable share is calculated off of the original Title I.A allocation plus whatever Title II.A funds that have been transferred in. The LEA must also offer Title II.A equitable services based on the amount it has not transferred, however, an LEA may not transfer funds to a particular program solely to provide equitable services as well as it may not retain funds solely for this purpose.

TII.A Original Allocation	\$375,068.00
Transfer In	
TIV.A	\$169,056.20
<b>Transfer In Total</b>	<b>\$169,056.20</b>
<b>Carryover</b>	<b>\$0.00</b>
<b>Grand Total</b>	<b>\$544,124.20</b>

Public District and Nonpublic Schools	Participating in Federal Programs	Enrollment	Allocation and Carryover
026006 JEFFERSON CITY		8,288	422138.11
026531 CALVARY LUTHERAN HIGH SCHOOL	Y	98	4991.50
026413 HELIAS HIGH SCHOOL	Y	680	34634.88
026402 IMMACULATE CONCEPTION SCH	Y	280	14261.42
026407 LIGHTHOUSE PREPARATORY ACADEMY	Y	139	7079.78
026401 ST JOSEPHS SCHOOL	Y	325	16553.44
026406 ST MARTINS SCHOOL	Y	165	8404.05
026408 ST PETERS SCHOOL	Y	434	22105.20
026400 TRINITY LUTHERAN SCHOOL	Y	274	13955.82
<b>TOTAL PUBLIC</b>		<b>8,288</b>	<b>\$422,138.11</b>
<b>TOTAL NONPUBLIC</b>		<b>2,395</b>	<b>\$121,986.09</b>
<b>GRAND TOTAL</b>		<b>10,683</b>	<b>\$544,124.20</b>

## Guidelines for Allowable Title Activities

- Educational services or other benefits, including materials and equipment, shall be secular, neutral and nonideological.
- The activity must be an allowable use of funds under the Title program. DESE's [Consolidated Federal Programs Manual](#) provides detailed lists by program.
- As a reminder, the school shall not use more than 15% of the IV.A funds for purchasing technology infrastructure under the Effective Use of Technology.
- Title II.A, III.A and IV.A activities must be supplemental in nature, and may not supplant the educational service that the nonpublic school would otherwise provide absent the federal services.
- To the extent that a teacher's, principal's or other school leader's attendance at a conference is sponsored or conducted by a faith-based organization is part of a sustained and comprehensive secular professional development plan, Title funds may be expended to pay for the portion of the costs of the conference that meets the criteria of the federal program.

If the conference contains both secular and non-secular events, the attendee must provide the district with information clearly delineating secular and non-secular activities prior to attending

the conference. The district will determine the percentage of the conference representing secular professional development in which the teacher participated. The district will consider the percentage for all expenses related to attending the conference (e.g., airfare, hotel registration).

- Stipends/extra duty pay refers to pay for extra work beyond a staff member's regular contract. The district must have written documentation/agreement to support the stipend/extra duty pay prior to the payment of federal funds. The sign-in sheet is acceptable documentation when it includes:
  - The activity/extra work to be performed
  - The applicable date(s) of performance
  - The amount to be paid
  - Attendee's signature
  - Supervisor/official to show acceptance of the terms
- In-service professional development meals are rarely reimbursed using federal funds and when they are, must include a working lunch. Guidelines are strict including, but not limited to: reasonable and necessary, secluded location of training, increasing the normal working day, etc.
  - When offering a full-day training, the school should provide a set amount of time and location in/around the building for each attendee to gather and eat lunch. Furthermore, the school should provide a place for the attendees to store their lunch.
  - If possible, the school can allow time for attendees to leave the building to eat lunch. In this case a second sign-in sheet must be provided to show the attendees returned for the afternoon session in order to be paid the full stipend amount.
- In general, all requests require prior approval by the district.

### **Supplement Not Supplant [ESEA Section 2212 or 20 U.S.C. § 6632]**

LEAs are required to maintain documentation needed to rebut supplanting. This documentation should include local board of education action, budget histories and information, and fiscal or programmatic documentation to confirm that, in the absence of federal funds, the LEA would have eliminated staff or other services in question.

DESE will presume supplanting has occurred if the LEA used federal funds to provide services that

1. were required to be made available under other federal, state, or local laws; and/or
2. were provided with nonfederal funds in the prior year.

For the first two items, the presumption of supplanting may be rebutted if the LEA demonstrates it would not have provided services with nonfederal funds if the federal funds were not available. The LEA cannot rebut the third item.

## **Title II.A Process for Request of Funds/Activities**

- For a list of allowable Title II.A uses of funds **(See Appendix C)**
- For all professional development requests, please submit the following to the Federal Programs Manager:
  - Request for Travel Outside the District, which includes all anticipated expenses for the entire event. **(See Appendix B)**
  - High Quality PD checklist filled out by the individual requesting to attend. **(See Appendix C)**
  - Agenda for the training.
  - A list of anticipated attendees.
  - A [W-9](#) if seeking reimbursement for any part of the training, including stipends.
  - All specific training information from the website/brochure/email solicitation explaining, in detail, what the workshop/conference/training entails to ensure allowability. This includes whether or not meals will be provided.
  - Submit all personal information needed to complete registrations/set up accounts. Depending on the registration form, this may include:
    - Full name and personal address
    - School name and address
    - Phone number for registrant and the school
    - School email address
    - Position held
    - Codes/discounts sent by the sales representative/company
    - List of materials you wish to have purchased prior to the event
    - If multiple breakout sessions are offered, indicate those you plan to attend
    - Any other “unique” information requested by the event (e.g., food allergies, placement in room, disability requirements, etc.)
- There is often a discount for multiple attendees. It is prudent for you to check with other staff members to see if they would like to attend before requesting registration. This way, registrations are not completed prematurely.
- For requests of tangible items (e.g., user-license, book for PD, etc.), please submit all information in order to make that purchase.
  - All login information must be controlled by the district. Therefore, Jefferson City School District will set up all accounts for your school.

## Control of Funds

Only the district may obligate and expend federal funds on behalf of nonpublic school teachers, principals and other school leaders. This means the district must purchase materials or procure services on behalf of the nonpublic school; **districts are not allowed to reimburse nonpublic schools directly**. However, a district may use federal funds to reimburse an individual nonpublic school teacher, principal or other school leader for professional development that the district has preapproved, and meets the reasonable and necessary cost principles.

The district must maintain control of the Title funds at all times. Any materials, equipment or property purchased with these funds shall remain property of the district and must be used for the purposes of Title program.

- The district must keep title to, and exercise continuing administrative control of all property, equipment and supplies.
- Equipment and supplies purchased for students and teachers in a nonpublic school may only be used for the authorized purposes of the project during the period of performance, or until the property is no longer needed for the purposes of the project. The period of performance is the time during which the district may incur new obligations to carry out the work authorized under the federal program.

Once equipment or supplies are no longer needed for purposes of the program for which it was acquired, the district must remove them from the nonpublic school or allow the nonpublic to continue use of items for other allowable purposes under another federal education program, such as the ESEA, IDEA or EANS.

- The district shall ensure that the equipment and supplies placed in a nonpublic school -
  - Are used only for the purposes of the project, and
  - Can be removed from the nonpublic school without remodeling the nonpublic facility.
- The district must remove equipment and supplies from a nonpublic school if –
  - The equipment and supplies are no longer needed for the purposes of the project, or
  - Removal is necessary to avoid unauthorized use of the equipment or supplies for other than the purposes of the project.
- No funds may be used for repairs, minor remodeling, or construction of nonpublic school facilities.
- A physical inventory of the equipment and non-consumable supplies must be taken and the results reconciled with the inventory records.

## Obligation of Funds

Federal funds are available for obligation from July 1 – June 30.

An obligation is a purchase order, a contract, a service, or similar transaction during a given period that requires payment by the district.

The district may use grant funds only for obligations made during the grant period. The following table shows when an obligation is made for various kinds of property and services.

IF THE OBLIGATION IS FOR--	THEN THE OBLIGATION IS MADE--
Acquisition of personal property (materials/supplies and miscellaneous items such as meeting registrations)	On the date on which the district makes a binding written commitment to acquire the property. Date of purchase order (PO) or registration date.
Personal services by an employee (stipends)	When the services are performed.
Personal services by a contractor who is not an employee	On the date on which the district makes a binding written commitment to obtain the services.
Performance of work other than personal services	On the date on which the district makes a binding written commitment to obtain the work.
Travel	When the travel is taken.

The following timeline has been established to ensure the district can process payments within the grant period, including payment by June 30. Any exceptions will need to be made on a case-by-case basis.

July 1	First day obligations may be made
March 15	Last date to request supplies. Materials, supplies and equipment purchased are intended for use during the current school year.
May 1	Last date for credit card purchases.
May 15	Last date for request for services.
June 1	All trainers hired out-of-district need to be paid by this date.
June 1	Final date for payment of registrations.
June 15	Sign-in sheets for attendees must be submitted by mid-June to receive stipends. Sign-in sheet must be clearly marked with the stipend amount you have agreed to pay each attendee.
June 15	Travel expense report and itemized receipts of payment are due.
Upon completion of training	Provide survey/evaluation results.

For requests after May 1, we need formal agreement of the following:

- If all invoices are not turned in to us before June 1, you formally agree that your school will pay any and all expenses of that event
- If all sign-in sheets and attendees' W9s are not turned in to us on or before June 15, you formally agree that your school will pay any and all remaining expenses



- If all travel reimbursements are not submitted to us, along with a copy of each attendees W9 and ITEMIZED receipts of payment, by June 15, you formally agree that your school will pay any and all reimbursements requested for said event
- You will clearly state on each sign-in sheet for all attendance days that you agree to pay each attendee a certain stipend amount determined by you, not to exceed \$100.00 per attendee for a full day.
- You will provide an evaluation for all attendees to complete. You also agree to send us a copy of those evaluations for our records

## Record Keeping

- The district is fiscally responsible for the management of funds and will require the nonpublic school to submit enough documentation to determine student and teacher needs, as well as documentation to determine that the activities and expenses are allowable, reasonable and necessary.
- Educational services or other benefits, including materials and equipment, **shall be secular, neutral and nonideological.**
- In order to ensure receipt of supplies/equipment, packaging slips must be signed and returned to the district office. Items shipped to Jefferson City Central Office will be available for pick-up. Date and time arrangements will need to be made for each order.
- To safeguard against the use of devices or applications for religious content, the nonpublic school must sign the ***ESEA Program Assurances*** certifying to the requirement (See Appendix D).

## Procurement

- Districts expend funds on behalf of the nonpublic schools so all expenditures must comply with the district procurement procedures and have the primary responsibility for maintaining documentation. Bidding laws will be followed when applicable.
  - Purchases of \$3,500 or less will not require bids or quotations. Vendor cost comparisons are encouraged to ensure such purchases are necessary and are a good use of funds, as well as to distribute such purchases fairly or evenly among all qualified vendors.
    - Quotes are not required when the cost of procuring different products or services from the same vendor exceeds \$3,500. For example, supplies from ABC Company total \$3,600 but the order includes many different products or the professional development activity is a separate event/topic.
  - Purchases of \$3,500 or more must be supported by three written quotes or a written explanation of why three written quotes could not be obtained. A one-page summary documenting the oral quotes should include the vendor contacted, the date and time of the contact, the amount quoted and any other pertinent information such as product liability or delivery time.
    - Three written quotes apply when the cost of procuring the same product or service exceeds \$3,500. For example, 100 desk shields at \$60 each total \$6,000.

- Sole source may be used only when the item is available only from a single source.
- The district will select the lowest or best bid or proposal.
- The district's technology department requests a total of three quotes for the technology items so they don't delay orders due to getting additional quotes to fulfill the district's policy requirements.
- Generally, equipment and supplies are delivered to the district office to ensure receipt of goods. Under the CARES Act, approval was granted to deliver products to the nonpublic school buildings (in order to expedite/accommodate delivery due to size and/or quantity). In this case, you will need to send us proof of delivery (packing slip, invoice) signed off by you that all items were delivered. It is our policy to not remit payment until goods are received; therefore, we need evidence of delivery.
  - Please send those to the Federal Programs Clerk as soon as you receive them so she can get that to our business department.

## FAQs

- **May a district reimburse a private school for materials it has purchased or services it has procured to implement one of the Title programs?**
  - No. Only the district may obligate and expend federal funds on behalf of private school students and teachers. Therefore, the district must purchase materials or procure services on behalf of the private school students and teachers. However, a district may use federal funds to reimburse an individual private school teacher, principal or other school leader for professional development that the LEA has preapproved and that meets the reasonable and necessary cost principles of the Office of Management and Budget (OMB) 2 CFR section 200.
- **May a district use funds to provide stipends to private school teachers, principals, and other school leaders?**
  - Yes. As with any other costs, the use of funds for stipends must be allowable under the grant's uses of funds for private schools, and they must be reasonable and necessary. For example, if a professional development program is conducted during after-school hours or during the summer, stipends may be needed to compensate teachers for participation outside their regular employment hours. In addition, stipends for private school teachers must be available on the same basis as public school teachers, and the stipends must be paid to private school teachers and not to the private school.

NOTE: Stipends for administrators need confirmation that this time is outside their regular hours of employment. It is hard for an administrator to show since they are basically 24/7.
- **Can private schools use Title II, Part A funds to pay for college courses?**

- Yes, but there are a few restrictions. The content of the college course must be an allowable use of Title II, Part A funds under the authorizing statute, in accordance with section 2103 (b)(3), and the course content must meet the specific needs of students enrolled in a private school, and not the school itself. Title II, Part A funds may not be used to meet the needs of a private school or the general needs of the students enrolled in the private school. In some instances, however, a program or activity that primarily benefits a private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school, as allowed by 34 CFR section 76.658. For example, a college course titled "Development and Assessment of Individuals with Severe Disabilities" would be allowable, but a college course titled "Financial Reporting and Managerial Control" as part of a Business Administration degree would not be allowable.

In addition, using Title II, Part A funds for college courses is at the discretion of the district. If the district does not allow its own teachers, principals and other school leaders to use Title II, Part A funds to pay for college courses, the district is not obligated to allow private schools to use Title II, Part A funds for college courses. If the district does allow teachers, principals and other school leaders to attend college courses funded from Title II, Part A, then the LEA must allow private schools to do the same.

- **May Title II, Part A funds be used to pay for a private school teacher's attendance at a professional conference?**
  - In order to be an allowable activity under Title II, including for private school participants, attendance at a professional conference must meet certain requirements:
    1. The activity must be an allowable Title II activity and meet the definition of professional development where applicable.
- **What administrative tasks and paperwork are required of private school officials whose students and teachers participate in ESEA programs?**
  - The ESEA does not impose any administrative or paperwork requirements on private school officials. However, LEAs may request information from private school officials in order to provide services that meet the needs of their students and teachers. Therefore, there may be some paperwork that private school officials will be asked to complete to assist the LEA in administering the program on behalf of private school students and teachers. However, such paperwork should not pose an administrative burden on the private school official and should not include completing purchase orders or signing contracts.
- **May a district set deadlines for submission of requests from private school officials for services and materials?**
  - Yes. Assuming that the district has provided clear and sufficient notice of the deadlines, identified potential consequences for not meeting the deadlines, and given adequate time for private school officials to gather the data and respond, districts may set a time limit for submission of requests for services and materials by private school officials.
- **Who has control of the program funds?**

- Under section 9501(d) of ESEA, the LEA must always maintain control of the program funds as well as title to all materials, equipment, and property purchased with federal funds.
- **May an LEA require private school officials to complete purchase orders?**
  - No. An LEA may not require private school officials to complete purchase orders or prepare other financial requests, such as budgets, as private school officials have no authority under the equitable services provisions to obligate federal funds. Tasks related to administering services and programs funded by federal funds, such as purchasing materials for private school students and teachers, are the responsibility of the LEA. However, there may be some paperwork that private school officials will be asked to complete that is necessary in order for the LEA to administer the program. For example, private school officials may be asked to provide written recommendations on the services, programs, and materials they would like the LEA to consider purchasing and/or providing.

## **Resources**

The Elementary and Secondary Education Act (ESEA), amended by the [Every Student Succeeds Act of 2015 \(ESSA\)](#)

Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance [Title VIII, Part F Uniform Provisions](#)

[Title I Equitable Services Non-Regulatory Guidance](#)

The Code of Federal Regulations (CFR) 34 CFR § 76.661 [34 CFR 76.661](#) - What are the requirements concerning property, equipment, and supplies for the benefit of private school children and teachers?

[DESE's Nonpublic Web Page](#)

Missouri Department of Elementary and Secondary Education – Federal Programs – ESEA [Administrative Manual](#)



## Appendix B – Request for Travel Outside the District

### Jefferson City School District TRAVEL REQUEST FORM NON-PUBLIC SCHOOL

Prepare this form and submit it to [Caitlin.Wieberg@jcschools.us](mailto:Caitlin.Wieberg@jcschools.us) for approval. **Attach all conference information.**

Remit this form at a minimum of 2 weeks in advance. Before registrations can be completed, approval must be granted. Attach approved copy to expense report, as needed for reimbursement.

Name of Applicant: \_\_\_\_\_

Date of Application: \_\_\_\_\_

Non-Public School: \_\_\_\_\_

School Phone Number: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

Position/Grade/Subject Taught: \_\_\_\_\_

#### **Conference / Meeting Information:**

Conference Name: \_\_\_\_\_ Location: \_\_\_\_\_

Date(s): (M/D/Y) \_\_\_\_\_ - \_\_\_\_\_ Times: \_\_\_\_\_

What meals are provided: \_\_\_\_\_

The goal of this professional development opportunity: \_\_\_\_\_

#### **Estimate of expenses. Attach a W9 each time you request reimbursement:**

Transportation:

Airfare: \_\_\_\_\_ Automobile: \_\_\_\_\_ miles @ **\$ .65** per mile \$ \_\_\_\_\_

Hotel: \_\_\_\_\_ nights at \$ \_\_\_\_\_ \$ \_\_\_\_\_

Meals: Breakfast: \_\_\_\_\_ days x \$10 Lunch: \_\_\_\_\_ days x \$15 Dinner: \_\_\_\_\_ days x \$30 \_\_\_\_\_

Registration fee: \_\_\_\_\_ Miscellaneous: (parking, taxi, etc.) \_\_\_\_\_ \$ \_\_\_\_\_

**Total Estimated Expenses:** \$ \_\_\_\_\_

Title II \_\_\_\_\_ Title III \_\_\_\_\_

\_\_\_\_\_  
Signature of Applicant Date Signature of Non-Public Administrator Date

\_\_\_\_\_  
Signature of LEA Date



## Appendix C – High-Quality Professional Development

Prepare this form and submit it to [Caitlin.Wieberg@jcschools.us](mailto:Caitlin.Wieberg@jcschools.us) for approval. **Attach all conference information.**

### HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Non-Public staff members must submit an application demonstrating the criteria listed below. These criteria are listed in Title IIA guidelines for high quality Professional Learning. The Jefferson City School District, Federal Programs Manager will review all private/parochial applications for workshops prior to acceptance.

Workshops requested must include one or more of the following criteria (as required by Title IIA):

- content knowledge related to standards and classroom instruction
- instructional strategies related to content being taught in the classroom
- improving classroom management skills
- a combination of content knowledge and content-specific teaching skills
- research-based instructional strategies
- strategies to assist teachers in providing instruction to children with limited English proficiency and/or children
- with special needs to improve their language and academic skills
- improving families and other stakeholders in improving the learning of all students
- strategies for integrating technology into instruction
- research and strategies for closing achievement gaps between diverse groups of students

**The employee participating in the workshop/conference must complete the Non-Public PD Request Form and it must be signed by the school principal. Please complete and submit one form per employee.**

Please respond to all of the following prompts: **[ESEA SEC. 2104. (U.S.C. 6614) REPORTING.]**

- How will the chosen activities improve your effectiveness as a teacher, principal, or other school leader?

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- Refer to the following page of allowable uses of funds, please mark the box(es) that indicate the purpose for PD and how it follows the Title II.A allowable use of funds.



## Title II Allowable Uses of Funds [ESEA Section 2103 or 20 U.S.C. § 6613]

An LEA that receives Title II.A shall use the funds to develop, implement, and evaluate comprehensive programs and activities that address the learning needs of all students, including students with disabilities, ELs, and gifted and talented students and may include:

- ☐ developing or improving an evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement.
- ☐ focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to
  - effectively integrate technology into curricula and instruction
  - effectively engage parents or guardians, families, and community partners and coordinate services between school and community;
- ☐ developing programs and activities that increase the ability of teachers to effectively teach students with disabilities, including students with significant cognitive disabilities and ELs, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so such students with disabilities and ELs can meet the challenging state academic standards.
- ☐ providing programs and activities to increase (instruction in the early years/strategies to measure whether young students are progressing and meet the needs of student through age 8)
- ☐ providing training or technical assistance to educators for implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate.
- ☐ carrying out professional development for school personnel in
  - techniques and supports to help educators understand when and how to refer students affected by trauma and students with, or at-risk of, mental illness); forming partnerships between school-based mental health programs and public or private mental health organizations; addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
- ☐ providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services and implementing instructional practices such as: enrichment, acceleration, and curriculum compacting activities; and dual or concurrent enrollment programs in secondary school and postsecondary education.
- ☐ supporting the instructional services provided by effective school library programs.
- ☐ providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
- ☐ professional development and other comprehensive systems of support for educators to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.



## Appendix D – Federal Programs Assurance

### ESEA Program Assurances

As required by the Sec. 8501(a)(2) of the Elementary and Secondary Education Act (ESEA), the district must provide equitable services or other benefits, including materials and equipment that are secular, neutral and nonideological. **Federal funds cannot be used for any activities religious in nature; including the use of technology for such services.**

The district must maintain control of the federal funds at all times. Any materials, equipment or property purchased with these funds shall remain property of the district. Equipment and supplies will be part of the district's inventory, will be labeled property of the district and must be available for the district to inventory upon request. A physical inventory will be conducted regularly.

By agreeing to these assurances, I certify the nonpublic school teachers, students and administrators will abide by these federal requirements.

\_\_\_\_\_  
Nonpublic School Administrator

Date: \_\_\_\_\_