

Program	How are funds generated?	How are eligible students determined?	What services are offered?	Who Provides Services	Suggested Resources
Title I, Part A-Improving Basic Programs	<p>Funds are generated based on the number of students from low-income families who reside in the participating public school attendance areas and attend private schools, whether the private schools are located within or outside of district boundaries.</p> <p>Schools should identify and report low income students to the local districts with which they work annually. They can do this through administering a family income survey or collecting this information through their student information system. Low income students are those who qualify for free or reduced lunch.</p> <p>Family income survey templates (English and Spanish)</p>	<p>Private school students who:</p> <p>1.) reside in the participating public school attendance area AND 2.) are failing or most at risk of failing to meet state academic standards</p> <p>*Students do NOT have to come from low-income families to receive title I services.</p> <p>*The private school and the LEA must agree on equitable (fair, not necessarily the same as the public district) criteria for determining student eligibility (ie standardized test scores, teacher/ principal recommendations, etc.)</p>	<p>1. Supplemental services</p> <ul style="list-style-type: none"> -Instructional services outside of the regular classroom -Extended learning time (before/after school & during the summer) -Family literacy -Academic counseling -Early childhood learning support -Home tutoring -Computer-assisted instruction -Other as agreed with LEA <p>2. Teacher professional development- for teachers of title-I served students.</p> <p>3. Parent involvement- conducted independently or in conjunction with the district's regular parent involvement program.</p>	<p>1. District employees</p> <p>2. Outside contractors (must be pre-approved by district)</p> <p>3. Private school teachers if services are provided OUTSIDE of the time they are employed by the private school and they meet the ESEA requirements for "highly qualified"</p>	<p>Title I Non Regulatory Guidance</p> <p>Title I Tool Kit</p> <p>OSPI</p>

Title II, Part A- Professional Development	These funds are generated by the number of students in the school. All schools (public and private) receive a per-pupil amount. This number is taken from the Private School Enrollment/ Personnel Report you complete each year.	N/A	<ol style="list-style-type: none"> 1. Participation in scheduled professional development at the school district. 2. Professional development provided by qualified school district staff. 3. Third party services- conferences, PD, instructional coaching 	District or third party	OSPI IIA Non Regulatory Guidance
Title III, Part A- English Language Acquisition	These funds are generated by counting the number of LEP (limited English proficiency) students. Schools must have a home language survey on file for each student.	<p>LEP and/or immigrant children and youth enrolled in private schools that are located within the area served by the LEA.</p> <p>LEP students: students who score level 1-3 on the WELPA are eligible for services.</p> <p>See below for detailed instructions to determine eligibility:</p> <ol style="list-style-type: none"> 1. Identify students' primary language (use the Washington state home language survey form) 2. If the survey indicates that the child's first language is not English or that the child does not use English most often at 	<ol style="list-style-type: none"> 1. Professional development and materials for teachers working with children who need language acquisition support (including materials/training for administering the English Language Proficiency assessment if not administered by the district). 2. Services for students and teachers in schools that are located within the district that receives title III funds 		IIIA Non Regulatory Guidance OSPI English Language Proficiency Standards Home Language Survey Washington English Language Proficiency Assessment (WELPA) English Oral Language Assessment (must be approved by LEA)

		<p>home, refer the student for testing with the state-approved language proficiency placement test</p> <p>3. Students must be assessed using the WELPA by the 10th day of attendance.</p> <p>*In some cases an LEA might accept an alternate assessment. It is the district's responsibility to administer the assessment, not the school's.</p>			Alliance for Catholic Education English as a New Language Program
Title I, Part C- Migrant Education			<p>Private school students are eligible if they:</p> <ol style="list-style-type: none"> 1. Meet the statutory and regulatory definition of a migrant child AND 2. Meet the priority for services criteria in ESEA Section 1304(d)- priority to failing or at risk migratory students whose education has been interrupted during the regular school year <p>Review the OSPI website for more information if you have students that might qualify.</p>		