



Federal Program Compliance Division

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ESSA Private Nonprofit (PNP) Frequently Asked Questions

This document provides the answers to program-related questions received by the Division. You can also navigate through the document using the Bookmarks in your PDF viewer. The newest topic areas and questions that have been added will be noted by “*” and in *blue font*.

For questions or additional information, please contact us at PNPOmbudsman@TEA.Texas.gov or ESSASupport@TEA.Texas.gov.

The [Supplement, Not Supplant requirement, ESEA Section 4110](#), requires that federal program funds be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the program. For additional guidance related to the Supplement, Not Supplant requirement, refer to the [Supplement, Not Supplant Handbook](#).

School system PNP equitable services, federal statute and guidance, program requirements, resources, and tools are available on the [TEA ESSA PNP Equitable Services](#) webpage.

***Questions and responses are organized by the following topic areas:**

- [Eligibility for Equitable Services](#)
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- [Bipartisan Safer Communities Act \(BSCA\) Stronger Connections Grant \(SCG\) and Title IV Equitable Services*](#)

Eligibility for Equitable Services

Q1: What is the *Every Student Succeeds Act (ESSA)*?

A1: Signed into law in December 2015, ESSA is the current reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The titles of ESSA provide the statutory authorization for various education grant programs that states are required to make available with federal grant dollars.

Among other requirements, ESSA mandates that students and teachers at eligible private nonprofit schools (PNPs) receive equitable services under the following title programs:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (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: English Learners (EL) and Immigrants (IMM)
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers

Q2: What are private school equitable services?

A2: Through ESSA, federal grant funding is made available every year to serve students who meet certain criteria, such as being economically disadvantaged. Those grant funds are awarded to TEA, which administers the funds directly to school systems, including school districts. However, the law requires that eligible students and teachers at eligible private schools also receive access to the equitable services of those programs and services provided by the district.

The term “private school equitable services” refers to the process of providing students, teachers, staff, and families at eligible private schools’ fair access to federally funded education programs and services, as appropriate. The process depends on a “timely and meaningful consultation” between school systems and those of eligible private schools. However, federal funds may not be awarded or paid to the private school.

Q3: How are private school equitable services requirements defined in ESSA Sections 1117 and 8501?

A3: *ESSA Section 1117* defines equitable services requirements for Title I, Part A. *ESSA Section 8501* defines requirements for Title VIII equitable services, which apply to the following Title programs: Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; and Title IV, Part B.

Q4: Who is required to provide PNPs with equitable services: school districts, open-enrollment charter schools, or both?

A4: The equitable services requirement applies to local independent school districts (ISDs) only. Open-enrollment charter schools are not required to provide PNPs with equitable services because they do not have defined geographic boundaries like school districts.

Q5: May a homeschool participate and receive equitable services?

A5: A homeschool may be eligible to participate *only* if it can provide documentation of 501(c)(3) nonprofit status and the students meet program eligibility.

Q6: What is the definition of nonprofit?

A6: The definition of a nonprofit entity is defined in the *Code of Federal Regulations (CFR), Title 34, Subtitle A, Part 77.1*. It defines *nonprofit* as an agency, organization, or institution, owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

Q7: How is nonprofit status determined?

A7: Under the *Code of Federal Regulations (CFR), Title 34, Subpart A, Part 75* nonprofit status is defined as the following:

- (a) Under some programs, an applicant must show that it is a nonprofit organization.
(*Code of Federal Regulations (CFR), Title 34, Subtitle A, Part 77.1*)

- (b) An applicant may show that it is a nonprofit organization by any of the following means:
 - (1) Proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax-deductible under *section 501(c)(3)* of the Internal Revenue Code;
 - (2) A statement from a state taxing body or the State attorney general certifying that:
 - (i) The organization is a nonprofit organization operating within the State; and
 - (ii) No part of its net earnings may lawfully benefit any private shareholder or individual;
 - (3) A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
 - (4) Any item described in paragraphs (b) (1) through (3) of this section if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

Q8: What is the Code of Federal Regulations, and how does it apply to private school equitable services?

A8: The *Code of Federal Regulations (CFR)* is the codification of the general and permanent rules published in the Federal Register by the departments and agencies of the federal government. Several sections of the CFR contain requirements specific to private school equitable services. The PNP FAQ shares a few applicable CFR citations and requirements applicable to fiscal agents (i.e., [school systems](#), ESCs) providing private school equitable services.

Q9: What is a summary of the Code of Federal Regulations responsibilities of an LEA providing Title I, Part A, equitable services to private schools?

A9: A summary of the *Participation of Eligible Children in Private Schools* for the Title I, Part A program may be found in *34 CFR 200.62-200.69*.

Q10: What is a summary of the Code of Federal Regulations responsibilities in 34 CFR 299.6 of an LEA for providing Title VIII equitable services to children and teachers in private schools?

A10: A summary of responsibilities related to equitable services as listed in the *Code of Federal Regulations* is as follows:

(a) An entity receiving funds under applicable programs [34 CFR 299.6(b)], after timely and meaningful consultation with appropriate private school officials, shall provide special educational services or other benefits on an equitable basis to eligible children enrolled in private schools, and to their teachers and other educational personnel.

(b) Applicable Title VIII programs:

- Title I, Part C – Migrant Education
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English 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

Q11: What Code of Federal Regulations (CFR) requirements must an LEA adhere to and ensure funds do not benefit a PNP school? [34 CFR 299.8(a-b)]

A11: The summary of requirements an LEA must follow to ensure federal funds do not benefit a private school is as follows:

- (a) Federal funds shall be used to provide services that supplement, and in no case supplant, the level of services that would, in the absence of services provided under that program, be available to participating children and their teachers and other educational personnel in private schools.
- (b) Federal funds must be used under a program to meet the special educational needs of participating children who attend a private school and their teachers and other educational personnel, but may not use those funds for:
 - (1) The needs of the private school; or
 - (2) The general needs of children and their teachers, and other educational personnel in the private school.

Q12: What are the requirements concerning property, equipment, and supplies for the benefit of private school children and teachers according to the CFR 299.9?

A12: A summary of the requirements is as follows:

- (a) LEA must keep title to, and exercise continuing administrative control of all property, equipment, and supplies that it acquires with funds under applicable programs for the benefit of eligible private school children and their teachers and other educational personnel.
- (b) LEA may place equipment and supplies in a private school for the period of time needed for the program(s).
- (c) LEA shall ensure that the equipment and supplies placed in a private school-
 - (1) Are used only for proper purposes of the program; and
 - (2) Can be removed from the private school without remodeling the facility.
- (d) LEA must remove equipment and supplies from a private school if-
 - (1) The equipment and supplies are no longer needed for purposes of the program; or
 - (2) Removal is necessary to avoid unauthorized use of the equipment or supplies for other than the purposes of the program.
- (e) No funds may be used for repairs, minor remodeling, or construction of private school facilities.

Q13: Our PNP school is an accredited preschool ranging in age from 18 months to 5 years, may ESSA equitable services be provided?

A13: Yes, but only if the school serves at least the kindergarten grade level at the school. Federal funds may not serve stand-alone PK, preschool, or Early Childhood programs without a Kindergarten grade level in the

school.

Q14: Are parents or families of private school children eligible to receive Title VIII equitable services?

A14: ESEA section 8501, Title VIII, does not require a [school system](#) to provide equitable services to parents or families of eligible children. However, to the extent a covered ESEA program allows for the participation of parents or families, the [school system](#) may provide services to parents and families of private school children based on timely and meaningful consultation between the [school system](#) and private school officials, taking into consideration the needs of the parents and families and the eligible children and educators in the private school and the amount of funds available to provide services. To the extent that a [school system](#) serves eligible children whose parents or families are limited English proficient, the requirements of Title VI of the Civil Rights Act of 1964 to provide meaningful language access apply.

Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 2023).

Q15: Does TEA maintain a list of private nonprofit schools?

A15: No. The [Texas Private School Accreditation Commission \(TEPSAC\)](#) maintains comprehensive data on accredited nonpublic schools throughout Texas.

There are also non-accredited private schools that are eligible for equitable services.

Q16: What is the [Texas Private School Accreditation Commission \(TEPSAC\)](#), and what information can it provide on private schools?

A16: The [TEPSAC](#) is a confederation of associations whose primary purpose is to maintain private school accreditation standards. These standards of accreditation are comparable to TEA standards and preserve the integrity of the member organization and the schools it accredits.

Q17: Does TEA collaborate with [TEPSAC](#) regarding the provision of equitable services to private schools?

A17: Yes, TEA collaborates with the TEPSAC and [Texas Private Schools Association \(TPSA\)](#) representatives and attends TEPSAC meetings. TEPSAC representatives also participate in the TEA Private School Equitable Services Workgroup.

Q18: Are there websites that a school system may search to locate Texas private schools?

A18: Yes, one outreach method a school system may perform is to search private school and private accrediting agency websites. However, not all private schools may be listed on a website or eligible for Title program equitable services if listed. Therefore, a school system should use multiple private school outreach methods (i.e., local area newspaper ads, searching local directories, emails, postal mail, etc.) and keep documentation on file.

A school system must ensure that a private school has documentation of nonprofit status and that it meets requirements for eligibility to receive equitable services. Below are just a few websites that a school system may search for private nonprofit schools within Texas:

- [Cognia Accredited Schools](#)
- [Council for American Private Education \(CAPE\)](#)
- [Great Schools - Texas Private Schools](#)
- [Independent Schools Association of the Southwest \(ISAS\)](#)

- [National Association of Independent Schools \(NAIS\)](#)
- [National Center for Education Statistics \(NCES\)](#)
- [National Council for Private School Accreditation \(NCPSA\)](#)
- [Southwestern Association of Episcopal Schools \(SAES\)](#)
- [Texas Comptroller of Public Accounts](#)
- [Texas Private School Accreditation Commission \(TEPSAC\)](#)
- [Texas Private Schools Association \(TPSA\)](#)
- [Texas Alliance of Accredited Private Schools \(TAAPS\)](#)
- [USA Texas Schools](#)
- [USDE List of Private School Education Organizations](#)

Q19: How might a school system verify if a Texas private school has been provided federal nonprofit 501(c)(3) status?

A19: The school system may search the [Texas Comptroller of Public Accounts](#) and [Internal Revenue Service \(IRS\) Tax Exempt Organization Database](#) to verify if the private school has received state and/or federal nonprofit status.

***Q20: How does a school system identify which private school officials to contact for programs that are under Title VIII?**

*A20: Which private school officials to contact will depend on the nature of the program and the entity responsible for providing equitable services. For example, programs such as Title II, Part A, and Title IV, Part A, a school system generally would contact and begin consultation with school officials representing all private schools located within its boundaries. The school system might make contact for all covered programs for which it receives funds.

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q21: Must a PNP school be accredited to receive equitable services?**

*A21: No.

***Q22: How does a school system identify which private school officials to contact?**

*A22: Consultation begins with contacting appropriate private school officials based on the nature of the program and the entity responsible for providing equitable services. For example, for Title II, Part A, Title III, Part A, and Title IV, Part A, a school system must contact and begin consultation with school officials representing all private schools located within its boundaries, including independent schools and faith-based schools.

The school system might contact private schools concerning all covered programs in which it participates or intends to participate (e.g., 21st CCLC) at the same time. For other programs in which eligible entities include more than school systems, such as the 21st CCLC program, a non-subgrantee must consult with private school officials in the specific geographic area(s) to be served by the program. (See ESEA section 8501(c)).

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q23: Is the residency of a private school child a factor that must be considered under Title VIII when determining whether the child is eligible to receive benefits from covered ESEA programs?**

*A23: No. Unlike Title I, Part A, of the ESEA, in which a private school child must reside in a participating Title I, Part A, public school attendance area to be eligible for equitable services, there are no residency requirements for ESEA programs covered under Title VIII. Rather, under Title VIII, a **school system** must provide equitable services based on the number and educational needs of children who are enrolled in private schools within the geographical area served by the **school system** that wants their eligible children and educators to participate, even if some of the children enrolled in the private schools reside in other districts or States. (ESEA section 8501(a)(1), (4)(A)). A child's residency within the LEA is not a factor. However, some covered ESEA programs restrict eligibility to a particular group of students (e.g., ELs under Title III, Part A), in which case the eligibility of private school children is likewise restricted.

Likewise, the immigration or citizenship status of a private school child is not a factor. For example, foreign or international children enrolled in a private school may be served like any other student, regardless of whether they are citizens.

U.S. Department of Education, Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q24: Does a nonprofit school need separate documentation of the nonprofit status of its associated church?**

*A24: No. If a church that operates a school meets the definition of nonprofit, the school does not need separate nonprofit status. (ED Office of General Counsel)

***Q25: If a student is enrolled and attends a campus in the school system, but also attends a PNP after-school program, should the school system count the student as a PNP student for purposes of generating equitable services?**

*A25: No. The school system may not count its students enrolled on a campus in the district as a PNP student when calculating equitable services on the PS3099 Private School Schedule. The school system must ensure it has documentation of eligible PNP student enrollment counts used to calculate applicable equitable services.

***Q26: If a PNP school's administrative office is located in one district, but the actual school building where students are served is in a different district, which address should be used to determine eligibility and equitable services amounts?**

*A26: Use the address of the school building where students receive education services to determine eligibility and calculate equitable services amounts.

Calculating Allocations for ESSA Equitable Services

***Q1: How does LEA determine the number of children, ages 5 through 17, who are from low-income families, reside in a participating Title I, Part A, public school attendance area, and attend private schools?**

*A1: The ESEA requires an LEA to determine an accurate count of children from low-income families who

attend public and private schools and reside in participating Title I, Part A, public school attendance areas to allocate the proportional share. For private school students, the ESEA permits an LEA, based on timely and meaningful consultation, to use:

1. **The same measure of poverty used to count public school children.** If the same measure of poverty used to count public school children is available for private school students [e.g., Free and Reduced-Price Lunch (FRPL) data], and an LEA concludes, after consultation with appropriate private school officials, that the data will yield an accurate count of private school students, the Department recommends that the LEA use the same measure.
2. **Comparable poverty data from a survey, and allowing such survey results to be extrapolated if complete actual data are unavailable.** An LEA may use a survey to obtain poverty data comparable to those used for public school students. To the extent possible, the survey must protect the identity of families of private school students. [*ESEA section 1117(c)(1)(B)*]. An LEA should not require that the private school officials give the names of low-income families. The only information necessary for an LEA to collect from such a survey of private school children is—
 - (1) verification of residence in a participating Title I public school attendance area;
 - (2) grade level and age of each child; and
 - (3) household income.

If, in using a survey, an LEA is unable to obtain complete, actual data for private school children who reside in a Title I public school attendance area, but the LEA has a representative sample of survey data and decides to use the survey data for the count of private school children, the LEA must extrapolate full results based on the representative sample from the survey.

For example, in a private school with an enrollment of 400, if an LEA receives survey data for 300 children that indicate that 150 children are from low-income families (50 percent), to extrapolate the results, the LEA will multiply 400 by 0.5 to determine that there are 200 children in the school from low-income families.

See additional information and examples for comparable data being extrapolated at #B-11 in the *Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (Updated Non-Regulatory Guidance, May 17, 2023)*.

3. **Comparable poverty data from a different source.** An LEA may use poverty data for private school children that are from a different source than the data it uses for public school children, so long as the income threshold in both sources is generally the same. For example, an LEA uses FRPL data, but private school children do not participate in the free and reduced-price lunch program; however, private school officials are able to provide an LEA with a count of children who are from low-income families using other comparable sources of poverty data, such as eligibility for means-tested tuition scholarship programs.
4. **Proportionality.** An LEA may apply the low-income percentage of each participating Title I public school attendance area to the number of private school children who reside in that school attendance area to derive the number of private school children from low-income families. To do this, an LEA will need the addresses, grade levels, and ages of those students attending private schools. For example, if the percentage of poverty in a public-school attendance area is 60 percent and there are 50 private school children residing in the public-

school attendance area, the LEA would derive 30 private school children from low-income families who reside in the attendance area.

5. **An equated measure.** An LEA may use an equated measure of low-income by correlating sources of data—that is, determining the proportional relationship between two sources of data on public school children and applying that ratio to a known source of data on private school children. For example, an LEA uses FRPL data, but those data are not available for private school students. However, if Temporary Assistance for Needy Families (TANF) data are available, the LEA could determine an equated measure of poor children in private schools based on FRPL data by correlating the two sets of data as follows:

$$\frac{\text{TANF (public)}}{\text{FRPL (public)}} = \frac{\text{TANF (private)}}{\text{X (private)}}$$

In this example, the LEA may then use the equated number of private school children based on FRPL data (“X”) as the number of private school children from low-income families. [ESEA section 1117(c)(1); 34 C.F.R. § 200.64(a)(3)(i)].

After consultation with private school officials occurs, an LEA has the final authority to decide which method it will use to calculate the number of children who are from low-income [families residing in participating Title I public school attendance areas](#) and attend private schools. [ESEA section 1117(c)(1)].

Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q2: How does a [school system](#) determine the number of identified Title I, Part C, Migrant PNP students attending a private school, located within district boundaries, to generate equitable services on the ESSA Consolidated Application Grant’s PS3099 Private School Schedule?

A2: The identified Title I, Part C, Migrant PNP student enrollment is used on the *ESSA Consolidated Application Grant’s PS3099 Private School Schedule* to calculate district equitable services. Federal funds may not serve stand-alone PK, preschool, or Early Childhood programs without a Kindergarten grade level in the school. PNP prekindergarten students may only be counted in the student enrollment if the school serves at least the kindergarten grade level at the PNP school. The citation for Migrant funding eligibility may be found in *ESEA section 1303(a)*. The definition of migratory child may be found in *ESEA section 1309(3)*.

Q3: How does a [school system](#) determine the number of identified Title III, Part A- English learner (EL) and Title III, Part A-Immigrant, PNP students attending a private school, located within [school system](#) boundaries, to generate equitable services on the ESSA Consolidated Application Grant’s PS3099 Private School Schedule?

A3: The identified Title III, Part A PNP student enrollment counts are used on the ESSA Consolidated Application Grant’s PS3099 Private School Schedule to calculate district equitable services. The [school system](#) uses the total identified English Learner (EL) student enrollment from *prekindergarten enrollment* through grade 12. Federal funds may not serve stand-alone PK, preschool, or Early Childhood programs without a Kindergarten grade level in the school. The 3- and 4-year prekindergarten enrollment can only be included in the equitable services calculation if the PNP school offers at least a Kindergarten grade level. PNP prekindergarten students may only be counted in the student enrollment if the school serves at least

the kindergarten grade level at the PNP school. The definitions for EL and Immigrant children may be found in *ESEA section 3201(4-5)*.

Q4: When determining equitable shares, the ESSA Consolidated Application rounds up and does not include cents. Our school system has historically calculated equitable shares, which include the equitable share amount with cents. Which amount is correct?

A4: The school system must use the rounded equitable services share that is calculated on the ESSA Consolidated Application.

Q5: What ages must be used when entering the school system and eligible PNP student enrollment data on the ESSA Consolidated Federal Grant Application, PS3099 Private School Schedule, to calculate PNP equitable services?

A5: Student ages that must be used to calculate PNP equitable services on the PS3099 are below.

Program	Identified Student Groups	Ages used for determination
Title I, Part A	Eligible Low-Income Children	Ages 5-17
Title II, Part A	Total Student Enrollment	Ages 5-17
Title IV, Part A	Total Student Enrollment	Ages 5-17
Title I, Part C	Identified Migrant Children	Ages 3-21
Title III, Part A-ELA	Identified English Learner	Ages 3-21
Title III, Part A-IMM	Identified Immigrant Children	Ages 3-21

Q6: What happens if, during consultation, officials of one or more private schools choose not to seek Title VIII program equitable services for their eligible children or educators?

A6: In general, a school system needs to include the total number of children or the number of eligible children, as applicable, enrolled in only participating private schools in the calculation for equitable services to ensure that the most accurate per-pupil allocation is determined.

If a private school decides not to participate after Title VIII program allocations have been determined, the school system may then treat the funds initially allocated for any Title VIII program equitable services as additional funds that would be equitably redistributed for services for both public and participating private school children.

Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q7: What happens if a PNP equitable service purchase is deemed unallowable during a TEA random validation and/or audit? Does the PNP pay it back, or is the school system responsible for that unallowable cost?

A7: The school system would be responsible for unallowable costs since it maintains public control and responsibility for ensuring the allowability of all equitable services expenditures under the program.

***Q8: How are Title VIII programs’ administrative costs and other costs of providing services to public and private school children determined?**

***A8:** A **school system** reserves funds for administrative costs, including indirect costs, from a program’s total allocation (off the top) before the LEA determines the allocation for services and benefits for public and private school children and educators [34 C.F.R. section 299.7(a)(2)]. In some cases, the statute for a covered ESEA program specifies the maximum percentage of a program’s total allocation that a school system may use for administrative costs. All costs must be necessary, reasonable, and allocable to the program.

A contract to provide equitable services may include reasonable and necessary costs associated with providing services. These costs would not be included in the school system’s reservation of funds to administer the covered ESEA program. Rather, such costs would be built into the contract – i.e., as **program service costs**. - *Title VIII, Part F, of the ESEA of 1965, as amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023)*.

***Q9: What are administrative costs?**

***A9:** Administrative costs are costs incurred to support the functioning of a grant program or grant-funded activity, but which may not be directly related to the grant. Administrative costs include both direct and indirect administrative costs. Examples of costs that may be considered administrative are salaries and benefits of secretarial staff, salaries and benefits of staff who supervise activities of program staff, accounting and fiscal responsibilities, reporting, evaluation, monitoring, and auditing. Please refer to the TEA [General and Fiscal Guidelines](#) for more information on administrative costs.

Carryover of Equitable Services

Q1: We have a PNP school that is closing at the end of the month. They participated in one or more of the ESSA Title VIII programs (i.e., Title II, Part A; Title III, Part A; and Title IV, Part A). How does the **school system distribute the closing PNP school’s remaining funds for equitable services?**

A1: For programs covered under the Title VIII Uniform Provision, if a **school system** provided equitable services for private school students in any given year, any carryover funds for services to private school students would be considered additional funds for that program for public and private school students in the subsequent year. Those funds then would be used, along with any other carryover funds, for both public and private school students on an equitable basis. This situation might occur, for example, if private school students and teachers did not fully participate in the *ESEA* program (e.g., private school teachers opted out of a proposed professional development activity), even though an equitable program was planned and offered for those students and teachers. – USDE Response

Q2: May private schools get a share of carryover funds when public schools do not expend funds?

A2: No. ESEA section 8501(a)(4) requires that expenditures for services to private school children and educators be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

Note that private schools do not directly receive equitable services funds. Instead, funds are allocated to the **school system** for the provision of equitable services, and the **school system** either administers the services or contracts with a third-party provider to administer the services to eligible private school students and teachers. – *Office of Attorney General (Jan 2020)*

Q3: May a school system carry over Title I, Part A, and Title VIII unobligated funds despite the statutory requirement regarding the obligation of funds?

A3: If a school system is providing equitable services as required and meeting the obligation of funds requirement in ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B), it generally should not have any, and certainly not significant, carryover. The ESEA, however, does not prohibit carryover of funds for equitable services and, in most cases, requires it. The following are examples of circumstances that could result in Title I, Part A, and/or Title VIII carryover of equitable services funds and how a school system would use such carryover:

Reasons for Title I, Part A, and Title VIII Carryover	Use of Title I, Part A, and Title VIII Carryover
<p>Title I, Part A, and/or Title VIII equitable services for eligible children in one or more private schools are delayed (e.g., based on a natural disaster, delayed consultation, inability to employ qualified personnel, or unexpected procurement challenges). As a result, the school system is unable to fully provide the required equitable services, and some funds are unobligated at the end of the Federal fiscal year.</p>	<p>The school system must use the Title I, Part A, and/or Title VIII funds to provide equitable services to eligible children in the affected private schools the following year.</p>
<p>A school system uses a third-party contractor to provide Title I, Part A, and/or Title VIII equitable services, and the invoiced amount for services in one of the private schools is \$1,000 less than anticipated. Because this occurs late in the summer, the school system is unable to responsibly obligate the funds prior to the end of the Federal fiscal year.</p>	<p>The school system, in consultation with private school officials, must use these Title I, Part A, and/or Title VIII equitable services funds the following year to provide equitable services to students in the affected private school.</p> <p>If, after consultation, those private school officials decline such services, the school system must add the Title I, Part A, funds to the proportional share available for equitable services to other participating private schools.</p> <p>If there are no other participating private schools, the funds may be used to provide Title I, Part A, services in public schools.</p>
<p>A school system provided Title VIII equitable services to private school children or educators, but the services cost less than what was budgeted, or the private school decided not to participate in planned activities. Based on timely and meaningful consultation, the school system and private school officials agree there are no additional needs.</p>	<p>Any Title VIII equitable services carryover funds become part of the general pool of funds available for expenditures for public schools and participating private schools for the next year.</p>

Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 2023) and Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q4: The school system anticipates expending all funds by the ESSA grant expiration date. However, the PNP schools have not used all equitable services. Must the school system continue the ESSA grant through the carry forward year and allow PNP schools to use the remaining equitable services through September 30?

A4: Yes. The ESSA grant period of availability is through September 30. The school system must keep the ESSA grant

open, continue ongoing consultation, and provide equitable services to participating private schools through September 30.

Supplement, Not Supplant

Q1: How does the principle of supplement not supplant apply to equitable services under Title VIII programs?

A1: With respect to equitable services, *34 C.F.R. § 299.8(a)* requires that a **school system** use funds under a covered ESEA program to provide equitable services that supplement, and in no case supplant, the services that would, in the absence of services provided under that program, be available to participating private school children and educators. A **school system** must use funds under a covered ESEA program to meet the identified educational needs of eligible private school children and educators and not to meet the needs of the private school or the general needs of children and educators in the private school. [*34 C.F.R. § 299.8(b)*]. In some instances, however, a program or activity that primarily benefits a private school's children or educators (because it addresses specific, rather than general, needs of children or educators being served) will also incidentally benefit the school.

USDE Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel (July 17, 2023)

Q2: May a **school system use Federal funds to purchase textbooks for eligible private school children's use in their regular classroom?**

A2: In general, Federal funds may not be used to purchase general education textbooks for use by eligible private school children in their regular classroom because materials, programs, and benefits purchased with Federal funds must be supplemental and may not supplant what the private school would otherwise provide in the absence of Federal funds. (*34 C.F.R. § 299.8*)

Q3: What are some examples of the Title III, Part A, services that a **school system may provide to private school English learners (ELs), their teachers, and other educational personnel?**

A3: Some examples of the Title III, Part A, services that a **school system** may provide to private school ELs, their teachers, and other educational personnel include:

- Tutoring for ELs before, during, or after school hours;
- Professional development for private school teachers of ELs;
- Summer school programs to provide English language instruction for ELs;
- Administration of an ELP assessment for identification of ELs and/or for the purpose of evaluating the effectiveness of services, including the provision of test booklets, teacher training, and stipends to teachers to administer assessments; and
- Provision of supplemental instructional materials and supplies. These materials and supplies must be clearly labeled and identified as the **school system's** property, and must be secular, neutral, and non-ideological. The **school system** is required to maintain oversight of all materials and supplies purchased with Title III, Part A, funds.

As with all services and materials provided with Title III, Part A, funds, any materials, supplies, and services must be supplemental to what the private school would otherwise provide in the absence of the Title III, Part A services.

Title VIII, Part F, of the ESEA of 1965, Equitable Services for Eligible Private School Children, Teachers, and Other Educational

Personnel Non-Regulatory Guidance (July 17, 2023)

Timely and Meaningful Consultation

Q1: What is consultation?

A1: Timely and meaningful consultation with appropriate private school officials is an essential requirement in the implementation by a **school system** of an effective covered ESEA program for eligible private school children and educators. Consultation involves discussions between public and private school officials on key issues that affect the ability of eligible private school children to participate equitably in covered ESEA programs. Successful consultation establishes positive and productive working relationships, makes planning effective, continues throughout implementation of equitable services, and serves to ensure that the services provided meet the needs of eligible children and educators. A unilateral offer of services by a **school system** with no opportunity for discussion or the application of a blanket rule is not adequate consultation. Only after discussing key issues relating to the provision of equitable services may a **school system** make its final decisions with respect to those services.

Title VIII, Part F of the ESEA of 1965, Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q2: When and how often does a **school system** consult with private school officials?

A2: Consultation between a **school system** and private school officials must include early discussions to prepare for the next school year so that there is a timely start of the Title I program. [ESEA sections 1117(a)(3)(A) and 1117(b)(3) and 8501(a)(3)(A), 8501(c)(3)]. To be timely and meaningful, consultation must occur during the design and development of such agency's programs and *before* the **school system** makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs. [ESEA section 1117(b)(3) and 8501(c)(3)]. Consultation must also be ongoing throughout the school year to help ensure effective implementation, service delivery, and assessment of equitable services. [ESEA section 1117(b)(3) and 8501(c)(3)].

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023) and Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q3: Is other documentation that meaningful consultation has occurred helpful?

A3: Yes. It is also good practice for a **school system** and appropriate private school officials to maintain a record of notes about topics addressed and decisions made during consultation meetings. Retaining meeting agendas and sign-in sheets is also a good practice. To verify that it has met the requirement for timely and meaningful consultation and has provided equitable services, as a best practice, a **school system** may want to document that it has:

- Annually informed the private school officials of the opportunity to participate in the Title I program and the various services available;
- Engaged in timely consultation, allowing for meaningful discussion between the **school system** and appropriate private school officials regarding services and other benefits;
- Identified the needs of private school students, teachers, and families;
- Allocated a per-pupil amount of funds for services to private school students, teachers, and

families that is calculated from the proportional share in accordance with ESEA section 1117(a)(4)(A);

- Provided services, programs, materials, and resources;
- Evaluated programs and services for effectiveness; and
- Adequately addressed problems and formal complaints raised by private school officials.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q4: How should a **school system handle a request from a PNP school to start receiving equitable services late in the school year when it turned down services earlier?**

A4: The **school system** should politely notify the private school official that the deadline for requesting equitable services for the current school year has passed, and program funds have been allocated to other uses. The school system must also notify the PNP school official of scheduled consultation dates for the following year so it can be included, if desired.

Q5: What is a **school system's obligation to provide equitable services if a private school declines to participate or does not respond to its request to consult?**

A5: A **school system** must be able to demonstrate that it made a good faith effort to contact all eligible private schools that may enroll eligible private school students. If a private school declines to participate in Title programs or does not respond to a school system's request to consult in the given timeframe regarding the provision of services in a particular year, it has no further responsibility to provide equitable services to students in that school during that school year.

The **school system** must contact each private school every year, however, to determine the private school's intent to participate in Title programs.

Q6: May a **school system deny a private school participation in equitable services when that private school does not submit documentation in time for the **school system** to submit its application to TEA?**

A6: **School systems** must be able to demonstrate that they made a good faith effort to contact all the private schools in their district or service area. During timely and meaningful consultation, the goal of which is agreement, a **school system** may wish to discuss with private school officials a reasonable date by which private school staff will submit materials and information needed for adequate consultation. Particularly if a date is agreed to, as part of consultation and in the context of the requirement to obligate funds generated for equitable services in the current fiscal year, it would be reasonable for the **school system** to inform private school officials that if their staff members do not submit materials by the agreed upon date and the **school system** is not notified of this by private school officials in a timely manner, the **school system** may need to consider that the private school has declined services in order to meet its requirement to obligate funds allocated for equitable services in the current fiscal year.

If a private school declines to participate in covered ESEA programs or does not respond to a **school system's** request to consult in the given timeframe regarding the provision of services in a particular year, the **school system** has no further responsibility to provide equitable services to children and educators in that school during that school year. The **school system** must contact each private school each year, however, to determine the private school's intent to participate in covered ESEA programs.

U.S. Department of Education, Title II, Part A staff, Teachers, Leaders, and Special Populations Team, Office of School Support and Accountability. (October 2021)

Q7: What documentation of consultation must a school system maintain?

A7: The ESEA requires a **school system** to maintain and provide to the TEA the following documentation about the consultation process:

Written Affirmation: Each **school system** must maintain in the agency's records, and provide to the **school system**, a written affirmation signed by officials of each participating private school that meaningful consultation has occurred. The written affirmation must provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children and educators.

If PNP school officials do not provide such affirmation within a reasonable period of time, the **school system** must keep documentation on file that such consultation has, or attempts at such consultation have, taken place and have it readily available for TEA auditors, if requested.

Reason for Disagreement on Use of Contractor (if applicable): If a **school system** disagrees with the views of the private school officials on the provision of services through a contract, the **school system** must provide in writing to such private school officials the reason why the **school system** has chosen not to use a contractor. An adequate explanation would address concerns expressed by private school officials about the **school system's** direct services and fully explain the reasons why the **school system** chose not to use a third party, such as any financial, administrative, regulatory, or statutory impediments, or the ability of the **school system** to provide the services directly. The written explanation should not simply reiterate the **school system's** decision but also provide reasons for the decision.

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance, revised summary of A-13 with TEA guidance, (July 17, 2023).

Q8: What is a school system's obligation to consult with appropriate private school officials and provide services for eligible children and educators in a new private school that opens after the school system's deadline for indicating an intent to participate?

A8: A **school system** is generally responsible for contacting a new private school, along with all private schools, to determine its intent to participate. A **school system** is not required to provide equitable services in the current year to eligible children and educators who attend or work at a new private school if the school opens after the **school system's** deadline for indicating an intent to participate in equitable services, but the **school system** may do so.

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q9: May a school system set a deadline for private school officials to indicate their intent to participate?**

***A9:** Yes. A school system may set a reasonable deadline, taking into consideration private school schedules, for private school officials to indicate their intent to participate. A school system should provide clear and sufficient notice of the deadline, identify potential consequences for not meeting the deadline, and give adequate time for private school officials to respond.

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q10: Is the school system required to pick up the supplies, materials, and equipment from participating PNP schools during extended breaks and summer, and/or if the PNP school closes?**

***A10:** Yes. If there is an extended break or summertime when the materials and equipment are not being used, the district must pick them up, inventory them, and check for any needed repairs before re-issuing them to the participating PNP at the start of the next instructional setting. Supplies and materials that are considered consumables are not required to be picked up. If a PNP closes, the school system must retrieve all equipment, supplies, non-consumable materials, and other items purchased using equitable services.

***Q11: How is equipment defined by federal statute?**

***A11:** *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$10,000 technology systems, special purpose equipment, and supplies in the *Code of Federal Regulations, Title 2, Subtitle A, Chapter II, Part 200, Subpart A, Section 200.1*.

***Q12: How are supplies defined by federal statute?**

***A12:** *Supplies* means all tangible personal property other than that described in the definition of *equipment* in this section. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$10,000, regardless of the length of its useful life. See also the definitions of *computing devices* and *equipment* in the *Code of Federal Regulations, Title 2, Subtitle A, Chapter II, Part 200, Subpart A, Section 200.1*.

***Q13: When and how often does a school system consult with private school officials?**

***A13:** Consultation between the **school system** and private school officials must include early discussions to prepare for the next school year so that there is a timely start of the covered ESEA programs. To be timely and meaningful, consultation must occur during the design and development of such agency's programs and before the **school system** makes any decision that affects the opportunity for eligible private school children and educators to participate in covered ESEA programs [*ESEA section 8501(c)(3)*]. Consultation must also be ongoing throughout the school year to help ensure effective implementation, service delivery, and assessment of equitable services. To ensure timely consultation, **school systems** in consultation with private school officials may develop yearly consultation timelines listing the date and location of each meeting, along with specific agenda topics.

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

LEA Pooling of Title VIII Funds for Equitable Services

Q1: What are the options available to an LEA for providing equitable services to eligible private school children and educators?

A1: Consistent with ESEA section 8501(c)(1)(H), following consultation with, and the agreement of, private school officials, *an LEA may choose* one of the following options for providing equitable services to eligible private school children and educators.

(1) **School-by-School**

Provide equitable services, as applicable, to eligible private school children and educators in each school based on the amount of funds generated by the total number of children or number of eligible children, as applicable, enrolled in the school.

(2) Pooling Within an LEA

Provide equitable services, as applicable, to eligible private school children and educators in a private school that is part of a group of private schools (such as a group of schools under the authority of a single organization) by pooling the funds generated by the total number of children or number of eligible children, as applicable, enrolled in private schools in the group. The LEA, in consultation with appropriate private school officials, must establish criteria to determine how services will be allocated for eligible private school children and educators in schools within the pool. The services provided to private school children and educators in a particular school do not depend on the amount of funds generated by children enrolled in that school; rather, the services are based on the criteria developed for allocating services among the eligible private school children and educators. If private school officials representing different groups of private schools' request pooling, the LEA may establish a separate pool for each requesting group.

(3) Pooling Across LEAs

Provide equitable services, as applicable, to eligible private school children and educators in a private school that is part of a group of private schools (such as a group of schools under the authority of a single organization) located in multiple LEAs by pooling the funds generated by the total number of children or number of eligible children, as applicable, enrolled in private schools in the group.

The LEAs, in consultation with appropriate private school officials, must establish criteria to determine how services will be allocated for eligible private school children and educators in schools across all participating LEAs within the pool. The services provided to eligible private school children and educators in a particular school or LEA are not dependent on the amount of funds generated by eligible children enrolled in that school; rather, the services are based on the criteria developed for allocating services among the private school children and educators across LEAs. Based on consultation with private school representatives, the LEAs participating in the pool may arrange to have one LEA, another public entity, or a third-party contractor provide services for eligible private school children and educators in private schools participating in the pool.

The following example shows the differences among the school-by-school approach, pooling within an LEA, and pooling across LEAs.

In this example:

- LEA A has a responsibility to provide Title IV, Part A, equitable services to eligible children and educators in Private Schools 1 and 2, and LEA B has a responsibility to provide equitable services to eligible children and educators in Private School 3.
- In LEA A, private school children who attend Private School 1 generate \$50,000 for Title IV, Part A, equitable services. Private school children who attend Private School 2 generate \$5,000 for Title IV, Part A, equitable services.
- In LEA B, private school children who attend Private School 3 generate \$25,000 for Title IV, Part A, equitable services.

Scenario 1: No pooling (school-by-school approach)

Eligible private school children and educators in a particular school receive services based on the amount of funds generated by the total number of children or number of eligible children, as applicable, in that school. For example, eligible children in Private School 1 receive \$50,000 in services, administered by LEA A; eligible children in Private School 2 receive \$5,000 in services, administered by LEA A; and eligible children in Private School 3 receive \$25,000 in services, administered by LEA B.

Scenario 2: Pooling funds among private schools within a single LEA

In consultation with LEA A, private school officials representing Private Schools 1 and 2 request that the LEA pool the Title IV, Part A, funds generated by their children, and LEA A agrees. LEA A combines the total amount of Title IV, Part A, funds generated for services in Private School 1 (\$50,000) and Private School 2 (\$5,000). The LEA then has \$55,000 to spend on Title IV, Part A, services for eligible private school children and educators in these schools, regardless of the amount of funds generated by children in a particular school. In consultation with private school officials (from both PNP schools 1 and 2), the LEA then decides how the funding will be allocated for services to meet the various needs of the children and educators in these schools. Under this option, the services provided to children and educators in a particular private school are not dependent upon the amount of funding generated for services by children in that school (e.g., if the needs are greater in Private School 2, the LEA may spend more than \$5,000 of the \$55,000 in this school). Children in Private School 3 receive \$25,000 in services, administered by LEA B, and are not included in the pool under LEA A.

Scenario 3: Pooling funds among private schools across LEAs

In consultation with LEAs A and B, private school officials representing Private Schools 1, 2, and 3 request that the LEAs pool the Title IV, Part A, funds generated by their children, and both LEAs agree. The LEAs combine the total amount of Title IV, Part A, funds generated for services in Private School 1 (\$50,000), Private School 2 (\$5,000), and Private School 3 (\$25,000). The LEAs have \$80,000 to spend on Title IV, Part A, services for all eligible private school children and educators in these schools, regardless of the amount of funds generated by children in a particular school. In consultation with all private school officials, the LEAs then decide that LEA A will provide services and how the funding will be allocated for those services to meet the needs of the eligible private school children and educators in the three schools. Under this option, the services provided to children and educators in a particular private school are not dependent upon the amount of funding generated for services by the children in that school (e.g., if the needs are greater in Private School 2, LEA A may spend more than \$5,000 of the \$80,000 in this school).

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q2: May a school system combine funds from multiple ESEA programs within a pool?

A2: No.

Q3: May a school system make a unilateral decision to pool funds among several private schools to provide equitable services?

A3: No. As a general rule, ESEA section 8501 requires a school system to provide equitable services to eligible children and educators in a private school commensurate with funds generated by the total number of children or the number of eligible children, as applicable, enrolled in the school.

Pooling is an alternative to this general rule and permits a school system, after timely and meaningful consultation with appropriate private school officials, to provide services to eligible private school children and educators among a group of schools with funds generated by the total number of children or the number of eligible children, as applicable, who attend those schools. Which children and educators to serve is determined, in consultation with appropriate private school officials, among all private schools in the pool. Thus, children and educators in a given private school may not receive services commensurate with the funds generated by children in the school; some may receive more services, and some may receive less. Rather, services are dependent on the need among all children or educators in the schools in the pool.

Because pooling is an alternative to the general rule, despite a school system's authority to make the final

decisions with respect to the services it will provide to eligible private school children or educators, appropriate private school officials must agree through consultation for the **school system** to pool funds among a group of private schools because it impacts the services eligible children and educators in a given private school would otherwise receive. Without such an agreement, which the **school system** must maintain as documentation, the **school system** must follow the general rule in *section 8501(c)(1)(H)(ii)* and provide equitable services to eligible private school children and educators in each school commensurate with the funds generated by children in that school.

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q4: If a **school system, after consultation with appropriate private school officials, decides to establish a pool or pools of funds allocated for eligible private school children and educators, and later, one or more private schools in the pool decline services for eligible children or educators in the school(s), what happens to the funds generated by children in the private school(s)?**

A4: The ESEA requires that a **school system** consult with private school officials regarding the size and scope of equitable services to be provided to eligible private school children and educators in a single school or pool of schools; the amount of Title VIII program funds available for those services; and how that amount is determined. (ESEA section 8501(c)(1)(E)). Consistent with this requirement, if a private school that initially is part of a pool later declines services, the **school system** must consult with appropriate private school officials regarding how funds generated by children in that school will be used for services for other eligible private school children and educators in other schools in the pool.

Generally, the applicable Title VIII program funds generated remain within the pool. However, after consultation with private school officials, a **school system** might determine that the amount generated by children who attend schools declining services results in a total amount for the pool that substantially exceeds the amount needed to provide equitable services to eligible private school children and educators in the pool's participating schools (e.g., where a significant amount of funds is generated by children in schools declining services, but other schools in the pool include only a small number of eligible private school children and educators). In this situation, the **school system** may allocate the excess applicable Title VIII program funds to provide services to eligible children and educators in public and private schools that are not part of the pool.

U.S. Department of Education, Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Technology

Q1: If a **school system purchased two Chromebooks with Title IV, Part A equitable services for a PNP school a few years back, and they no longer work, what is required? Is the **school system** obligated to replace the devices at its cost? If the PNP school has Title IV, Part A, equitable services available for the current year, may it replace Chromebooks with this year's equitable services?**

A1: The **school system** is required to follow instructions on the *Inventory Disposition Request* form located on the [TEA Grants Administration](#) webpage. Disposition approval is required when equipment originally purchased with federal grant funds is no longer needed for the original project, programs currently funded by other USDE grants, or projects previously supported by USDE grants.

If the PNP school would like to use the current year's Title IV, Part A equitable services to replace the Chromebooks and the request aligns with their needs assessment/data, meets the program purposes, and is approved by the **school system**, the purchase is allowable.

REAP and Transferability

Q1: When should **school systems calculate equitable shares if they plan to transfer Title II, Part A, and/or Title IV, Part A funds?**

A1: Before a **school system** may transfer funds from a program subject to equitable services requirements, including Title II, Part A, and/or Title IV, Part A, it must engage in timely and meaningful consultation with appropriate private school officials (ESEA Section 5103(e)(2)). For the transferred funds, the SEA or **school system** must provide private school students and teachers equitable services under the program(s) to which and from which the funds are transferred, based on the total amount of funds available to each program after the transfer. – *Office of General Counsel (Jan 2020)*

Q2: What are the responsibilities of a **school system for the provision of equitable services to private school children and teachers concerning funds being transferred?**

A2: Excluding Title I, Part D, and Title V, Part B, each program covered by the transferability authority is subject to the equitable services requirements under Title I or VIII, which may not be waived. [ESEA section 8401(c)(5)] Before a **school system** may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. [ESEA section (ESEA Section 5103(e)(2))] For the transferred funds, the **school system** must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA, as amended by ESSA (November 2016)

Q3: May a **school system transfer only those funds that are to be used for equitable services to private school students or teachers?**

A3: No. A **school system** may not transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, a **school system**, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer. [ESEA Section 5103(e)(2)]

Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA, as amended by ESSA (November 2016)

Q4: If, after timely and meaningful consultation, a **school system transfers funds into Title I, Part A, under ESEA section 5103(b), are those funds subject to the proportional share to provide equitable services?**

A4: Yes. ESEA Section 5103(e)(2) requires that transferred funds be subject to the rules and requirements applicable to the funds under the provision to which the funds are transferred. Therefore, a **school system** must apply the proportional share calculation in ESEA section 1117(a)(4)(A) to any funds transferred into Title I, Part A.

For example, if a **school system's** initial Title I allocation is \$1,000,000 and, after consultation, the

school system decides to transfer \$50,000 from Title IV, Part A, to Title I, Part A, the **school system** will calculate the Title I, Part A, proportional share based on its Title I allocation after the transfer (\$1,050,000).

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q5: Under ESEA section 5103(b), after timely and meaningful consultation, may a school system transfer funds into Title I, Part A, and/or Title VIII programs solely to provide services for private school students?

A5: No. The ESEA does not authorize a **school system** to transfer or retain only the portion of funds available for equitable services for eligible private school students and educators from one or both programs whose funds may be transferred. If a **school system** decides to transfer funds, it must provide services to public and private school students and teachers per the requirements of Title I, Part A, and/or Title VIII program(s) to which the funds are transferred. [ESEA section 5103(e)(1)].

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023) and Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q6: If a school system transfers or REAPs 100% of Title IV, Part A, funds, is it still required to consult with stakeholders and private school officials?

A6: Yes, the **school system** must still consult. The **school system** is not exempt from consulting with stakeholders or private school officials. As outlined in the statute, the Title IV, Part A, application must be developed through consultation with local stakeholders (section 4106(c)). Therefore, the stakeholder engagement process is an eligibility requirement and must be fulfilled to obtain a Title IV, Part A, subgrant. After the subgrant is received, the **school system** can make decisions regarding transferring funds or enacting the *Alternative Fund Use Authority* (AFUA) under the Title IV, Part A, program.

If the **school system** is considering a transfer, it must engage in timely and meaning consultation with appropriate private school officials before transferring funds [ESEA Section 5103(e)(2)].

Additionally, participation in AFUA does not relieve a district of its responsibility to provide equitable services for private school students and teachers relative to its Title IV, Part A funds. A district participating in AFUA with its Title IV, Part A, funds must reserve for the benefit of private school students and teachers the proportion of its Title IV, Part A, funds that is equal to the expenditures (including those under AFUA authority) for the public-school program, considering the number and educational needs of the children to be served.

After timely and meaningful consultation with private school officials (see ESEA section 8501(c)), a district exercising AFUA determines how the reserved funds will be expended for the benefit of private school students and teachers. - *USDE Response, March 22, 2021.*

Title I, Part A, Equitable Services

Q1: How does an LEA determine what Title I, Part A, services to provide participating private school children?

A1: A **school system**, in consultation with appropriate private school officials, determines the appropriate Title I services based on the academic needs of the private school students. [ESEA section 1117(a)(1)(A);

34 C.F.R. § 299.64(b)(2)(i)]. Title I services may be provided in subject areas or at grade levels that are different from those provided to public school students. These services must hold a reasonable promise that the academic performance of private school participants will improve. [(34 C.F.R. § 200.64(b)(2)(ii)(B)].

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q2: Must Title I, Part A, equitable services be provided at the same grade level(s) as public schools?

A2: No. Title I services may be provided in subject areas or at grade levels that are different from those provided to public school students. These services must hold a reasonable promise that the academic performance of private school participants will improve. (34 C.F.R. § 200.64(b)(2)(ii)(B)).

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q3: Are PNP teachers (hired by the school system or third-party contractors) paid with Title I, Part A, funds required to be state-certified?

A3: Yes, if the private school teacher has met state licensing and certification and is independent of the private school at the time of the provision of Title I, Part A, services.

Q4: Has USDE defined what it means for staff to be ‘independent of the private school’?

A4: Yes. “Independent of the private school” means being employed for Title I, Part A, services by another entity to provide services outside any contract or work time with the private school.

Q5: If the third-party service provider is a private school employee, must he/she meet the necessary conditions to deliver Title I, Part A, services?

A5: Yes. The PNP teacher hired off-contract must be under the direct supervision of a school system or third-party provider. The staff must provide Title I, Part A, PNP equitable services outside the regular duty hours listed in the employment contract with the private school.

Q6: May a school system carry over unobligated Title I, Part A, funds despite the statutory requirement regarding the obligation of funds?

A6: If a school system is providing Title I, Part A, equitable services as required and meeting the obligation of funds requirement in ESEA section 1117(a)(4)(B), it generally should not have any, and certainly not significant, carryover. The ESEA, however, does not prohibit carryover of funds for equitable services and, in most cases, requires it. The *ED Title I, Part A, Equitable Services Non-Regulatory Guidance* document provides more details.

Q7: What is the recommended TEA guidance regarding a Title I, Part A, direct administrative cap amount that may be reserved from the PNP equitable services share?

A7: Generally, a district reserves up to 5-7% of Title I, Part A, for administrative costs. If greater than 10% is reserved from the total PNP equitable share, the district is at higher risk for a TEA audit.

Q8: To meet the equitable services requirements under Title I, Part A, may a school system only provide a private

school with instructional materials and/or supplies paid for with Title I funds?

A8: No. Simply providing a private school with instructional materials and supplies does not meet the **school system's** obligation to provide equitable services because it is neither a proper Title I, Part A, program implemented by the **school system**, nor does it meet the requirement that services be equitable.

***Q9: What private school students are eligible for Title I, Part A, equitable services?**

***A9:** In general, to be eligible for Title I, Part A, services, a private school child must reside in a participating Title I public school attendance area and must be identified by the LEA as low achieving based on **multiple, educationally related, objective** criteria.

In addition, children may be identified as eligible for equitable services solely by virtue of their status as follows: homeless children; children who in the preceding 2 years had participated in Head Start, a Title I preschool program, *a literacy program under* Title II, Part B, Subpart 2, or a Title I, Part C (Migrant Education) program; and children in a local institution for neglected or delinquent children and youth or attending a community day program for such children. Poverty is not a criterion for eligibility for equitable services.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q10: How does the principle of supplement not supplant apply to equitable services under Title I, Part A?

A10: With respect to equitable services, *34 C.F.R. § 200.66* requires that a **school system** use Title I funds to provide equitable services that supplement, and in no case supplant, the services that would, in the absence of Title I services, be available to participating private school children. The regulations make clear that a **school system** must use Title I funds to meet the identified educational needs of participating private school children, and not to meet the needs of the private school or the general needs of children in the private school. A **school system** must also ensure that the equitable services it provides under Title I supplemental services a private school would otherwise provide and may not replace the education for participating students that the private school provides to all students.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q11: How might a Title I teacher coordinate Title I, Part A, services with private school teachers for the benefit of participating private school students?

A11: To facilitate the delivery of well-coordinated and high-quality services, a Title I teacher would likely meet and discuss the design of the Title I program with private school teachers of participating students to ensure that the Title I program supplements and is coordinated with the regular classroom instruction received by the private school participants. Such coordination should continue regularly throughout the provision of Title I services. For example, a private school classroom teacher could provide the Title I teacher with a copy of the weekly lesson plan in relevant subjects so that Title I instruction supports regular classroom instruction. On a weekly basis, for example, a regular classroom teacher could also provide the Title I teacher with a simple form indicating a child's individual needs and the content and skills being taught in the regular classroom, so that Title I services better meet the participating child's individual needs.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q12: May a Title I, Part A, teacher use the same textbooks as those used by the private school students in their regular classroom?

A12: Yes. A Title I, Part A, teacher may use the same textbooks and materials as those used in the regular private school classroom so long as the textbooks and materials are secular, neutral, and non-ideological, and the instructional services supplement and do not replace the instructional program in the participants' regular classrooms. (ESEA section 1117(a)(2); 34 C.F.R. § 200.66(a)).

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q13: Must the school system always use the funds allocated for private school children to provide instructional services?

A13: No. After consultation with private school officials, a school system may provide Title I, Part A, services other than direct instruction if the provision of services – such as counseling, activities for staff to improve instruction, and parent engagement activities beyond what are otherwise required—is appropriate to assist those children identified as low achieving. This may be particularly appropriate in situations in which the funds allocated for private school children are not sufficient to provide instructional services. Regardless of the services provided, the school system must measure the effect of the services on the academic achievement of participating children. (ESEA section 1117(a)(1)(A), (b)(1)(D)).

However, this assumes that the private school shares surveys or other data with the school system to establish a Title I, Part A, low-income student count so an equitable share can be established. If the private school does not share data for a school system to generate Title I, Part A, equitable services, it may not participate in any services.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

***Q14: Our school system transferred 100% of Title IV, Part A, funds to Title I, Part A. The PNP would like to participate in Title I, Part A, equitable services. May a PNP use Title I, Part A, equitable services for Title IV, Part A-related security items below?**

Requested Title I, Part A, PNP Equitable Services:

- Gateway Door Latch Strike Plate
- Gateway Security Strike Kit
- Prime Lock Door Reinforcement Lock
- Schlage Universal Keyed Entry Door Handle

A14: No. Funds transferred into the Title I, Part A, program must follow the Title I, Part A, program's intent and purposes. In addition, the PNP may not use Title IV, Part A, equitable services either, since listed security items are permanent, and the school system must keep title and control of federal purchases.

***Q15: How does a school system determine the amount of Title I, Part A, funds to be used for parent and family engagement (PFE) activities for participating private school students?**

***A15:** ESEA section 1116(a)(3)(A) requires a school system to reserve and spend at least 1% of its Title I, Part A, allocation to carry out mandatory Title I, Part A, PFE activities if the school system's Title I allocation exceeds \$500,000. This means that the ESEA requires such a school system to reserve at least 1% of the proportional

share allocated for equitable services and at least 1% of the total remaining amount for Title I, Part A, activities in public schools.

For example, a **school system's** total Title I, Part A, allocation is \$1,000,000. From that amount, \$100,000 (10%) is allocated for all Title I equitable services activities, and \$900,000 (90%) for all Title I activities in public schools. Therefore, with respect to equitable services, the **school system** must spend at least 1% (\$1,000 from the \$100,000 proportional share) to provide engagement activities for the parents and families of participating private school students (leaving \$99,000 for other equitable services activities).

If a **school system's** Title I, Part A, allocation does not exceed \$500,000, the **school system** may still reserve a portion of the proportional share to provide engagement activities for the parents and families of participating private school students. The amount reserved by the **school system** would be based on timely and meaningful consultation with private school officials.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

***Q16: How does an LEA provide equitable services for parents and families of private school students participating in the Title I, Part A, program?**

***A16:** An LEA must ensure that parents and families of participating children participate, on an equitable basis, in services and activities developed pursuant to ESEA section 1116. Activities for Title I, Part A, parents and families of private school participants must be planned and implemented after meaningful consultation with private school officials and parents, and families.

Examples include parent meetings; parent-teacher conferences; communication between the Title I, Part A, teachers and parents on students' academic progress; parent education; parent training activities on how to work at home with children on content and skills; reasonable access to Title I staff to receive information about their child's progress; and private school parent representation on a district-wide private school working group. As appropriate, these activities may include light refreshments for parents and families at Title I, Part A, meetings in order to facilitate attendance at those meetings.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

***Q17: May an LEA use more than 1% of the Title I, Part A, proportional share for parental and family engagement (PFE)?**

***A17:** Yes. Based on consultation with private school officials, an LEA may use more than 1% of the Title I, Part A, proportional share for PFE activities.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

***Q18: If there are Title I, Part A, parent and family engagement (PFE) funds remaining for equitable services in a participating PNP school, how are the PFE equitable services used the following year?**

***A18:** The **school system**, in consultation with PNP school officials, must use Title I, Part A, carryover funds the following year for PFE activities in the same private school. However, if, after consultation, the PNP school declines a portion, or all, of the carryover funds for PFE equitable services, the **school system** should add the carryover funds to the proportional share available for PFE services to other participating PNP schools. If, after

consultation with other participating PNP schools, no one requests the use of PFE equitable services, the funds may be used to provide Title I, Part A, PFE services in public schools.

***Q19: What topics must a school system address during consultation regarding the Title I, Part A, program?**

***A19:** The ESEA requires a **school system** to consult with private school officials on the following Title I, Part A, equitable services topics:

- How the children’s needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be academically assessed and how the results of that assessment will be used to improve those services;
- Whether the **school system** will provide services directly or through a separate government agency, consortium, entity, or 3rd-party contractor;
- The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated for such services, and how that proportion of funds is determined;
- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools, including whether the **school system** will extrapolate data if it uses a survey – i.e., depending on if there is a representative sample;
- How and when the **school system** will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- How, if the **school system** disagrees with the views of the private school officials on the provision of services through a contract, it will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;
- Whether to provide equitable services to eligible private school children by creating a pool or pools of funds, with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools, with the proportion of funds allocated based on the number of children from low-income families who attend private schools;
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs.

Because a **school system** must consult with appropriate private school officials during the design and development of the **school system’s** Title I, Part A, program and before it makes any decision that affects the opportunities of eligible private school students to participate, other topics of consultation must include, as appropriate:

- Administrative costs of providing equitable services;
- Indirect costs;
- Services and activities for teachers of participating private school students;
- Family engagement activities;
- Any funds available for carryover; and
- Transferring funds from Title II, Part A, or Title IV, Part A, into Title I, Part A.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (Updated May 17, 2023).

***Q20: What constitutes meaningful consultation with respect to methods and sources of poverty data for Title I, Part A, services?**

*A20: ESEA section 1117(b)(1)(F) requires an LEA to consult with private school officials on “the method or sources of data that are used...to determine the number of children from low-income families in participating school attendance areas who attend private schools” in order to calculate the proportional share of Title I, Part A, funds available for equitable services. Such consultation must occur before the LEA makes any decision that affects the opportunities of eligible private school children to participate in the Title I, Part A, program. The LEA must give ‘due consideration’ to the views of private school officials, with the goal of reaching an agreement on how to provide equitable and effective programs to eligible private school children.

For consultation regarding the method(s) or source(s) of data an LEA will use to determine the number of private school children from low-income families to be meaningful, the Department's interpretation of ESEA section 1117(b)(1)(F) requires the LEA to discuss the allowable measures of poverty. This recognizes that private schools may have sources of poverty data, such as E-Rate data, available that would be comparable to the source an LEA uses to count public school children (i.e., FRPL), and that an LEA cannot conclude that a survey is the best source of poverty data without at least consulting about other sources that may exist. Accordingly, although an LEA makes the final decision about the measure(s) of poverty to use in determining the proportional share, meaningful consultation requires the LEA to consider available sources of data if presented by a private school.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

***Q21: What are examples of practices that school systems, in consultation with private school officials, may find helpful in increasing the survey response rate for Title I, Part A, services?**

*A21: There are instances in which a **school system** may need assistance from private school officials to obtain information necessary to provide Title I, Part A services to eligible students in private schools. Support from private school officials to increase the survey response rate to obtain poverty data comparable to those used for public school students serves as a form of such assistance. For example, a **school system** might invite private school officials to provide a cover note to accompany the survey wherein the private school principal encourages participation. Another example is when a **school system** agrees in consultation with private school officials for the private school to include the survey in the school's annual registration packet to families.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

***Q22: When an eligible child resides participating in Title I, Part A, public school attendance area in one LEA and attends a private school in another school system, which school system is responsible for serving the child?**

*A22: The *34 C.F.R. § 200.62(b)(1)(i)* defines, in part, Title I, Part A, eligible private school children as those who reside in a participating Title I, Part A, public school attendance area of a **school system**, regardless of whether the private school they attend is in the **school system**. Thus, the **school system** in which a child resides is responsible for providing services to the child, but it may arrange to have services provided by the **school system** in which the private school is located and reimburse that **school system** for costs. The resident **school system**, however, may not know the whereabouts of students who reside within its boundaries but attend a private school outside the **school system**. Thus, private school officials may need to notify the resident **school system** about the presence of eligible students who reside outside the boundaries of the **school system** in which the

private school is located.

Title I, Part A, of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

- *Q23: How does a school system calculate the Title I, Part A, allocation for equitable services to eligible private school children?**
- *A23:** The **school system** must use the low-income student enrollment for children, ages 5-17, attending PNP schools and residing within a Title I attendance center to calculate the Title I, Part A, equitable services amount. [Title I, Part A, ESSA, section 1117(c)(1)]
- *Q24: For the ESSA Consolidated Grant Application, PS3099 Private School Schedule, when determining district low-income enrollment, should we count students who were age 5 at the snapshot date of the prior year (if using that data) or those who are age 5 at the time of Application submission?**
- *A24:** For Title I, Part A, student enrollment on the PS3099 schedule, if the **school system** uses Census low-income data, it includes students ages 5-17. Other poverty measures may account for younger students. If using snapshot data, only students recorded at the time of the snapshot (typically October of the prior year) are included. While the **school system** is not required to use snapshot data, it must maintain documentation for the selected date.

Title I, Part C, Migrant Equitable Services

- Q1: How does a school system determine the number of identified Title I, Part C, Migrant PNP students attending a private school, located within district boundaries, to generate equitable services on the ESSA Consolidated Application Grant's PS3099 Private School Schedule?**
- A1:** The identified Title I, Part C, Migrant PNP student enrollment *ages 3-21* is used on the *ESSA Consolidated Application Grant's PS3099 Private School Schedule* to calculate district equitable services. Federal funds may not serve stand-alone PK, preschool, or Early Childhood programs without a Kindergarten grade level in the school.
- PNP prekindergarten students may only be counted in student enrollment *if* the school serves at least the kindergarten grade level at the PNP school.
- The citation for Migrant funding eligibility may be found in ESEA, Section 1303(a). The definition of migratory child may be found in ESEA, Section 1309(3).
- *Q2: How does a school system calculate the Title I, Part C, Migrant, PNP allocation for equitable services to eligible private school students?**
- *A2:** The **school system** must use the total enrollment of eligible PNP Migrant children, ages 3-21, attending a PNP school that is located within district boundaries, to calculate the PNP school's Title I, Part C, Migrant, equitable services amount. [Title I, Part C, ESSA, section 1303(a)(1)]
- Q3: Where might a school system receive additional Title I, Part C, program information and support?**
- A3:** A **school system** may contact the TEA's Federal Program Compliance Division at Migrant.Ed@tea.texas.gov for Title I, Part C, Migrant program support and questions.

Title II, Part A, Equitable Services

Q1: Who is eligible to receive equitable services under Title II, Part A?

A1: Generally, only private school teachers, principals, and other school leaders [who meet the definition provided in ESEA Section 8101(44)] are eligible to receive equitable services under Title II, Part A. However, other educational personnel, including paraprofessionals, may also receive equitable services consistent with a specific allowable use of Title II, Part A, funds. For example, under ESEA section 2103(b)(3)(I), Title II, Part A, funds may be used for training for all school personnel in addressing issues related to school conditions for student learning, such as safety, peer interactions, drug and alcohol abuse, and chronic absenteeism. *USDE Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).*

Q2: May a school system use Title II, Part A, funds for private nonprofit (PNP) teacher bonuses and/or staff incentives?

A2: No, a school system may not use Title II, Part A, funds allocated for equitable services to support teacher bonuses or retention incentives in participating private schools. Subsidizing any portion of a private school teacher's salary would be inconsistent with the requirements in *section 8501(d)* of the Elementary and Secondary Education Act (ESEA) of 1965 regarding public control of funds and the supervision and control of employees or contractors.

In addition, Title II, Part A, funds used for equitable services may only be used to meet the specific needs of students enrolled in a private school, rather than the needs of the private school itself or the general needs of the students of the students enrolled in the private school. See *34 CFR 299.8(b)* for more details. Here, the bonuses or incentives would benefit the school rather than the specific needs of students or teachers, and therefore, Title II, Part A, funds may not be used to pay for the bonuses or incentives.

USDE Office of Attorney General's Response (January 2021)

Q3: What types of Title II, Part A, activities may a school system provide to private school participants?

A3: A school system may continue to use Title II, Part A, funds to provide professional development activities for teachers, principals, and other school leaders to address the specific needs of their students. Additionally, there may be other permissible uses of Title II, Part A, funds for the benefit of private school participants. Any use of Title II, Part A, funds for the benefit of private school participants must:

- Be an allowable local use of Title II, Part A, funds under the authorizing statute. [ESEA section 2103(b)(3)]
- 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. ([34 CFR 76.658](#))
- Ensure that the public agency (e.g., a school system) responsible for providing equitable services retains control of the funds used to provide such services. In addition, equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an individual, association, agency, or organization. These employees, individuals, associations, agencies, or organizations providing the services must be independent of the private school and any religious organization, and the employment or

contract must be under the control and supervision of the public agency. [ESEA section 8501(d)].

Equitable services under Title II, Part A, may not be used for class-size reduction [ESEA section 2103(b)(3)(D)] in a private school because contracts for private school teachers and staff would be inconsistent with the requirements in ESEA section 8501(d) regarding public control of funds and the supervision and control of employees or contractors.

Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESEA, as amended by ESSA (November 2016)

Q4: May a private school use Title II, Part A, equitable services for counselor training sessions that result in certification?

A4: As with all equitable services, a **school system** must first determine that the activity is allowable under the specific funding stream.

Under ESEA, Section 2103(b)(3)(I), training may be provided for “school personnel,” including training that leads to certification. However, the trainings must be in— “(i) the techniques a supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and in, intervention services in the school and in the community, where appropriate; (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.” It is unclear from your question whether the training could fall into this category.

If training does not fall into the category above but does meet the definition of professional development in ESEA section 8101(42), it may be an allowable use of funds under ESEA section 2103(b)(3)(E), and therefore potentially an equitable service available for private school teachers, principals, and other school leaders. Please note that professional development under ESSA section 2103(b)(3)(E) is designated for “teachers, principals, and other school leaders.” There is no use of local Title II, Part A, funds that specifically allow providing professional development for counselors.

Since a counselor is neither a teacher nor a principal (at least as indicated by your inquiry), to be an allowable use of funds for professional development under Title II, Part A, the counselor must meet the definition of “school leader” in ESEA Section 8101(44).

School Leader. —The term “school leader” means a principal, assistant principal, or other an individual who is—

1. an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and
2. responsible for the daily instructional leadership and managerial operations in the elementary or secondary school building.

To be considered a “school leader” and eligible for Title II, Part A, funded professional development, the school staff person needs to meet both parts of the above definition, and it is not clear from the information you provided that a counselor in this school meets the second part of the definition. If it is determined that the counselor meets both parts of the definition, then the following information regarding professional development leading to certification should also be considered.

If the counselor meets the definition of “school leader” above, and the professional development meets the

definition of “professional development” in ESEA section 8101(42), then paying for the professional development, including professional development that may lead to certification, would be an allowable use of Title II, Part A, funds.

A **school system** is responsible for determining, based on consultation with private school officials, the specific professional development opportunities available for eligible private school staff based on their identified needs [see ESEA Section 8501(c)(1)(B)]. How those needs are identified is also a topic for consultation between the **school system** and private school officials and, as a result, the needs of eligible private school staff may not be the same as those of public-school teachers [ESEA section 1117(b)(1)(A) and 8501(c)(1)(A)]; *see also 34 C.F.R. 299.7(c)*.

As with services for public school teachers, expenditures for private school staff must be reasonable and necessary to carry out the purposes of the program. In addition, the professional development must be supplemental and never supplant what the school would otherwise provide for its staff absent the ESEA program (e.g., it would not be permissible to provide professional development that results in a certification is required for a private school teacher). Finally, a **school system** may not reimburse a private school, although it may reimburse an eligible private school staff for a **school system** pre-approved, authorized, and allowable activity. - ED Office of Non-Public Education Response, March 25, 2021.

Q5: May Title II, Part A, funds be used to pay stipends to private school staff who participate in professional development activities?

A5: Yes. Title II, Part A, funds may be used to pay stipends for private school staff participating in **school system**-approved professional development activities, if reasonable and necessary (e.g., time outside regular employment hours). A **school system** must pay such stipends directly to the private school instructional staff and not to the private school.

Q6: How is professional development defined?

A6: Under Title II, Part A, a **school system** may “provide high-quality, personalized professional development that is evidence-based, to the extent that the State (in consultation with **school systems** in the State) has determined that evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement.” [ESEA section 2103(b)(3)(E)].

As a result, professional development services and programs must meet the definition of “professional development” in ESEA section 8101(42), which requires that the activity is both:

- (1) part of the strategies for providing educators with the knowledge and skills necessary to enable children to succeed in a well-rounded education; and
- (2) “sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.”

USDE Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q7: What considerations must inform decisions regarding the professional development that private school educators receive under Title II, Part A, funded equitable services?

A7: A **school system** must consider the following:

- Does the professional development meet the definition of “professional development?” [ESEA Section 8101(44)].
- Is the professional development evidence-based, where applicable? [ESEA section 8101(21)].
- Is the professional development reasonable and necessary to provide Title II, Part A, equitable services? (See 2 C.F.R. § 200.403).
- Does the professional development supplement, and not supplant, professional development that would have otherwise been provided to private school teachers, principals, and other school leaders? (ESEA section 2301).

In addition, a **school system** must meet all applicable requirements in ESEA section 8501, including the requirement that all services be “secular, neutral, and non-ideological.”

USDE Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q8: Do conferences meet the definition of “professional development” in ESEA section 8101(42)?

A8: Because many conferences are short-term or are stand-alone, they *may not* meet this definition as an allowable expenditure under *ESEA section 2103(b)(3)* without further integration into a comprehensive plan for professional development for a teacher or teachers. However, if a private school official can demonstrate, through consultation with a **school system**, that attendance at a short-term conference is part of a sustained and comprehensive professional development plan for a teacher that meets these Title II, Part A, requirements, including the statutory definition of professional development, then a **school system** may use Title II, Part A, funds for costs associated with a private school teacher’s participation in the conference.

Furthermore, depending on the content and substance of the conference, participation may be allowable under other specifically defined activities in Title II, Part A, which do not need to meet the ESEA section 8101(42) definition of professional development. For example, [ESEA section 2103(b)(3)] allows training for selecting and implementing formative and classroom-based assessments, for identifying gifted and talented children, for supporting instructional services provided by effective school library programs, and for preventing and recognizing child sexual abuse.

USDE Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q9: How can a **school system ensure Title II, Part A, funds are only used for “secular, neutral, and non-ideological” conference sessions?**

A9: A conference conducted by a religious organization often includes both secular and religious content. If an otherwise allowable professional conference is conducted by a religious organization, a **school system** may pay only for a teacher’s participation in that portion of the conference program that is secular, neutral, and non-ideological. In determining the costs associated with a private school teacher’s participation in the conference, a **school system** would need to:

- (1) determine the sessions of the conference that provide secular, neutral, and non-ideological professional development;
- (2) have the teacher document his/her participation in such program sessions in such a way that the **school system** can determine the percentage of the teacher’s overall time spent attending those sessions; and

- (3) apply that percentage against the overall cost of attending the conference as a whole. For professional development activities, whether in-person or via a virtual/online format, a **school system** might require that a private school teacher provide both titles and descriptions of the sessions the teacher expects to attend, as well as some form of verification that he/she participated in the sessions.

Example:

The conference runs from 8:00 a.m. to 5:00 p.m. (with an hour for lunch). If for the 8 hours of work time, the teacher spends 6 hours attending/participating in secular sessions that meet the Title II, Part A requirements above, a **school system** could use Title II, Part A, funds to pay 75 percent of the registration and travel costs, since the teacher has spent 75 percent of the full-day conference time attending/participating in secular activities.

USDE Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q10: May Title II, Part A, funds be used to pay for an online subscription to a professional development video database?

A10: Title II, Part A, funds may be used to purchase a subscription to an online video database to provide professional development to private school educators, so long as the content is secular, neutral, and non-ideological.

Title II, Part A, funds may not pay for an online subscription to a professional development video database that contains content that is not fully secular, neutral, and non-ideological because, generally, there is no way to guarantee that the user is only accessing the secular content and, thus, that Title II, Part A funds are not spent on religious content. For the same reason, Title II, Part A funds may not be used to pay a prorated portion of an online subscription to reflect the amount of material that is secular, neutral, and non-ideological because there is no way to guarantee that the user is only accessing the non-religious content.

However, if an online subscription to a professional development video database has a separate subscription that only permits access to content that is secular, neutral, and non-ideological, that separate subscription would be an allowable use of Title II, Part A, funds because it ensures that Federal funds are not spent on religious content.

Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q11: May a school system use Title II, Part A, funds to reimburse a private school for the costs of professional development?

A11: No. A **school system** must administer and retain control over Title II, Part A, funds, and services must be provided by the **school system** or through a contract between the **school system** and a third-party provider. [ESEA section 8501(d)]. Therefore, a **school system** may not reimburse or provide Title II, Part A, funds directly to private schools. A **school system** may pay the provider directly or reimburse an individual private school teacher or other staff for professional development that the LEA has pre-approved after timely and meaningful consultation.

Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q12: If a private school requires and annually provides, as part of its teacher contract, four days of professional development, may the school system provide, on these same days, professional development supported by Title II, Part A, funds?

A12: It depends. Because the supplement, not supplant, requirement [[34 C.F.R. § 299.8\(a\)](#)] applies to all Title VIII equitable services, professional development equitable services provided to private school teachers must supplement the professional development those teachers would otherwise receive from their private school. In determining whether proposed professional development under Title II, Part A, is supplemental, a starting point might be whether a private school provides some level of professional development pursuant to a teacher's contract. If it does, Title II, Part A, funds may not be used to meet the contractual requirements. Title II, Part A, funds may supplement those requirements; however, even during required professional development days. For example, if a private school teacher's contract requires the private school to provide eight hours of professional development that may be fulfilled by teachers working collaboratively with a master teacher or subject-matter coach, Title II, Part A, funds could supplement the required professional development by funding a separate activity, such as contracting an outside expert to train teachers on effective collaboration.

Title VIII, Part F, of the ESEA of 1965, as amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q13: May Title II, Part A, funds be used to pay any portion of a private school educator's salary or benefits?**

*A13: No. A **school system** may not use Title II, Part A, funds to pay or subsidize any portion of a private school teacher's salary or benefits because subsidizing any portion of a private school teacher's or staff's salary would be inconsistent with the requirements in ESEA section 8501(d) regarding the public control of funds and the supervision and control of employees or contractors.

Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q14: What is the purpose of the Title II, Part A, program?**

*A145: The purpose of Title II, Part A, is to assist SEAs and **school systems** to:

- Increase student achievement;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

[ESEA section 2001 - Title II, Part A]

USDE Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q15: How does a school system calculate Title II, Part A, PNP allocation for equitable services to eligible private schools?**

*A15: The **school system** must use the total enrollment of students, ages 5-17, attending a PNP school located within district boundaries to calculate the school's Title II, Part A, PNP equitable services amount for staff. [Title II, Part A, ESSA, section 2102(a)(2)]

Title III, Part A, Equitable Services

***Q1: What is the purpose of the Title III, Part A, program?**

- *A1:** The purposes of Title III, Part A, programs [ESEA, section 3102] are:
- To help ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
 - To assist ELs, including immigrant children and youth, to achieve at high levels in academic subjects;
 - To assist teachers, principals, and other school leaders in establishing, implementing, and sustaining effective language instruction educational programs;
 - To assist teachers, principals, and other school leaders to develop and enhance their capacity to provide effective language instruction educational programs; and
 - To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs.
- Q2: Are English learners (ELs) who attend a private school eligible to participate in Title III, Part A, programs and receive equitable services?**
- A2: Yes, as long as the English learners are identified in an appropriate manner and the private school has developed an agreement (written documentation and format of agreement used should be the local policy standard) with the **school system** of geographic jurisdiction, English learners in a private school may participate in programs and receive services funded by Title III, Part A.
- Private schools may not receive funds directly, but must decide through the agreement to receive programs, services, and products from the **school system**.
- Q3: How much of a school system's Title III, Part A, funds may be used to support programs, services, and products for English learners in private schools?**
- A3: The *Every Student Succeeds Act (ESSA)* specifies that assistance to English learners in private schools should be “comparable” to that of an English learner in public schools. The recommended method to determine comparability is to use the per-pupil allocation of Title III funds as the basis for the cost of Title III products and services in the private school. For example, assuming a per-pupil allocation of \$100, the private school would receive an equivalent amount of products and services for each English learner served. If ten English learners were identified in the private school, then that private school would receive approximately \$1000 worth of products and services.
- Q4: Who maintains control of Title III, Part A, materials and equipment, and equitable services provided to PNPs?**
- A4: ESEA, section 8501(d) states that the **school system**, consortium, or entity maintains control of the federal funds used to provide services to private schools. It also maintains title to materials, equipment, and property purchased with those funds. **School systems**, consortia, independent charter schools, and entities may allow the private schools to keep the items from year to year, in accordance with approved activities specified in the agreement, so long as appropriate records are maintained.
- Q5: Must the Title III, Part A, program design be the same for public and private schools?**
- A5: No. If the needs of the private school are different from those of the public school, the **school system**, in consultation with private school officials, must develop a separate program design that is appropriate for the PNP's needs. Consultation and coordination between the **school system** and private school officials are essential to ensure a high-quality program that meets the needs of the students being served and assists those students in attaining English proficiency and meeting the same challenging standards as all students are expected to meet.
- *Q6: Must private school English learners be assessed annually? (Response revised from 'must' to 'can' - 9/2023)**

***A6:** Yes. The English proficiency of an EL enrolled in a private school *can* be assessed annually to determine continued student eligibility for Title III, Part A, equitable services. **School systems** should use the same instrument for the initial assessment of English learners identified in the private school. - *TEA Division of Special Populations Policy and Compliance.*

Q7: Does the Title III, Part A, requirement on language qualifications of teachers also apply to teachers providing services to English learners enrolled in private schools?

A7: Yes. School **system** instructional staff providing supplemental services to private school English learners must be fluent in English and any other language used for instruction, including written and oral communication skills. [ESEA, Title III, Part A, section 3116(c)]

Q8: Does a school system have to support Private Non-Profit (PNP) schools with Title III, Part A, funding?

A8: Yes. A **school system** has a responsibility to provide equitable Title III, Part A, services to eligible private non-profit (PNP) schools' English learners and/or immigrant students, their teachers, and other educational personnel within the **school system's** attendance boundary. Through consultation between the eligible PNP and the **school system**, a variety of supplemental services may be agreed upon for the current academic year.

Q9: What is the age range for identified English learners and/or immigrant students enrolled in a PNP to calculate Title III, Part A, funds on PS3099 – Private Nonprofit (PNP) School Equitable Services?

A9: Under ESSA, Sec. 8101(20), the terms "English learner" and "Immigrant student" have been defined with an **age range of 3 through 21** who are enrolled in school from prekindergarten through grade 12.

Note: Prekindergarten includes students enrolled in a 3- or 4-year-old school program.

Q10: What are some examples of the Title III, Part A, services that a school system may provide to private school ELs, their teachers, and other educational personnel?

A10: Some examples of the Title III, Part A, services that a **school system** may provide to private school ELs, their teachers, and other educational personnel include:

- Tutoring for ELs before, during, or after school hours;
- Professional development for private school teachers of ELs;
- Summer school programs to provide English language instruction for ELs; and
- Provision of supplemental instructional materials and supplies. These materials and supplies must be clearly labeled and identified as the **school system's** property, and must be secular, neutral, and non-ideological. The **school system** is required to maintain oversight of all materials and supplies purchased with Title III, Part A, funds.

As with all services and materials provided with Title III, Part A, funds, any materials, supplies, and services must be supplemental to what the private school would otherwise provide in the absence of the Title III, Part A, services.

Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q11: What is the federal definition for an 'English Learner'?

- A11: The federal definition for an “English Learner” can be found in Title VIII, Part A, ESEA section 8101(20) **English Learner**.—The term “English learner”, when used with respect to an individual, means an individual—
- (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- (TEA Division of Special Populations Policy and Compliance)*

Q12: What is the definition of Title III, Part A, Immigrant student?

- A12: The term ‘immigrant children and youth’ means individuals who-
- (A) are aged 3 through 21; [Title III, Part A, ESSA section 3201(1)]
 - (B) were not born in any State; and
 - (C) have not attended one or more schools in any one or more States for more than three full academic years.

Q13: May Title III, Part A, funds from the private nonprofit school’s equitable services share be used to identify English Learners?

- A13: No. The **school system** must use the same statewide standardized assessment, purchased with local/state funds, to assess PNP students as for students enrolled in Texas public schools. Once a student has been assessed and has been identified as an emergent bilingual student, the **school system** and PNP will need to determine if the PNP will continue to receive support for identified students and teachers at the PNP through Title III, Part A, funds.

Local/State Funds must support the following activities:

- Identification Assessment
- Associated costs in administering the identification assessment

Title III, Part A, Funds may support the following activities (allocation determined within the ESSA Consolidated Federal Grant Application, PS3099 Private School Schedule):

- Supplemental materials for Emergent Bilingual (EB) students enrolled in a PNP
- Professional development supports for teachers serving EB students enrolled in a PNP
- End-of-year assessment to determine continuation in program

These activities must be agreed upon through consultation. The PNP school may decline Title III, Part A, equitable services. - *TEA Division of Special Populations Policy and Compliance.*

***Q14: Who is eligible to receive Title III, Part A, equitable services?**

- *A14: To be eligible for Title III, Part A, equitable services for ELs, a private school student must be enrolled in a private elementary or secondary school in the geographic area served by an LEA that receives a Title III, Part A, subgrant for ELs, and must meet the definition of an EL under ESEA section 8101(20).

To be eligible for Title III, Part A, services for immigrant children and youth, a private school student must be enrolled in a nonprofit private or secondary school in the geographic area served by a **school system** that receives a Title III, Part A, subgrant for immigrant children and youth, and must meet the definition of an immigrant children and youth under ESEA section 3210(5).

Private school teachers and other educational personnel who instruct private school ELs may receive professional development under Title III, Part A. The extent to which private school teachers and other educational personnel would receive professional development under Title III, Part A, would be determined during the consultation process.

- *Q15: Is it allowable for a school system to provide participating PNP schools with instructional materials in other languages (ex., Spanish)?**

- *A15: It is a local decision to what services the **school system** can reasonably offer and deliver to eligible PNP schools, which could include instructional materials in multiple languages. During the consultation process, the **school system** and PNP representatives will need to identify what, how, and when these services will be delivered. It is recommended that the **school system** consider establishing an inventory check-out/check-in process for any instructional materials that are not consumable. - *(TEA Division of Special Populations Policy and Compliance)*

- *Q16: How does a school system determine if an Emergent Bilingual (EB) student is ready to exit from Title III, Part A, PNP equitable services? For example, a public-school Title III, Part A, student would exit criteria through the Texas English Language Proficiency Assessment System (TELPAS), but that doesn't apply to private school students. Could the school system administer the same test used to identify the EB student?**

- *A16: During consultation, the **school system** and PNP would determine assessments used for student identification and exit. The **school system** must use LAS Links per the statewide standardized identification process.

Yes, administering the same assessment used for EB identification could be an option if agreed upon during consultation. It is also allowable for the **school system** to leverage Riverside Insight assessments as another option. *(TEA Division of Special Populations Policy and Compliance)*

- *Q17: Are school systems required to identify potential emergent bilingual (EB) students enrolled in PNP schools even if the PNP declined Title III, Part A, services during the consultation?**

- *A17: No. The **school system** is only required to identify EB students enrolled in PNP schools who signed an agreement with the LEA for Title III, Part A, services. *(TEA Division of Special Populations Policy and Compliance)*

- *Q18: If the PNP school has some EBs at their school, do they qualify to receive Title III, Part A, services if requested?**

- *A18: Possibly. The **school system** would only provide Title III, Part A-ELA, services to a PNP school that is within the attendance boundary and has signed an agreement requesting Title III services. The agreement should be reviewed annually during consultation. The PNP can accept or decline Title III, Part A, services year to year, even if the PNP school has already identified EB students enrolled. *(TEA Division of Special Populations Policy and Compliance)*

- *Q19: Our school system serves younger students in a bilingual program. Do eligible PNP students receive something**

from the program, or does the district find another way to service or pay for private school needs?

*A19: During the annual consultation between the **school system** and PNP, available Title III, Part A, services are identified, and the district may provide services. Equitable services may vary from year to year based on the needs of currently enrolled EB PNP students. The **school system** should consider the formulated amount that is calculated for equitable services on the PS3099 Private School Schedule to serve PNP schools with Title III, Part A, funds. Services can also address the needs of educators instructing EB students or the needs of the family.
(TEA Division of Special Populations Policy and Compliance)

***Q20: Does TEA provide any recommendations to help school systems increase partnerships with PNP schools?**

*A20: Yes. When planning the annual consultations with PNP schools, below are some practices to consider:

- Take an opportunity to visit the eligible PNP campus(es) to strengthen partnerships between the **school system** and PNP;
- Review the protocol when a PNP school official needs **school system** assistance in identifying a potential Emergent Bilingual (EB) student enrolled in the eligible PNP school;
- Let the PNP school official(s) know what professional development opportunities are available to private school teachers serving EB students.

(TEA Division of Special Populations Policy and Compliance)

***Q21: The PNP schools provide an estimated student count in the Spring, and then the school system assesses for Title III, Part A, identification in the Fall. Must the district keep the same time frame (4 weeks) for identification and also for reclassification, or are we held to the same timeline as our campuses?**

*A21: During Spring **school system**-PNP consultation meetings, estimated Title III, Part A, student counts should be shared for preliminary equitable services, when possible. Final eligible student counts are due on the PS3099 Private School Schedule in September. The **school system** determines the timeline of required documents/data and shares it with the PNP during consultation meetings.
(TEA Division of Special Populations Policy and Compliance)

***Q22: Is a school system responsible for providing Title III, Part A, equitable services to PNP schools when the school system has designated its Title III, Part A – ELA allocation to a Fiscal Agent?**

*A22: No. The **school system** will not be responsible for providing equitable services through Title III, Part A, due to not having access to its Title III, Part A, funds.
(TEA Division of Special Populations Policy and Compliance)

***Q23: Is a school system that participates annually in a Title III, Part A Shared Service Arrangement (SSA) still required to conduct consultations with PNP schools to discuss Title III, Part A equitable services?**

*A23: No. The **school system** would not discuss Title III, Part A, equitable services during a consultation with a PNP; however, it is highly recommended that the **school system** and the PNP review the process in place when a **school system** needs to identify any potential emergent bilingual student enrolling in a PNP. Identifying a student for equitable services who would benefit from language support meets Title VI of the Civil Rights Act of 1964 requirements, not Title III, Part A.
(TEA Division of Special Populations Policy and Compliance)

Q24: Where might a school system receive additional Title III, Part A, program information and support?

A24: A school system may contact the TEA's *Division of Special Populations Policy and Compliance* at EmergentBilingualSupport@tea.texas.gov for Title III, Part A, program support and questions.

Title IV, Part A, Equitable Services

***Q1: What is the purpose of Title IV, Part A?**

***A1:** The purpose of Title IV, Part A, is to improve students' academic achievement by increasing the capacity of SEAs, school systems, and local communities to:

- Provide all students with access to a well-rounded education; [ESEA, section 4107]
- Improve school conditions for student learning; [ESEA, section 4108] and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students [ESEA, section 4109].

Q2: Must PNP schools participate in Title I, Part A, equitable services to receive Title IV, Part A, services?

A2: No. The **school system** must have received Title I, Part A, funds to generate Title IV, Part A, funds.

Q3: Can Title IV, Part A, funds be used to pay for a private nonprofit's (PNP's) advanced placement testing proctor's stipend or salary?

A3: No. Stipends and/or salary for a PNP's testing proctor do not meet any of the three purposes of Title IV, Part A, for students: well-rounded education, safe and healthy students, or the effective use of technology.

Q4: Can Title IV, Part A, funds be used to assist PNP students for dual credit tuition?

A4: Yes, it must meet requirements listed in *ESEA, Section 4107(a)(3)(D)* and the [TEA Title IV, Part A, Use of Funds Criteria](#) document. In addition, all Title IV, Part A, funds used for PNP equitable services/materials/purchases must be neutral, secular, and non-ideological.

Q5: Can Title IV, Part A, funds be used to pay for PNP student licenses for an online career inventory?

A5: Yes, it must meet requirements listed in *ESEA, Section 4107(a)(3)(A)* and the [TEA Title IV, Part A, Use of Funds Criteria](#) document. In addition, all Title IV, Part A, funds used for PNP equitable services, materials, and/or purchases must be neutral, secular, and non-ideological.

Q6: May a school system use Title IV, Part A, funds for a PNP school's student group to attend a Science, Technology, Engineering, and Mathematics (STEM) competition?

A6: Yes, it must meet all requirements listed in the document.

A **school system** may use Title IV, Part A, funds for a PNP's programming and activities to improve instruction and student engagement in STEM subjects per *ESEA Section 4107(a)(3)(C)*. STEM activities may include increasing access for groups of underrepresented students to high-quality courses and supporting participation in nonprofit competitions (e.g., robotics, science research, intervention, and math competitions, and computer programming).

All Title IV, Part A, funds used for PNP equitable services/materials/purchases must be neutral, secular, and non-ideological.

Q7: May a school system use Title IV, Part A, funds for a private school's accelerated learning program for struggling students?

A7: Yes. Student academic achievement through accelerated learning programs is an allowable activity with Title IV, Part A, funds.

Q8: Must a participating PNP school meet the 20% well-rounded education, 20% safe and healthy students, and effective use of technology portion requirements for Title IV, Part A, equitable services?

A8: No. Participating PNP school equitable services amounts do not need to comply with the required **school system** content area spending requirements.

***Q9: How does a school system that receives a subgrant of \$30,000 or greater address both the distribution requirements in Title IV, Part A, and the equitable services requirement?**

***A9:** Title IV, Part A, requires that **school systems** that receive \$30,000 or more in Title IV, Part A, funds use not less than 20 percent of funds received under this subpart for each content area (well-rounded education, safe and healthy students, and effective use of technology). The language – “*funds received under this subpart*” – means that these distribution requirements apply to a **school system’s** total allocation, including any amount spent for equitable services to private school children and teachers. There is no requirement that the portion of a **school system** spending for equitable services separately meets these distribution requirements.

Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q10: What are some allowable activities for private school children and educators under Title IV, Part A?

A10: There are three categories of allowable activities under Title IV, Part A. Some examples of activities under each category are:

- (1) **Activities to Support Well-rounded Educational Opportunities** [ESEA, section 4107], such as:
 - College and career guidance and counseling programs;
 - Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution; and
 - Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science.
- (2) **Activities to Support Safe and Healthy Students** [ESEA, section 4108], such as:
 - Drug and violence prevention activities and programs;
 - School-based mental health services;
 - High-quality training for school personnel, including specialized instructional support personnel, related to suicide prevention, effective and trauma-informed practices in classroom management, crisis management, and conflict resolution; and
 - Creating, maintaining, and enhancing high-quality school emergency operations plans.
- (3) **Activities to Support the Effective Use of Technology** [ESEA, section 4109], such as:
 - Providing educators with the professional learning tools, devices, content, and resources to personalize learning to improve student academic achievement;
 - Building technological capacity, which may include procuring content and ensuring content quality and purchasing devices, equipment, and software applications in order to address readiness shortfalls; and

- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.

As with all services and materials provided with Title IV, Part A, funds, any materials, supplies, and services must be supplemental to what the private school would otherwise provide in the absence of the Title IV, Part A, services. *Note that this is not an inclusive list of all allowable activities.* Please see *ESEA, sections 4107-4109*, for additional guidance and examples of activities that may be supported with Title IV, Part A funds, *if* activities are supplemental to State requirements.

Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q11: Where might a school system receive additional Title IV, Part A, program information and support?**

***A11:** Interested parties may review TEA's [Title IV, Part A](#) webpage, or for questions, email the *Federal Program Compliance* division at ESSAsupport@TEA.Texas.gov.

Title IV, Part B, Equitable Services

***Q1: What is the purpose of the Title IV, Part B, 21st Century Community Learning Centers (CCLC) program?**

***A1:** The purpose of the 21st CCLC program is to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment to help children, particularly children who attend low-performing schools, meet challenging State academic standards;
- Offer children a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating children; and
- Offer families of children served by community learning centers opportunities for active and meaningful engagement in their children's education.

Q2: What qualifies as Title IV, Part B, Nita M. Lowey 21st CCLC program?

A2: The physical location at which the 21st CCLC program services occur.

- Title IV, Part B, program services could be located at a school campus, community center, or privately-owned facility.
- Title IV, Part B, grantees are limited to a maximum of 10 centers.

Q3: What is the eligibility requirement for Title IV, Part B, 21st CCLC, equitable services?

A3: The private school must be located within the attendance zone of a public school eligible for a Title I, Part A Schoolwide program.

Q4: What are the subgrantee's PNP requirements for the Title IV, Part B, CCLC program?

A4: USDE's key requirements subgrantees must ensure participation:

- Title IV, Part B, provides for equitable participation of private school students and teachers.
- Title IV, Part B, equitable services must be supplemental.
- Consultation must be timely and meaningful.

- Expenditures must be equal on a per-pupil basis.
- The **school system** (or other eligible entity) remains in control of Title IV, Part B, funds and title to all materials, equipment, and property purchased for equitable services.
- Title IV, Part B, services must be secular, neutral, and non-ideological.
- Private school officials have the right to file a formal complaint with the TEA PNP Ombudsman.

Q5: What are the eligibility requirements for private school students to participate in Title IV, Part B, equitable services?

A5: The Title IV, Part B, subgrantee must:

- Use needs assessment data to identify eligible private school students for services.
- Provide services to private school students *in the same grades* as the 21st CCLC grant-funded program.
- Must ensure all eligible private schools were consulted.
- Submit Title IV, Part B, Affirmation of Consultation form to TEA.

Q6: When should Title IV, Part B, timely and meaningful consultation occur with the eligible private schools?

A6: Timely and meaningful consultation should occur before any subgrantee program decisions. Consultation should continue during the design, development, and implementation of the Title IV, Part B, program.

Q7: How does a non-public school district determine public school attendance zones for its centers?

A7: All Title IV, Part B, subgrantees, including charter schools, will use the public attendance zone in which the Texas Afterschool Centers on Education (ACE Center) is located.

Q8: If an eligible private school participates, may students residing outside of the Title I, Part A, public attendance zone participate?

A8: No. Services must be provided to eligible private school students residing in the Title I, Part A, Schoolwide attendance zones of the campuses and feeders served by the center.

Q8: Are home-school children and youth considered private school students eligible for Title IV, Part B, participation?

A9: No. Home-schooled students are not considered private school students unless the home school meets the federal definition of a private non-profit entity.

Q10: Are services required to be provided on the private school students' home campus?

A10: No. There is no requirement that private school students be served on the private school campus. During consultation, the subgrantee and private school would decide on the location of services.

If services are provided at the private school, the center must be run by the subgrantee with all program and statutory requirements met. If services are provided at the center, the subgrantee provides transportation.

Q11: How does a subgrantee calculate Title IV, Part B, equitable services?

A11: On the Title IV, Part B CCLC Grant Application, the subgrantee completes the private school equitable services section to determine the amount of equitable services available.

Q12: What types of services may be provided to eligible private school children in a 21st CCLC program?

- A12: Examples of allowable activities in 21st CCLC programs include:
- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with challenging State academic standards;
 - literacy education programs;
 - programs that support a healthy and active lifestyle;
 - drug and violence prevention programs;
 - programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting non-traditional STEM education teaching methods; and
 - programs that partner with in-demand fields of the local workforce or build career competencies and career readiness. (ESEA section 4205).

As with all services and materials provided with Title IV, Part B, funds, any materials, supplies, and services must be supplemental to what the private school would otherwise provide in the absence of the Title IV, Part B, services. *Note that this is not an inclusive list of all allowable activities.*

USDE Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

***Q13: May a 21st CCLC subgrantee provide for the equitable participation of private school children and educators in programs and activities?**

- *A13: Yes. All subgrantees receiving funds under the 21st CCLC program must, after timely and meaningful consultation with appropriate officials of private schools located in the area served by the subgrant, provide to private school children and educators educational services and other benefits that are equitable in comparison to such services and other benefits provided with program funds to public school children and educators. [ESEA, Section 8501(a)]. The requirement to provide for the equitable participation of private school children and educators applies regardless of whether a subgrantee is a **school system**, CBO, or other eligible entity.

Further guidance on meeting this requirement can be found in the USDE Title I, Part A Equitable Services Non-Regulatory Guidance and *USDE Title VIII, Part F of the ESEA of 1965, as amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (May 17, 2023).*

Q14: Where might an LEA receive additional Title IV, Part B, program information and support?

- A14: Interested parties may review the TEA's [Title IV, Part B, 21st CCLC](#) webpage or for questions contact 21stcentury@TEA.Texas.gov.

Staff Providing PNP Equitable Services

Q1: May a **school system or a third-party contractor employ a private school teacher to provide Title I, Part A, and/or ESSA programs covered by Title VIII equitable services to private school participants?**

- A1: Yes, provided certain conditions are met. A **school system** may hire a certified private school teacher to provide services only if the teacher is independent of the private school in the provision of services. The certified private school teacher must be employed by the **school system** or a third-party contractor outside of the time he or she is employed by the private school. The private school teacher must be under the direct supervision of the **school system** or third-party contractor with respect to all activities provided under a covered ESEA program. [(ESEA

section 1117(d)(2) and ESEA section 8501(d)(2)].

USDE Title I, Part A, Equitable Services Non-Regulatory Guidance and *USDE Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (May 17, 2023)*.

Q2: What does it mean for a contractor to be independent of a private school in the provision of equitable services?

A2: In general, whether a contractor is independent of a private school in the provision of equitable services depends on the extent to which the contractor has administrative or fiscal direction and control over the private school. For example, an administrative body that oversees a group of affiliated private schools and has control over the schools' curriculum and hiring policies would not be independent of a private school subject to its authority. As a result, a **school system** would be prohibited from entering a contract with the administrative body for the provision of equitable services to its affiliated schools. In contrast, a membership organization with no authority over the operations of its member schools likely would be considered independent of such schools.

Q3: May a school system use a third-party contractor to provide equitable services?

A3: Yes. Following consultation, a **school system** may provide services directly or indirectly through contracts with individuals and public and private agencies, organizations, and institutions, so long as those entities are independent of the private school in the provision of those services. (ESEA section 8501(d)(2)). If a **school system** contracts with a third-party provider to provide services and benefits to eligible private school children and educators, the **school system** remains responsible for ensuring that private school children and educators receive equitable services and that the requirements of the statute and regulations are met.

Q4: May Title I, Part A, funds be used to pay stipends to private school instructional staff who participate in Title I, Part A, and/or ESSA programs covered by Title VIII services and activities?

A4: Yes. Title I, Part A, and/or ESSA programs covered by Title VIII funds may be used to pay for stipends for private school instructional staff, if reasonable and necessary (e.g., time outside regular employment hours). A **school system** must pay such stipends directly to the private school instructional staff and not to the private school.

Q5: If a school system hires and supervises PNP staff to provide equitable services, would the PNP staff's pay be considered extra-duty or contracted?

A5: It will depend upon the type of employment arrangement. The main difference between an employee and a contractor is that the employer has control over the activities of the employee, but the contractor does his or her work independently. The employee has a specified salary or wage and is bound by an employment contract. If the new employee is hired full- or part-time to provide PNP services, the salary or wage will be regular pay, not extra-duty pay.

Q6: If a school system hires public school staff to provide PNP equitable services, would the school system staff be considered extra-duty or contracted?

A6: If the individual is already employed by the school system and is providing services outside of normal working hours, it is extra-duty pay. In that case, the school system must maintain time sheets and records of extra duties performed to support time and effort requirements.

***Q7: During inclement weather, the school system closed all operations. One of the PNP schools served decided,**

without prior communication or authorization from the school system, to provide online tutorials during the school system's closure. The PNP school submitted a timesheet requesting payment for contracted services of the tutorials from their Title I, Part A, equitable services share. Is the school system obligated to provide reimbursement of tutorial services to the PNP school?

***A7:** No. Private school officials are not authorized to obligate or receive Title I, Part A, or other Title funds as reimbursement.

Travel and Professional Development

***Q1:** Are registration and travel costs for school system-approved professional development opportunities by participating PNPs allowed? *(Response revised May 2024)*

***A1:** Yes. Equitable services to private schools may include registration and travel costs for PNP staff participating in allowable professional development activities. **As of the 2024-2025 school year, the school system is not required to submit *Participant Support Cost* forms to TEA. The school system *may* complete a *Participant Support Costs* form and maintain it *locally* for documentation. The school system should keep the completed *Participant Support Costs* form and have it readily available if requested by TEA or auditors.**

If there are questions regarding Participant Support Costs, contact the Grant Support Division at GrantSupport@TEA.Texas.gov.

***Q2:** What is the purpose of a school system keeping a Participant Support Costs form on file?

***A2:** The purpose of the Participant Support Costs form is to provide required approval to all TEA grantees that expend any federal grant funds on the provision of equitable services to private nonprofit schools (PNPs), following the requirements of the *Every Student Succeeds Act* (ESSA). Equitable services to PNPs that are required, and therefore allowable, under federal program statute include registration and travel costs for PNP staff participating in allowable professional development activities. **This form applies to any federal grant administered by TEA in which equitable services to PNPs are required and, therefore, allowed.**

Title 2 of the Code of Federal Regulations [(2 CFR) 200.456] allows the expenditure of federal grant funds on participant support costs. According to the definition provided in 2 CFR 200.1, "participant support costs" means the direct cost of providing training, including attendance at professional conferences, to grant program participants. Direct costs may include the cost of travel to the training and any registration fees.

Q3: May a school system reimburse PNP staff for lodging, meals, and transportation costs to attend pre-approved professional development opportunities?

A3: Yes. However, the reimbursements out of grant funds *may not exceed* the maximum meals and lodging rates based on federal travel regulations that are issued by the Texas Comptroller of Public Accounts. The current [travel and mileage rates](#) published by the Texas Comptroller apply to all grants that TEA administers for individuals on travel status.

If local policy reimburses at a lesser amount, a **school system** must comply with local policy. If local policy reimburses at a greater amount, a **school system** must pay the difference from local or state funds and not from grant funds. A summary of current [Texas Travel Guidelines](#) is available on the TEA website.

Q4: May a school system provide Title I, Part A, services, and activities, such as professional development, to staff employed by an LEA who provide PNP equitable services?

A4: Yes. A **school system** may provide Title I services and activities, such as professional development, to **school system** staff who provide instruction to eligible private school children. To the extent that a **school system** is considering paying for such services and activities from the proportional share, it must consult with private school officials.

In addition, if only a portion of the cost of such services is paid from the proportional share, the costs must be in proportion to the amount of time the teacher provides services to private school students compared to other instruction the teacher may provide.

Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act: Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance (May 17, 2023).

Q5: May Title II, Part A, funds be used to pay for a private school teacher’s attendance at a professional conference sponsored or conducted by a faith-based organization?

A5: Yes. To the extent that the conference is part of a sustained and comprehensive secular professional development plan for the teacher, then Title II, Part A, funds may be expended to pay for the portion of the costs of the conference that, as determined by the **school system**, represents the *secular* professional development in which the teacher participated. In this case, the **school system** would pay or reimburse the teacher for attendance at the conference.

Please note that the conference, as professional development, must meet the definition of professional development in *ESEA, section 8101(42)*, as amended by the ESSA.

Q6: May the school system or PNP staff use federal funds to attend out-of-state training opportunities?

A6: Federal grant funds may not be used for out-of-state training if the same type and quality of training is available in the state. For more information, see the [TEA Budgeting Costs Guidance Handbook](#), *Other Operating Costs* (6400) section.

Q7: If eligible private school children need transportation from the private school to another site to be served by Title VIII program(s), who is responsible for providing transportation?

A7: If eligible private school children need to be transported from their private school to another site, the **school system**, as the provider of equitable services, is responsible for providing that transportation. [See *ESEA section 8501(a)(1)*].

It is not the responsibility of the private school or the participants’ parents to provide the necessary transportation. The cost of such transportation, which must be reasonable and necessary to provide services, is an administrative cost and is therefore among the administrative costs taken off the top of the **school system’s** total allocation. Thus, it is often beneficial for **school systems** and private school officials to work together to facilitate the provision of services at the private school site in order to reduce administrative costs and time away from the children’s general course of instruction at the private school.

Title VIII, Part F, of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (July 17, 2023).

Q8: How is the definition of professional development applied to private nonpublic (PNP) schools?

A8: The definition of ‘professional development’ in *ESEA section 8101(42)* does not change as applied to PNP schools. The response applies to any use of funds for professional development or training for teachers in PNP schools. – USDE, 4/2022

Evaluations for Equitable Services

Q1: Is an evaluation of the Title I, Part A, program required if private nonprofit (PNP) schools participate in Title I equitable services?

A1: Yes. A **school system** must annually evaluate Title I, Part A, equitable services it provides to determine the progress made in meeting participating students' academic needs. [*ESEA section 1117(a)(1)(A) and 1117(b)(1)(D)*]. The *USDE Title I, Part A, Equitable Services Non-Regulatory Guidance* document provides more details.

Q2: Is an evaluation of the Title IV, Part A, program required if private nonprofit (PNP) schools participate in any Title IV, Part A, equitable services?

A2: Yes. The evaluation of services and how the results will be used must be discussed during ongoing consultation meetings per the *ESEA, Participation by Private Schools and Teachers, Part F, Subpart 1, Section 8501(c)(1)(D)*, and *ESEA, Title IV, Part A, Section 4106 (e)(1)(E)*.

Virtual Meetings

Q1: May a district use Facebook or other social media and virtual options to conduct meetings for the required private school consultations?

A1: Yes. The required consultation may be held in virtual settings due to the circumstances. Document the meeting and those participating as best as you can. TEA will be flexible in compliance reviews if you document your circumstances and try to meet the intent of the law as best as you can at the time.

Q2: What are acceptable forms of documentation for sign-in sheets and/or consultation meetings?

A2: Given the increased use of virtual meeting environments, participant rosters that include the meeting title, meeting date, and PNP school official names and roles would be acceptable substitutes for the more traditional sign-in sheets. This eliminates the need for a PNP participant's signature for training sessions, professional development opportunities, and/or consultation meetings.

*Shared Services Arrangements (SSA) and Equitable Services

***Q1: What is a Shared Services Arrangement (SSA)?**

***A1:** An SSA is an agreement between two or more school districts, open-enrollment charter schools, and/or ESCs that provide services for all entities involved. However, charter schools are neither required nor eligible to provide PNP equitable services. Entities may decide to enter an SSA for the performance and administration of a program to maximize the use of funds and services to be provided. The SSA members designate a fiscal agent responsible for conducting grant requirements and administrative duties.

***Q2: What must be included in a written SSA Agreement?**

***A2:** A formal written agreement is **required** that defines the composite entity and describes the responsibilities of its fiscal agent and each SSA member. Written responsibility for compliance belongs to the non-federal entity (fiscal agent) receiving the subgrant award.

An SSA agreement must:

- Agreement must define the roles and responsibilities of the fiscal agent and member, including responsibility for the policies and procedures.
- The written agreement must be ***kept on file by the fiscal agent*** for audit and monitoring purposes.

***Q3: What is the Fiscal Agent’s responsibility in an SSA that includes school system PNP equitable services?**

*A3: The Fiscal Agent is responsible for:

- submitting the ESSA Consolidated Federal Grant Application’s SC3099, Special Collection Private School Schedule, on behalf of the members. A **school system** that is a member of an SSA is not responsible for completing the PS3099 or SC3099 program schedule or budget;
- ensuring generated funds for PNP equitable services are used in accordance with grant provisions;
- maintaining all SSA financial and personnel records required by TEA, in accordance with Financial Accounting and Reporting (FAR); and
- managing the SSA in accordance with federal statute(s).

***Q4: Are there additional responsibilities a Fiscal Agent might have regarding PNP equitable services?**

*A4: Yes. The Fiscal Agent ***may also be responsible*** for financial consequences concerning:

- SSA instances of noncompliance with calculated PNP equitable services; and
- Any SSA member who cannot repay the respective portion of misappropriated funds for PNP equitable services.

***Q5: What are a few responsibilities of the designated fiscal agent for school system PNP equitable services?**

*A5: Responsibilities of the fiscal agent and individual member districts should be defined in the written Shared Services Agreement. The fiscal agent’s duties may include:

- Services provided to SSA members and/or participating PNP schools
- Submission of signed Affirmation of Consultations forms from participating PNP school(s), via the method requested by TEA
- Submission of requirement(s) for members that are selected for PNP program monitoring validation
- Employment of personnel to provide and supervise all PNP equitable services
- Ensuring PNP federal requirements are met for Title I, Part A, and Title VIII programs
- Budgeting and accounting records of PNP equitable services amounts for participating private school(s)
- Reporting of PNP equitable services, reports, and data as requested by TEA and/or auditors

***Q6: What is the SC3099 special data collection schedule that SSA must complete if providing PNP services?**

*A6: The SC3099 is the application schedule that SSA fiscal agents complete to calculate PNP equitable services amounts per participating PNP program.

***PNP Affirmations Smartsheet WorkApp**

***Q1: What is the new PNP Affirmations Smartsheet WorkApp System?**

*A1: The PNP Affirmations Smartsheet WorkApp is the new data collection system in which **school systems** and ESCs must submit signed Affirmation of Consultation forms for participating private schools. The PNP Affirmations WorkApp was made available for submissions in 2024-2025.

***Q2: Is there a TEA webpage that provides instructions on completing the PNP Affirmations Smartsheet WorkApp?**

- *A2: Yes. **School systems** may find instructions and applicable requirements on the [TEA ESSA PNP](#) webpage, once available.
- *Q3: Are there TEA instructions or other tools available to assist the school system in submitting PNP Affirmations through the Smartsheet WorkApp?**
- *A3: Yes, all instructions, resources, and training for the PNP Affirmation Smartsheet WorkApp will be posted on the [TEA ESSA PNP](#) webpage once available.
- *Q4: Is there an EDGAR WorkApp instructional video to assist school systems? If so, how may additional school system staff members may be granted access to the PNP Affirmations Smartsheet WorkApp for data submission?**
- *A4: School system staff submitting the information will need access to the *Department of Grant Compliance and Administration* WorkApp System. Currently, the superintendent, chief financial officer, and federal program director listed in AskTED have been given access to the WorkApp. To add or change the individuals with access to the system, **someone with existing access** must request access for the new individual via the Help Form in the EDGAR Smartsheet WorkApp. Additional staff to be added to the system must agree to certain security requirements.
- The following video outlines the process for an individual with existing access to request access for a new individual: https://youtu.be/0dp00LrkF_4. Each school system is only guaranteed a certain number of access accounts currently.
- *Q5: Is there a WorkApp for school systems, ESCs, and SSAs subgrantees to submit PNP Affirmation data for participating PNP schools before submitting signed PNP Affirmation forms?**
- *A5: Yes. Subgrantee contacts *who have access* to the FPC PNP Affirmation Smartsheet WorkApp can enter data for participating PNP schools and upload the corresponding *signed* PNP Affirmation of Consultation forms.
- *Q6: After submission of data through the PNP Affirmations Smartsheet, must school systems, ESCs, and SSA subgrantees also upload a copy of the signed Affirmation?**
- *A6: Yes. Once the data entry form has been completed through Smartsheet, the subgrantees must upload signed PNP Affirmation of Consultation forms for *participating* PNP schools through the PNP Affirmations Smartsheet WorkApp. PNP schools not participating in equitable services *should not* have an Affirmation submitted.
- *Q7: Some school system subgrantees use third-party contractors to provide equitable services for participating private schools. Will third-party contractors have access to the PNP Affirmations Smartsheet data entry system and WorkApp to upload signed Affirmations forms?**
- *A7: No third-party contractors will have access to the WorkApp system. Only the fiscal agent(s), school systems, ESCs, and SSAs subgrantees will have access to submit PNP data and upload signed PNP Affirmation of Consultation forms for participating private schools.
- *Q8: If the PNP school declines services or closes *after* an Affirmation for participation has been submitted, how is the data corrected to indicate no participation for the school?**
- *A8: The **school system**/fiscal agent must upload a revised PNP Affirmation in the WorkApp data system's *notes* section of the previously submitted/original PNP Affirmation for the same school.

***Q9: Is there an email address to send questions regarding the PNP Affirmation Smartsheet WorkApp?**

*A9: Yes. Questions may be emailed to PNPOmbudsman@tea.texas.gov.

***Bipartisan Safer Communities Act (BSCA) Stronger Connections Grant (SCG) and Title IV Equitable Services**

***Q1: What is the purpose of the Bipartisan Safer Communities Act (BSCA) Stronger Connections Grant (SCG)?**

*A1: The purpose of the SCG program is to support systemic change in the way that school districts address and respond to bullying, violence, and acts of hate. Supporting the academic and nonacademic needs of students by providing safe, inclusive, and supportive learning environments will result in improved academic achievement as well as mental, behavioral, emotional, and physical health and well-being of students. Applicants will be required to work with the [Texas Center for Student Support](#) to develop and implement a student support program.

***Q2: Must an eligible school system receiving funds provide for the equitable participation of private school children and educators?**

*A2: Yes. Because this funding was provided through Title IV, Part A, each eligible **school system** receiving a Stronger Connections subgrant must, after timely and meaningful consultation with appropriate private school officials, provide eligible private school students and educators with services and other benefits that are equitable in comparison to services and other benefits provided with Stronger Connections funds to public school students and educators. (ESEA section 8501(a)(1), (3)(A)). After timely and meaningful consultation, the **school system** makes the final decisions with respect to the services it will provide to eligible private school students and educators (34 C.F.R §299.7(b)(3)).

(U.S. Department of Education – Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, October 2023)

***Q3: When and with whom must a school system consult regarding equitable services in developing its subgrant application?**

*A3: An eligible **school system** applying for a Stronger Connections subgrant must consult with appropriate private school officials before the entity makes any decision that affects the opportunities of eligible private school children and educators to participate [ESEA section 8501(c)(3)]. Such consultation might include a brief survey of non-public schools or other information gathering to indicate the schools' interest in participating and the population to be served. Such consultation will allow the **school system** to consider the needs of all students and educators—both public and private—in developing its application, and to include the projected costs for equitable services in the application. If a **school system** is successful in receiving a Stronger Connections subgrant, it must continue to consult with interested private school officials on the specific services the **school system** will provide students and educators, consistent with the **school system's** approved application, including any limitations or priorities established by the SEA.

(U.S. Department of Education – Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, October 2023)

***Q4: How does a school system determine the amount of funds to request for equitable services to private school students and educators in its subgrant application?**

*A4: Section 8501(a)(4) of the ESEA requires a **school system** to ensure that its expenditures for equitable services for eligible private school students and educators under covered ESEA programs are equal on a per-pupil basis to the expenditures for participating public school students and educators, taking into account the number and needs

of the eligible private school students and educators. After timely and meaningful consultation with appropriate private school officials, a **school system** could choose to calculate equal expenditures strictly on the basis of the relative enrollments of public and private schools in the **school system**, on the assumption that these numbers accurately reflect the relative needs of children and educators in public and private schools. Alternatively, a **school system** could choose to use other factors relating to the needs of public and private school children and not base its equal expenditures only on relative enrollments. For example, if an SEA targets services to a specific group of schools, such as those that experienced a violent event, then the **school system** would determine expenditures for equitable services consistent with that targeting.

(U.S. Department of Education – Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, October 2023)

***Q5: Private Non-Profit (PNP) equitable services apply to this grant program. How does this work for the private schools? How is information shared with the private school about participation?**

***A5:** PNP schools within the boundaries of a school system awarded the Stronger Connections Grant are eligible to receive equitable services. It is the responsibility of the **school system** that is applying for the grant program to notify PNP schools of the opportunity to participate in the grant and receive these services. If a PNP school chooses to participate in the grant program, the applying school system would provide opportunities for the PNP school to provide input in the application, identification of needs, and the equitable services provided in the project being developed.

The PNP school must provide total student enrollment numbers to the **school system** applying for the grant to calculate equitable services. The applicant **school systems** are responsible for maintaining documentation of communication with PNP schools. *(U.S. Department of Education – Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, October 2023)*

***Q6: My PNP school would like to participate in the grant program, but the district in which we are located is not applying. Do they have to apply so we can participate?**

***A6:** Stronger Connection Grant program participation is not required for a **school system**. A PNP school cannot receive equitable services if the **school system** does not apply for the grant program.

***Q7: Where might a school system receive additional BSCA SCG program information and support?**

***A7:** Interested parties may receive additional BSCA SCG information and TEA contacts on the [TEA Stronger Connections Grant](#) webpage.