

Description of Change

The purpose of this errata notice is to provide consistent ESSA provisions and assurances citation and language across Title VIII Private Nonprofit (PNP) programs: Title I, Part C; Title II, Part A; Title III, Part A-ELA; Title III, Part A-Immigrant; and Title IV, Part A for the 2021-2022 ESSA Consolidated Federal Grant Application.

RFA Currently Reads

Title I, Part C, Assurances Relating to Private Schools, Program Specific and ESSA Provisions and Assurances, page 28 of 50:

Assurances Relating to Private Schools

The LEA assures the following:

1. An LEA receiving assistance under Title I, Part C, must provide eligible private nonprofit school children and their teachers or other educational personnel, with equitable services or other benefits under this program. Before an LEA makes any decision that affects the opportunity of eligible private nonprofit school children, teachers, or other educational personnel to participate, the LEA must engage in timely and meaningful consultation with private school officials and maintain written documentation of such efforts.

Title II, Part A, Program Specific and ESSA Provisions and Assurances, pages 33-36 of 50: Title II, Part A

The LEA assures the following:

1. The LEA will use Title II, Part A, funds to supplement and not supplant nonfederal funds that would otherwise be used for allowable Title II, Part A, program expenditures. [Section 2301]
2. The LEA will meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A. [Section 2102(b)(3)(A)]
3. The LEA will seek advice from the individuals and organizations described in the preceding subparagraph regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A. [Section 2102(b)(3)(B)]
4. The LEA will coordinate activities under Title II, Part A, with other related strategies, programs, and activities being conducted in the community. [Section 2102(b) (3) (C)].
5. The LEA will expend these funds to conduct activities in one or more of the following areas [Section 2103(b)(3)]:
 - a. Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that— is based in part on evidence of student achievement, which may include student growth; and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.
 - b. Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers,

consistent with section 1111(g)(1)(B), such as initiatives that provide— expert help in screening candidates and enabling early hiring; differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems; teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; new teacher, principal, or other school leader induction and mentoring programs that are designed to—improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders; the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform improvement strategies, and personnel decisions; and a system for auditing the quality of evaluation and support systems.

- c. Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders.
- d. Reducing class size to a level that is evidence based and used to improve student achievement through the recruiting and hiring of additional effective teachers.
- e. Providing high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to— effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy); use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data; effectively engage parents, families, and community partners, and coordinate services between school and community; help all students develop the skills essential for learning readiness and academic success; develop policy with school, local educational agency, community, or State leaders; and participate in opportunities for experiential learning through observation.
- f. Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards.
- g. Providing programs and activities to increase— the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.
- h. Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and

- using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate.
- i. Carrying out in-service training for school personnel in—the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
 - j. Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—early entrance to kindergarten; enrichment, acceleration, and curriculum compacting activities; and dual or concurrent enrollment programs in secondary school and postsecondary education.
 - k. Supporting the instructional services provided by effective school library programs.
 - l. Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
 - m. Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.
 - n. Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.
 - o. Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce.
 - p. Carrying out other activities that are evidence-based and identified by the local educational agency that meet the purpose of Title II, Part A.
6. The LEA will prioritize funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c) [Section 2102(b)(2)(C)].
 7. The LEA will coordinate Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs [Section 2102(b)(2)(F)].
 8. The LEA will use data and ongoing consultation to continually update and improve Title II, Part A, activities [Section 2102(b)(2)(D)].
 9. Title II, Part A, program activities will be aligned with challenging state academic standards [Section 2102(b)(2)(A)].
 10. Title II, Part A, program activities will address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students [Section 2103(b)(2)].
 11. The LEA will comply with the uniform provisions for providing services to private schools as specified in Title XIII, Section 8501 [Section 2102(b)(2)(E)].

Title III, Part A-ELA, Assurances Relating to Private Schools, Program Specific and ESSA Provisions and Assurances, page 37 of 50:

Assurances Related to Private Schools

The LEA assures the following:

1. After timely and meaningful consultation with appropriate private school officials, the LEA will provide to those children identified as eligible and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under Title III, Part A, and [Section 8501].
2. Educational services or other benefits including materials and equipment provided to eligible private school students with Title III, Part A-ELA funds shall be secular, neutral, and nonideological [Section 8501].
3. Title III, Part A-ELA educational services and other benefits provided for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in Title III, Part A-ELA programs and will be provided in a timely manner [Section 8501].
4. The LEA conducted timely and meaningful consultation with appropriate private school officials during the design and development of the Title III, Part A-ELA programs on such issues as the following:
 - a. How the children's needs will be identified
 - b. What services will be offered
 - c. How, where, and by whom the services will be provided
 - d. How the services will be assessed and how the results of the assessment will be used to improve those services
 - e. What equitable services (size and scope) are to be provided to the eligible private school children, teachers, and other educational personnel and what amount of funds are available for those services and how that amount is determined.
 - f. How and when decisions will be made about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers [Section 8501].
5. Control of Title III, Part A-ELA funds and title to materials, equipment, and property purchased with these funds will be in a public agency for Title III, Part A-ELA uses and purposes, and a public agency will administer the Title III, Part A-ELA funds and property [Section 8501].
6. In the provision of Title III, Part A-ELA services, the employee, person, association, agency, organization, or other entity is independent of the private school and of any religious organization, and the employment or contract is under the control and supervision of the public agency [Section 8501].

Title III, Part A-Immigrant Children and Youth, Assurances Related to Private Schools, Program Specific and ESSA Provisions and Assurances, page 38-39 of 50:

Assurances Relating to Private Schools

The LEA assures the following:

1. After timely and meaningful consultation with appropriate private school officials, the LEA will provide to those children identified as eligible and their teachers or other educational personnel,

on an equitable basis, special educational services or other benefits that address their needs under Title III, Part A, and [Section 8501].

2. Educational services or other benefits including materials and equipment provided to eligible private school students with Title III, Part A, funds shall be secular, neutral, and nonideological [Section 8501].
3. Title III, Part A, educational services and other benefits provided for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in Title III, Part A, programs and will be provided in a timely manner [Section 8501].
4. The LEA conducted timely and meaningful consultation with appropriate private school officials during the design and development of the Title III, Part A, programs on such issues as the following:
 - a. How the children's needs will be identified
 - b. What services will be offered
 - c. How, where, and by whom the services will be provided
 - d. How the services will be assessed and how the results of the assessment will be used to improve those services
 - e. What equitable services (size and scope) are to be provided to the eligible private school children, teachers, and other educational personnel and what amount of funds are available for those services and how that amount is determined.
 - f. How and when decisions will be made about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers [Section 8501].
5. Control of Title III, Part A, funds and title to materials, equipment, and property purchased with these funds will be in a public agency for Title III, Part A, uses and purposes, and a public agency will administer the Title III, Part A, funds and property [Section 8501].
6. In the provision of Title III, Part A, services, the employee, person, association, agency, organization, or other entity is independent of the private school and of any religious organization, and the employment or contract is under the control and supervision of the public agency [Section 8501].

Title IV, Part A, Subpart 1, Program Specific and ESSA Provisions and Assurances, pages 39-42 of 50:

Title IV, Part A

The LEA assures the following:

1. The LEA will reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities under Title IV, Part A. [Section 4105(c)]
2. The LEA will use Title IV, Part A, only to supplement, and not supplant, non-federal funds that would otherwise be available for activities authorized under this program. The LEA may not use Title IV, Part A, funds for program activities if the cost of those activities would have otherwise been paid with state or local funds in the absence of Title IV, Part A funding. [Section 4110]
3. After timely and meaningful consultation with appropriate private school officials, the LEA will provide to those children identified as eligible and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under Title IV, Part A. [Section 4106(e)(2)(B) and Section 8501-8504]
4. The LEA will engage in meaningful and continued consultation with a broad range of stakeholders, including, but not limited to, the following groups or individuals in the area served by the LEA:
 - a. Parents

- b. Teachers
- c. Principals
- d. School leaders
- e. Specialized instructional support personnel
- f. Students
- g. Community-based organizations
- h. Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)
- i. Indian tribes or tribal organizations that may be located in the region served by the LEA when applicable
- j. Charter school teachers, principals, and other school leaders when applicable
- k. Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this program

The goal of the consultation is to identify relevant, evidence-based activities to carry out the goals of the grant program. *An LEA must continue to consult with stakeholders to improve the activities it conducts under Title IV, Part A, and coordinate with other related strategies, programs, and activities being conducted in the community.

- 5. The LEA will prioritize the distribution of funds to schools served by the LEA based on one or more of the following:
 - a. Are among the schools with the greatest needs as determined by the LEA
 - b. Have the highest percentages or numbers of students from low-income families (as counted for purposes of the LEA's Title I, Part A grant)
 - c. Are identified for comprehensive support and improvement under Title I, Part A
 - d. Are implementing targeted support and improvement plans under Title I, Part A
 - e. Are identified as a persistently dangerous public elementary school or secondary school. [Section 4106(e)(2)(A)]
- 6. An LEA that receives at least \$30,000, will conduct a comprehensive needs assessment prior to submitting its application and subsequent needs assessments at least once every three years. The comprehensive needs assessment must examine the LEA's needs for improvement of each of the following program content areas:
 - a. Access to, and opportunities for, a well-rounded education for all students
 - b. School conditions for student learning to create a healthy and safe school environment
 - c. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- 7. An LEA that receives at least \$30,000 will use not less than 20 percent of funds to develop and implement programs and activities that support access to a well-rounded education and that—
 - a. Are coordinated with other schools and community-based services and programs;
 - b. May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; and
 - c. May include one or more activities or programs that provide well-rounded educational opportunities to all students. [Section 4106(e)(2)(C)]

EXCEPTION: *An LEA receiving an allocation in an amount less than \$30,000 shall not be required to conduct a comprehensive needs assessment.

- 8. An LEA that receives at least \$30,000 will use not less than 20 percent of funds to develop, implement, and evaluate comprehensive programs and activities that—
 - a. Are coordinated with other schools and community-based services and programs and may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section;

- b. Promote the involvement of parents in the activity or program; and
 - c. May include one or more activities or programs that foster safe, healthy, and supportive school environments that promote student academic achievement. [Section 4106(e)(2)(D)]
9. An LEA that receives at least \$30,000 will use some portion of funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of the LEA that are identified in the required comprehensive needs assessment. [Section 4106(e)(2)(E)]
- a. May provide educators, school leaders, and administrators with the professional learning tools, devices, content, and resources;
 - b. May use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
 - c. May implement and support school-and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.

SPECIAL RULE: *An LEA shall not use more than 15 percent of the funds identified for the effective use of technology to purchase technology infrastructure, to include purchasing devices, equipment, software applications, blended learning technology software and platforms, digital instructional resources, initial professional development activities, and one-time information technology purchases. [Section 4106(e) (2)(E)]

SPECIAL RULE: *Any LEA receiving an allocation in an amount less than \$30,000 is required to provide only one of the assurances described in (7), (8), and (9) above.

10. The LEA will increase opportunities and access for all students through grade 12 who are members of groups underrepresented, such as female students, minority students, English learners, children with disabilities, economically disadvantaged students, and students in rural, remote, and underserved areas.
11. The LEA will provide a description of programs and activities funded to support the program objectives and intended outcomes related to a well-rounded education, safe and healthy students, and the effective of technology. [Section 4106(3)(1)(E)]
12. The LEA will periodically evaluate the effectiveness of the activities carried out to support the program objectives and intended outcomes. [Section 4106(3)(1)(E)]
13. The LEA will annually submit a report regarding how funds for the Title IV, Part A, Student Support and Academic Enrichment Program, are being used to meet the requirements of (7)-(9) above. [Section 4106 (e)(2)(F)]
14. The LEA receiving Title I, Part A, Subpart 1 funds shall also adhere to all internet safety requirements of the ESSA [Title IV, Part A, Subpart 2, Section 4121 Internet Safety \(20 U.S.C. 7131\)](#) statute.

Below is a **summary** of the internet safety requirements:

No funds made available under Title IV, Part A, Subpart 1 to an LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the [Communications Act of 1934 \(47 U.S.C. 254\(h\)\(5\)\)](#) may be used to purchase computers used to access the internet or to pay for direct costs associated with accessing the internet for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school has the following in place:

1. **policy of internet safety for minors** that includes the operation of a technology protection measure with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene, are child pornography, or are harmful to minors, and is enforcing the operation of such technology protection measure during any use of such computers by minors; and

2. ***policy of internet safety that includes the operation of a technology protection measure*** with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene or child pornography and is enforcing the operation of such technology protection measure during any use of such computers.

An LEA shall certify its compliance with these requirements annually upon submission of the ESSA Consolidated Application.

RFA Is Corrected to Read

Title I, Part C, Assurances Relating to Private Schools, Program Specific and ESSA Provisions and Assurances, page 28 of 50:

Assurances Relating Related to Private Schools

The LEA assures the following:

1. ~~An LEA receiving assistance under Title I, Part C, must provide eligible private nonprofit school children and their teachers or other educational personnel, with equitable services or other benefits under this program. Before an LEA makes any decision that affects the opportunity of eligible private nonprofit school children, teachers, or other educational personnel to participate, the LEA must engage in timely and meaningful consultation with private school officials and maintain written documentation of such efforts.~~

The LEA will comply with the uniform provisions for providing services to private schools as specified in [Title VIII, Part F, Subpart 1, Private Schools, Sections 8501-8504](#).

Title II, Part A, Program Specific and ESSA Provisions and Assurances, pages 33-36 of 50:

The LEA assures the following:

1. The LEA will use Title II, Part A, funds to supplement and not supplant nonfederal funds that would otherwise be used for allowable Title II, Part A, program expenditures. [Section 2301]
2. The LEA will meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A. [Section 2102(b)(3)(A)]
3. The LEA will seek advice from the individuals and organizations described in the preceding subparagraph regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A. [Section 2102(b)(3)(B)]
4. The LEA will coordinate activities under Title II, Part A, with other related strategies, programs, and activities being conducted in the community. [Section 2102(b)(3)(C)].
5. The LEA will expend these funds to conduct activities in one or more of the following areas [Section 2103(b)(3)]:
 - a. Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that— is based in part on evidence of student achievement, which may include student growth; and shall include multiple

- measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.
- b. Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide— expert help in screening candidates and enabling early hiring; differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems; teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; new teacher, principal, or other school leader induction and mentoring programs that are designed to—improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders; the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform improvement strategies, and personnel decisions; and a system for auditing the quality of evaluation and support systems.
 - c. Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders.
 - d. Reducing class size to a level that is evidence based and used to improve student achievement through the recruiting and hiring of additional effective teachers.
 - e. Providing high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to— effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy); use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data; effectively engage parents, families, and community partners, and coordinate services between school and community; help all students develop the skills essential for learning readiness and academic success; develop policy with school, local educational agency, community, or State leaders; and participate in opportunities for experiential learning through observation.
 - f. Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards.
 - g. Providing programs and activities to increase— the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and

- other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.
- h. Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate.
 - i. Carrying out in-service training for school personnel in—the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
 - j. Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—early entrance to kindergarten; enrichment, acceleration, and curriculum compacting activities; and dual or concurrent enrollment programs in secondary school and postsecondary education.
 - k. Supporting the instructional services provided by effective school library programs.
 - l. Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
 - m. Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.
 - n. Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.
 - o. Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce.
 - p. Carrying out other activities that are evidence-based and identified by the local educational agency that meet the purpose of Title II, Part A.
6. The LEA will prioritize funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c) [Section 2102(b)(2)(C)].
 7. The LEA will coordinate Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs [Section 2102(b)(2)(F)].
 8. The LEA will use data and ongoing consultation to continually update and improve Title II, Part A, activities [Section 2102(b)(2)(D)].

9. Title II, Part A, program activities will be aligned with challenging state academic standards [Section 2102(b)(2)(A)].
10. Title II, Part A, program activities will address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students [Section 2103(b)(2)].
11. The LEA will comply with the uniform provisions for providing services to private schools as specified in Title XIII, Section 8501 [Section 2102(b)(2)(E)]

Assurances Related to Private Schools

The LEA will comply with the uniform provisions for providing services to private schools as specified in Title VIII, Part F, Subpart 1, Private Schools, Sections 8501-8504.

Title III, Part A-ELA, Assurances Related to Private Schools, Program Specific and ESSA Provisions and Assurances, page 37 of 50:

Assurances Related to Private Schools

The LEA assures the following:

1. ~~After timely and meaningful consultation with appropriate private school officials, the LEA will provide to those children identified as eligible and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under Title III, Part A, and [Section 8501].~~
2. ~~Educational services or other benefits including materials and equipment provided to eligible private school students with Title III, Part A-ELA funds shall be secular, neutral, and nonideological [Section 8501].~~
3. ~~Title III, Part A-ELA educational services and other benefits provided for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in Title III, Part A-ELA programs and will be provided in a timely manner [Section 8501].~~
4. ~~The LEA conducted timely and meaningful consultation with appropriate private school officials during the design and development of the Title III, Part A-ELA programs on such issues as the following:~~
 - a. ~~How the children's needs will be identified~~
 - b. ~~What services will be offered~~
 - c. ~~How, where, and by whom the services will be provided~~
 - d. ~~How the services will be assessed and how the results of the assessment will be used to improve those services~~
 - e. ~~What equitable services (size and scope) are to be provided to the eligible private school children, teachers, and other educational personnel and what amount of funds are available for those services and how that amount is determined.~~
 - f. ~~How and when decisions will be made about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third party providers [Section 8501].~~
5. ~~Control of Title III, Part A-ELA funds and title to materials, equipment, and property purchased with these funds will be in a public agency for Title III, Part A-ELA uses and purposes, and a public agency will administer the Title III, Part A-ELA funds and property [Section 8501].~~
6. ~~In the provision of Title III, Part A-ELA services, the employee, person, association, agency, organization, or other entity is independent of the private school and of any religious~~

~~organization, and the employment or contract is under the control and supervision of the public agency [Section 8501].~~

The LEA will comply with the uniform provisions for providing services to private schools as specified in [Title VIII, Part F, Subpart 1, Private Schools, Sections 8501-8504.](#)

Title III, Part A-Immigrant Children and Youth, Assurances Related to Private Schools, Program Specific and ESSA Provisions and Assurances, page 38-39 of 50:

Assurances Related to Private Schools

The LEA assures the following:

- ~~1. After timely and meaningful consultation with appropriate private school officials, the LEA will provide to those children identified as eligible and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under Title III, Part A, and [Section 8501].~~
- ~~2. Educational services or other benefits including materials and equipment provided to eligible private school students with Title III, Part A, funds shall be secular, neutral, and nonideological [Section 8501].~~
- ~~3. Title III, Part A, educational services and other benefits provided for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in Title III, Part A, programs and will be provided in a timely manner [Section 8501].~~
- ~~4. The LEA conducted timely and meaningful consultation with appropriate private school officials during the design and development of the Title III, Part A, programs on such issues as the following:
 - ~~a. How the children's needs will be identified~~
 - ~~b. What services will be offered~~
 - ~~c. How, where, and by whom the services will be provided~~
 - ~~d. How the services will be assessed and how the results of the assessment will be used to improve those services~~
 - ~~e. What equitable services (size and scope) are to be provided to the eligible private school children, teachers, and other educational personnel and what amount of funds are available for those services and how that amount is determined.~~
 - ~~f. How and when decisions will be made about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers [Section 8501].~~~~
- ~~5. Control of Title III, Part A, funds and title to materials, equipment, and property purchased with these funds will be in a public agency for Title III, Part A, uses and purposes, and a public agency will administer the Title III, Part A, funds and property [Section 8501].~~
- ~~6. In the provision of Title III, Part A, services, the employee, person, association, agency, organization, or other entity is independent of the private school and of any religious organization, and the employment or contract is under the control and supervision of the public agency [Section 8501]~~

The LEA will comply with the uniform provisions for providing services to private schools as specified in [Title VIII, Part F, Subpart 1, Private Schools, Sections 8501-8504.](#)

Title IV, Part A, Subpart 1, Program Specific and ESSA Provisions and Assurances, pages 39-42 of 50:

Title IV, Part A

The LEA assures the following:

1. The LEA will reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities under Title IV, Part A. [Section 4105(c)]
2. The LEA will use Title IV, Part A, only to supplement, and not supplant, non-federal funds that would otherwise be available for activities authorized under this program. The LEA may not use Title IV, Part A, funds for program activities if the cost of those activities would have otherwise been paid with state or local funds in the absence of Title IV, Part A funding. [Section 4110]
- ~~3. After timely and meaningful consultation with appropriate private school officials, the LEA will provide to those children identified as eligible and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under Title IV, Part A. [Section 4106(e)(2)(B) and Section 8501-8504]~~
- ~~4.~~3. The LEA will engage in meaningful and continued consultation with a broad range of stakeholders, including, but not limited to, the following groups or individuals in the area served by the LEA:
 - a. Parents
 - b. Teachers
 - c. Principals
 - d. School leaders
 - e. Specialized instructional support personnel
 - f. Students
 - g. Community-based organizations
 - h. Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)
 - i. Indian tribes or tribal organizations that may be located in the region served by the LEA when applicable
 - j. Charter school teachers, principals, and other school leaders when applicable
 - k. Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this program

The goal of the consultation is to identify relevant, evidence-based activities to carry out the goals of the grant program.*An LEA must continue to consult with stakeholders to improve the activities it conducts under Title IV, Part A, and coordinate with other related strategies, programs, and activities being conducted in the community.

- ~~5.~~4. The LEA will prioritize the distribution of funds to schools served by the LEA based on one or more of the following:
 - a. Are among the schools with the greatest needs as determined by the LEA
 - b. Have the highest percentages or numbers of students from low-income families (as counted for purposes of the LEA's Title I, Part A grant)
 - c. Are identified for comprehensive support and improvement under Title I, Part A
 - d. Are implementing targeted support and improvement plans under Title I, Part A
 - e. Are identified as a persistently dangerous public elementary school or secondary school. [Section 4106(e)(2)(A)]
- ~~6.~~5. An LEA that receives at least \$30,000, will conduct a comprehensive needs assessment prior to submitting its application and subsequent needs assessments at least once every three years. The comprehensive needs assessment must examine the LEA's needs for improvement of each of the following program content areas:
 - a. Access to, and opportunities for, a well-rounded education for all students
 - b. School conditions for student learning to create a healthy and safe school environment
 - c. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

- ~~7-6.~~ An LEA that receives at least \$30,000 will use not less than 20 percent of funds to develop and implement programs and activities that support access to a well-rounded education and that—
- Are coordinated with other schools and community-based services and programs;
 - May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; and
 - May include one or more activities or programs that provide well-rounded educational opportunities to all students. [Section 4106(e)(2)(C)]

EXCEPTION: *An LEA receiving an allocation in an amount less than \$30,000 shall not be required to conduct a comprehensive needs assessment.

- ~~8-7.~~ An LEA that receives at least \$30,000 will use not less than 20 percent of funds to develop, implement, and evaluate comprehensive programs and activities that—
- Are coordinated with other schools and community-based services and programs and may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section;
 - Promote the involvement of parents in the activity or program; and
 - May include one or more activities or programs that foster safe, healthy, and supportive school environments that promote student academic achievement. [Section 4106(e)(2)(D)]

- ~~9-8.~~ An LEA that receives at least \$30,000 will use some portion of funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of the LEA that are identified in the required comprehensive needs assessment. [Section 4106(e)(2)(E)]
- May provide educators, school leaders, and administrators with the professional learning tools, devices, content, and resources;
 - May use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
 - May implement and support school-and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.

SPECIAL RULE: *An LEA shall not use more than 15 percent of the funds identified for the effective use of technology to purchase technology infrastructure, to include purchasing devices, equipment, software applications, blended learning technology software and platforms, digital instructional resources, initial professional development activities, and one-time information technology purchases. [Section 4106(e) (2)(E)]

SPECIAL RULE: *Any LEA receiving an allocation in an amount less than \$30,000 is required to provide only one of the assurances described in (~~7 6~~), (~~8 7~~), and (~~9 8~~) above.

- ~~10-9.~~ The LEA will increase opportunities and access for all students through grade 12 who are members of groups underrepresented, such as female students, minority students, English learners, children with disabilities, economically disadvantaged students, and students in rural, remote, and underserved areas.
- ~~11-10.~~ The LEA will provide a description of programs and activities funded to support the program objectives and intended outcomes related to a well-rounded education, safe and healthy students, and the effective of technology. [Section 4106(3)(1)(E)]
- ~~12-11.~~ The LEA will periodically evaluate the effectiveness of the activities carried out to support the program objectives and intended outcomes. [Section 4106(3)(1)(E)]

- 43.12. The LEA will annually submit a report regarding how funds for the Title IV, Part A, Student Support and Academic Enrichment Program, are being used to meet the requirements of (7)-(9) above. [Section 4106 (e)(2)(F)]
- 44.13. The LEA receiving Title I, Part A, Subpart 1 funds shall also adhere to all internet safety requirements of the ESSA [Title IV, Part A, Subpart 2, Section 4121 Internet Safety \(20 U.S.C. 7131\)](#) statute.

Below is a **summary** of the internet safety requirements:

No funds made available under Title IV, Part A, Subpart 1 to an LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the [Communications Act of 1934 \(47 U.S.C. 254\(h\)\(5\)\)](#) may be used to purchase computers used to access the internet or to pay for direct costs associated with accessing the internet for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school has the following in place:

1. **policy of internet safety for minors** that includes the operation of a technology protection measure with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene, are child pornography, or are harmful to minors, and is enforcing the operation of such technology protection measure during any use of such computers by minors; and
2. **policy of internet safety that includes the operation of a technology protection measure** with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene or child pornography and is enforcing the operation of such technology protection measure during any use of such computers.

An LEA shall certify its compliance with these requirements annually upon submission of the ESSA Consolidated Application.

Assurances Related to Private Schools

The LEA will comply with the uniform provisions for providing services to private schools as specified in [Title VIII, Part F, Subpart 1, Private Schools, Sections 8501-8504.](#)