

Title II and Title IV Federal Funding Guide for Private Schools

**A Comprehensive Resource for
System Administrators and Parish Principals**



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1. Introduction to Federal Funding for Private Schools

Federal funding opportunities for private schools provide crucial support for educational programs, professional development, and student services. Title II and Title IV of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), represent two of the most significant funding streams available to private schools.

Private schools face unique challenges in accessing federal funding due to constitutional considerations and regulatory requirements. However, when properly understood and implemented, **Title II and Title IV programs can provide substantial resources to enhance educational quality and improve student outcomes.**

The landscape of federal funding for private schools operates under the principle of “equitable participation,” which ensures that private school students and teachers can benefit from federally funded programs while maintaining the constitutional separation of church and state. Understanding these funding streams requires comprehensive knowledge of regulatory compliance, strategic planning, and long-term sustainability.

For private educational institutions, these federal programs represent an opportunity to bridge resource gaps while maintaining their unique educational mission and values. The key lies in understanding how to access these funds while preserving institutional autonomy.

“I’m very grateful for the work that CESA 6 did to ensure that the system is working properly, our needs were met, an informative training took place, and all done while working around our crazy schedule.”

— Michael Yurk, Principal
St. Paul Lutheran School, Grafton

2. Understanding Title II Funding

Title II, Part A of ESSA, known as “Supporting Effective Instruction,” provides funding to improve educator quality and increase the number of highly qualified teachers and leaders in schools. For private schools, this **funding stream offers significant opportunities to enhance professional development and strengthen educational leadership.**

Core Objectives of Title II Funding

The primary purpose of Title II funding is to increase student achievement by improving teacher and principal quality. This is accomplished through preparing, training, and recruiting high-quality educators and reducing class sizes. Private schools participating in Title II programs must demonstrate how their proposed activities will improve student academic achievement.

Eligible Activities Under Title II

Title II funding can support a wide range of professional development activities including traditional workshops and conferences, mentoring programs for new teachers, professional learning communities focused on instructional improvement, curriculum development initiatives, and leadership development programs for administrators.

Technology integration training represents another significant area of eligible activity. As digital learning becomes increasingly important, private schools can use Title II funds to ensure their teachers are equipped with necessary technological skills for effective instruction - including training on AI, educational software, learning management systems, and digital assessment tools.

Subject-specific professional development is particularly valuable for private schools that may have limited resources for specialized training. Title II funds can support advanced training in mathematics, science, literacy, and other core academic areas, especially beneficial for smaller private schools.

Allocation and Distribution

The distribution of Title II funds to private schools operates through a consultation process with local education agencies (LEAs). Private schools must engage with their local public school district to ensure equitable participation in Title II programs. The allocation formula is based on the number of low-income students enrolled in participating private schools within the LEA's boundaries.

System administrators must understand that Title II funds allocated for private school participation remain under LEA control. However, private schools have significant input into how these funds serve their students and teachers through meaningful consultation processes.

3. Understanding Title IV Funding

Title IV, Part A of ESSA, known as the “Student Support and Academic Enrichment Grant,” provides funding to improve students’ academic achievement by increasing capacity to provide well-rounded education, improve school conditions for student learning, and enhance technology use for academic achievement and digital literacy.

Three Pillars of Title IV Funding

Title IV funding is structured around three main focus areas:

1. The first pillar emphasizes providing students with a well-rounded education, including access to courses and programs in subjects such as music, arts, foreign languages, civics, and social studies.
2. The second pillar focuses on supporting safe and healthy students through programs addressing mental health, substance abuse prevention, and violence prevention.
3. The third pillar emphasizes effective use of technology to improve academic achievement and digital literacy.

Eligible Uses for Private Schools

Private schools can access funding for diverse activities including foreign language instruction, arts education, music programs, advanced coursework opportunities, counseling services, mental health programs, drug and violence prevention programs, and health education initiatives. Technology-related activities represent a major opportunity, as many private institutions lag behind in technology integration due to funding limitations.

Priority Areas for Private School Implementation

Private schools should prioritize Title IV activities that address their most pressing needs while aligning with the program’s three pillars. Technology integration often represents a high-priority area, as many private schools struggle to keep pace with technological advances. Arts and enrichment programs are another priority area where Title IV funding can make a significant impact.

4. Eligibility Requirements and Compliance

Understanding eligibility requirements and compliance obligations is crucial for private schools seeking to participate in Title II and Title IV programs. These requirements ensure that federal funds are used appropriately while maintaining constitutional protections regarding separation of church and state.

Basic Eligibility Criteria

Private schools must meet several basic criteria including being located within the boundaries of a participating LEA, serving students from low-income families, and participating in required data collection and reporting activities. The determination of low-income status typically follows the same criteria used for public schools.

Constitutional Considerations

The participation of religious private schools raises important constitutional questions related to the Establishment Clause. Federal programs must be implemented without advancing or inhibiting religion, avoiding excessive government entanglement with religion, and maintaining neutrality. Federal funds cannot be used for religious instruction or worship activities but can support secular educational activities.

The “supplement not supplant” principle is particularly important, requiring that federal funds supplement rather than replace other funding sources. This helps ensure that federal funding provides additional benefits rather than substituting for other resources.

5. Application Processes and Procedures

The application process requires careful planning, coordination, and attention to detail. Private schools must work closely with local education agencies to ensure successful participation in federal programs.

Understanding the Consultation Process

The consultation process is the cornerstone of private school participation and must be meaningful, timely, and result in equitable services. Private schools should come prepared with specific information about their needs, student populations, and proposed services. The consultation should address identification of needs, design and development of services, provision of comparable services, and evaluation of effectiveness.

Developing Needs Assessments

A comprehensive needs assessment should identify specific areas where federal funding can address gaps or enhance existing programs. This assessment should be data-driven, incorporating information about student achievement, teacher qualifications, program availability, and resource limitations. For Title II programs, focus on professional development needs; for Title IV programs, examine all three program pillars.

Proposal Development and Timeline Management

While private schools don't submit applications directly to federal agencies, they must work with LEAs to develop proposals for services. This collaborative process requires clear communication and shared understanding of program requirements. Effective timeline management is crucial, as private schools must engage in consultation processes well in advance of federal funding announcements.

6. Strategic Implementation for System Administrators

System administrators in private school networks face unique challenges and opportunities when implementing Title II and Title IV programs across multiple schools. Strategic coordination can maximize benefits while ensuring compliance across the entire system.

System-Wide Needs Assessment and Professional Development

A comprehensive system-wide needs assessment should examine needs across all schools while recognizing unique circumstances of individual institutions. System administrators can develop coordinated professional development strategies that achieve economies of scale, ensure consistency in instructional approaches, and facilitate sharing of best practices among schools.

Resource Sharing and Quality Control

Title II and Title IV funding can support innovative resource-sharing arrangements including shared professional development coordinators, collaborative curriculum development projects, and joint technology initiatives. System administrators must balance standardization benefits with respecting individual school character and needs through quality control processes.

Financial Management and Strategic Planning

Principals should ensure careful management of options for utilizing federal funds. These funds are required to supplement rather than supplant other funding sources. Ongoing communication with parish leadership and community stakeholders is essential.

The CESA 6 team has positively impacted our school by giving us objective best practices for implementation. When you contract with CESA 6, you get the brain power of a team that uses a diverse background to help make decisions to get us the best solution possible.

Justina Plemon
Director of Technology and Innovation
St. Mary Catholic Schools, Neenah

7. Parish Principal's Operational Guide

Parish principals serve simultaneously as educational leaders, business managers, and spiritual guides. Effective utilization of Title II and Title IV funding requires understanding both educational and administrative dimensions while maintaining identity and mission.

Building Stakeholder Support and Teacher Engagement

Successful implementation requires broad stakeholder support from parents, teachers, parish leadership, and the school community. Communication strategies should emphasize how federal programs support the educational mission without compromising religious character. Teacher engagement in program planning is essential, involving teachers in needs assessment, program design, and evaluation activities.

Program Integration and Assessment

Parish principals must ensure that Title II and Title IV activities align with and support the school's overall educational program and mission. This requires careful planning and ongoing oversight. Robust assessment and evaluation processes must demonstrate program effectiveness and ensure compliance with federal requirements.

Budget Management and Community Relations

Principals must ensure careful management of federal funds while maintaining required financial systems and controls. This includes establishing clear expenditure procedures, maintaining detailed financial records, and ensuring federal funds supplement rather than supplant other funding sources. Ongoing communication with parish leadership and community stakeholders is essential.

8. Common Challenges and Solutions

Private schools implementing Title II and Title IV programs often encounter similar challenges that can impede successful program implementation. Understanding these challenges and proven solutions can help schools achieve better outcomes.

Limited Administrative Capacity

Many private schools operate with lean administrative structures that can be overwhelmed by federal program requirements. Solutions include developing efficient systems and processes, providing targeted staff training, exploring shared services arrangements, and investing in technology solutions that automate routine compliance tasks.

Constitutional and Religious Concerns

Religious private schools may face stakeholder concerns about government involvement in religious education. Clear communication about constitutional protections and program requirements can address these concerns. Schools should emphasize that federal programs support secular educational activities without compromising religious freedom or institutional autonomy.

Coordination with Local Education Agencies

The consultation process with LEAs can be challenging when there are differences in priorities, timelines, or approaches. Building positive relationships with LEA officials through early engagement, regular communication, and collaborative problem-solving is essential for successful consultation and program implementation.

Sustainability and Long-term Planning

Ensuring program sustainability after federal funding ends requires strategic planning from the beginning of program implementation. Schools should identify activities with the highest impact, develop capacity for continuing successful programs, and integrate federal program improvements into regular school operations and budgets.

Measuring and Demonstrating Impact

Demonstrating the effectiveness of federal programs can be challenging, particularly for smaller schools with limited evaluation capacity. Solutions include establishing clear, measurable objectives from the beginning, implementing simple but effective data collection systems, and focusing on outcomes that matter most to stakeholders and program success.

In Conclusion

Success requires careful planning, ongoing attention to compliance requirements, and strategic focus on activities that will have the greatest impact on student achievement and school improvement. With proper implementation, these federal programs can significantly enhance educational opportunities while maintaining the unique character and mission of private schools.

▶ How CESA 6 Can Help

CESA 6 helps private schools drive measurable academic outcomes through customizable solutions delivered by professional experts.

Here are just some of the ways we have helped private schools like yours effectively use Title funds:

Title II: Empower Your Educators for Success

Title II funds can be used for stronger teaching effectiveness through:

- **Professional Development Programs:** Literacy, Math & STEM, Special Education, Gifted Education and Leadership training
- **Teacher Retention Strategies:** Career advancement programs that increase job satisfaction
- **Leadership Development:** Enhance collaboration and strengthen school culture

Title IV: Enrich Student Experience & Safety

Title IV funds can be used to create holistic, safe learning environments through:

- **Student Wellness Programs:** Mental health support and bullying prevention initiatives
- **Academic Enrichment:** STEM education, arts programs, and experiential learning opportunities
- **Technology Integration:** Modern digital tools and infrastructure for future-ready education

Contact us to learn how we can help you turn your available Federal funding into measurable educational outcomes:

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