

Multilingual Education Program

Completing FP 231 Title III Consortium Forms in EGMS



Washington Office of Superintendent of
PUBLIC INSTRUCTION

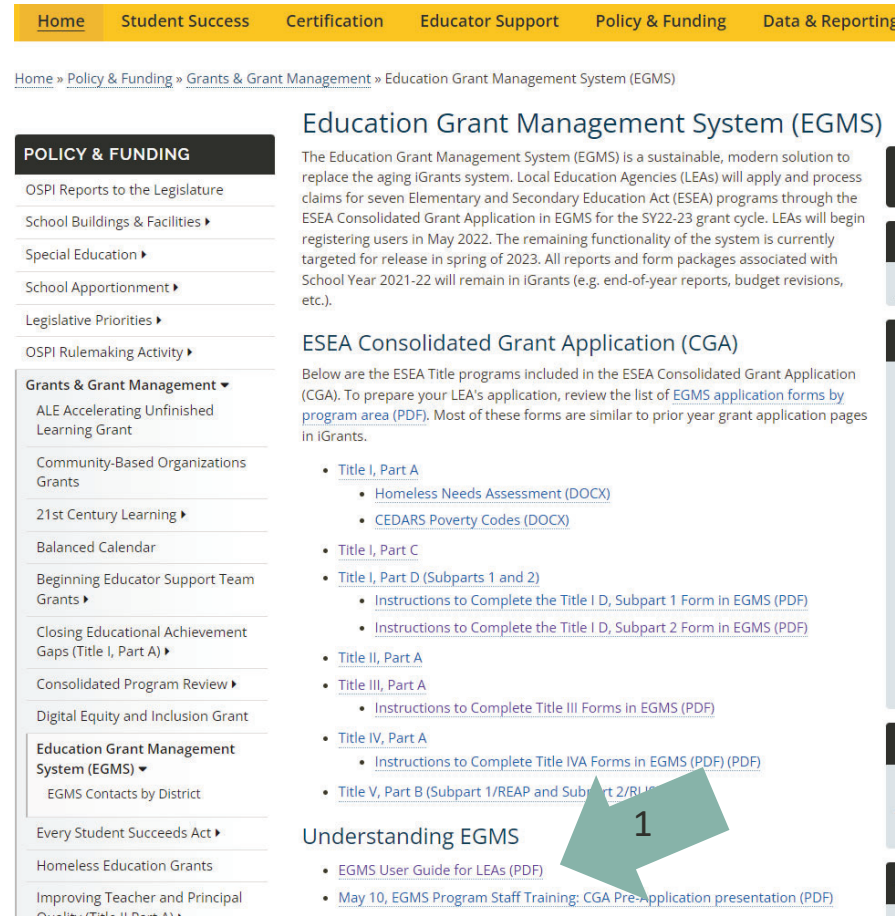


FP 231 Title III Consortium Application in EGMS

- Pre-Application
- Application: Walk through of each of the 3 forms
 - Program Evaluation, Improvements and Professional Learning
 - Title III Services for AI/AN
 - Equitable Services for Private School Participation in Title III

Qualify for the Title III Consortium

1. Follow the step-by-step directions in the [EGMS User Guide for LEAs](#) to locate and qualify for the Title III Consortium Grant: Page 27.



Home Student Success Certification Educator Support Policy & Funding Data & Reporting

Home > Policy & Funding > Grants & Grant Management > Education Grant Management System (EGMS)

POLICY & FUNDING

- OSPI Reports to the Legislature
- School Buildings & Facilities ▶
- Special Education ▶
- School Apportionment ▶
- Legislative Priorities ▶
- OSPI Rulemaking Activity ▶

Grants & Grant Management ▼

- ALE Accelerating Unfinished Learning Grant
- Community-Based Organizations Grants
- 21st Century Learning ▶
- Balanced Calendar
- Beginning Educator Support Team Grants ▶
- Closing Educational Achievement Gaps (Title I, Part A) ▶
- Consolidated Program Review ▶
- Digital Equity and Inclusion Grant
- Education Grant Management System (EGMS) ▼**
 - EGMS Contacts by District
- Every Student Succeeds Act ▶
- Homeless Education Grants
- Improving Teacher and Principal Quality (Title II, Part A)

Education Grant Management System (EGMS)

The Education Grant Management System (EGMS) is a sustainable, modern solution to replace the aging iGrants system. Local Education Agencies (LEAs) will apply and process claims for seven Elementary and Secondary Education Act (ESEA) programs through the ESEA Consolidated Grant Application in EGMS for the SY22-23 grant cycle. LEAs will begin registering users in May 2022. The remaining functionality of the system is currently targeted for release in spring of 2023. All reports and form packages associated with School Year 2021-22 will remain in iGrants (e.g. end-of-year reports, budget revisions, etc.).

ESEA Consolidated Grant Application (CGA)

Below are the ESEA Title programs included in the ESEA Consolidated Grant Application (CGA). To prepare your LEA's application, review the list of [EGMS application forms by program area \(PDF\)](#). Most of these forms are similar to prior year grant application pages in iGrants.

- Title I, Part A
 - [Homeless Needs Assessment \(DOCX\)](#)
 - [CEDARS Poverty Codes \(DOCX\)](#)
- Title I, Part C
- Title I, Part D (Subparts 1 and 2)
 - [Instructions to Complete the Title I D, Subpart 1 Form in EGMS \(PDF\)](#)
 - [Instructions to Complete the Title I D, Subpart 2 Form in EGMS \(PDF\)](#)
- Title II, Part A
- Title III, Part A
 - [Instructions to Complete Title III Forms in EGMS \(PDF\)](#)
- Title IV, Part A
 - [Instructions to Complete Title IVA Forms in EGMS \(PDF\) \(PDF\)](#)
- Title V, Part B (Subpart 1/REAP and Subpart 2/RIP)

Understanding EGMS

- [EGMS User Guide for LEAs \(PDF\)](#)
- [May 10, EGMS Program Staff Training: CGA Pre-Application presentation \(PDF\)](#)

Completing the Pre-application for the Title III Consortium Grant

1. Follow the step-by-step directions in the EGMS User Guide pp 32 - 42
2. The Pre-application consists of 1 form: FP 231 – Title III, Part A – Substantially Approvable Status.
3. Complete all questions, save, validate, and submit to OSPI for approval.

▲ Organization and Application Information	
Organization Name	Pre-Application ID
Last Submitted Date	

▲ Substantially Approvable Status (SAS)
Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the letter of the following tv for obligations is subject to final approval of the application. In order to incur any costs associated for these programs as of July 1, the LEA must first request SAS. Next, the Office of Superintendent of Pub completed and approved prior to the release of funds. In order to incur any costs associated with this program as of July 1, the LEA must first rec SAS due date: Preliminary Allocation:

▲ Program Assurances
The district must provide the following assurances and certifications in its application for Title III funding.
1. Compliance with parental notification specified in ESSA Section 1112(e)(3)(A-B) of the statute.
2. Annual assessment of English proficiency of English Learners (listening, speaking, reading, and writing with the state's adopted English langu
3. That the proposed plan is founded on scientifically based research on teaching English learners.
4. That the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic con
5. That the district is not in violation of any State law, including State constitutional law, regarding the education of English learners.
6. That the district consulted with teachers, researchers, school administrators, parents and family members, community members, public or priv
7. That all teachers in any language instruction educational program that is or will be funded under Title III are fluent in English and any other lan
8. The district, if applicable, coordinates activities and shares relevant data under the plan with local Head Start and Early Head Start agencies, i

▲ Acknowledge Program Assurances
For the programs that we have agreed to participate in, I have read, understand, and agree with these assurances. By entering your name, you
Authorized Representative Signature
Authorized Representative Title
Authorized Representative Name
.....

Convert the approved pre-application into an application

1. If revisions are needed, complete the revisions and resubmit for approval. Follow the step-by-step directions in the EGMS User Guide. pp 43 - 45
2. Once the pre-application is approved, follow the step-by-step directions to convert the pre-application to an application in the EGMS User Guide p. 47

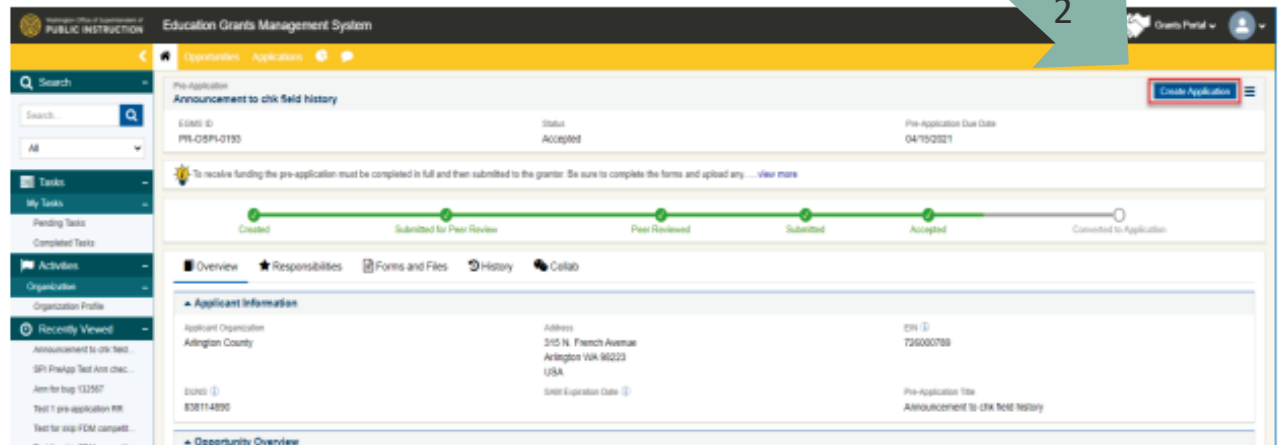
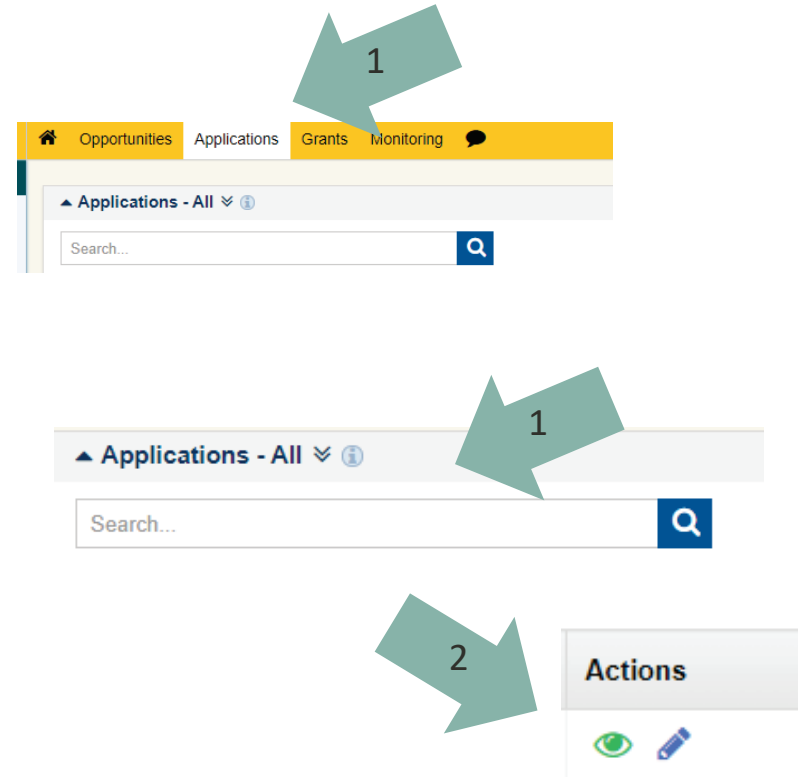


Figure 76: Converting Pre- application to Application

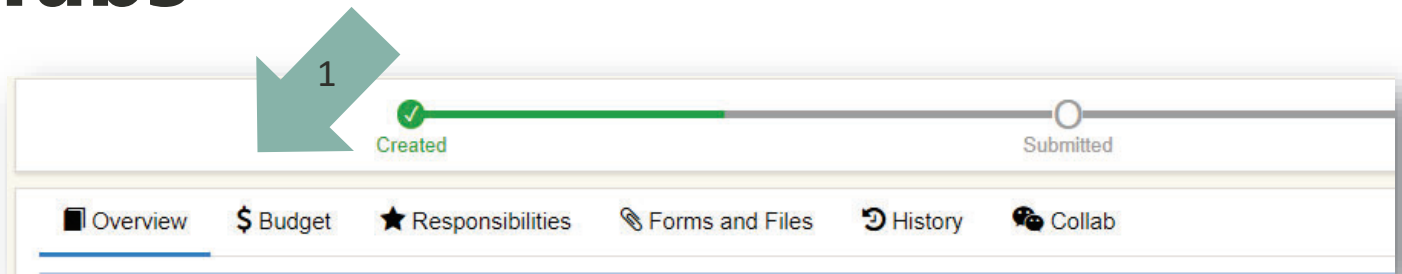
Completing the application

1. In EGMS, navigate to the applications tab and locate the FP 231 - Title III Part A - Consortium application. This is found in the list of "Applications – All" or you can enter the EGMS ID in the search window
2. On the far right-hand side, select the pencil icon to edit or the eye icon to view the application.



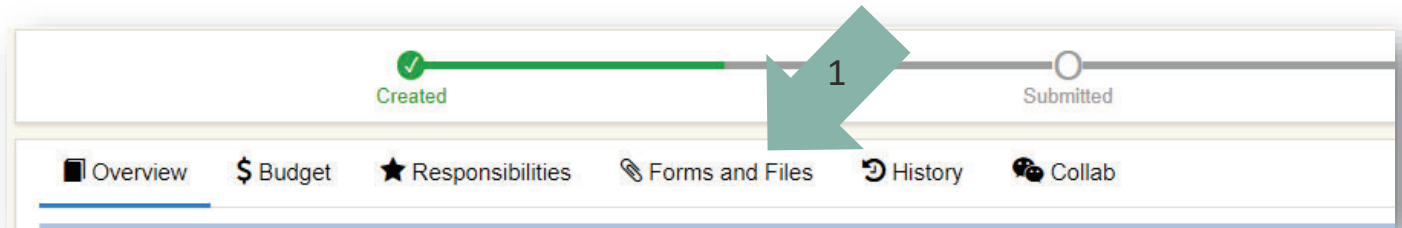
Application Tabs

1. At the top under the green progress bar line, several tabs will appear which require your attention.
2. Follow the step-by-step instructions in the EGMS user guide for each tab. pp. 50 – 59.



Forms Access

1. At the top under the green progress bar line, navigate to the Forms and Files tab.

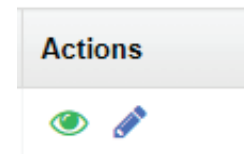


2. There are three forms. Select form #1: FP 231 Title III Part A Program Evaluation Improvements and Professional Learning.

A screenshot of a table with three rows. The first row is the header "Form Name". The second row is "1 FP231 - Title IIIA - Program Evaluation, Improvements, and Professional Learning (Consortium)". The third row is "2 FP 231 - Title III, Part A - Equitable Services (Consortium)". The fourth row is "3 FP 231 - Title III, Part A - Eligible Native American Students (Consortium)". A green arrow labeled "2" points to the first row.

	Form Name
1	FP231 - Title IIIA - Program Evaluation, Improvements, and Professional Learning (Consortium)
2	FP 231 - Title III, Part A - Equitable Services (Consortium)
3	FP 231 - Title III, Part A - Eligible Native American Students (Consortium)

3. On the far right, select the pencil icon to edit or the eye icon to view



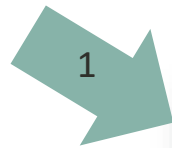


Title III Consortium Forms in

EGMS: Program Evaluation,
Improvements and Professional
Learning

Program Evaluation, Improvements and Professional Learning Form: Orientation

1. This screen shot shows each of the sections collapsed. When you first open this form, the sections will NOT be collapsed. The small arrow on the left of each section opens/collapses the section
2. First 3 sections contain important information: Please read carefully
3. Next slides go through each of the sections that must be completed.

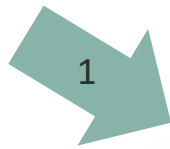


▼ Organization and Application Information
▼ Allocation
▼ Program Evaluation, Planning, and Reporting
▼ Language Instructional Education Program Evaluation
▼ Program Evaluation Components
▼ Continuous improvement
▼ Development of Title III Plan
▼ Title III Budget Activity Details
▼ Family and Community Engagement
▼ *Required Professional Development Plan (Under ESSA, districts are required to allocate Title III f...



Program Evaluation, Improvements, and Professional Learning Form: Program Evaluation, Planning and Reporting Section

1. The first section to fill out is Program Evaluation planning and reporting. Answer each of the three questions.



▲ Program Evaluation, Planning, and Reporting

Development of Title III Plan

In order to enter a consortium, participating districts must develop a memorandum of understanding or alternative arrangement that outlines how the consortium will meet all Title III requirements.

1. Explain the process the consortium used to develop the Title III Plan for the 2021-2022 school year as well as how all districts in the consortium and stakeholders (including parents) from each member district were consulted in the process.
2. Provide a summary of the recommendations made by stakeholders (including parents) in consortium districts.
3. Describe the agreement that participating districts made when forming the consortium.



Program Evaluation, Improvements, and Professional Learning Form: Program Evaluation Section

1. Complete the program evaluation components table.

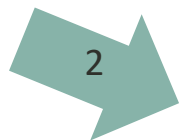
2. Each row of this table is referencing a different group of ML students:

- Row 1 Current students. The # and % of students exiting services is an indicator of program effectiveness
- Row 2 Academic performance of exited students.
- Row 3 Possible LTELs.
- Row 4: Students dually qualified as ML and SWD.



Districts are responsible for meeting the Civil Rights dual obligation to provide both English language development instruction and ensure all identified ELs are meeting challenging state academic standards. Please combine data from all consortium member districts.

ESSA required data reporting elements for school districts	Number of Multilingual English Learner	Percent of Total Multilingual English Learners	Based on the data from column 2 and 3, describe the action steps that will be taken to improve the TRIP services and outcomes for each subgroup of student
Number and % of ELs attaining ELP and exiting EL services.	Number	Percentage	Next Step
Number and % of former ELs who meet standard on academic assessments for 2 & 4 years after exiting.	Number	Percentage	Next Step
Number and % of ELs who have not exited EL services after 5 years.	Number	Percentage	Next Step
Percent and performance of English learners who dually qualify for Special Education.	Number	Percentage	Next Step



ESSA required data reporting elements for school districts

Number and % of MLs attaining ELP and exiting ML services (indicates program effectiveness).

Number and % of former MLs who meet standard on academic assessments for 2 & 4 years after exiting.

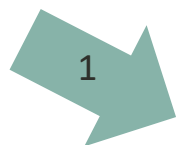
Number and % of MLs who have not exited ML services after 5 years.

Number and % of MLs who dually qualify for Special Education.



Program Evaluation, Improvements and Professional Learning Form: Program Evaluation Section

1. For each group (row) enter the combined number of students (1st column) and the % of the consortium's ML population (2nd column)
2. The third column focuses on action steps for continuous improvement of the programs to improve outcomes for that student group. What will participating districts do differently this year to improve student outcomes? Action steps should be specific to that group's unique needs.



Number of Multilingual English Learner (ML)	Percent of Total Multilingual English Learner (ML)
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>
▲ Number <input type="text"/>	▲ Percentage <input type="text"/>

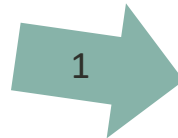


Based on the data from column 2 and 3, describe the action steps that will be taken to improve the TBIP services and outcomes for each group of students (row).

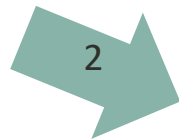
▲ Action steps <input type="text"/>
▲ Action steps <input type="text"/>
▲ Action steps <input type="text"/>
▲ Action steps <input type="text"/>

Program Evaluation, Improvements and Professional Learning Form: Continuous Improvement Section

1. Next section: Districts with one or more buildings that have been identified for English Learner Progress.
2. The three questions relate to any/all buildings identified for EL Progress within the consortium.
3. Answer each question clearly. Indicate the district/building as is applicable.



Organization and Application Information
Allocation
Program Evaluation, Planning, and Reporting
Language Instructional Education Program Evaluation
Program Evaluation Components
Continuous Improvement
Development of Title III Plan
Title III Budget Activity Details
Family and Community Engagement
*Required Professional Development Plan (Under ESSA, districts are required to allocate Title III f



Continuous Improvement

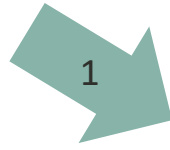
If the consortium has a building or buildings that have been identified as Targeted for EL or English Learner Progress or as Comprehensive, how will the district(s) expend Title III funding to improve outcomes for English learners in the identified building(s)? ⓘ

What immediate actions is the consortium taking to improve the outcomes of English learners in buildings that have been identified for English Learner Progress? ⓘ

Describe how the consortium will ensure that its elementary schools and secondary schools assist English learners in—

1. achieving English proficiency based on the State's English language proficiency assessment and
2. meeting the challenging State academic standards. ⓘ

Program Evaluation, Improvements and Professional Learning Form: Budget Activity Details



1. Details of budget expenditures for Title III (formerly entered on the students counts page in iGrants) are now entered through the Budget Activity Details section of this form.
2. **NOTE:** The allowable activity codes and expenditures are outlined in this section of the form. Please reference this section when entering the details for your budgeted funds.

▲ Title III Budget Activity Details

There is a two percent administrative cap (including the indirect rate) for this program.

Eligibility is defined by the State Transitional Bilingual Instructional Program and the Title III guidance for Native Americans and private schools.

Eligible students are drawn from the:

- Transitional Bilingual Instructional Program Student Count
- Native American Student Count (students must have a qualifying placement score and cannot qualify for TBIP because their first language is not English)
- Private School Student Count (only ELs identified in participating schools may be included).

Use of Title III Funds: Title III section 3115, requires that available funds be used "to supplement the level of Federal, State, and local public financing." "supplant" means "to take the place of."

Describe how the district will use Title III supplemental funds. Select from the following allowable activities:

21 - Supervision

- Limited to <2% of allocation

24 - Guidance and Counseling

- Supplemental family engagement activities such as supplies for meetings (no food allowable), translation/interpretation for events
- Salaries and/or extra hours for EL Advocate (here or activity code 27)

27 - Teaching

- Salaries for certificated and classified for extended day or extended year EL instruction only.
- Supplies for allowable activities (e.g. extended day/year), instructional materials and related contracts
- Extra hours for staff for family engagement activities
- Extra hours or costs associated with annual evaluation of EL program
- Salaries and/or extra hours for EL Advocates (here or activity code 24)
- Administrative costs for language assessments (screener/annual) for private school students

31 - Instructional Professional Development (Required activity)

- Salaries for certificated coaches/PD specialists for EL
- Substitute costs for staff attending PD (must be specific to EL)
- Stipends for extra hours for PD (must be specific to EL) for certificated/classified staff
- Tuition support for professional learning including support to obtain EL/BE endorsement

32 - Instructional Technology

- Instructional technology (software and/or hardware) that is specific to ELD (hardware may ONLY be used for the ELD program for the district)
- Instructional technology support for families in acquiring English

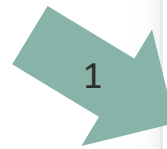
33 - Curriculum


- Curriculum development (e.g. co-planning, crosswalk work among content and WIDA standards)
- Curricular resources specific to ELD or to support meaningful access to content



Program Evaluation, Improvements and Professional Learning Form: Budget Activity Details

1. Click on the + next to the BP as shown.
2. The section will expand to show the activities and the amount submitted in the budget for each activity.
3. The pencil on the far right for each activity code will be used to add details for the budgeted expenditures



Support Year
 BP01



Budget Categories	
Activity Code and Category	
Focus Area : Title III, Part A	
21 Supervision-Instruction	
24 Guidance and Counseling	
27 Teaching	
31 Instructional Professional Dev	
32 Instructional Technology	
33 Curriculum	



Actions







Program Evaluation, Improvements and Professional Learning Form: Budget Activity Details Section

1. Click on the pencil icon to the far right for each activity code with budgeted funds (This example is for activity code 31.)
2. Complete each box (as needed) with a description of how the funds will be spent.
3. Hit SAVE in upper right to return to the previous screen and select another activity.
4. Repeat this process for each activity code with budgeted funds
5. NOTE: The form will NOT validate if object codes with budgeted funds are left blank



Description of Goods and Services Purchased with Title III Dollars

Focus Area: Title III, Part A
Budget Category: 31 Instructional Professional Development
Description

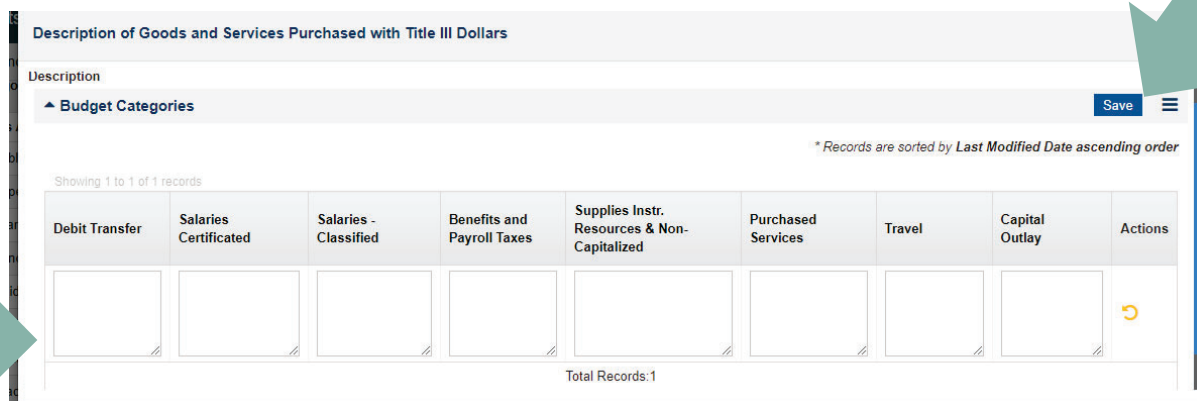
▲ Budget Categories

* Records are sorted by Last Modified Date ascending order

Showing 1 to 1 of 1 records

Debit Transfer	Salaries Certificated	Salaries - Classified	Benefits and Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay	Actions

Total Records: 1



Description of Goods and Services Purchased with Title III Dollars

Description

▲ Budget Categories

Save

* Records are sorted by Last Modified Date ascending order

Showing 1 to 1 of 1 records

Debit Transfer	Salaries Certificated	Salaries - Classified	Benefits and Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay	Actions

Total Records: 1

Program Evaluation, Improvements and Professional Learning Form: Family and Community Engagement Section

1. Answer each of the three questions.
2. Please note the expectation for LEA's to consult with families/parents regarding the district's language development program



▲ Family and Community Engagement

Describe the activities that the district will implement to promote parent, family, and community engagement in the education of English learners.

1. How does the district implement an effective means of outreach to parents of ELs on how they can be active participants in assisting their children to:
 - Acquire English and Develop the Family's Home Language
 - Achieve at high levels in core academic subjects
 - Meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet?

2. How does the district seek and use input from families of ELs for the evaluation and planning of the district's English Language Development Program?

3. How does the district engage families in understanding graduation and state assessment requirements?



Program Evaluation, Improvements and Professional Learning Form: Required Professional Learning Section

1. Note the requirements for professional learning and complete both questions. Ongoing training on WIDA ELD Standards Framework for all teachers/staff/administrators is expected.



▲ *Required Professional Development Plan (Under ESSA, districts are required to allocate Title III funding for professional development activities.)

The district's professional development plan must provide for teachers, administrators, and others involved in language instruction educational programs to:

- a. Improve the instruction and assessment of ELs and
- b. Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to ELs.

NOTE: Professional development plan must be:

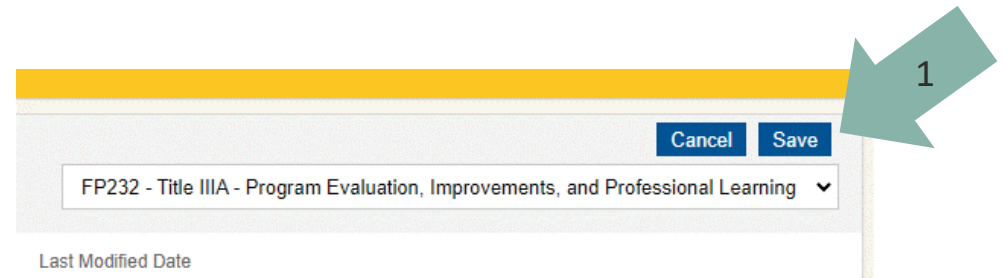
- Research based and specific to the instructional need of ELs;
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

1. Include a summary of the professional development plan that is specific to language acquisition. ⓘ
2. How will the district measure the effectiveness of professional development that is funded through Title III? ⓘ

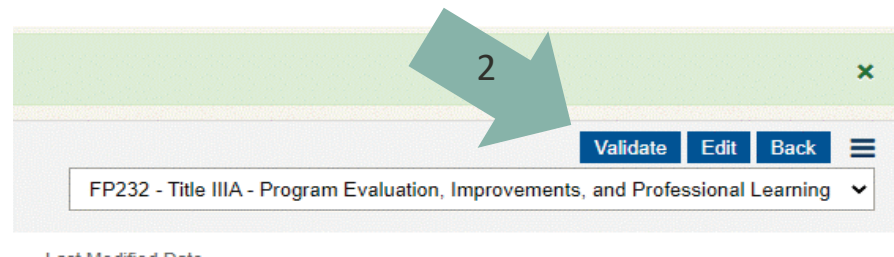


Program Evaluation, Improvements and Professional Learning Form: Save and Validate

1. Frequent saving by selecting the save button at the top or bottom of the form is recommended.
2. Once the form is completed and saved, then the validate button will appear next to the save button at the top.
3. Select validate to see if errors are identified.
4. Fix any errors, save again, and select validate again
5. Once the form validates without errors, it is completed



This screenshot shows the top header of the form. A yellow bar is at the top. Below it, a grey bar contains a 'Cancel' button and a 'Save' button. A green arrow labeled '1' points to the 'Save' button. Below the buttons is a dropdown menu with the text 'FP232 - Title IIIA - Program Evaluation, Improvements, and Professional Learning'. Below the dropdown is the text 'Last Modified Date'.



This screenshot shows the top header of the form after saving. A green bar is at the top. Below it, a grey bar contains a 'Validate' button, an 'Edit' button, and a 'Back' button. A green arrow labeled '2' points to the 'Validate' button. Below the buttons is a dropdown menu with the text 'FP232 - Title IIIA - Program Evaluation, Improvements, and Professional Learning'. Below the dropdown is the text 'Last Modified Date'.



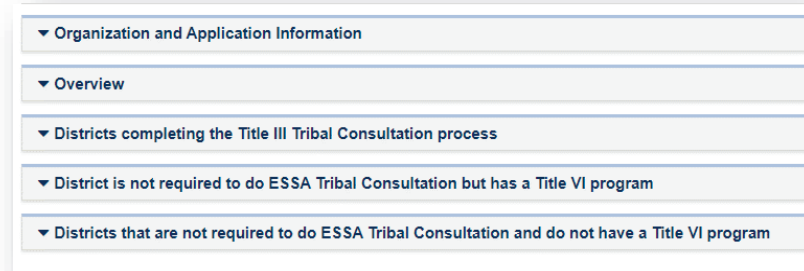
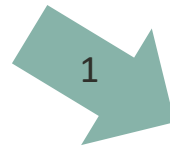
Title III Consortium Forms in

EGMS: Services for AI/AN

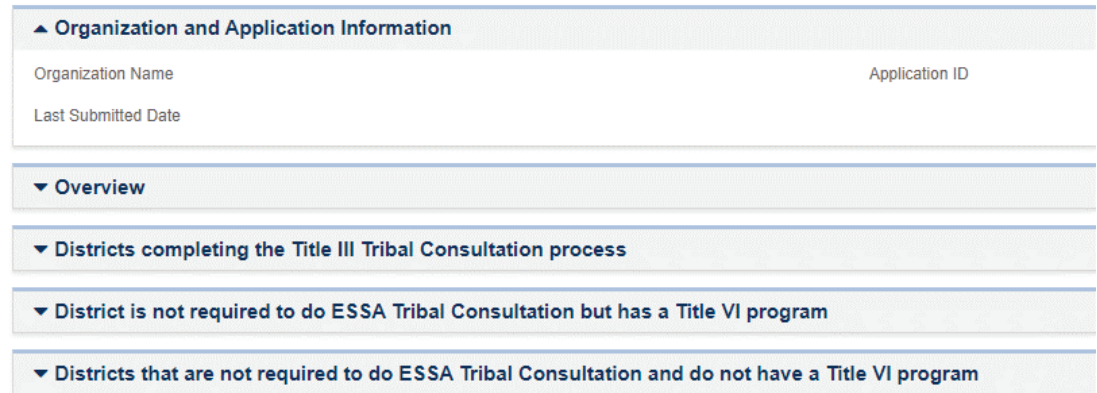
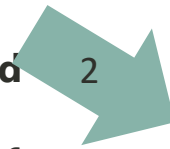
Students

Title III Eligible AI/AN Students Form

1. This screen shot shows each of the 4 sections collapsed. When you first open this form, the sections will NOT be collapsed. The small arrow on the left of each section opens/collapses the section
2. The first section provides information on the district and application
3. Next slides go through each of the 3 sections that must be completed.



- ▼ Organization and Application Information
- ▼ Overview
- ▼ Districts completing the Title III Tribal Consultation process
- ▼ District is not required to do ESSA Tribal Consultation but has a Title VI program
- ▼ Districts that are not required to do ESSA Tribal Consultation and do not have a Title VI program



- ▲ Organization and Application Information
 - Organization Name
 - Last Submitted Date
 - Application ID
- ▼ Overview
- ▼ Districts completing the Title III Tribal Consultation process
- ▼ District is not required to do ESSA Tribal Consultation but has a Title VI program
- ▼ Districts that are not required to do ESSA Tribal Consultation and do not have a Title VI program

Title III Eligible AI/AN Students Form: Overview

- 1. The Overview section has one question.
- 2. Enter the number of AI/AN students identified as eligible for Title III supported language and literacy services that are being served.



▲ Overview

American Indian and Alaska Native (AI/AN) learners who are reported as AI/AN/Non-Hispanic, AI/AN/Hispanic, or AI/AN/Biracial in CEDARS may be eligible for language and literacy support that is f speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to successfully achiev serving communities and tribal nations may qualify for English language development services provided under Title III.

How many AI/AN learners (AI/AN/Non-Hispanic, AI/AN/Hispanic, or AI/AN/Biracial) who are not bilingual, but who may still have a need for language support, are being served in each district?

Name of District ⓘ	Number of American Indian or Alaska Native Students Receiving Language Support through Title III
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Title III Eligible AI/AN Students Form: Districts Completing the Title III Tribal Consultation Process

1. Please list the name of each district required to complete the tribal consultation process and answer each of the three questions for each district . If one of the questions is not applicable, use N/A



▲ Districts completing the Title III Tribal Consultation process

Please indicate the type of Tribal Collaboration each district has completed to prepare their Title III application.

- **ESSA Tribal Consultation Required.** Districts where 50% or more of the district's students are identified as American Indian/Alaska Native and/or the district receives \$40,000 or more through Title VI are required to enter into consultation with the nearest federally recognized Tribe(s) before submitting plans and applications of identified Title programs including Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act).

Please identify which districts completed this process. Describe how the districts' Native American Education directors/coordinators have been involved in the development of this grant application. Please provide their names and email addresses.

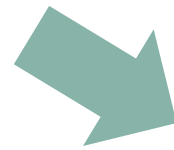
Page 1 of 1

Name of District	Affirmation of Tribal Consultation entered through EGMS. (Yes/No)	Describe how the districts' Native American Education directors/coordinators have been involved in the development of this grant application.	Please provide the name and contact information for the Native American Education Director or Coordinator who helped create this plan.
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Title III Eligible AI/AN Students Form: District is not required to do ESSA Tribal Consultation but has a Title VI Program

1. Please list the name of each district required to complete the tribal consultation process and answer each of the four questions for each district. If one of the questions is not applicable, use N/A



▲ District is not required to do ESSA Tribal Consultation but has a Title VI program

District EL coordinator collaborates with Title VI coordinator to develop the language and literacy development services for eligible Native American students.

Please identify which districts completed this process. Describe how the districts' Native American Education directors/coordinators have been involved in the development of this grant application.

Tribally approved curricular elements may include the [Since Time Immemorial curriculum](#) and the [Northwest Native American reading curriculum](#).

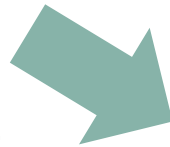
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Name of District	Describe how the districts' Native American Education directors/coordinators have been involved in the development of this grant application.	What supplemental language and literacy services are provided to Title III eligible Native American Students?	If "Other culturally appropriate activities that are consistent with the intent of this legislation", please describe	Please provide the name and contact information for the Native American Education Director or Coordinator who helped create this plan.
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Title III Eligible AI/AN Students Form: Districts that are not required to do ESSA Tribal Consultation and do not have a Title VI Program

1. Enter the name of the districts and indicate the supplemental language and literacy services provided to eligible Native American students. Please note that if “other” is selected, the grant is only approvable if the activities match the expectations for culturally appropriate language and literacy services identified by the Office of Native Education



• Districts that are not required to do ESSA Tribal Consultation and do not have a Title VI program

Verification of supplemental language and literacy services being provided will be reviewed in collaboration with OSPI Office of Native Education.

Please identify which districts completed this process. What supplemental language and literacy services are provided to Title III eligible Native American Students? See drop down list and check all that apply. If Other, please describe. Note that activities listed as "Other" must meet requirements and Office of Native Education guidelines for appropriate language and literacy services based on whole-child, culturally appropriate support. Responses are reviewed in collaboration with OSPI Office of Native Education.

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Name of District	What supplemental language and literacy services are provided to Title III eligible Native American Students?	If "Other culturally appropriate activities that are consistent with the intent of this legislation", please describe
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Title III Consortium Forms in

EGMS: Equitable Services for
Participating Private Schools

Equitable Services Form

1. Read carefully the top three sections of this form.
2. Enter the folder contact name, email, and phone number for the LEA staff who handles private school Title III participation.
3. Using the add button on the far right of the form, enter the information for each participating private school

The screenshot shows a web form with three main sections. The first section, titled "LEA Contact for Private School Title III, Part A Services", contains three input fields for Name, Email, and Phone. A green arrow with the number "2" points to these fields. The second section, titled "LEA Private Schools Participating in Title III, Part A", contains instructional text and a per pupil rate of \$138. The third section, titled "LEA Private Schools", contains a table with columns for Private School Name, Building Number, Participation, Pupil Count, Calculation Method, Equitable Share, Allocation, and Total Services. A blue "Add" button is located on the right side of this section. A green arrow with the number "3" points to the "Add" button.

Private School Name	Private School Building Number	Private School Participating in Equitable Services	Eligible Pupil Count	Method of Per Pupil Calculation	Per Pupil Equitable Share	If Formula, Total Equitable Services Allocation Per Private School	If Other, enter Total Equitable Services	Actions
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Questions?

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[Educational Grant Management
System \(EGMS\) at OSPI](#)



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