

# Title I-A Equitable Services For Private School Children



February 14, 2024



Title I-A  
Equitable Services  
for  
Private School  
Children



**Introduction**



**Beginning Consultation**



**Calculating Proportionate Share**



**Required Consultation Topics**



**Program Services, Design & Evaluation**



**Important Reminders**



**Questions, Feedback & Future Topics**



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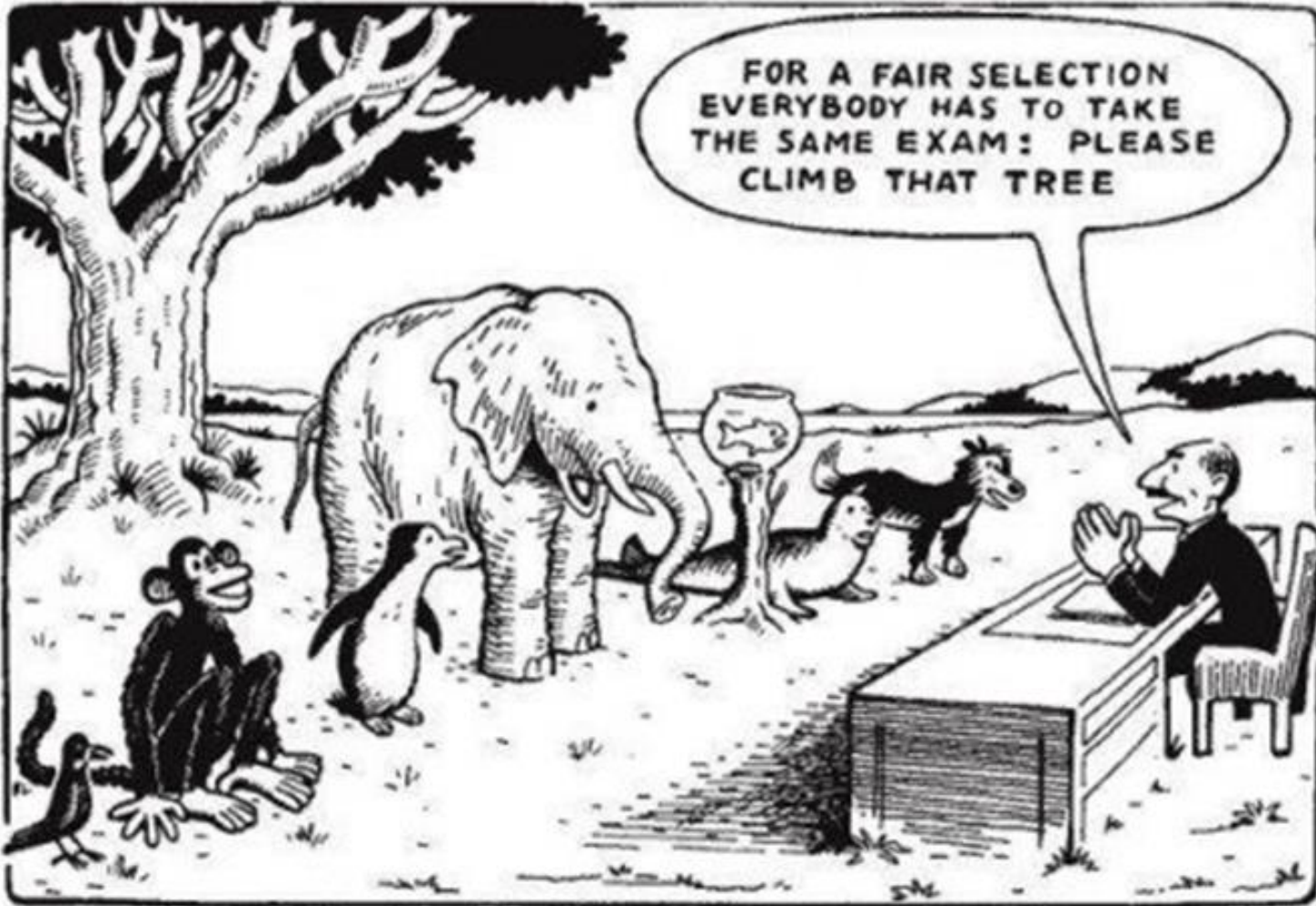
♿ **Required Consultation Topics**

📋 **Program Services, Design & Evaluation**

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# What does equitable mean?



# Equitable Services for Eligible Children

**Eligible children:** An LEA must provide equitable services to the extent consistent with the number of eligible children identified under ESEA section 1115(c) in the school district served by an LEA who are enrolled in private elementary and secondary schools. (ESEA section 1117(a)(1)(A))



In general, to be eligible for Title I-A services, a private school child must reside in a participating Title I-A public school attendance area and must be identified by the LEA as low achieving based on multiple, educationally related, objective criteria. (ESEA sections 1115(c)(1)(B) and 1117(a)(1))



Title I-A equitable services are provided through the LEA in the form of **direct services** to eligible students, teachers, and families



In providing equitable services **no Title I-A funds may not be paid directly to a private school**

# Identify Children to be Served



To be eligible for Title I-A services and supports, private school students must reside in a participating public-school Title I-A attendance area and have an academic need.

A student **DOES NOT** need to be low-income to receive services:

- Students are selected based on multiple, educationally-related, developmentally-appropriate criteria
- From the pool of eligible children, **the LEA**, in consultation with private school officials, **selects the children** that will receive support based on which children are most at risk of not meeting state academic standards



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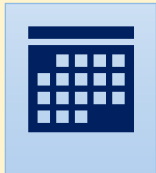
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# Consultation



is an **essential requirement** in an LEA's implementation of an effective Title I-A program for eligible private school children (including English learners and children with disabilities), their teachers, and their families



must occur **during the design, development, and implementation** of the Title I-A program



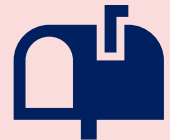
**must include meetings** between the LEA and private school officials and must occur **before the LEA makes decisions** that affect the opportunity of eligible private school children to participate in Title I-A programs



# Consultation

**Consultation in General:** An LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program. The goal of the consultation is to establish an agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. (ESEA section 1117(b)(1))

## Who is responsible for initiating consultation?



**An LEA must initiate the consultation process.** (ESSA section 1117(b)(1)) One way to accomplish this is for the LEA to extend an invitation to officials of each private school that indicates an intent to participate and to convene a meeting at a time and place determined in consultation with private school officials.

# Intent to Participate Letter



**LEAs contact officials** of all private schools enrolling children who reside in the LEA to determine if they intend to participate in the Title I-A program:

To begin consultation, the LEA sends a letter to all private schools located both **inside and outside** the LEA's boundaries that may have eligible students residing within the LEA, **requesting data** on those students (addresses, grade levels, and income information to be entered on the ranking page of the Consolidated Resource Plan/Accelegrants).

The LEA uses this information to determine the **number of low-income** private school students at each school that live in its Title I-A participating attendance areas to make proportionate share calculations.





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# How should my district collect poverty data on private school children?

LEAs may calculate the number of children who are from low-income families and attend private schools in **several ways**. Descriptions of the different allowable methods can be found in the federal non-regulatory guidance:

1

Using the **same measure** of poverty as public schools (e.g., free and reduced-price lunch data)

2

Using comparable poverty **data from a survey** and allowing the results to be extrapolated if complete data are not available

3

Using **proportionality** (Apply the low-income percentage of each participating Title I-A public school attendance area to the number of private school children who reside in that school attendance area)

4

Using **comparable poverty data from another source** (e.g., a tuition scholarship application)

# Proportionate Share of Funds



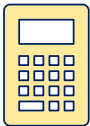
Once the LEA has established its participating public school attendance areas, the amount of funds available to provide equitable Title I-A services must be ***proportionate to the number of private and public school children from low-income families who reside in a Title I-A public school attendance area.***



The proportionate share of funds for equitable services is calculated before any allowable expenditures and transfers by the LEA. (The amount is *taken off the top* before allocating Title I-A funds to public schools.)

# Determine the Proportionate Share of Funds

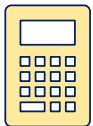
To determine the proportional share of funds for equitable services (ESSA sections 1117[a][4][A] and 1117[c][1]), the LEA shall:



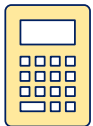
**Step 1:** Determine the total number of children (students) from low-income families who reside in the LEA participating school attendance area who attend **public and nonprofit private schools**



**Step 2:** Determine the total number of children (students) from low-income families who attend nonprofit **private schools** and reside in the LEA participating school attendance area



**Step 3:** Calculate the equitable services **proportional rate (calculated percentage)** by dividing the total number of children (students) from low-income families attending nonprofit private schools by the total number of children (students) from low-income families attending participating public and nonprofit private schools



**Step 4:** Multiply the proportional rate (calculated percentage) from Step 3 by the LEA's Title I-A allocation in order to determine the proportional share for equitable services

This is an elementary school grouping. The average poverty for this grade span is 33.17 %.

SCHOOL ATTENDANCE AREA/SCHOOL NAME	SCHOOL CODE	TITLE I SCHOOL STATUS CODE	GRADES WITHIN THE SCHOOL	PUBLIC RESIDENT CHILDREN	PRIVATE RESIDENT CHILDREN	TOTAL RESIDENT CHILDREN	# PUBLIC EDUCATION CHILDREN FROM LOW INCOME FAMILIES	# PRIVATE EDUCATION CHILDREN FROM LOW INCOME FAMILIES	TOTAL # OF CHILDREN FROM LOW INCOME FAMILIES	PERCENT OF CHILDREN FROM LOW INCOME FAMILIES
Oakland Beach Elementary School	35104	A ▼	PK-06	336	14	350	165	2	167	47.71 %
Cottrell F. Hoxsie School	35136	A ▼	KG-06	257	18	275	114	1	115	41.82 %
Norwood School	35101	A ▼	KG-06	234	12	246	101	0	101	41.06 %
Lippitt School	35123	A ▼	KG-06	248	20	268	104	1	105	39.18 %
Harold F. Scott School	35135	A ▼	KG-06	214	21	235	82	3	85	36.17 %
Warwick Neck School	35133	B ▼	KG-06	288	53	341	122	1	123	36.07 %
Wyman School	35119	B ▼	KG-06	291	48	339	105	8	113	33.33 %
Park School	35132	E ▼	KG-06	216	18	234	72	0	72	30.77 %
E. G. Robertson School	35121	E ▼	KG-06	279	30	309	92	3	95	30.74 %
Holliman School	35128	E ▼	PK-06	287	53	340	100	4	104	30.59 %
Sherman School	35127	E ▼	KG-06	310	41	351	85	4	89	25.36 %
Greenwood School	35114	E ▼	KG-06	259	25	284	65	5	70	24.65 %
Cedar Hill School	35131	E ▼	KG-06	312	20	332	52	4	56	16.87 %
Drum Rock Elementary School	35137	G ▼	PK-KG	0	0	0	0	0	0	0.00 %
<b>TOTAL</b>				3531	373	3904	1259	36	1295	33.17 %





	A	B	C	D	E
1					
2			Name of District:	Warwick	
3					
4	<b>FY 2024 Calculator used to Determine the Proportionate Share of Title I, Part A Funds for Equitable Services to Eligible Resident Students Attending Participating Private Schools throughout the State</b>				
5	<b>A. Number of Low Income Resident Children in Title I Participating School Attendance Areas</b>		<b>Example</b>	<b>Input Your LEA's Data Below</b>	
6	A1: District Low Income Enrollment (Public Schools)		900	566	
7	A2: Private School Low Income Enrollment from Participating Public School Attendance Areas		100	8	
8	A3: Total Low Income Enrollment ( $A1 + A2$ )		1,000	574	
9	A4: Percent Participating Private Schools Low Income ( $A2 / A3$ )		10.0%	1.4%	
10	<b>B. Title I, Part A Allocation</b>				
11	B1: LEA Title I(A) Allocation for Current Fiscal Year		\$570,000.00	\$1,900,027.00	
12	B2: Transfer of funds into Title I(A) from Title II(A) & Title IV(A)		\$30,000.00		
13	B3: LEA Adjusted Allocation ( $B1 + B2$ )		\$600,000.00	\$1,900,027.00	
14	<b>C. Equitable Services</b>				
15	C1: Current School/Fiscal Year proportionate share for all participating private schools ( $B3 \times A4$ )		\$60,000.00	\$26,481.21	
16	C2: Prior School/Fiscal Year unspent balance of funds reserved for equitable services to participating private schools		\$0.00		
17	C3: Total Amount LEA must budget/reserve for the proportionate share to all participating private schools ( $C1 + C2$ )		\$60,000.00	\$26,481.21	
18	C4: Amount for Administrative Costs for Equitable Services		\$400.00		
19	C5: Minimum Amount of Proportionate share that must be used for Parent and Family Engagement activities ( $B3 \times 0.01 \times A4$ )		\$600.00	\$264.81	
20	C6: Amount Remaining for Equitable Services ( $C3 - C4 - C5$ )		\$59,000.00	\$26,216.40	
21	<b>D. Per Pupil Amount (PPA)</b>				
22	D1: Per Pupil Amount (PPA) for Equitable Services ( $C6 / A2$ )		\$590.00	\$3,277.05	
23					

Instructions

Low Income Student Counts

Proportional Share Calculator

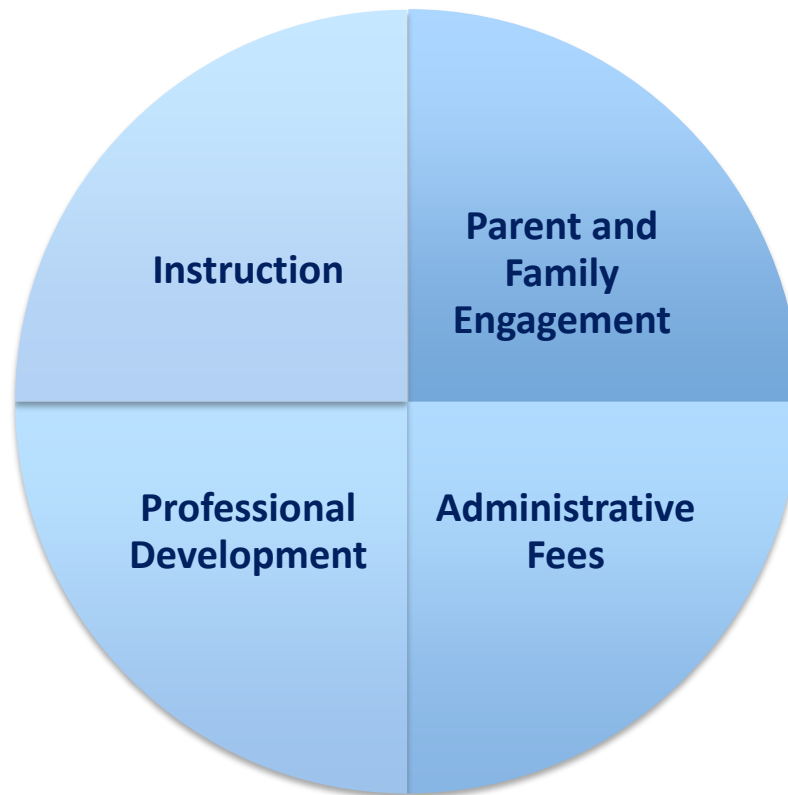
Title I(A) Alloc. to LEAs



# Administrative Fees



All expenditures (including Administrative fees) come from the proportionate share of funds





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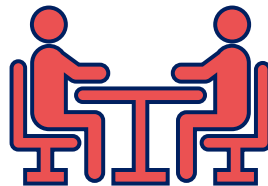
**Important Reminders**



**Questions, Feedback & Future Topics**

# Required Title I-A Consultation Topics

1. How the LEA will **identify the needs** of eligible private school children
2. **What services** the LEA will offer to eligible students
3. **How, where, and by whom the services** will be provided
4. How the LEA will **academically assess** the services to eligible private school children and how the LEA will **use the results of that** assessment to improve the Title I-A services



# Required Title I-A Consultation Topics *continued*

5. The **size and scope of the equitable services** to be provided, and **the proportion of funds that is allocated** for these services, and **how that proportion of funds is determined**
6. The **method or sources of poverty data** that the LEA will use
7. **How and when the LEA will make decisions about the delivery of services** to eligible private school children, including a thorough consideration and analysis of the views of the private school officials regarding the provision of services through a contract with third-party providers

# Required Title I-A Consultation Topics *continued*

8. How, if the LEA disagrees with private school officials regarding the provision of equitable services through a **contracted third-party provider**, the LEA will provide notice, an analysis, and reasons to the private school officials
9. Whether the agency shall **provide services to eligible students directly, through a separate government agency, consortium, entity, or third-party contractor**
10. Whether to **provide funding through a “pool of funds” or with the proportion of funds** allocated under this section

# Required Title I-A Consultation Topics *continued*

11. **When**, including the approximate time of day, services will be provided

12. **Whether to consolidate and use Title I-A funds in coordination with funds from other eligible programs** that provide equitable services to private school students

## Other Requirements Related to Consultation

If an LEA disagrees with the view of private school officials regarding *any of the issues subject to consultation*, it must provide private school officials **written reasons why it disagrees. (ESSA section 1117(b)(2))**



The goal of all parties during the consultation is **to reach an agreement** on how to provide equitable and effective programs for eligible private school children.

- Determine the appropriate Title I services based on any of the well-rounded areas and the needs of the private school students
- Review all the consultation topics with participating private school officials and obtain a signed affirmation







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# Who is responsible for planning and designing equitable services?

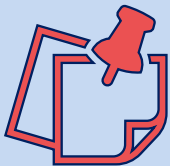
After meaningful consultation with appropriate private school officials, **an LEA is responsible for planning, designing, and implementing Title I-A equitable services** for private school children and may not delegate that responsibility to the private schools or their officials. (ESEA section 1117(a)(1)(A), (b)(1), and (d); 34 C.F.R. § 200.64(b)(4))



# Selecting Students for Service

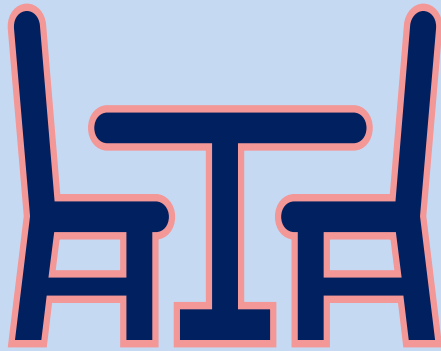


The next step in consultation is to work with the participating schools that have students who live in Title I-A attendance areas, to determine which students (in applicable grade spans) may be **failing or at risk of failing**; the selection of students for service will be part of the in-person consultation meetings.



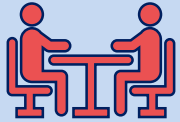
**Poverty is not a criterion for services; students who live in the Title I-A attendance areas of your LEA and have academic needs may be selected for services based on the selection criteria that have been determined during consultation.**

# Characteristics of Services



- Secular, neutral, and non-ideological
- **Supplemental** in nature, not supplanting what the private school would otherwise provide absent the Title I-A services provided by the LEA
- **Allowable, reasonable, and necessary** in meeting the educational needs of Title I private school students, their teachers, and their families
- Meeting the needs of the private school students in any of the ESSA defined **well-rounded** courses, activities, and programming in subjects

# Meeting the Needs of Selected Students



The LEA, with input from the private school officials, designs a program to **meet the needs of the selected private school students, teachers, and families** in any of the well-rounded identified areas.



The design and evaluation of the program at the private schools are not necessarily the same as in the public school program, rather it is **tailored to meet the needs of those students which were discussed during the initial consultation.**

# Examples of Services

Instruction outside  
the regular  
classroom

Extended learning  
time (before and  
after school and in  
the summer)

Family literacy  
programs

Early childhood  
education  
programs

Counseling

Home tutoring

Instruction using  
take-home  
computers

Computer-assisted  
instruction

Combination of  
services listed  
here

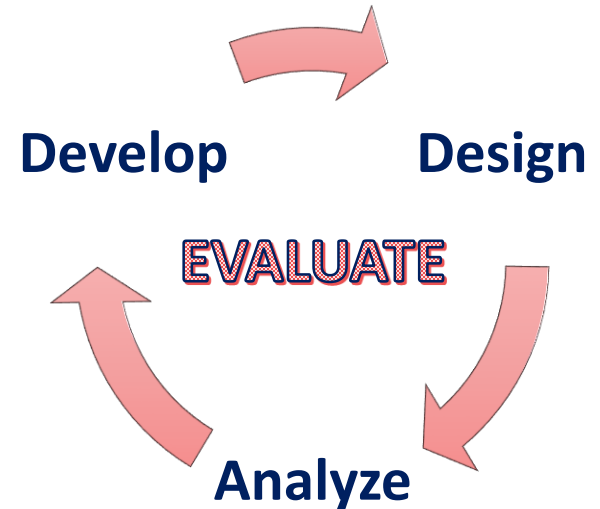
# LEA Evaluation of Program



→ An LEA must determine, through consultation with private school officials, how services to eligible private school students will be **academically assessed** and how the **results of that assessment will be used to improve those services**

→ The LEA will normally assess private school children in the subjects in which they receive Title I services

→ Title I funds may be used to assess these students, but only to the extent that the assessment is not otherwise conducted for other purposes





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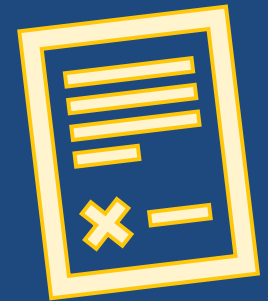
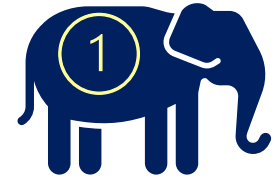
**Questions, Feedback & Future Topics**



# Signed Affirmations

After completing the initial consultation process, **LEAs obtain and submit to the SEA a written affirmation for each private school that is participating.** It is signed by the private school officials to confirm that timely and meaningful consultation occurred.

LEAs **must also give private school officials the option** of signing a written affirmation indicating that timely and meaningful **consultation did not occur** or that the program design is not equitable with respect to eligible private school children.



# After the Affirmations are Signed

After collecting these signed affirmations, the LEA :



Maintains a copy of this written affirmation in its files



Provides the private school representative with a copy, and



Submits a copy to the SEA (RIDE) by **uploading the signed affirmations into the LEA's "Related Documents" section in their AcceleGrants application**



# Ombudsman & Complaint Process

A private school official has the right to file a complaint to RIDE if the LEA **did not engage** in timely and meaningful consultation or did not **give due consideration** to the views of the private school official.

Please contact RIDE's Ombudsman:

Anthony Cottone

Rhode Island Department of Education

255 Westminister Street

Providence, RI 02903

(401) 222-8933

[Legal@ride.ri.gov](mailto:Legal@ride.ri.gov)

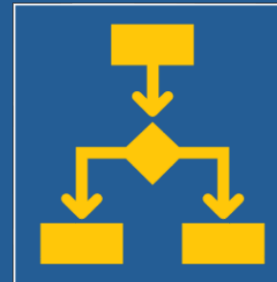


# Providing the Equitable Services



Title I-A equitable services must be provided by either an employee of a public agency (i.e., the LEA) or through a **contract** by the public agency with an **individual, association, agency, or organization**

Ultimately, the **LEA makes the final decision** as to whether to use a third-party contractor



An LEA may also arrange to have services provided by the LEA in which the private school is located and reimburse the LEA for costs



# LEA Paraprofessionals & Equitable Services

Title I-A no longer includes that a paraprofessional employed by an LEA to provide equitable services work under the direct supervision of a public school teacher

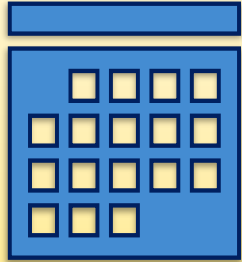
The previous prohibition regarding a **paraprofessional providing instruction without the supervision of a public school teacher is not specifically included in the ESEA as amended by ESSA.**

An LEA, in consultation with appropriate private school officials, must determine by whom equitable services will be provided to succeed in raising the achievement of eligible private school students.

Moreover, ESSA section 1111(g)(2)(M) requires each **State to have professional standards for paraprofessionals working in a Title I-A program.**



# The Use of Funds



Funds allocated to a local educational agency for educational services and other benefits to eligible private school children **need to be expended/ obligated in the fiscal year for which the funds are received by the agency**



All costs must be allowable, reasonable and necessary to implement the program and must meet the identified educational needs of private school students, their teachers and their families



# Deadline for Obligation of Funds

**An LEA can impose reasonable deadlines on private school officials to facilitate meeting the obligation of funds requirement**

(ESSA section 1117(a)(4)(B))

In some cases, action by private school officials is necessary for the LEA to meet the obligation of funds

The private school should notify the LEA of obstacles to meeting the deadline



The LEA can inform the private school that the services are considered declined if they do not notify the LEA and do not meet the deadline



# Equitable Services Documentation to Keep on File

The following items **must be kept on file by the LEA** and could be requested during a program review (monitoring). These items can be requested at any time, including as part of the LEA CRP approval process. *Note that this list is not comprehensive.*



✓ **Offers of consultation regarding service** to each eligible private school for Title I-A grant application showing that offers were received by all eligible schools (e.g., signed confirmation or email read receipt).

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✓ **Third-party contracts with providers of the district's equitable services** to eligible private school students specify the amount or percentage of funds used for administrative costs. If for more than one type of service (e.g., student tutoring and staff professional development) then each activity must delineate the specific cost per activity.

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✓ Copies of **third-party invoices**.

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✓ **Sample letters** to private schools, **meeting agenda, sign-in sheet, and minutes**.

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✓ The **list of LEA staff hired to provide services to private school** children and their qualifications.

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✓ **Documentation showing that consultation has occurred between LEA and private school** officials or its representatives regarding services for private school children prior to the LEA making any decision and that final decisions for program services are made by the LEA (e.g., letters to private schools, meeting agendas, sign-in sheets, minutes).



# Equitable Services Documentation to Keep on File *continued*

- ✓ Documentation that shows the **LEA's allocation** for private school services is **generated by low-income students** attending the private school that reside in an eligible school attendance area (e.g., consultation letters).
- ✓ Documentation that **private school children selected** for services reside in a participating public school attendance area and **meet the multiple academic criteria established by the LEA, without regard to income level**, in consultation with private school officials (e.g., consultation letters, assessment data).
- ✓ Documentation that the **LEA is evaluating the Title I-A program serving private school students**, including student achievement and program implementation, and making necessary modifications (e.g., records of student assessments and outcomes).
- ✓ Documentation that **the LEA regularly supervises the provision of Title I services to private school children** (e.g., schedule of visits, meeting notes, minutes).
- ✓ Documentation that **the LEA maintains control** of the Title I-A funds, materials, equipment, and property that support services to private school children (e.g., purchase orders and invoices).
- ✓ Documentation that Title I-A funded **materials and equipment located at the private school are properly labeled and inventoried** (e.g., inventory lists)
- ✓ Documentation that the **teachers and families of eligible private school children are provided opportunities to participate** on an equitable basis in services and activities for parent and family engagement and professional development (e.g., notices to families and teachers, schedules of events, sign-in sheets).





**If funds remain** at the end of the year because services for a particular private school were delayed or cost less than expected:

Title I-A funds **carried over to the next fiscal year remain designated for equitable services for the private school students from the original school** for which they were reserved.

- ✓ If the **original private school declines** these services or if carryover **results from the closing** of a private school
- ✓ these funds should be **used in the subsequent year for any other participating private school**
- ✓ and then, **if funds cannot be used for a participating private school, they can be used for Title I-A services in district schools.**



(For more see [USED Guidance](#), pp. 26-27).



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# Options for Determining the Proportionate Share



<1>

## School-by-School:

**What are the options available for providing equitable services to private school children with the proportionate share of the LEA's Title I-A funds?**

Provide equitable services to eligible children in each private school with the Title I-A funds generated by the children from low-income families who reside in participating Title I-A public school attendance areas and attend that private school

# Options for Determining the Proportionate Share

**What are the options available for providing equitable services to private school children with the proportionate share of the LEA's Title I-A funds?**



**<2>  
Pooling  
within an  
LEA:**

Provide equitable services to eligible children attending a private school that is part of a group of private schools (such as a group of schools under the authority of a single organization) by pooling the Title I-A funds generated by children from low-income families who reside in participating Title I-A public school attendance areas and attend a private school in the group

# Options for Determining the Proportionate Share



<3>

Pooling  
across  
LEAs:

**What are the options available for providing equitable services to private school children with the proportionate share of the LEA's Title I-A funds?**

Multiple LEAs may pool the Title I-A funds generated by their private school children from low-income families who reside in a participating Title I-A public school attendance area to serve eligible low-achieving private school children who reside in those LEAs. In other words, low-achieving private school children in greatest need who reside in a participating Title I-A public school attendance area in any of the applicable LEAs may be served with the pooled funds. The LEAs, in consultation with appropriate private school officials, must establish criteria to determine the eligible private school students in greatest educational need to receive services.

# The Decision to Pool Funds



## Unilateral Decision to Pool Funds

May an LEA make a unilateral decision to pool funds among several private schools to provide equitable services?

**No.** As a general rule, ESSA section 1117 and 34 C.F.R. § 200.62 require an LEA to provide equitable services to eligible **students who attend a private school** (i.e., students who are low-achieving and reside in a participating Title I public school attendance area) **with Title I funds generated by students from low-income families who reside in a participating Title I public school attendance area and who attend the school.** In other words, an LEA must provide equitable services to eligible low-achieving students in each school commensurate with the Title I funds generated by students from low-income families in the school.

# Equitable Services for Private School Preschool



## Private School Preschool and Equitable Services

Are preschool children in a private school eligible to receive equitable services under Title I-A?

ESSA section 1117 requires an LEA to provide equitable services to eligible **elementary school children**. As a result, unless State law considers preschool to be part of elementary education, an **LEA is not required to provide equitable services to preschool children in a private school and low-income preschool children do not generate funds for such services.**





# Title I-A Equitable Services for Private School Children



## Resources & References



### Services to Eligible Private School Children

- [ESSA - Title I, Sec. 1117, Participation of Children Enrolled in Private Schools](#)
- [UPDATED- US ED - Non-Regulatory Guidance, Title I Services to Eligible Private School Children, October 4, 2019 \(PDF\)](#)
- [US ED - Title I Rules and Regulations - §§200.62-200.69 Participation of Eligible Children in Private Schools](#)

### Federal Program Clinics, Webinars and Contacts

- [RIDE Private School Clinic January 2023](#)

### AcceleGrants Help Documents for Title I, Part A CRP

- [RIDE - Help Doc - Private Schools Services Within District \(DOC\)](#)
- [RIDE - Help Doc - Private Schools Services Out of District \(DOC\)](#)



Title I-A  
Equitable Services  
for  
Private School  
Children



Feedback Form

Title I-A Equitable Services for  
Private School Children Feedback  
Form

