Title I Services provided to Private School Students

• Jane Blanton  jblanton@isbe.net

• Suzanne Dillow  sdillow@isbe.net

• Division of Innovation and Improvement
  • 217-524-4832

www.isbe.net

All information included in this powerpoint is located on the website.

• Go to Division of Innovation and Improvement
  - www.isbe.net/grants/

• Go to Nonpublic Webpage
  - www.isbe.net/grants/html/np_partic.htm
Consultation Topics

1. How the LEA will identify needs
2. What services the LEA will offer
3. How and When the LEA will make decisions about the delivery of services
4. How, Where, and by Whom the LEA will provide services
5. How the LEA will academically assess
6. The size and scope of the equitable services that the LEA will provide
7. The method or sources of data that the LEA will use to determine the number of students
8. The equitable services the LEA will provide to teachers and families
9. The service delivery mechanisms
10. Consideration and analysis of the views of the private school officials about third party providers

Conduct the Consultation Process

• Conduct timely and meaningful consultation with private school representatives
• Meeting notices provided to the private school should be timely
• Provide time for discussion-not information only
• Decision should not have already been made prior to meeting
• There must NOT be a unilateral offer of LEA program
Things To Do

• Set up a timeline with private school representatives
• Plan for multiple meetings and input from private school representatives
• Have an agenda and get input ahead of time
• Keep written notes and share with private school representatives
• Maintain “meaningful written assurance”

Provide Equitable Services-Equitable Share of Funding

• Use Proportion of Low-Income Children to Calculate:
  • Instructional funds
    - Summer school
    - Preschool
  • Professional development
  • Parental involvement
  • Share of funds from district wide instructional programs
Other Equitability Issues

• Programs must be conducted for the full school year and begin on time
• Provisions must be made for substitute teachers
• Computers and other equipment on which the program depends must be fully operational and inventoried.

Mistakes to Avoid in Providing Equitable Services

• Use the proportion of low-income children in determining set aside portions for the private school program
• Make all aspects of funding topics available for consultation-be “above board”
• Ensure programs meet needs of private school participants
### Title I Targeting Step Four

#### Private School Share Page

**Private School Share**

When completing this page, use enrollment and low-income data for PARTICIPATING public school attendance centers only.

1. **1555**
   - Enter the number of low-income public school students in participating public school attendance areas

2. **1618**
   - Enter the number of low-income public school students in participating public school attendance areas (Line 1 + Line 2)

3. **0.03893**
   - Enter the number of low-income public school students in participating public school attendance areas

4. **0.389**
   - Enter the number of low-income public school students in participating public school attendance areas

5. **389**
   - Enter the number of low-income public school students in participating public school attendance areas

**Equitable private school share of Parent Enrollment reservation**

- **Line 4 x Line 5** rounded to whole dollar
- **Line 7**
  - Enter the distribution for school improvement reservation for Targeting Step 4
- **Line 8**
  - Enter the amount reserved for professional development for school improvement reservation for Targeting Step 5 (as required)
- **Line 9**
  - Enter the amount reserved for professional development for school improvement reservation for Targeting Step 6
- **Line 10**
  - Enter the amount reserved for professional development for school improvement reservation for Targeting Step 7

**Calculate Totals**

[Private School Share Form]

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### Estimated Number of Students Who Will Participate

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>Approved Schedule Served</th>
<th>Not Low Income</th>
<th>Public Low Income</th>
<th>NonPublic Low Income</th>
<th>Low Income Percent</th>
<th>Attendance Center Allocation</th>
<th>Per Pupil Amount</th>
<th>NonPublic Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 - WASHINGTON ELEMENTARY SCHOOL</td>
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<tr>
<td>2008 - BERGEN SCHOOL</td>
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<tr>
<td>2006 - DEERFIELD ELEMENTARY SCHOOL</td>
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<tr>
<td>2004 - ADDAMS ELEMENTARY SCHOOL</td>
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<tr>
<td>2019 - BAYLON INTERMEDIATE</td>
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</tbody>
</table>

**Difference**: 1330 - 63 = 1267

**Estimated Number of Students Who Will Participate**: 1,406,123

**Estimated Number of Students Who Will Participate (NonPublic)**: 53,385
Equitable Share Formula

(a) Public Low Income + (b) Non-Public Low Income = (c) Total Low Income Students Served

1555 + 63 = 1618

(b) Non-Public Low Income divided by (c) Total Low Income Served = (e) proportionate share for non-public low income (5 decimal places)

63 / 1618 = .03893

.03893 x $et-aside amount = private school share

Take "e" and multiply it against the parent involvement set aside, professional development set aside (amount over the required set aside), and other district-wide instructional set asides (ex. summer school).

This amount should be in addition to your instructional amount that targeting step 4 already gives you. You will need to detail it in your budget.

Title I Targeting Step Four

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>Approved Schoolwide</th>
<th>Not Approved Schoolwide</th>
<th>Public Low Income</th>
<th>Non-Public Low Income</th>
<th>Low Income Percent</th>
<th>Attendance Center Allocation</th>
<th>Per Pupil Allocation</th>
<th>Non-Public Allocation</th>
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</thead>
<tbody>
<tr>
<td>2017 - Washington Elementary School</td>
<td>254</td>
<td>5</td>
<td>49.61%</td>
<td>200972</td>
<td>85.085</td>
<td>85.085</td>
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<tr>
<td>2008 - Berrian School</td>
<td>205</td>
<td>3</td>
<td>87.04%</td>
<td>19486</td>
<td>85.085</td>
<td>85.085</td>
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<tr>
<td>2007 - Devary Elementary School</td>
<td>154</td>
<td>6</td>
<td>66.67%</td>
<td>130000</td>
<td>85.085</td>
<td>85.085</td>
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</tr>
<tr>
<td>2003 - Akins Elementary School</td>
<td>233</td>
<td>11</td>
<td>55.57%</td>
<td>20096</td>
<td>85.085</td>
<td>85.085</td>
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<tr>
<td>2019 - Internet &amp; Other District-Wide Instructional Services</td>
<td>714</td>
<td>36</td>
<td>50.16%</td>
<td>592335</td>
<td>85.085</td>
<td>85.085</td>
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<tr>
<td>Total</td>
<td>1555</td>
<td>63</td>
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</table>
Determining Educational Need and Participation

• Written criteria is needed at the LEA and for private school
• Multiple measures must be used
• Criteria should be educationally related (poverty determines allocation amounts for the private school)
• Participating students must reside in Title I attendance areas
• Public school officials determine those private school students that are most educationally needy to receive services

Staffing & Servicing the Private School Program

• Title I programs must NOT be staffed exclusively with paraprofessionals
• Paraprofessionals must be under the direct and immediate supervision of a highly qualified teacher
• Paraprofessionals must not determine the program of services
• Third parties must appropriately staff the Title I program
• Types of service available for private school participants include:
  - Instructional services
  - Extended day services
  - Family literacy programs
  - Counseling programs
  - Computer-assisted instruction
  - Home tutoring
  - Instruction using take-home computers
Benefits to the Private School

- The Title I program must primarily benefit participating Title I students (LEA must retain control of choosing participants)
- Ensure private school officials understand program rules and regulations
- Private school students must reside in the Title I attendance area
- No whole class instruction or team teaching is allowed
- All private school students may not be tested for eligibility
- Supplement not supplant
- Professional development must be targeted to helping teachers better teach at-risk students

Third Party Providers

- There needs to be sufficient details in the contract
- Attract specialists in private school programs
- Deliverables should be detailed (instructional time, number of students, etc.)
- Costs per child and administrative vs. instructional costs
- Invoicing requirements-actual costs must be divided by number of months services are provided and multiple services must be broken out clearly or separately contracted
Evaluating the Program

- Evaluate the program, not just the students
- The program must show progress for the participants
- Benchmarks for success are needed
- Results should be used to modify future programming

Maintaining Control of the Program

- Balance the views of private school officials with LEA decisions
- Visit programs frequently and keep dialogue open with private school representatives
- Control of administration, funding, design, development, and program implementation must be maintained by the LEA
- It is the responsibility of the LEA to provide oversight, make decisions, control use of purchased materials, determine hiring of personnel, supervise third party contracts, evaluate program and personnel, and supervise Title I personnel
Forms

- ISBE sends out LEA Affirmation of Consultation and Private School Participation Sheets along with Projected NCLB Allocations.

- Other forms can be found on the ISBE website under the Division and Program link, Innovation and Improvement. Then on the Resource box on right, click on Nonpublic Participation.

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**LEA Affirmation of Consultation With Private School Officials**

Sec. 1120(b) of the Elementary and Secondary Education Act and Sec. 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this act. Consultation shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas;
- Whether the LEA will use data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A, program.

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<table>
<thead>
<tr>
<th>Public School Official</th>
<th>Date</th>
<th>Private School Representative</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District</td>
<td></td>
<td>Name of Private School Agency or School</td>
<td></td>
</tr>
</tbody>
</table>

The LEA must maintain a copy of this form and return the original to the Illinois State Board of Education, c/o Grants and Programs Division, 100 North First Street, N 242, Springfield, IL 62777-0001, Attn: Pam Bokam.
Projected NCLB Allocations

Resources

- Ensuring Equitable Services to Private School Children: A Title I Resource Tool Kit: (Order CD from ED Pubs: #ED002962C) @ www.ed.gov
- Title I Services to Eligible Private School Children-Non-Regulatory Guidance- http://www.ed.gov/about/offices/list/oii/nonpublic/nclbinfo.html
- www.isbe.net
- sdillow@isbe.net and jblanton@isbe.net
- Office of Non-Public Education - www.ed.gov/about/offices/list/oii/nonpublic
- www.isbe.net/grants/html/np_partic.htm