



# Equitable Services

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## Counting Eligible Private School Students ~ Low-Income: ESSA Section 1117(c)(1)

- As part of consultation, count the number of students from low-income families in **LEA Title I participating attendance zones** who attend a private school (inside or outside of LEA).
- Measure used to count private school students must be the same or comparable to measure used to count public school students
  - [2018-2019 Guidelines to Determine Eligible Students](#)
  - [2018-2019 Guidelines to Determine Eligible Students – Spanish](#)
- Even upon consultation, the LEA retains authority to decide how eligible children will be counted.

# Select Eligible Academically At-Risk Students

While the number of eligible private school students is determined on the basis of poverty data, **income is *not* the criterion to identify students for services.**

1. Private School Student **must reside** in one of the LEA's participating attendance zones;

**AND**

2. Private School Student must be identified as **at risk of failing\*** to meet the Arizona academic standards used to define proficiency by the private school.

\*Multiple academic criteria will be used to select students for Title I-Services.  
LEA has discretion to choose appropriate selection criteria.

# Story of Three Private School Students

**1st:** These three students have been identified as **low-income based on poverty measure and they each live in a Title I boundary**. LEA confirms information received by Private School.



**2nd:** These two students **reside in a Title I attendance area; AND they have met the criteria as 'academically at-risk'**. These two students



## Title I, Part A Proportionate Share Determination

ESSA Section 1117(4)(A)(ii), the proportional share of Title I funds for Private Schools shall be determined based on the total amount of Title I-A funds received by the local education agency (LEA) prior to any allowable expenditures or transfers.

### Example of Determining the Title I, Part A Proportionate Share for Private Schools' Equitable Services

1) Public School Title I Attendance Areas for the All Arizona School System (LEA)	2a) Number of Public School children from Low-Income Families at Title I schools	2b) Number of Private School children from Low- Income Families residing in the All Arizona School System's Title I Attendance Zones	3) Total Number of children from Low-Income Families
High School	750	3	753
Middle School	600	2	602
Middle School	500	2	502
Elementary School	500	2	502
Elementary School	450	2	452
Elementary School	451	1	452
<b>TOTAL</b>	<b>3251</b>	<b>12</b>	<b>3263</b>

PROPORTIONATE SHARE of the All Arizona School System's Title I allocation of	.9963	.0037	
\$4,080,250.00	\$4,065,153	\$15,097	
	(LEA's share)	(Private Schools' Share)	

### Family Community Engagement

ESEA section 1116(a)(3)(A) requires an LEA to reserve and spend at least 1 percent of its Title I allocation to carry out required Title I parent and family engagement activities if the LEA's Title I allocation exceeds \$500,000.

LEA's Title I allocation	1% for parent and family engagement	Proportionate share '% for equitable services, multiplied by 'the 1% for parent and family.'	
\$4,080,250.00	\$40,802.50	\$150.97	This \$ figure goes into 3c.

1) LEA determines the participating public school attendance areas of Title I Schools only.

2) LEA determines the number of children from **low-income families** residing in each participating area (Title I school/s) who attend **2a)** public and **2b)** private schools. **3)** Total # of low-income families.

**EXAMPLE:** This LEA has 10 schools. Of those 10, only 6 are participating Title I schools. Only 4 participating private schools are in the LEA boundary.

The total # of low-income public school students = 3251

The total # of low-income private school students = 12

$$3251 + 12 = 3263 \text{ total}$$

1) The Private School Proportionate Share is determined by dividing the total private school students from low-income families (12) by the total students from low-income families at the (4 participating) private schools and LEA (3263). Therefore,  
 $12/3263 = .0037$  (rounded to four decimal places)

2)  $.0037 \times \$4,080,350.00 = \$15,097$  (This is set-aside 3. Not 3a, 3b, 3c, 3d, or 3e)

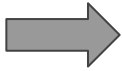
LEAs allocation is greater than \$500,000. Family Community Engagement must be set-aside based on the following formula. To determine Family Community Engagement Share, the LEA multiplies the 1% Family Community Engagement set-aside 8 x the proportionate share percentage.

$$\$40,802.50 \times .0037 = \$150.97$$

The **\$150.97** is the minimum amount that must go into Set-Aside 3c.

# Set-aside Example

Item	Description	Amount
3.	\$ <input type="text" value="\$15,097.00"/> ate School Pool of Funds. This amount should be the sum of lines 3a, 3b, 3c, 3d, 3e	
	Title I Services to <b>Private Schools</b> (enter below):	
	a. Portion of funds for equitable Administrative Activities	<input type="text"/>
	b. Portion of funds for equitable Indirect Costs, if applicable	\$1,104.03
	c. Portion o funds for equitable Family/Community Engagement	\$150.97
	d. Portion of funds for equitable Professional Development (optional)	\$1000.00
	e. Total portion of funds for equitable Instructional Services (Note: This amount should reflect Total Private School Pool of Funds minus lines 3a, 3b, 3c, 3d)	\$12,842.00



LEA Meaningful Consultation Checklist	
A.	<u>Send notice about ESEA programs (Intent to Participate form) to private school administrators asking if they are interested in having their students and teachers participate in ESEA programs.</u>
B.	Schedule a consultation meeting with private school officials and provide information about the ESEA education programs ( <i>including competitive grants the LEA will apply for</i> ) available to eligible private school students and teachers, allowable activities, and the appropriate roles of public and private school officials. <b>Identify ongoing consultation meeting dates.</b>

# FY20 Intent To Participate

**Private School Official:** Complete the following

Federal Program (s) offering services to Private Schools (Place an 'X' in each program where the Private School listed above intends to consult with the LEA on possible services)

LEA providing Title I-A		LEA providing Title I-C - Migrant		LEA providing Title II-A		LEA providing Title III-A		LEA providing Title IV-A	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Directions:** Both school officials (private and public) must initial under either YES or NO for each statement below. Both School Officials will initial, sign, and date this document following the ongoing consultation AND the equitable services implementation. Comments may be made below. Please upload to Title I-A Related Documents.

## **Part 1: Timely and Meaningful Consultation Affirmation – Initial Consultation**

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			The initial consultation for the 2019-2020 school year has occurred between the LEA and Private School. Date _____ (Should take place prior to May 1st.)
Public School			

## **Part 2: Notification of Intent to Participate in FY20**

Official	Yes	No	Notification Intent (ESSA Sections 1117 and 8501)
Private School			The Private School intends to continue consultation throughout remainder of FY19 and participate in FY20 equitable services. It is the responsibility of the LEA to design, develop and implement the services provided to the private school students, teachers and families, after on-going consultation with the private school.
Public School			



## LEA Meaningful Consultation Checklist

A. Send notice about ESEA programs (Intent to Participate form) to private school administrators asking if they are interested in having their students and teachers participate in ESEA programs.

B. Schedule a consultation meeting with private school officials and provide information about the ESEA education programs (*including competitive grants the LEA will apply for*) available to eligible private school students and teachers, allowable activities, and the appropriate roles of public and private school officials. **Identify ongoing consultation meeting dates.**



# FY20 Affirmation of Consultation

**LEA Federal Program Official:** Select what is applicable from the following statements. LEAs might check more than one.

- ☐ Check if there are no eligible private schools located within the LEA's boundaries
- ☐ Check if LEA has students residing within the LEA but are providing services to students attending a private school outside of LEA boundaries.
- ☐ Check if the private school has not responded to LEA's repeated, good-faith attempts (3) for consultation.

**Private School Official:** Complete the following chart showing private school participation **for each** funding source.

LEA providing Title I-A		LEA providing Title I-C - Migrant		LEA providing Title II-A		LEA providing Title III-A		LEA providing Title IV-A	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Directions:** Both school officials (private and public) must initial under either YES or NO for each statement below. Both School Officials will initial, sign, and date this document following the ongoing consultation AND the equitable services implementation. Comments may be made on the following page. Upload to Related Documents under Title I-A.

**Part 1: Timely and Meaningful Consultation Affirmation – Ongoing Consultation – Due date: June 30, 2019**

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Timely and meaningful consultation occurred regarding the needs and services of eligible children and their teachers and families. Consultation Dates _____
Public School			
Private School			The local education agency gave due consideration to the views of the private school official.
Public School			
Private School			The program design/provision of services agreed upon by the local education agency and private school is equitable.
Public School			

**Part 2: Equitable Provision of Services**

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Services will begin at the time requested and agreed upon by the private school official. Date _____
Public School			
Private School			The local education agency gave due consideration to the views of the private school official.
Public School			
Private School			Satisfactory services were provided during the school year.
Public School			

# Resources

Arizona Department of Education: [Private School Website](#)  
[2019 Brustein & Manasevit's Spring Coordinator Presentation](#)