

# Equitable Services to Independent Schools

## General Requirements

- The LEAs may provide services directly to the independent school or through contracts with public and independent agencies, organizations and institutions.
- Funds cannot be used to reimburse independent schools for services or other program costs. The statute clearly states that the LEA must maintain control of funds and no funds may be paid directly to the independent school.
- Title I services and other benefits for independent school students shall be equitable in comparison to Title services and other benefits for public school students and shall be provided in a timely manner. The services are provided in a targeted assistance manner with only those eligible students receiving Title I services.
- The LEA is the official owner of any equipment and supplies purchased with Title I money. Equipment purchased needs to be inventoried by the LEA in a timely manner. No equipment can be purchased with Title IIA funds.

## Assurances

The LEA shall:

- a. Provide for the equitable participation of students and professional staff in non-profit independent schools in all Titles covered in the Elementary & Secondary Education Act (ESEA). Contact officials of independent schools within the LEA and give them an opportunity to participate and develop the programs authorized in this CFP application.
- b. Assure that all services, materials, and equipment provided to independent schools will be used to provide only secular, neutral, and non-ideological educational services to students and school personnel.
- c. Consult with independent schools if the LEA chooses to utilize the flexibility and transferability options in ESEA to transfer funds from one Title to another.
- d. Provide, after timely and meaningful consultation with independent school officials, independent school students, their parents and teachers, equitable educational services or other benefits funded by the Titles contained in this application.

## Professional Development

All professional development activities paid for with Title I or Title IIA funds must be high quality professional development. This includes but is not limited to, activities that:

- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;

- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators.

### **Title I Calculation**

The LEA calculates Title I professional development equitable services from the reserved\* funds in the proportion to the number of independent school students from low-income families residing in participating public school attendance areas. *\*The “reserved funds” amount can be found in the CFP application on the Title I Worksheet in the line item called “other LEA-wide Programs.”* If the LEA does not use any of their Title I funds for LEA-wide professional development, then the independent schools do not receive equitable service in Title I professional development.

### **Example**

A LEA reserves \$36,000 of their total allocation for professional development activities. There are 2,500 public and independent school students from low-income families residing in the attendance area. Five percent of these students attend independent schools, so five percent of the professional development reserve (\$1,800) must be made available to independent schools.

A. Professional Development Reserve:	\$36,000
B. Percentage of qualifying students attending independent schools:	5%
C. Total funds available to independent schools (B x A):	\$1,800

### **Title IIA Calculation**

For purposes of determining the amount of Title IIA funds it must reserve for professional development provided to independent school teachers, the LEA must provide equitable services based on this minimal amount to independent school teachers and other educational personnel even if the LEA transfers some Title II funds to other programs. The Title IIA equitable services amount is calculated by multiplying the per pupil rate (see Table on Page 4) by the number of enrolled students in the participating independent school(s).

	SU #1	SU #2
<b>A. Number of Students</b>		
A1: LEA Enrollment	2,500	4,000
A2: Participating Independent School Enrollment	500	300
A3: Total Enrollment (A1+A2)	3,000	4,300
<b>B. Title II, Part A Allocation To Be Used for Professional Development</b>		
B1: LEA Allocation	\$360,000	\$600,000
B2: Indirect and Administration (for public and independent programs) + Class Size Reduction + Recruitment Activities	\$25,000	\$42,000
B3: Amount LEA is Using for Professional Development (B1-B2)	<b>\$335,000</b>	<b>\$642,000</b>
<b>C. Per Pupil Rate</b>		
C1: Use B3 (divide by A3)	\$111.67	\$150.00
<b>D. Equitable Services</b>		
D1. Amount LEA must reserve for equitable services for participating independent schools (A2 x D1)	\$55,835	\$45,000

### Use of Funds

For Title I, professional development is only for Title I funded teachers and/or independent school teachers who have a significant number of Title I students in their classroom.

Professional development activities must address how these teachers can serve students who are struggling academically better, such as by providing information on research-based reading and mathematics instruction.

For Title IIA, the professional development activities for independent school teachers must address one or more of the following objectives:

- Improve and innovate teaching practices (i.e., technology literacy) in core academic subjects - English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- Increase teacher capacity to meet needs of students with different learning styles/needs (including behavioral).
- Ensure that teachers are able to effectively use standards and assessments to improve instructional practices to impact student academic achievement.
- Provide regular opportunities for teachers to collaborate to examine student work and teaching practices.

- Develop an understanding of how to use data and assessments to improve classroom practice and student learning.
- Involve parents in their child’s education.

Professional development activities must be planned and implemented with meaningful consultation with independent school officials and teachers. After this consultation takes place, the LEA may conduct these activities independently or, when appropriate, in conjunction with the LEA’s professional development activities.

Funds can pay for:

- Costs associated with the direct training – for example, registration fee, trainer fee, and travel costs, if necessary.
- Consultant fees.
- Stipends for independent school teachers, if reasonable and necessary. The stipends must be used for work that is beyond teacher contractual obligations. For example, if the professional development activity is conducted during after-school hours, stipends may be needed to compensate teachers for their participation outside their regular employment hours. Stipends for independent school teachers must be available on the same basis as those for public school teachers *and* the stipends must be paid directly to the independent school teachers.

Funds cannot pay for:

- Upgrading the instructional program in the regular classroom of the independent school.
- Substitutes for independent school teachers.

In addition to the list above, Title IIA funds cannot pay for:

- Mini grants.
- “Placeholders” for PD activities that are not yet developed.
- Purchase of material, texts or supplies for student use.
- Purchase of teachers texts, materials or supplies unless part of a Title II, Part A – funded PD activity.
- Equipment (this includes iPads and other electronic devices).
- Teaching staff salaries
- Remedial instruction.
- Developing and disseminating information to the public.
- Planning.
- Data systems to manage student assessment data.
- General conferences

## Parental Involvement (Title I only)

### Calculation

The calculation for equitable services for parental involvement is the same as the calculation for professional development (above). The LEA calculates equitable services from the reserved funds (as noted in the *Title I Worksheet*) in the proportion to the number of independent school students from low-income families residing in participating public school attendance areas.

### Example

A LEA reserves 1% (\$6,000) of their total allocation (\$600,000) for parental involvement activities. There are 2,500 public and independent school children from low-income families residing in the attendance area. Five percent of these children attend independent schools, so five percent of the parental involvement reserve (\$300) must be made available to independent schools.

A. Total Title I Allocation:	\$600,000
B. Parental Involvement Reserve (1%):	\$6,000
C. Percentage of qualifying students attending independent schools:	5%
D. Total funds available to independent schools (C x B):	\$300

### Use of Funds

The parental involvement program funded by Title I must meet the needs of the parents of Title I independent school students. After meaningful consultation with the appropriate independent school officials and parents, the LEA may conduct these activities independently or in conjunction with the LEA's regular parental involvement activities.

Funds can pay for costs associated with activities that will assist the Title I independent school students in achieving high academic standards, including:

- A written agreement between the LEA and parents of Title I independent school students regarding the responsibilities of the LEA and parents in the Title I program.
- Parent of Title I students meetings.
- Communication between the Title I teachers and parents of Title I students on students' academic progress.
- Parent education for the parents of Title I students.
- Lite meals and refreshments during Title I parent activities, according to LEA policies.

Funds cannot pay for:

- Stipends for parents.
- Gift cards or gas cards.
- Door prizes.

## **Instructional Services for Title I Students**

An LEA must, after timely and meaningful consultation with appropriate independent school officials, provide Title I educational services to independent school children who live in participating public school attendance areas and are identified by the LEA as at risk of failing. These services must be equitable in comparison to services and benefits provided to public school participants.

## Calculation

Using the Targeting and Ranking MS Excel spreadsheet attached to the CFP grant application (see example below), determine the per pupil allocation (PPA) for each school attendance area (Column 8) and multiply the number of low-income independent school students in each school attendance area (Column 5) by the PPA for that area to determine independent school allocation amounts (Column 11).

## Example

(A) Total Current Year Allocation		(B) Total Funds Available to Allocate to Schools					(C) Poverty Measure Used	(D) LEA-wide Poverty Percentage (%)	(E) 125% Minimum per Pupil Allocation				
\$820,000		\$800,000					Free & Reduced	53%	-				
				Number of Low Income Students in Attendance Area									
School ID	1. Schools	2. Grade Span	3. Enrollment	4b. Public	5. Independent	6. Avg. % of Poverty	7. Eligible School	8. Attendance Area Per Pupil Amount	9. Attendance Area Allocation	10. Amount of Allocation per public school	11. Amt of Allocation for Independent School Students		
1	School 1	K-8	821		545	8	65.16%	Yes	\$1,104.97	\$600,000	\$591,160.22	\$8,839.78	
2	School 2	9-12	733		240	3	32.74%	Yes	\$823.05	\$200,000	\$197,530.86	\$2,469.14	
3	School 3	K-12	803		245	0	30.51%	No	\$0	\$0	\$0	\$0	
										\$788,691.08	\$11,308.92		

## **Determining Title I Caseload**

To be eligible for Title I services, an independent school student must be under the age of 21, reside in a participating public school attendance area, and meet the requirements in §1115(c) of Title I, which requires the LEA to use multiple, educationally related, objective criteria in selecting students to participate in the Title I program. Under that section, certain students may be identified as eligible solely by virtue of their status - examples include homeless students, neglected and delinquent students, migrant students, and students who in the preceding two years had participated in a Title I preschool program. To the extent appropriate, the LEA must select independent school students who are failing, or most at risk of failing, to meet high student academic achievement standards. The selection criteria may include achievement tests; teacher referrals based on objective, educationally related criteria; and grades.

## **Use of Funds**

An LEA, in consultation with independent school officials, determines the appropriate, supplemental Title I services based on the needs of the independent school students. Title I services may be provided in subject areas or at grade levels that are different from those provided public school students, as long as these services are provided in the same grade-span as the services provided to public school students. These services must hold reasonable promise that the academic performance of independent school participants will improve.

Funds can pay for costs associated with:

- Supplemental instructional services provided by public school employees or third-party contractors.
- Extended-day services.
- Family literacy programs.
- Computer-assisted instruction.
- Home tutoring.
- Instruction using take-home computers.

Funds cannot pay for:

- Services, including supplies and materials, for students who are not on the Title I caseload.
- Services required in an IEP or ELL program.
- Costs associated with identifying the Title I caseload.

## **Consultation**

Consultation involves discussions between LEA and independent school officials on key issues that affect the ability of eligible independent school students and teachers to participate equitably in Title I and IIA programs. Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered. Successful consultation

establishes positive and productive working relationships that make planning easier and ensure that the services provided meet the needs of eligible students and teachers.

A unilateral offer of services by an LEA with no opportunity for discussion is not adequate consultation. Only after discussing key issues relating to the provision of services should the LEA make its final decisions with respect to the Title I and IIA services to be provided.

## **Suggested Consultation Timeline**

### **January**

Contact independent school officials to set up consultation calendar for upcoming school year.

### **Feb/March**

Initial consultation meeting discussions:

- What type of Title I and IIA services are available
- How the LEA will identify independent school students' academic needs.
- How, where and by whom the services will be provided.
- How academic progress will be assessed and how the results of that assessment will be used to improve the Title I and IIA programs.
- The size and scope of the equitable services to be provided, and the proportion of funds that is allocated for these services.
- Allocated funds for parental involvement and professional development services for families and teachers of independent school students, and the activities those funds will support.
- The service delivery mechanism the LEA will use to provide equitable services. This discussion must allow for thorough consideration and analysis of independent school officials' view on the provision of services through a third-party provider.

### **April/May**

- Determine equitable services amount for the upcoming school year based on number of eligible students and per-pupil allocations.
- Conduct professional development needs assessment.
- Identify students to participate.

### **August/September**

- Establish service start date (the same as the public school start date).
- Finalize roster of participating students.
- Begin services.

### **October-June**

- Monthly visits by LEA supervisor to Title I services and regular communications with independent school teachers and officials about student progress and program compliance.
- Assess student progress and evaluate program effectiveness.
- Conduct professional development and parental involvement activities.

## Required Documentation

1. Each year, after the initial consultation meeting has taken place, LEA officials must obtain from independent school representatives a signed affirmation that the required discussion has occurred. A sample affirmation form is provided on page 33 of the U.S. Department of Education Non-Regulatory Guidance - *Title I Services to Eligible Independent School Children* referenced below (please note that this sample form only refers to Title I, you will need to add Title IIA).
2. LEA's are also required to document the equitable service calculations. Equitable service amounts must be calculated separately for each of the four types of services:
  - Title IA – professional development, parent involvement, and instructional services to eligible students
  - Title IIA – professional development

Copies of the consultation affirmation and the equitable service calculations must be maintained in the LEA's files and provided to the Agency of Education when requested for monitoring purposes.

## Additional Resources

Every Student Succeeds Act (ESSA) Section 1117, Participation of Children Enrolled in Private Schools & Section 8501

[Title I Services to Eligible Private School Children, Non Regulatory Guidance, October 17, 2003](#)  
[Improving Teacher Quality, State Grants, ESEA II, Part A, Non-Regulatory Guidance, October 5, 2006](#) (See Section G – Private School Participation)

[Ensuring Equitable Services to Private School Children: A Title I Resource Kit](#). U.S. Department of Education, September 2006.