Five Steps: Providing Title I Services to Eligible Private School Children

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| Step 1 – Locate Your Fund-Generating Students* Obtain a list of district students who are attending private schools **who would have attended** a school that has a Title I program
* Obtain confidential family income information to determine how many of these students generated Title I funds (see [guidance](https://www.doe.mass.edu/federalgrants/titlei-a/guidance/equitable-services.pdf) USED website)
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| Step 2 – Contact Appropriate Private School Officials* Inform private school officials at schools where students from your district (who would have attended Title I schools and have generated funds for your district) that you have a Title I program and offer consultation regarding participation in the program
* Keep a record of letters sent and ensure that all schools contacted responded (either affirmatively or negatively) to your offer
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| Step 3 – Timely and Meaningful Consultation* A unilateral offer of services by a district, with no opportunity for discussion, is not adequate
* Consultation must take place before a district makes any decisions that affect the opportunities of eligible private school children to participate in Title I programs
* Provide program information, including: school selection process, grade spans served, the number of low-income public and private school children residing in the area, and the amount of funding available for equitable services.
* Obtain written affirmation and agreement (or disagreement) that timely and meaningful consultation has taken place. Submit signed [affirmations](https://www.doe.mass.edu/federalgrants/resources/equitableservices-essa/affirm-consultation.docx) with district Title I application.
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| Step 4 – Program Development* Benefits must be equitable to those offered to eligible public school students (not necessarily the same)
* Address the following issues:
	+ how the children’s needs will by identified;
	+ what services will be offered and by whom (third party of not);
	+ how and where services will be provided;
	+ how the services will be assessed;
	+ the size and scope of the equitable services to be provided, and the amount of funds to be used for those services;
	+ parental activities and compact development; and
	+ professional development opportunities for officials and staff who work directly with students who participate in the program
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| Step 5 – Supervisory Responsibilities* See that Title I services adhere to all Title I regulations and are coordinated with regular classroom instruction
* Maintain control of funds, label materials purchased by Title I, and keep inventory of district Title I property
* Ensure that progress toward meeting challenging academic standards is being measured and utilized for program improvement
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