

DISTRICT NAME:

LEA CODE:

FORM 4: EQUITY AND ACCESS: LOCAL PROGRAM COORDINATION – UNIFIED APPLICATION

Required Information

The No Child Left Behind Act (NCLB) requires evidence of local efforts of cross-program coordination, planning, and service delivery aimed at improving teaching and learning for several special student populations. Provide the requested information regarding local efforts of program coordination to address the needs of the special student populations if applying for funds under any of the following programs:

FUND CODE	GRANT PROGRAMS
305	Title I, Part A
140	Title II, Part A: Improving Educator Quality (required to the extent that funds are used for professional development)
180	Title III: English Language Acquisition and Academic Achievement Program for Limited English Proficient Students

To type your response, click on the grey shaded areas

1. Indicate if your district has the following student populations:

STUDENT POPULATIONS	YES	NO
Early childhood		
Homeless		
Immigrant		
Limited English proficient		
Migrant and formerly migrant		
Neglected or delinquent		
Students attending high poverty schools		
Students with disabilities		
Youth at risk of dropping out		

2. How are these students identified?

3. Describe the strategies and activities the district will use, including involving the district's Homeless Education Liaison, to coordinate local, state, and federal educational programs that provide services to special student populations including, but not limited to, those listed above.

FORM 5 – EQUITABLE PARTICIPATION OF STUDENTS AND EDUCATORS IN PRIVATE NON-PROFIT SCHOOLS

Required Information

NCLB grants require the equitable participation of students and educators in private non-profit schools (private) federally funded programs and services. The public school district is required to have “timely and meaningful consultation” with private school officials regarding the participation of private school students and educators in NCLB funded programs and services. Guidance on matters to be covered in the consultation process is available at:

<http://www.doe.mass.edu/nclb/private.html>

1. Number of private schools **within** district boundaries:

NOTE: If there are no private schools located within district boundaries, you only need to fill out the Table below if you are reporting private schools outside the district boundaries that serve Title I eligible students.

2. Number of private schools **outside** district boundaries that enroll Title I eligible* students who reside in the district:
3. Number of **private schools that the district has consulted** to ensure equitable participation of private school students and educators in FY2012 federally-funded programs and services: *(This number should equal the sum of the numbers in 1 and 2 above.)*

NOTE: The district must maintain documentation on file that demonstrates that each private school in the community has been afforded the opportunity for meaningful consultation on the school’s participation in the federal programs listed below. Title I requires the notification of private school officials wherever eligible resident students attend, including private schools beyond district boundaries.

* Title I eligible students are students who would have attended a Title I served school had they attended public school.

	PROGRAM NAMES AND FUND CODES	
TABLE I	Title I, Part A 305	Title III 180
A. Number of participating private schools <i>(Number expected to participate in FY2012 programs.)</i>		
B. Enrollment of participating private schools <i>(Number of students enrolled in the schools listed under A.)</i>	NA	
C. Number of non-participating private schools <i>(Number eligible but not expected to participate in FY12.)</i>		
D. Enrollment of non-participating private schools <i>(Number of students enrolled in the schools listed under C.)</i>	NA	
E. Number of private school students eligible for services <i>(For Title I, see asterisk above for definition of eligible students. For all other Titles, E=B+D=Number enrolled in all eligible private schools.)</i>		
F. Number of private school students who will receive services <i>(For Title I, should be less than or equal to E. For all other Titles, should be less than or equal to B.)</i>		
G. Number of private school educators eligible for services <i>(Number of educators in all eligible private schools – those listed under both A and C.)</i>	NA	
H. Number of private school educators who will receive services <i>(Should be less than or equal to G - and less than or equal to the number of educators at the participating private schools.)</i>	NA	

FUND CODE	GRANT PROGRAMS
305	Title I, Part A
140	Title II, Part A: Improving Educator Quality (required to the extent that funds are used for professional development)
180	Title III: English Language Acquisition and Academic Achievement Program for Limited English Proficient Students

Consultation with Private Schools <http://www.doe.mass.edu/nclb/private.html>

The No Child Left Behind Act (NCLB) requires equitable participation of private schools in the above listed federal programs. The public school district is required to have “timely and meaningful consultation” with private school officials on:

- a. how the students’ needs will be identified;
- b. what services will be offered;
- c. how, where, and by whom the services will be provided;
- d. how the services will be assessed and how the results of the assessment will be used to improve those services;
- e. the size and scope of the equitable services to be provided to the eligible private school students, teachers, and other educational personnel and the amount of funds available for those services;
- f. how and when the district will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers;
- g. the method or sources of data that the district will use to determine the number of eligible private school children from low-income families residing in participating public school attendance areas; and
- h. the assessment instruments that will be used to measure: 1) the academic growth of students in English language arts and mathematics (Title I) and 2) the progress of limited English proficient (LEP) students toward attaining English proficiency in reading, writing, speaking, and listening (Title III).

Please Note:

If the district and private school officials disagree on the provision of services through a contract, the district must provide a written explanation of the reasons why the district has chosen not to use the contractor.

The required consultation is to occur before the district makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under NCLB, and to continue throughout the implementation and assessment of the activities.

The district maintains control of the federal funds used to provide services to private school students and educators under the grant programs funded through the No Child Left Behind Act. It also maintains title to materials, equipment, and property purchased with those funds.

1. Using the space provided, describe for each of the federal No Child Left Behind programs for which you are applying:

Select Title from drop-down menu	To type your response, click on the grey shaded areas
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a. how the private school students' and educators' needs will be identified:

SELECT TITLE	
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b. what services will be offered:

SELECT TITLE	
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c. how, where, and by whom the services will be provided:

SELECT TITLE	
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d. how the services will be assessed and how the results of the assessment will be used to improve those services:

SELECT TITLE	
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e. the size and scope of the equitable services to be provided to the eligible private school students, teachers, and other educational personnel and the amount of funds available for those services:

SELECT TITLE	
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f. how and when the district will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers:

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- g. the method or sources of data that the district will use to determine the number of eligible private school children from low income families residing in participating public school attendance areas:**



- h. the assessment instruments that will be used to measure: 1) the academic growth of students in English language arts and mathematics (Title I) and 2) the progress of limited English proficient (LEP) students toward attaining English proficiency in reading, writing, speaking, and listening (Title III):**


Title I:

Title III:

- 2. Describe how private school services differ from those provided to public school students and teachers, if applicable.**



- 3. For Title II, Part A, indicate the amount of 2001-2002 Eisenhower and federal Class-Size Reduction funds the district allocated for professional development.**

AMOUNT:	\$ 
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FORM 6: (OPTIONAL)
**SERVICES AND/OR MATERIALS FOR PRIVATE NON-PROFIT SCHOOL STUDENTS
AND EDUCATORS**

Additional Information: FORM 6: Working Papers to Document LEA/Private Non-Profit School Consultation

P.L. 107-110, the No Child Left Behind Act of 2001 (NCLB) requires that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision being made that affects the opportunities of eligible private school students, teachers, and other educational personnel to participate in programs under the Act, and shall continue throughout the implementation and assessment of activities.

The Massachusetts Department of Elementary and Secondary Education requires that the LEA maintain documentation on file that demonstrates that each private school in the community has been afforded the opportunity for meaningful consultation on its participation in the eligible federal programs. (See Part III-B (1-3): Equitable Participation of Private School Students and Educators.)*

**Title I requires the notification of private school officials wherever eligible resident students attend, including private schools beyond district boundaries.*

*This "Working Papers" form may be completed by the local LEA in collaboration with each eligible private school that wishes to participate in the federal No Child Left Behind Act programs to document the consultation. Use of this form is optional. The LEA may use another way to document its consultation with its eligible private schools. **Note: The documentation papers (Form 6) are to be maintained on file at the LEA and not submitted to the Department.***

SECTION A: CONTACT INFORMATION AND ENROLLMENT DATA

Public School District:	
Contact Person:	
Address:	
Telephone:	
Fax:	
Email:	

In the box, indicate the total number of public school students, K-12 , from the district's October 1 Individual School Reports.	
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In the box, indicate the total number of low-income public school students, K-12 , from the district's October 1 Individual School Reports.	
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Private Non-Profit School:	
Contact Person:	
Address:	
Telephone:	
Fax:	
Email:	

Indicate in the box the total number of private school students (K-12) from the private school's October 1 Private School Individual School Report.	
For Title I purposes, indicate in the box the total number of private school students from low-income families <u>residing in Title I attendance areas</u> within the LEA.	
In addition, indicate the total number of private school students from low Income families <u>attending</u> private schools in the district.	

Indicate the method/source of data used to determine number of students from low-income families. The preferred method/source to use is that being used by the LEA. Check applicable boxes and state the reason for using this method/source.

	Method/Source	Reason for using method/source
Free and Reduced Lunch		
Scholarship Assistance		
Proportionality		
Other		

Note: Private school officials should maintain the poverty data in their files for possible onsite review by LEA officials, Department staff, and/or auditors.

**SECTION B:
FUNDING FOR EQUITABLE SERVICES AND/OR MATERIALS FOR PRIVATE SCHOOL STUDENTS
AND EDUCATORS**

Indicate below the amount of funds to be set aside for equitable services and/or materials for private school students and/or staff. Such services and materials must be in accordance with the applicable requirements for each program area. See the document on Private School Student and Educator Participation in ESEA/NCLB Programs for guidance. <http://www.doe.mass.edu/nclb/private.html>

TITLE	Title I: Student-Related Services and Materials	Title I: Professional Development If LEA Set-Aside*	Title I: Parent Involvement If LEA Set-Aside**	Title II: Part A	Title III	Title IV: Part A
AMOUNT						

Note:

For **all of the grant programs**, the LEA maintains control of the federal funds used to provide services under the grant programs funded through the No Child Left Behind Act. The LEA also maintains title to materials, equipment, and property purchased with those funds. LEAs may allow the private schools to keep the items from year to year, in accordance to approved ongoing activities, so long as records are maintained.

Title I, Part A funds are generated on the basis of the number of students from low-income families who reside in participating public school attendance areas and attend private schools whether the private schools are located within or outside district boundaries. Private school students who reside within a Title I attendance area and who are failing or most at risk of failing to meet high academic standards are eligible for services. Equitable services are calculated from the applicable LEA reserved funds in the proportion to the number of private school students from low-income families residing in participating public school attendance areas.

*** Professional Development Set-Aside:** If the LEA sets aside Title I funds for professional development purposes, other than the 10% set-aside for schools or districts in need of improvement, an equitable proportion must be used to provide services to private school educators of participating private school Title I students.

****Parental Involvement:** If the LEA sets aside Title I funds for parental involvement, an equitable proportion must be used to provide services to parents of participating private school Title I students.

Title II, Part A funds provided for professional development for private school teachers must be equal to the amount spent for public school teachers, on a per-pupil basis. The statute assumes that the LEA spends, at a minimum, the amount expended by the LEA for professional development in 2001-2002 under the Eisenhower Professional Development and Class-Size Reduction programs. To determine the per-pupil allocation, LEAs should take the total amount allocated for professional development in the district and divide this amount by the total number of public school students and private school students (enrolled in private elementary and secondary schools in the area served by the LEA) to arrive at a per pupil amount. This per pupil amount should then be multiplied by the total number of students enrolled in private schools to arrive at a total amount of funds to be designated for professional development for non-public school educators participating in the program. Residence of the private school students is not a factor. When calculating the total amount of funds to be used for professional development, an LEA may first deduct the cost of administering the professional development program under Title II, Part A, including activities for non-public school educators.

For **Title III**, participation is considered to be equitable if the LEA, in consultation with the private school, (a) assesses, addresses, and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (b) provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs; (c) spends an equal amount of funds to serve similar public and private school students and educational personnel; and (d) provides both groups of students and educational personnel equal opportunities to participate in program activities. Residence of students is not a factor.

For **Title IV, Part A**, educational services and other benefits provided for private school students and educational personnel shall be equitable in comparison to services and other benefits for public school students and educational personnel participating in the program and shall be provided in a timely manner. These services may or may not be the same as those provided to public school students and educational personnel. Expenditures for educational services and other benefits for private school students and educational personnel serving those students shall be equal on a per pupil basis to the expenditures for participating public school students and educational personnel. Per pupil basis = total funds divided by total # of students (enrolled in both public and private schools within the boundaries of the local school district). Residence of students is not a factor.

SECTION C: EQUITABLE PARTICIPATION COMPONENTS

Complete for each grant program for which the private school will receive services and/or materials.

- How will the specific needs of eligible private school students and/or educators be identified? Check applicable method(s) and briefly describe the method's use.

Title/Fund Code	Methods (<i>check applicable methods</i>)				Brief Description
	Assessment Tools	Survey	Focus Group (consultation with educators)	School Improvement Plan Goals	
Title I - 305					
Title IIA - 140					
Title III - 180					

- What types of services/materials are required to meet the needs of eligible private school students and educators? Briefly describe the services and materials needed. If the private school chooses to participate in the public school district's program, cite the program.

Title	Services/Program	Materials
Title I		
Title IIA		
Title III		

3. Where and by whom are services to be delivered? Check the applicable service provider.

Title	Service Provider (check applicable provider)				
	Private school with public school district personnel	Public school district with its own personnel	Private school with third party or independent contractor	Off site with third party or independent contractor	Other: Please describe
Title I					
Title IIA					
Title III					

4. What materials will be purchased to meet the needs of the private school students and educators? List the names of any proposed vendors.

Title	Materials	Vendors
Title I		
Title IIA		
Title III		

5. What assessment tools will be used to evaluate the effectiveness of the services? Check applicable method(s) and briefly describe the method's use.

Title	Tools (check applicable methods)				Brief Description
	Assessment Tool	Survey	Focus Group (Consultation with educators)	Other	
Title I					
Title IIA					
Title III					

6. Are you using the assessment process to modify the services provided?

Title	Yes	No
Title I		
Title IIA		
Title III		

SECTION D: SIGNATURES

Signature of Private School Principal or Designee:		Date:
Type or Print Name:		

Signature of Public School District Superintendent or Designee:		Date:
Type or Print Name:		

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