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 |