An IL Toolkit for Providing Equitable Services to Eligible Private School Children

Jane Blanton
Suzanne Dillow
IL State Board of Education
LEA Affirmation of Consultation with Private School Officials

- Sec. 1120(b) of the ESEA and Sec. 200.63 of the Title I regulations require that timely and meaningful consultation occur between the LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this act. Consultation shall continue throughout the implementation and assessment of activities under this section.

- The following topics must be discussed during the ongoing consultation process:
  - 10 topics

- We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program.

- LEA Administrator____________________Date________________
- LEA:__________________________________________________
- Private School Admin._________________Date________________
- Private School:__________________________________________

- The LEA must maintain a copy of this form and return the original to the IL State Board of Education, c/o Innovation and Improvements Division, 100 N. 1st St., Springfield, IL 62777-0001; attn: Pam Bokamp
**FY2010 PRIVATE SCHOOLS PARTICIPATION**

This form is to be completed by Private School Officials.

<table>
<thead>
<tr>
<th>Private School Number and Name</th>
<th>Private Enrollment</th>
<th>Title I</th>
<th>Title II-A</th>
<th>Title II-D</th>
<th>Title IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>54-092-001Z-20 First Baptist Christian School</td>
<td>147</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Date and Signature of Private, Nonprofit School Official</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54-092-002X-06 Danville Lutheran School</td>
<td>82</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Date and Signature of Private, Nonprofit School Official</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54-092-006X-10 Holy Family School</td>
<td>178</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Date and Signature of Private, Nonprofit School Official</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54-092-007X-10 St Paul School</td>
<td>217</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Date and Signature of Private, Nonprofit School Official</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54-092-009Y-10 Schlarman High School</td>
<td>192</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Date and Signature of Private, Nonprofit School Official</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54-092-024Z-14 Danville Christian Academy</td>
<td>66</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Date and Signature of Private, Nonprofit School Official</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Private Enrollment for Danville CCSD 118</strong></td>
<td><strong>882</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FY2011 PROJECTED NCLB ALLOCATIONS

District: 01-000-0000-00  
Adams/Pike ROE  
Hon. Raymond Scheiter  
507 Vermont St  
Quincy  IL  62301

County:  
Phone: (217) 277-2080

Low Income Census Count: 0

PROJECTED ALLOCATIONS  (Rounded to the nearest dollar)

<table>
<thead>
<tr>
<th>Title I</th>
<th>FY10 Current Year Grant</th>
<th>$0</th>
<th>Projected Allocation*</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Variable Hold Harmless Amount</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title II</th>
<th>Hold Harmless Amount</th>
<th>$0</th>
<th>Projected Allocation</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional Funds</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title IV  ** Title IV -- There is no appropriation for Title IV in FY2011.

* Districts should amend for carryover when it becomes available. The maximum allowable carryover is 15% of the FY10 current year allocation if that sum is greater than $50,000, unless a waiver is on file at ISBE.

Please note that funds may NOT be obligated or expended prior to the receipt of a substantially approvable application or July 1, 2010, whichever is later.
Consultation

Sec. 1120(b) of the *No Child Left Behind* and Sec. 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, their teachers, and their families to participate in Title I programs, and shall continue throughout the implementation and assessment of activities.
Log of LEA Contacts with Private School Officials

LEA________________________________________
Title I Coordinator________________________Telephone #________________
Title I Coordinator: Complete an entry for each conversation you had with private school officials to create an accurate log of contacts.

<table>
<thead>
<tr>
<th>Private school</th>
<th>Telephone</th>
<th>Telephone Contact date/time/name</th>
<th>Purpose of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Calendar

- April – Discussion of 10 consultation topics
- June – Eligible students and program design
- August – Orientation of Title I teachers
- August – Classes begin
- September – Assessment discussion
- October – First quarter report cards/Parent/teacher conferences/Meeting with LEA and private school admin….
Sample Agenda for Consultation

• Welcome and Introduction
• Overview of Title I Program
• Options for service providers
• Discussion on the collection of poverty data
• Discussion on student eligibility
• Discussion on possible program designs
• Discussion on all ten components of Consultation
• Sign off forms
• Next meeting date
Equitable Participation

• To ensure equitable participation, the LEA must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide services; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.
How to Identify Eligible Private School Students for Title I Services

• The LEA is required to use multiple, educationally related, objective criteria in selecting children to participate in the Title I program.
• This is determined through consultation with the private school officials.
• The LEA must select private school children who are failing, or most at risk of failing, to meet high student academic achievement standards.
• Some educationally related criteria that an LEA may use to identify the at-risk private school children for Title I services may include:
  – Achievement tests
  – Teacher referrals and recommendations based on objective educationally related criteria
  – Grades
Sample Recommendation Form

Teacher Recommendations of Students for Title I Program

Dear Teacher: School Yr:____

I would appreciate your recommendation of your academically needy students as we begin planning next year’s Title I program.

In order to facilitate the identification of students who may benefit from the Title I program in the next school year, please list the name (s) and 3rd quarter grade. These are the students who are at risk of failing or are failing (e.g. having received a D or F in reading or math). If a student is at risk of failing or failing both subjects, please list the information on separate lines.

Please return this form to the school office as soon as possible, but no later than [insert date]. This will help with planning and implementing services as soon as possible. Thanks so much!

Last name, first name Reading/Math 3rd qtr grade
____________________   _________________________    _____________
____________________   _________________________    _____________

Private school ____________________________________________Grade____
Teacher __________________________________________________

This information will be kept private and confidential
Income Determination Form

• Family address:______________________________
• Age or grade levels of children living in your household and attending [insert name of private school]____________________
• Family size and monthly income chart
• Is your family qualified for food stamps? ___yes ___no
• Are you receiving Temporary Assistance to Needy Families (TANF): ____yes ____no
• Please return this form to: [insert name and contact information]
The purpose of this survey is to collect data that will be used to determine the amount of funds available for the public school district to provide Title I instructional services to eligible students in our private school. Determining the number of our students, by public school district of residence, who would qualify for free and reduced-price meals, accomplishes this. The information below is confidential. It is not necessary to provide your family name. Thank you for your cooperation and prompt return of this form.

Family size and annual gross income level chart
Is your family income less than the amount on the chart on the line beside your family size? ___ yes ___ no
Is your family qualified for food stamps? ___ yes ___ no
Are you receiving Temporary Assistance to Needy Families (TANF)? ___ yes ___ no

Please provide the following:
Address: _______________________________________________________
Public school district in which you reside____________________________
Grade levels of your children:_______________________________________

Please return this form to [insert name and contact information]
Family Income Eligibility Form

Families Who Meet the Poverty Criterion

Please use one form for each public school district. Duplicate as necessary.

Name of Private School__________________________________________________________

Public School District__________________________________________________________

Please provide below the grade levels, addresses (including zip codes) of your students whose families meet the poverty criteria of [insert here any of the poverty criterion used. E.g. enrollment in the USDA’s free and reduced-price lunch program]. Do not provide the names of the families or students. More than one grade level can be listed on the form as long as there is a separate form for each school district.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Addresses Including Zip Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Formula

A= Number of Private School Children
B= No. of Public School Children
C= Add A and B
D= Divide A by C
E=.00000 (Multiplier used to determine equitable share)

• Example: In Title I, targeting step 4, the district has set aside $16000 for summer school
• There are: 23 private school low income students and 625 public school low income students
• 23 divided by 648 = .03549 x $16000 = $568
• $568 would need to be budgeted for the private school on the budget page and should read “private school share for summer school set aside-$568”. This could be budgeted for instructional purposes for the private school or could also be budgeted for professional development or parent involvement activities.
Equitable Share Formula

Public Low Income + Non-Public Low Income = Total Low Income
Students Served
\[ 3129 + 146 = 3275 \]

Non-Public Low Income divided by Total Low Income Served = proportionate share for non-public low income (6 decimal places)
\[ \frac{146}{3275} = .044580 \]

\[ .044580 \times \text{set-aside amount} = \text{private school share} \]
Title I Targeting Step 4

Step 4:
1. Input all necessary set asides for your district and then click the 'Calculate Distribution Amount' button.
2. Select eligible schools that will not be served.
3. Click the 'Distribute Amount Evenly' button to distribute the same per pupil amount to each school being served.
4. Adjust the resulting allocations, if needed, to put higher per pupil amounts in higher ranked schools. Click the 'Check Distribution' button.
5. If the distribution amounts are correct click the 'Save Distribution' button to accept the distribution.
6. If the chosen ranking method did not achieve the desired results, return to step 3 to select an alternate ranking method.

<table>
<thead>
<tr>
<th>Title I Allocation</th>
<th>$9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayment</td>
<td>$0</td>
</tr>
<tr>
<td>Reallocation</td>
<td>$0</td>
</tr>
<tr>
<td>Carryover</td>
<td>$0</td>
</tr>
<tr>
<td>(+/-) Multi-District Transfers</td>
<td>$0</td>
</tr>
<tr>
<td>Released</td>
<td>$0</td>
</tr>
<tr>
<td>Total Title I Available for LEA</td>
<td>$9</td>
</tr>
</tbody>
</table>

### Set Asides

<table>
<thead>
<tr>
<th>Description</th>
<th>0</th>
<th>Description</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private School Noninstructional Costs</td>
<td>0</td>
<td>Parent Involvement (District Wide)</td>
<td>1000</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
<td>Preschool (District Wide)</td>
<td>0</td>
</tr>
<tr>
<td>Homeless Children</td>
<td>0</td>
<td>Professional Development (District Wide)</td>
<td>2000</td>
</tr>
<tr>
<td>Limited English Proficient (LEP)</td>
<td>0</td>
<td>Supplemental Educational Services</td>
<td>0</td>
</tr>
<tr>
<td>Neglected/Delinquent Children</td>
<td>0</td>
<td>Transportation for School Choice</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>Unbudgeted Funds</td>
<td>0</td>
</tr>
</tbody>
</table>

**Calculate Distribution Amount**

Total Distribution Amount: $9

**Minimum Per Pupil Amount (if applicable):** 0

### Estimated Number of Students Who Will Participate

<table>
<thead>
<tr>
<th>Type</th>
<th>Public</th>
<th>NonPublic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Title I Targeting Step 4 Con’t

#### Estimated Number of Students Who Will Participate

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>Approved Schoolwide</th>
<th>Not Served</th>
<th>Public Low Income</th>
<th>NonPublic Low Income</th>
<th>Low Income Percent</th>
<th>Attendance Center Allocation</th>
<th>Per Pupil Amount</th>
<th>NonPublic Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 - WASHINGTON ELEMENTARY SCHOOL</td>
<td>□</td>
<td>□</td>
<td>262</td>
<td>5</td>
<td>94.93%</td>
<td>0</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>2008 - BERRIAN SCHOOL</td>
<td>□</td>
<td>□</td>
<td>228</td>
<td>3</td>
<td>90.12%</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2004 - ADAMS ELEMENTARY SCHOOL</td>
<td>□</td>
<td>□</td>
<td>243</td>
<td>11</td>
<td>70.85%</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2006 - DEWEY ELEMENTARY SCHOOL</td>
<td>□</td>
<td>□</td>
<td>169</td>
<td>6</td>
<td>70.12%</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2019 - BALDWIN INTERMEDIATE</td>
<td>□</td>
<td>□</td>
<td>765</td>
<td>38</td>
<td>52.51%</td>
<td>0</td>
<td>$0</td>
<td>$536</td>
</tr>
<tr>
<td>2007 - ELLINGTON ELEMENTARY SCHOOL</td>
<td>□</td>
<td>□</td>
<td>134</td>
<td>13</td>
<td>42.14%</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2009 - MADISON SCHOOL</td>
<td>□</td>
<td>□</td>
<td>137</td>
<td>7</td>
<td>36.53%</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>1003 - QUINCY JR HIGH SCHOOL</td>
<td>□</td>
<td>□</td>
<td>667</td>
<td>34</td>
<td>47.68%</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>0003 - QUINCY SR HIGH SCHOOL</td>
<td>□</td>
<td>□</td>
<td>524</td>
<td>29</td>
<td>37.43%</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>□</td>
<td>□</td>
<td><strong>3129</strong></td>
<td><strong>146</strong></td>
<td><strong>37.43%</strong></td>
<td>$0</td>
<td>$0</td>
<td><strong>$1234</strong></td>
</tr>
</tbody>
</table>

#### Comments

The ARRA Title I Targeting pages will use the data on this page. DO NOT click the Mark as Final button below until you are certain you have completed the Title I portion of the Consolidated application. Once clicked, this will indicate that the data above is complete and ready to be used in the ARRA Consolidated application. The ONLY way to have the page reopened if changes are required once you have marked the page FINAL is to contact ISBE.

[Save Distribution] [Mark as Final]
## Title I Private School Share

### Private School Share

- **Yes**  -  **No**

Are private, nonprofit schools participating in this grant program?* If yes, complete this page. If no, save page and continue to next page.

---

When completing this page, use enrollment and low-income data for PARTICIPATING public school attendance centers only.

1. **146**
   - Enter the number of low-income private school students in participating public school attendance areas

2. **3219**
   - Enter the number of low-income public school students in participating public school attendance areas

3. **3275**
   - Total number of low-income students in participating public school attendance areas (Line 1 + Line 2)

4. **0.044580**
   - Private school proportion of low-income students (Line 1/Line 3)

5. **1000**
   - Enter the districtwide Parent Involvement reservation from Targeting Step 4

6. **45**
   - **Equitable private school share of Parent Involvement reservation**
   - (Line 4 x Line 5 rounded to whole dollar)

7. **20000**
   - Enter the districtwide reservation for Professional Development from Targeting Step 4

8. **10000**
   - Enter the amount required to be reserved for professional development due to district or school improvement status (10% requirement)

9. **10000**
   - Total professional development funds for which private school students are entitled to a proportionate share (Line 7 - Line 8)

10. **446**
    - **Equitable private school share of Professional Development reservation**
    - (Line 4 x Line 9 rounded to whole dollar)

---

[Calculate Totals]  [Save Page]
Planning the Program

• Desired Outcomes: By the end of today’s meeting, participants will have reached consensus on their recommendations for how [insert LEA name] will provide services to eligible private school children for the [insert school year].

• Welcome and recap of previous discussions
• Setting the stage-purpose of meeting
• Brainstorm ways Title I services could be delivered
• Reduce program options by selecting top 5
• Review options to determine if they meet participants’ needs
• Closure: reaching consensus and selecting the best service delivery model
• Next steps, Issues and Meeting dates
Certification of Technology Equipment

- Private school:__________________________
- Title I teacher:__________________________

By the signature below, the Title I teacher assigned to the program at this private school certifies that the technology equipment provided by the LEA (list attached) is located at this school site.

Teacher signature: __________ Date_____

In the event an inventory update is needed, please check the box below indicating the month when you signed and submitted this form with the updated list.

______Attached is a list of the updated inventory of equipment, materials, and property paid with Title I funds for the month of ________for the LEA files. I have kept a copy for my files.
Certification of Instructional Materials

Private School____________________________
Title I Teacher____________________________

By the signature below, the Title I teacher assigned to the program at this private school certifies that the instructional materials are located at the school site as listed on the attached inventory form.

Instructional materials

_____Books (name of each book is on attached list)
_____Software
_____Computers
_____Math manipulatives
_____ Other (please list):
_____________________________________________

Teacher signature ___________________ Date_____________
Materials and Equipment Requirements

Sec.200.67:
The LEA must keep title to and exercise continuing administrative control of all property, equipment, and supplies that the LEA acquires with funds under Subpart A for the benefit of eligible private school children.

The LEA may place equipment and supplies in a private school for the period of time needed for the program.

The LEA must ensure that the equipment and supplies placed in a private school are used only for Title I purposes; and can be removed from the private school without remodeling the private school facility.

The LEA must remove equipment and supplies from a private school if the LEA no longer needs the equipment and supplies to provide Title I services; or removal is necessary to avoid unauthorized use of equipment or supplies for other than Title I purposes.

The LEA may not use funds for repairs, minor remodeling, or construction.
Characteristics of Services

• Services, materials, and equipment must be secular, neutral, non-ideological and supplemental in nature, not supplanting what the private school would otherwise provide absent the federal education service.

• Types of services can include targeted, assisted pullout direct instruction, extended day services, family literacy programs, counseling, tutoring, computer assisted instruction with a teacher, early childhood, and professional development.
Dear Parents,

Your child is attending a special reading class to increase his or her ability and confidence in reading, writing, and other language arts skills. While your child may not have reached grade level in all areas, he or she has demonstrated the following skills. (Note: If a skill is not checked, in any of the three columns, it is a skill that has not yet been taught).

<table>
<thead>
<tr>
<th><strong>Reading Skills</strong></th>
<th>Shows some progress</th>
<th>Shows satisfactory progress</th>
<th>Has mastered skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies individual sounds in words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes rhyming patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses letter-sound relationship to figure out new words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes by sight often-used words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decodes words not recognized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the content to identify words and their meanings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Modifications

- If the program fails to meet the annual progress target, consultation will occur to examine the student performance data to determine needed modifications. To improve student achievement, the modifications will include, but will not be limited to:
  - Increased Title I teacher time;
  - Implementation of Title I services for extended day or extended year, or both;
  - Increased focus or time or both for specific grade level(s), if a need is demonstrated;

And

- Evaluation of supplemental materials for effectiveness in improving student academic achievement.

- Also, the consultation process will include a review of the performance standards for program evaluation in the following year.
- The standards and progress measures will be modified, as necessary.
Sample Parent Letter

[insert date]

Dear Parents:

Your child, ________________, has been selected to participate in the Title I* program. This program will help your child improve his or her proficiency in [insert reading, mathematics, or both] to help succeed in school.

Your child will attend class ____ times a week for approximately 40 to 60 minutes. During the Title I class, I will be working with your child to develop better skills in [reading, mathematics, or both].

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

~body of letter with more information about the program~

Sincerely,
Title I teacher

PARENTAL APPROVAL: I have read this letter and agree that my child may participate in the Title I program.

Child’s name: ________________________________

Parent’s signature: ___________________________ Date: ___________

*The Title I program is a federal program that provides supplemental educational services so that all children have a fair, equal, and significant opportunity to obtain a high-quality education.
Resources

- Jane Blanton, ISBE  jblanton@isbe.net
- Suzanne Dillow, ISBE  sdillow@isbe.net
- www.isbe.net
- www.isbe.net/grants/html/np_partic.html
- http://www.ed.gov/about/offices/list/oii/non public/index.html
- *Our forms today were taken from the USDE Nonpublic Toolkit.*