

## Sample of a Timeline for LEA Federal Programs Coordination and Consultation with Private School Officials (Title I, Part A; Title II, Part A; Title I, Part C; Title III and ESOL)

KEY	
<b>Black Font</b>	ALL PROGRAMS (Title I, Part A, Title II, Part A, Title I, Part C, Migrant, Title III and ESOL)
<b>Blue Font</b>	Title I, Part A
<b>Red Font</b>	Title II, Part A
<b>Orange Font</b>	Title III and ESOL
<b>Green Font</b>	Title I, Part C

Month	District Activity
<b>October in preparation for the next school year (Title I, Part A, Title II, Part A, Title III/ESOL and Title I Part C, Migrant)</b>	<p>-Obtain complete list of all private schools with students who are residents of the Local Education Agency (LEA) .Refer to the DE 1111 form.</p> <p>-Annually, the LEA must contact officials of private schools with children <b>who reside in the LEA regardless of whether the private school they attend is located in the LEA. (However Title II, Part A, Title I, Part C, Migrant and Title III can only serve students in private schools located in the district's geographic boundaries.)</b></p> <p>-The LEA must send the official letter with return receipt to all private schools with students who are residents of the LEA inviting them to participate in the LEA's federal programs. Invitation must be postmarked <b>three weeks prior</b> to consultation meeting and must include the date, time, and location of the meeting.</p> <p>-The LEA must convene a meeting with them at which LEA officials explain the intent of Federal programs and the roles of public and private school officials and provide opportunities for the private school officials to ask questions.</p> <p>-The postal receipts, the agenda and sign in sheets must be kept on file, even if no private school administrator(s) attends the meeting.</p>
<b>November/December in preparation for the next school year</b>	<p>-Meet with private school officials to review timeline and consultation process. Establish a consultation calendar and procedures for collecting poverty data (i.e. data on low-income families) and enrollment data.</p> <ul style="list-style-type: none"> <li>• If available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data, directly certified data such as in TANF and SNAP used for Community Eligibility Provision(CEP)</li> </ul> <p><b>Note: Title II, Part A only requires enrollment data.</b></p>
<b>December through February in preparation for the next school year</b>	<p>-In the following months, <b>individualized</b> consultation meetings will occur and result in the development of the LEA's written plan to serve eligible students, their teachers and their parents in each participating private school.</p> <p>-Private school students from low-income families who live in Title I participating public school attendance areas generate Title I funds for Instructional services.</p> <p>-Obtain from private school principals or a central office serving a group of private schools the following poverty data (as appropriate) on private school students:</p> <ul style="list-style-type: none"> <li>• Same poverty measure used to count public school students, which is usually free and reduced-priced lunch;</li> <li>• Survey of private school parents asking for income data, address, and grade level of children from which the LEA must extrapolate these;</li> <li>• Alternative poverty data such as scholarships, Temporary Aid to Needy Families, Medicaid, etc. or</li> <li>• Decide through consultation to use "proportionality".</li> </ul>

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Month	District Activity
<p><b>February through March in preparation for the next school year</b></p>	<ul style="list-style-type: none"> <li>-Match addresses of private school students from low-income families to participating public school attendance areas.</li> <li>-Review poverty data collected.</li> <li>-Estimate the amount of Title I funds generated for instruction using the same estimated per-pupil amount as that used for public school students in participating public school attendance areas.</li> <li>-Review amount of funds available for services From Title I.</li> <li>-Meet with private school officials to discuss poverty data collected, amount of estimated Title I instructional funds generated, and determine if Title I funds will be pooled, not pooled, or a combination of both options.</li> </ul>
<p><b>March through April in preparation for the next school year</b></p>	<ul style="list-style-type: none"> <li>-Determine the multiple, educationally related, objective criteria to be used to select eligible students to be served (educationally needy students who reside in Title I attendance areas) in consultation with private school officials.</li> <li>-Obtain from private school officials lists of names, addresses, and grades of private school students who meet the criteria. From these lists, select for Title I, services those students most at-risk of failing, as decided in consultation. Rank the students by greatest need for services.</li> <li>-From these lists, determine the appropriate Title I services to serve those needs, and location of services.</li> <li>-Design services that meet participants' needs based on consultation, using the estimated amount of Title I funds generated by private school students from low-income families, and the equitable share of funds reserved for districtwide instructional activities. Review of options for services to be provided:               <ul style="list-style-type: none"> <li>• Additional teachers</li> <li>• Tutors</li> <li>• Summer school</li> <li>• 3rd party vendors (If vendor is chosen, begin the district's procurement process)</li> </ul> </li> <li>-Equitable services for teachers and families of participants also apply to Title I funds reserved under Sec. 1118 and 1119. Determine the amount of equitable of services available to the private school for professional Learning and parental involvement.</li> <li>-Determine in consultation with private school officials the professional development and parent involvement needs of private school teachers and families of private school participants.</li> <li>-Design activities that LEA will implement the next school year (independently or in conjunction with LEA activities) for teachers and families of participants.</li> <li>-Each individual participating private school plan must include all the components of a targeted assistance program for Title I Part A. Use the targeted assistance program checklist as a guide for planning. A sample targeted assistance program checklist may be found on the Title I Web site.</li> <li>-Determine with private school officials the standards and annual assessments for measuring progress of the federal programs serving private schools.</li> <li>-Define annual progress. Determine criteria for making program modifications when annual progress is not achieved.</li> <li>-Discuss how standards and assessment will be used (pre and post assessments).</li> <li>-Discuss the goals, assessments and criteria to be used to measure the effectiveness of:               <ul style="list-style-type: none"> <li>• Instructional Programs</li> <li>• Parental Involvement</li> <li>• Professional Learning</li> </ul> </li> <li>-Assess the achievement of <b>current year's</b> program using the standards previously agreed upon last year.</li> <li>-After appropriate consultation, make modifications to <b>next year's federal programs</b>, if annual progress has not been met.</li> <li>-Title II, Part A – Private schools should conduct a thorough needs assessment to determine the professional learning needs of its teachers.</li> </ul>

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Month	District Activity
<b>April through June in preparation for the next school year</b>	<ul style="list-style-type: none"> <li>-Inform private school officials of tentative program designs, service delivery models, number of Title I participants, allocations, location of services, and estimated costs.</li> <li>-Provide opportunities for private school officials to comment.</li> <li>-Update private school officials if there are any changes.</li> <li>-Generate a list of students who will receive Title I services beginning in September of the next school year.</li> <li>-These actions ensure that programs will begin at the start of the school year.</li> <li>-Obtain written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred. Consultation must be ongoing, however, and should continue throughout the school year.</li> <li>-Complete all necessary reports, contract negotiations, ordering of materials, hiring of teachers, etc. - Consultation should be completed for the next school year prior to LEA submitting its Federal programs plans/budgets to SEA.</li> <li>-Finalize the designs of the Title I programs for upcoming year.</li> <li>-Ensure LEA personnel who are providing Title I services are in place and service start date is firm.</li> <li>-Finalize professional development programs and activities for private school teachers.</li> <li>-Establish a calendar for next year's professional learning activities.</li> <li>-Finalize parental involvement programs and activities for parents of participants.</li> <li>-Establish a calendar for next year's parental involvement activities.</li> <li>-Provide consultation affirmation form for signatures.</li> <li>-Provide Title I equitable services affirmation form for signatures.(for existing private school programs).</li> </ul>
<b>August of school year</b>	<ul style="list-style-type: none"> <li>-Title II, Part A – Private schools should submit the results of their annual needs assessment along with their proposed Professional Learning plans to the LEA. LEA should continue ongoing collaboration with the private school.</li> </ul>
<b>September of school year</b>	<ul style="list-style-type: none"> <li>-LEA begins Title I services for students identified the previous spring as participants and provides private school officials with their names, services to be provided, and names of Title I teachers.</li> <li>-LEAs obtain a list of newly enrolled students who meet eligibility criteria. Consult with private school officials on how new students might be accommodated in the program.</li> <li>Initiate Title I funded professional development and parent involvement activities based on previous spring's consultation.</li> <li>-Review criteria to be used for evaluation of the effectiveness of the federal programs including the following areas: academic, parental involvement, and professional development.</li> <li>-Conduct academic pre-assessments.</li> <li>-Host Title I parent information meeting for participating parents.</li> <li>-Complete a Parent Compact.</li> <li>-LEA provides information about possible adjustments and program changes to private school officials.</li> <li>-Title II, Part A – Private schools are allocated their Title II, Part A equitable portion and begin implementation of their Professional Learning plans in collaboration with the LEA. LEA should guide the private school in use of funds and proper documentation throughout the year.</li> </ul>
<b>October of school year</b>	<ul style="list-style-type: none"> <li>-Begin the new initial consultation cycle for the next fiscal year.</li> <li>-Start planning for the next school year.</li> </ul>

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Month	District Activity
<p><b>October through July 1 of school year</b></p>	<p><b>-Monitoring the federal programs in the private school setting.</b></p> <ul style="list-style-type: none"> <li>-Meet with private school officials periodically to determine if programs are operating smoothly and effectively.</li> <li>-Make on-going adjustments to ensure student needs are being met.</li> <li>-Monitor implementation of the professional development components of the program.</li> <li>-Monitor implementation of the parental involvement component of the program.</li> <li>-Meet with Title I teacher periodically to determine if program is operating smoothly and effectively.</li> <li>-Ensure conferences are occurring between the Title I teacher and the private school teacher(s) of participating students.</li> <li>-Ensure conferences are occurring between the Title I teacher and the parents of the participating students.</li> <li>-Conduct Title I teacher/program observations periodically to verify effectiveness of teaching skills and instruction, professional learning and parental involvement activities.</li> <li>-Conduct on-site visits for periodic physical inventories of equipment.</li> <li>-Gather documentation to evaluate the effectiveness of the federal programs based on the criteria established at the beginning of the school year in the areas of academic instruction, parental involvement, and professional learning.</li> <li>-Evaluate the effectiveness of the federal programs, conduct any post assessments.</li> <li>-Based on the evaluation of federal programs, determine adjustments and program changes to improve the programs.</li> <li>-Complete parent surveys and summarize results.</li> <li>-Attach the following private school Title I documentation to the Consolidated Application no later than August 30<sup>th</sup>:               <ul style="list-style-type: none"> <li>• <b>Affirmation of Consultation</b> signed by private school official for each private school served</li> <li>• <b>Affirmation of Equitable Services</b> signed by private school official for each private school served</li> <li>• <b>Evaluation of the Title I Private School Program</b></li> </ul> </li> <li>-The LEA may create their own evaluation instrument (a sample format is provided on the Title I Website but the format is not required).</li> <li>-The annual evaluation of the private school program should include goals written in measurable terms, summary evaluation of each goal, and an overall narrative summarizing the progress made and identifying adjustments or changes to the private school program that will be made for the upcoming year.</li> <li>-Areas to be included in evaluation               <ul style="list-style-type: none"> <li>• Student academic achievement</li> <li>• Parental involvement</li> <li>• Professional development</li> <li>• Additional goals based on the program design</li> <li>• In addition to the required areas of evaluation, the final evaluation must include the dates of the consultation meetings and a dated final narrative that reviews the effectiveness of the program and identifies modifications for the upcoming school year with signatures of the Title I Director and the private school administrator</li> </ul> </li> </ul> <p><b>-Title II, Part A – Private schools must evaluate the effectiveness of the Professional Learning Activities throughout the year and be prepared to report the results to the LEA at the end of the year.</b></p>