

**Do not complete if the private school is non-responsive or declining services.**

*These forms help facilitate meaningful consultation between a district and the private school. District officials must take into consideration the private school's views on how to serve students and the design of the program. Consultation occurs when the district meets with the private school before making any decisions that affect the opportunities available to private schools who choose to participate. Consultation must continue throughout the implementation of the program and will include assessment of the services provided.*

*The goal of the consultation process is agreement between both parties. While the final decisions concerning equitable services rest with the district, serious and due consideration must be given to the private school's views. If a district disagrees with the views of a private school, the district must provide their decision in writing to the private school official and include the reasons why the district disagrees. The reasons must be supported by facts and/or data.*

**Date of Consultation:** \_\_\_\_\_

**Private School Information**

**Private School Name:** \_\_\_\_\_

**Private School Address:** \_\_\_\_\_

**Private School Contact Name & Title:** \_\_\_\_\_

**Private School Contact Phone & Email:** \_\_\_\_\_

**Enrolls Grades:** (check all that apply) PK K 1 2 3 4 5 6 7 8 9 10 11 12

**Participating in:**  Title I-A  Title I-C  Title II-A  Title III-A  Title IV-A  Title IV-B  Title IV-F

**District Information**

**District Name:** \_\_\_\_\_

**District Address:** \_\_\_\_\_

**District Contact Name & Title:** \_\_\_\_\_

**District Contact Phone & Email:** \_\_\_\_\_

**The Private School Affirms:**

**No    Yes**

- The district explained the [complaint process and procedures](#) to the private school.
- The district initiated timely consultation and engaged in meaningful discussion.
- The private school is a [non-profit](#).
- The program design for private school students is equitable to public school students.
- All equitable services, programs and materials must be [secular, neutral and non-ideological](#).
- The private school provided accurate, reliable and timely data for the purposes of allocating applicable federal funds and developing plans for services and understands that not doing so results in losing their ability to participate in equitable services for the school year.
- The private school understands it cannot be directly reimbursed for equitable service program expenditures, and the district explained the procurement process, including deadlines.

**Signature of the Private School Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For each Title program in which a private school is participating, please complete the appropriate page. The district must upload completed and signed Affirmation pages to the [Evidence of Consultation Form](#).**

## Title I-A

Purpose: academic assistance to students who are academically at risk and live in Title I-A public school areas.

*Eligible students reside within the attendance area of a Title I-A public school. Eligible students may be from more than one district.*

### **Determining Private School Students in Poverty Count** *The number of eligible students calculating the allocation.*

- Same income data as the previous year.** *Income data must be collected every year or every other year. Source: \_\_\_\_\_*
- Same poverty data as the district.** *Both private school/public school must have access to FRPL or Direct Certification data.*
- Family income surveys** will be distributed to all students who reside within a Title I-A public school attendance area.  
For only those households who did not return a survey, their collective poverty will be determined by: (check one)
  - Extrapolating the poverty rate from the returned surveys
  - Proportionality
  - Not counted, all over income threshold
- Proportionality.** *The percentage poverty of each Title I-A public school will be applied to their resident private school students.*
- Comparable to the district.** *The private school will use scholarship/financial aid income data if the income thresholds are similar to the family income survey and income data has been collected within the current school year or previous school year.*
- Equated measure.** *Contact the Private School Ombuds if using this method.*

**Number of students eligible for calculating the allocation:** \_\_\_\_\_

### **Pooling of the Equitable Share** *One box must be checked. Pooling must be agreed to by all participating parties.*

- Services will be provided by one district to one private school (traditional, non-pooling model).
- More than one district is pooling funds to one private school: \_\_\_\_\_
- One district is pooling funds to more than one private school: \_\_\_\_\_
- More than one district is pooling funds to more than one private school: \_\_\_\_\_

### **Equitable Service Agreements** *Each topic must be discussed and agreed to during consultation.*

**Allocation:** The preliminary equitable share for the 24-25 school year is estimated to be: \_\_\_\_\_

- No  Yes **Set-asides:** From the equitable share, \_\_\_\_\_% for administrative costs, \_\_\_\_\_% for indirect costs.
- No  Yes **Carryover:** From the 23-24 equitable share, \$\_\_\_\_\_ is available for carryover.
- No  Yes **Transfers:** The district is asking to transfer \_\_\_\_\_ of funds into Title I-A from  Title II-A  Title IV-A  
The private school is:  In agreement  Not in agreement.  
If not in agreement, the district will provide their final decision in writing by: \_\_\_\_\_
- No  Yes **Braiding:** Title I-A funds will be used with the following funds to provide Title I-A services:  
 Title I-C  Title II-A  Title III-A  Title IV-A

**Private school identifies which students residing in a Title I-A attendance area are eligible for services based on academic need by reviewing objective, educationally related, developmentally appropriate criterion such as:**

- Grades  Achievement tests  Classroom work product  Teacher referrals/recommendations  Other: \_\_\_\_\_

*Students automatically eligible for services: experiencing housing instability; participating in the preceding two years in Head Start, or programs under Title II-B literacy, Title I preschools, or Title I-C; and children in a local institution or community day program for the neglected or delinquent.*

**For students identified for services, they will be ranked and served, and progress will be tracked using:** \_\_\_\_\_

**Services will be** a targeted, supplemental program for subjects \_\_\_\_\_ for grade(s) \_\_\_\_\_.

**Services will occur:**  During the school day  Before or after school  Weekend  Summer  Other: \_\_\_\_\_

**Services will include:**

- Direct instruction  Computer-assisted instruction  Counseling  Family literacy
- Tutoring  Parent & Family Engagement  Professional Development  Other: \_\_\_\_\_

**Services will be provided by:**  District hired employee  Third-party contract  Other: \_\_\_\_\_

**Services will be provided at:**  The private school  A public school  Other: \_\_\_\_\_

### **Signatures**

**Signature of the Private School Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of the District Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The deadline to return signed Affirmations to the district is:** \_\_\_\_\_

**The deadline to submit relevant data to the district is:** \_\_\_\_\_

## Title I-C

Purpose: supports the education of migratory students.

*The private school must be located within the geographic boundaries of the district providing equitable services.*

### Private School Student Eligibility

ESEA section 1309(3) defines a "migratory child" as a child or youth who made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

The number of eligible K-12 grade private school students: \_\_\_\_\_

**Pooling of the Equitable Share** One box must be checked. Pooling must be agreed to by all participating parties.

- Services will be provided by one district to one private school (traditional, non-pooling model).
- One district is pooling funds to more than one private school: \_\_\_\_\_
- More than one district is pooling funds to more than one private school: \_\_\_\_\_

**Equitable Service Agreements** Each topic must be discussed and agreed to during consultation.

**Allocation:** The preliminary equitable share for the 24-25 school year is estimated to be: \_\_\_\_\_

- No  Yes **Set-Asides:** From the total allocation, \_\_\_\_\_% for administrative costs and \_\_\_\_\_% for indirect costs.
- No  Yes **Carryover:** From the 23-24 equitable share, \$\_\_\_\_\_ is available for carryover.
- No  Yes **Transfers:** The district is asking to transfer \_\_\_\_\_ of funds:  
Out of  Title II-A  Title IV-A and into Title I-C.  
The private school is:  In agreement  Not in agreement.

If in disagreement, the district will provide their final decision in writing by: \_\_\_\_\_

**Needs of private school students will be assessed by:** \_\_\_\_\_

**Services will occur:**  During the school day  Before/after school  Weekend  Summer  Other: \_\_\_\_\_

**Services will include:**

- Academic instruction  Transferring credits  Counseling/career services  Parental involvement
- Health, nutrition, and/or social services  Professional Development  Advocacy and outreach

**Services will be provided by:**  District hired employee  Third-party contract  Other: \_\_\_\_\_

**Services will be provided at:**  The private school  A public school  Other: \_\_\_\_\_

**Services provided will be evaluated for effectiveness by:** \_\_\_\_\_

### Signatures

Signature of the Private School Contact: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the District Contact: \_\_\_\_\_ Date: \_\_\_\_\_

**The deadline to return signed Affirmations to the district is:** \_\_\_\_\_

**The deadline to submit relevant data to the district is:** \_\_\_\_\_

## Title II-A

Purpose: provides educators with access to professional development (PD).

*The private school must be located within the geographic boundaries of the district providing equitable services.*

**Pooling of the Equitable Share** *One box must be checked. Pooling must be agreed to by all participating parties.*

- Services will be provided by one district to one private school (traditional, non-pooling model).
- One district is pooling funds to more than one private school: \_\_\_\_\_
- More than one district is pooling funds to more than one private school: \_\_\_\_\_

**Equitable Service Agreements** *Each topic must be discussed and agreed to during consultation.*

**Total K-12 Student Enrollment:** \_\_\_\_\_ **Enrollment Data from School Year:** (check one)  23-24  24-25

**Allocation:** The preliminary equitable share for the 24-25 school year is estimated to be: \_\_\_\_\_

No  Yes **Set-Asides:** From the total allocation, \_\_\_\_\_% for administrative costs and \_\_\_\_\_% for indirect costs.

No  Yes **Carryover:** From the 23-24 equitable share, \$\_\_\_\_\_ is available for carryover.

No  Yes **Transfers:** The district is asking to transfer \_\_\_\_\_ of funds:

Into Title II-A from Title IV-A

Out of Title II-A and into  Title I-A  Title I-C  Title I-D  Title III-A  Title IV-A  Title V-A

The private school is:  In agreement  Not in agreement.

If in disagreement, the district will provide their final decision in writing by: \_\_\_\_\_

**Needs will be identified by:**

- School Improvement Plans
- Staff Surveys
- PD Team
- Leadership Teams
- Strategic Planning Process
- Student Data Review
- Other: \_\_\_\_\_

**Area(s) in need of supplemental PD:**

- Advanced Learning Classes
- Reading
- Science
- Economics
- Foreign/World Languages
- Civics/Government
- Math
- History
- Arts (dance/music/theater/visual)
- English Language Arts
- Physical Education
- Geography
- Technology/Engineering
- Psychology/Sociology
- Career Technology
- Integrating technology into curriculum
- Differentiation of instruction in the classroom
- Multi-tiered systems of support (MTSS)
- Implementation of formative assessments
- Educator academic coaching or mentoring
- Training to recognize/prevent child abuse
- Culturally responsive teaching
- Mental health/social emotional learning
- Family engagement strategies
- Teacher licensure or college credits
- Response to Intervention, Positive Behavioral Intervention Systems, and/or Trauma Informed Practices
- Other: \_\_\_\_\_

**Targeted grade levels for supplemental PD:**  PK  K  1  2  3  4  5  6  7  8  9  10  11  12

**Services will be provided by:**  District hired employee  Third-party contract  PD Event  Other: \_\_\_\_\_

**Services will be provided at:**  The private school  A public school  Other: \_\_\_\_\_

**Services provided will be evaluated for effectiveness by:** \_\_\_\_\_

**Signatures**

**Signature of the Private School Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of the District Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The deadline to return signed Affirmations to the district is:** \_\_\_\_\_

**The deadline to submit relevant data to the district is:** \_\_\_\_\_

## Title III-A

Purpose: helps students who are English learners (EL) and/or Recent Arriver (immigrant) students.  
*The private school must be located within the geographic boundaries of the entity providing equitable services.*

**The number of eligible K-12 grade EL private school students:** \_\_\_\_\_

**The number of eligible K-12 grade Recent Arriver (RA) private school students:** \_\_\_\_\_

**Language Use Survey** *Private schools are not required to use this tool to determine eligibility.*

No  Yes **If yes:** the Language Use Survey that will be used is: \_\_\_\_\_

**Title III-A ELP Assessment** *Private schools cannot use the ELPA screener or summative.*

[Woodcock-Muñoz](#)  [LAS Links](#)  [Test of English Language Learning \(TELL\)](#)  
 [Language Proficiency Test Series](#)  [IPT](#)  Other: \_\_\_\_\_

**Pooling of the Equitable Share** *One box must be checked. Pooling must be agreed to by all participating parties.*

Services will be provided by one district to one private school (traditional, non-pooling model).  
 One district is pooling funds to more than one private school: \_\_\_\_\_  
 More than one district is pooling funds to more than one private school: \_\_\_\_\_

**Equitable Service Agreements** *Each topic must be discussed and agreed to during consultation.*

**Allocation:** The preliminary equitable share for the 24-25 school year is estimated to be: \_\_\_\_\_

No  Yes **Set-Asides:** From the total allocation, \_\_\_\_\_% for administrative costs and \_\_\_\_\_% for indirect costs.  
 No  Yes **Carryover:** From the 23-24 equitable share, \$\_\_\_\_\_ is available for carryover.  
 No  Yes **Transfers:** The district is asking to transfer \_\_\_\_\_ of funds:  
Out of  Title II-A  Title IV-A and into Title III-A.  
The private school is:  In agreement  Not in agreement.  
If in disagreement, the district will provide their final decision in writing by: \_\_\_\_\_

**Needs of private school students will be assessed by:** \_\_\_\_\_

*It is recommended to use an ELP summative assessment to identify needs, but it is not required.*

**Services will occur:**  During the school day  Before/after school  Weekend  Summer  Other: \_\_\_\_\_

**Services will include:**

Administering ELP  Tutoring  Counseling/mentoring for RA youth  Family literacy  
 Supplemental instructional materials/supplies  Professional Development  Other: \_\_\_\_\_

**Services will be provided by:**  District hired employee  Third-party contract  Other: \_\_\_\_\_

**Services will be provided at:**  The private school  A public school  Other: \_\_\_\_\_

**Services provided will be evaluated for effectiveness by:** \_\_\_\_\_

*It is recommended to use an ELP summative assessment to evaluate services, but it is not required.*

### Signatures

**Signature of the Private School Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of the District Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The deadline to return signed Affirmations to the district is:** \_\_\_\_\_

**The deadline to submit relevant data to the district is:** \_\_\_\_\_

**\*\*All EL and RA enrollments must be submitted to the ODE by the Friday before Memorial Day\*\***

## Title IV-A

Purpose: creates well-rounded opportunities, promotes safe and healthy students, and supports educational technology.  
*The private school must be located within the geographic boundaries of the district providing equitable services.*

**Pooling of the Equitable Share** *One box must be checked. Pooling must be agreed to by all participating parties.*

- Services will be provided by one district to one private school (traditional, non-pooling model).
- One district is pooling funds to more than one private school: \_\_\_\_\_
- More than one district is pooling funds to more than one private school: \_\_\_\_\_

**Equitable Service Agreements** *Each topic must be discussed and agreed to during consultation.*

**Total K-12 Student Enrollment:** \_\_\_\_\_ **Enrollment Data from School Year:** (check one)  23-24  24-25

**Allocation:** The preliminary equitable share for the 24-25 school year is estimated to be: \_\_\_\_\_

No  Yes **Set-asides:** From the total allocation, \_\_\_\_\_% for administrative costs, \_\_\_\_\_% for indirect costs.

No  Yes **Carryover:** From the 23-24 equitable share, \$ \_\_\_\_\_ is available for carryover.

No  Yes **Transfers:** The district is asking to transfer \_\_\_\_\_ of funds:

- Into Title IV-A from Title II-A
- Out of Title IV-A and into  Title I-A  Title I-C  Title I-D  Title II-A  Title III-A  Title V-A

The private school is:  In agreement  Not in agreement.

If not in agreement, the district will provide their final decision in writing by: \_\_\_\_\_

**Services will occur:**  During the school day  Before or after school  Weekend  Summer  Other: \_\_\_\_\_

**Needs will be identified by:**

- School Improvement Plans  Staff Surveys  Teacher Teams  Leadership Teams
- Strategic Planning Process  Student Data Review  Other: \_\_\_\_\_

**Services provided will be evaluated for effectiveness by:** \_\_\_\_\_

**Well-rounded supplemental services for  students  professional development will include:** *Check all that apply.*

- College/career guidance  Music/arts  STEM  Financial literacy/FAFSA
- Supplemental accelerated learning programs  Foreign language instruction  Environmental education
- Volunteer/community engagement programs  American history/civics  Other: \_\_\_\_\_

**Services will be provided by:**  District hired employee  Third-party contract  Other: \_\_\_\_\_

**Services will be provided at:**  The private school  A public school  Other: \_\_\_\_\_

**Targeted grade levels:**  PK  K  1  2  3  4  5  6  7  8  9  10  11  12

**Safe and healthy supplemental services for  students  professional development will include:** *Check all that apply.*

- Drug/violence prevention  Drug abuse prevention  School-based mental health services
- School emergency plans  Nutritional education  Classroom management  Bullying/harassment prevention
- Suicide prevention  Trauma informed practices  Conflict resolution  Other: \_\_\_\_\_

**Services will be provided by:**  District hired employee  Third-party contract  Other: \_\_\_\_\_

**Services will be provided at:**  The private school  A public school  Other: \_\_\_\_\_

**Targeted grade levels:**  PK  K  1  2  3  4  5  6  7  8  9  10  11  12

**Educational technology supplemental services for  students  professional development will include:** *Check all that apply.*

- Professional learning tools, devices, content and resources to improve student academic achievement.
- Building technological capacity by procuring content and purchasing devices, equipment, and software applications.
- Delivery of specialized or rigorous academic courses and curricula through digital learning and assistive technology.

**Services will be provided by:**  District hired employee  Third-party contract  Other: \_\_\_\_\_

**Services will be provided at:**  The private school  A public school  Other: \_\_\_\_\_

**Targeted grade levels:**  PK  K  1  2  3  4  5  6  7  8  9  10  11  12

### Signatures

**Signature of the Private School Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of the District Contact:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The deadline to return signed Affirmations to the district is: \_\_\_\_\_**

The deadline to submit relevant data to the district is: \_\_\_\_\_

### **Title IV-B**

Purpose: supports 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) providing education outside of the school day.  
*The private school must be located within the attendance area of the subgrantee providing equitable services.*

*Subgrantees must consult with private schools before applying for a 21<sup>st</sup> CCLC subgrant to include the private school in their application's needs assessment and budget. If the private school chose to participate in the needs assessment, their needs should be funded and met by the awarded application in an equitable manner. If the private school did not choose to participate in the needs assessment, the district can only meet the needs of the private school as per their awarded application.*

The number of eligible K-12 grade private school students: \_\_\_\_\_

The preliminary equitable share allocation for the 24-25 school year is estimated to be: \_\_\_\_\_

#### **Program Design**

Services will occur:

- Before school from \_\_\_\_\_ am to \_\_\_\_\_ am.
- After school from \_\_\_\_\_ pm to \_\_\_\_\_ pm.
- On the weekend from \_\_\_\_\_ to \_\_\_\_\_.
- During the summer from \_\_\_\_\_ to \_\_\_\_\_.

Services will be provided by:  District hired employee  Third-party contract  CBO  Other: \_\_\_\_\_

Services will be provided at:  The private school  A public school  Other: \_\_\_\_\_

The academic support program consists of: \_\_\_\_\_

The enrichment program consists of: \_\_\_\_\_

Eligibility of private school students will be determined by: \_\_\_\_\_

Needs of private school students will be identified by: \_\_\_\_\_

Students will be selected for participation by: \_\_\_\_\_

The program attendance policy is: \_\_\_\_\_

The services provided will be evaluated for effectiveness by: \_\_\_\_\_

Family engagement activities will include: \_\_\_\_\_

No  Yes Set-Asides: From the total allocation, \_\_\_\_\_% for administrative costs and \_\_\_\_\_% for indirect costs.

No  Yes Carryover: From the 23-24 equitable share, the district will carryover \$ \_\_\_\_\_

No  Yes Private school students will need access to transportation, which will be funded through the administrative set-aside. If yes, describe the transportation plan: \_\_\_\_\_

#### **Signatures**

Signature of the Private School Contact: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the District Contact: \_\_\_\_\_ Date: \_\_\_\_\_

The deadline to return signed Affirmations to the district is: \_\_\_\_\_

The deadline to submit relevant data to the district is: \_\_\_\_\_



## Title IV-F

Purpose: supports schools where the learning environment has been disrupted due to a violent or traumatic crisis.  
*The private school must be located within the geographic boundaries of the district providing equitable services.*

### Learning Disruption

The school learning environment was disrupted by: \_\_\_\_\_

### Private School Eligibility

Students will be selected for participation by: \_\_\_\_\_

The number of K-12 grade private school students who were disrupted by the event: \_\_\_\_\_

**Equitable Service Agreements** *Each topic must be discussed and agreed to during consultation.*

**Allocation:** The preliminary equitable share for the 24-25 school year is estimated to be: \_\_\_\_\_

No  Yes **Set-Asides:** From the total allocation, \_\_\_\_\_% for administrative costs and \_\_\_\_\_% for indirect costs.

No  Yes **Carryover:** From the 23-24 equitable share, \$\_\_\_\_\_ is available for carryover.

**Needs** of private school students will be assessed by: \_\_\_\_\_

Services will occur:  During the school day  Before/after school  Weekend  Summer  Other: \_\_\_\_\_

Services will include: \_\_\_\_\_

Services will be provided by:  District hired employee  Third-party contract  Other: \_\_\_\_\_

Services will be provided at:  The private school  A public school  Other: \_\_\_\_\_

The services provided will be **evaluated** for effectiveness by: \_\_\_\_\_

### Signatures

Signature of the Private School Contact: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the District Contact: \_\_\_\_\_ Date: \_\_\_\_\_

**The deadline to return signed Affirmations to the district is: \_\_\_\_\_**

**The deadline to submit relevant data to the district is: \_\_\_\_\_**