

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:*

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 25-26 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 24-25 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 its 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:

Services will be a targeted, supplemental program for 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 25-26 school year is: \$

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

No Yes **Carryover**: From the 24-25 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, 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) 24-25 25-26

Allocation: The preliminary equitable share for the 25-26 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 24-25 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-B

The private school is: In agreement Not in agreement

If in disagreement, will provide their final decision in writing by:

Needs will be identified by:

School Improvement Plans

Staff Surveys Student

PD Team

Leadership Teams

Strategic Planning Process

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 25-26 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 24-25 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, 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) 24-25 25-26

Allocation: The preliminary equitable share for the 25-26 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 24-25 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-B

The private school is: In agreement Not in agreement

If not in agreement, the district will provide its 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 21st Century Community Learning Centers (21st 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 21st 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 25-26 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 24-25 equitable share, \$ is available for 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 25-26 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 24-25 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: