| **Month** | **LEA Activity** |
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| **November/December in preparation for the next school year** | * Obtain complete list of all private schools with students who are residents of the LEA.
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| **December through February in preparation for the****next school year**  | * Obtain from principals or a central office serving a group of private schools the following poverty data (as appropriate) on private school students:
* Same poverty measure used to count public school students, which is usually free and reduced-priced lunch;
* Survey of private school parents asking for income data, address, and grade level of children from which the LEA must extrapolate these data (see Section 2);
* Alternative poverty data such as scholarships, Temporary Aid to Needy Families, Medicaid, etc.

~or~* Decide through consultation to use proportionality
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| **February/March****in preparation for the next school year** | * Match addresses of private school students from low-income families to participating public school attendance areas.
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| **March/April** **in preparation for the next school year** | * Determine the multiple, educationally related, objective criteria to be used to select eligible students (educationally needy students who reside in Title I attendance areas) in consultation with private school officials.
* 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.
* Discuss with private school officials the needs of selected students, appropriate Title I services to serve those needs, and location of services.
* Design services that meet participants’ needs based on consultation, using the estimated amount of funds generated by private school students from low-income families, and the equitable share of funds reserved for districtwide instructional activities.
* Determine with private school officials the standards and annual assessments for measuring progress of the Title I program.
* Define annual progress. Determine criteria for making program modifications when annual progress is not achieved.
* Assess the achievement of **current year’s** program using the standards previously agreed upon last year.
* After appropriate consultation, make modifications to next year’s Title I program, if annual progress has not been met.
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| **April/June****in preparation for the next school year** | * Determine in consultation with private school officials the professional development and parent involvement needs of private school teachers and families of private school participants.
* Design activities that LEA will implement the next school year (independently or in conjunction with LEA activities) for teachers and families of participants.
* Inform private school officials of tentative program designs, service delivery models, number of Title I participants, allocations, location of services, and estimated costs. Provide opportunities for private school officials to comment.
* Update private school officials if there are any changes. Generate a list of students who will receive Title I services beginning in September of the next school year.
* 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.
* 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 Title I CIP Budget Narrative to the SEA.
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| **August** **in preparation for the beginning of school year** | * Report on readiness of Title I program for private school participants to private school officials.
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| **September of school year** | * 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.
* 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.
* Initiate professional development and parent involvement activities based on previous spring’s consultation.
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| **October of school year** | * LEA provides information about possible adjustments and program changes to private school officials.
* Start planning for the next school year’s consultation cycle.
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