

Five Steps: Providing Title I Services to Eligible Private School Children

Step 1 – Locate Your Fund-Generating Students

- Obtain a list of district students who are attending private schools **who would have attended** a school that has a Title I program
- Obtain confidential family income information to determine how many of these students generated Title I funds (see [guidance](#) ESE website)

Step 2 – Contact Appropriate Private School Officials

- Inform private school officials at schools where students from your district (who would have attended Title I schools and have generated funds for your district) that you have a Title I program and offer consultation regarding participation in the program
- Keep a record of letters sent and ensure that all schools contacted responded (either affirmatively or negatively) to your offer

Step 3 – Timely and Meaningful Consultation

- A unilateral offer of services by a district, with no opportunity for discussion, is not adequate
- Consultation must take place before a district makes any decisions that affect the opportunities of eligible private school children to participate in Title I programs
- Provide program information, including: school selection process, grade spans served, the number of low-income public and private school children residing in the area, and the amount of funding available for equitable services.
- Obtain written affirmation and agreement (or disagreement) that timely and meaningful consultation has taken place. Submit signed [affirmations](#) with district Title I application.

Step 4 – Program Development

- Benefits must be equitable to those offered to eligible public school students (not necessarily the same)
- Address the following issues:
 - how the children’s needs will be identified;
 - what services will be offered and by whom (third party of not);
 - how and where services will be provided;
 - how the services will be assessed;
 - the size and scope of the equitable services to be provided, and the amount of funds to be used for those services;
 - parental activities and compact development; and
 - professional development opportunities for officials and staff who work directly with students who participate in the program

Step 5 – Supervisory Responsibilities

- See that Title I services adhere to all Title I regulations and are coordinated with regular classroom instruction
- Maintain control of funds, label materials purchased by Title I, and keep inventory of district Title I property
- Ensure that progress toward meeting challenging academic standards is being measured and utilized for program improvement
- See that program plans adhere to the findings of [Agostini v. Felton](#)