

Title I Nonpublic Consultation Checklist



The goal of the consultation is agreement between the LEA (Local Education Agency) and appropriate nonpublic school officials on how to provide equitable and effective programs for eligible nonpublic school children. (ESEA sections 1117(b)(10 AND 8501 (c)(1), (5))

NDE is providing this checklist as a reminder of topics that should be discussed during the initial consultation regarding equitable services to nonpublic schools. It is not required that this checklist be used. Remember that consultation should be an ongoing process and the spring meeting is the initial discussion regarding services for the next school year.

ESEA requires states and districts to complete a needs assessment to assist in the development of a comprehensive support and improvement plan for the school to improve student outcomes. Nonpublic schools, receiving equitable shares from an LEA, are also responsible for providing a needs assessment and comprehensive improvement plan to their respective LEA(s) identifying the area(s) that fall within, and in need of support from the determined federal grant funds. There is an expectation that nonpublic schools' needs assessment, comprehensive improvement plan and planned services/activities, to be paid with federal equitable share funds, be provided to the LEA prior to services being encumbered.

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- The method or sources of data the public school will use to determine the number of nonpublic school children from low-income families residing in participating public school attendance areas
- How and when addresses of low-income students will be provided to the LEA by the nonpublic school
- How the LEA will identify the needs of eligible nonpublic school children based on identified needs, including data sources to be used
- Students must be identified as eligible for Title I prior to any services taking place
- How and when decisions will be made regarding the delivery of services to eligible nonpublic school children
- When, including the approximate time of day, services will be provided.
- How the proportion of funds allocated for equitable services is determined
- The size and scope of the equitable services the public school will provide to eligible nonpublic school children, and the proportion of funds that the public school will allocate for these services
- Services to be offered, including the allowable use of funds
- Service delivery mechanisms the LEA will use to provide equitable services to eligible nonpublic school children
- When, including the approximate time of day, the services will be provided
- Determine whether the public or nonpublic calendar is to be followed
- Thorough consideration and analysis of the view of nonpublic school officials regarding third party contractor and written explanation by the LEA if the LEA disagrees with the use of a third-party contractor

- How the LEA will academically assess program success
 - Whether to provide equitable services to eligible nonpublic school children by pooling funds or on a school-by-school basis
 - The needs of families of Title I children and the parent and family engagement program that will be designed to meet their needs
 - Funds for equitable services are to be obligated in the school year in which they are awarded
 - If LEA is planning to use Title I-A funds for administrative purposes or indirect costs, how that impacts the nonpublic equitable services amount and what the administrative and/or indirect costs will be used for (Grant amounts posted on NDE website do not take into account amounts set-aside for administrative or indirect costs.)
 - ESEA (Elementary and Secondary Education Act) requires that the LEA retain control of all Title I funds, materials, equipment, and property
 - If funds are being transferred from Title IV-A and/or Title II-A to Title I, how that impacts the services for all programs
 - The written affirmation that consultation has occurred must provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

(ESEA section 1117(b)(1).)