



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## Title Equitable Share Services Consultation and Agreement School Year 2024-2025

This document serves as the initial equitable services consultation and agreement between the public district/local educational agency (LEA) and the participating non-public school in Title services under Every Student Succeeds Act (ESSA). **This form, or one that encompasses the same information, must be completed for each non-public school that wants to participate in Equitable Services, regardless of accreditation status.**

*Upon completion, the LEA will maintain a copy, provide the non-public school with a copy, and submit with your annual pre-application submission. This is required under the Every Student Succeeds Act (ESSA).*

Name of LEA: \_\_\_\_\_

Name of Non-public School: \_\_\_\_\_

Is the non-public school a for-profit organization? (For-profit schools are ineligible for Title funds)<sup>1</sup>

To review business status online: <https://bsd.sos.in.gov/PublicBusinessSearch>

Yes  No

If the non-profit corporation's name differs from the non-public school name above, write the name below:

\_\_\_\_\_

The non-public school (NPS) is interested in the following services:

Title I-A     Title II-A     Title III-A     Title IV-A

**Projected Dollar Amount:** What was last year's equitable services per-pupil allocation?

<b>Title I</b>	
<b>Title II</b>	
<b>Title III</b>	
<b>Title IV</b>	

Previous year's carryover<sup>2</sup> or remaining dollars as of consultation, if any, for this non-public school

<b>Title I</b>	
<b>Title II</b>	
<b>Title III</b>	
<b>Title IV</b>	

<sup>1</sup> If the non-public school is a for-profit organization, you do not need to complete the rest of the form.

<sup>2</sup> The Tyding amendment grants an additional year called "carryover" for any funds not used.



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1. Will the non-public school pool any funds with other non-public school(s)?

- No.
- Yes. List the non-public schools and the amount of pooled funds.

Non-public Schools	Which Title fund?	Funding Amount

2. Will the LEA transfer Title II or Title IV funds into another Title fund of the same federal fiscal year?

- No.
- Yes. List the Title funds being transferred and the amounts.

Transferred Title Fund	Receiving Title Fund	Funding Amount

3. Will the LEA charge indirect costs or admin rate to oversee the non-public school's program?<sup>3</sup>

- Yes. Admin rate(s): Title I \_\_\_\_% Title II \_\_\_\_% Title III \_\_\_\_% Title IV \_\_\_\_%
- No. Restricted indirect cost rate: \_\_\_\_%

4. How will the district provide services to the non-public school?

Title I	Title II	Title III	Title IV
<input type="checkbox"/> The LEA directly <input type="checkbox"/> A third-party vendor <input type="checkbox"/> A different entity, district or consortium	<input type="checkbox"/> The LEA directly <input type="checkbox"/> A third-party vendor <input type="checkbox"/> A separate entity or consortium	<input type="checkbox"/> The LEA directly <input type="checkbox"/> A third-party vendor <input type="checkbox"/> A separate entity or consortium	<input type="checkbox"/> The LEA directly <input type="checkbox"/> A third-party vendor <input type="checkbox"/> A separate entity or consortium

<sup>3</sup> An LEA subtracts from the proportional share the amounts needed for administration, indirect costs (if any), and parent and family engagement, if applicable, and divides the remainder by the total number of private school students from low-income families in participating Title I public school attendance areas to establish a per-pupil amount.



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5. *Title I*: Indicate the assumed size and scope of the equitable services agreed upon between the district and non-public school. Services do not have to occur in the same grade level(s) and subject area(s) as the public school. Services must be consistent with the grade span of the public school attendance area.

Item	Response
Approximate Number of Non-public Students Served	
Grade level(s) of Students Served	
Desired Subject Areas of Service	

6. Indicate the size and scope of your Title II-IV equitable services agreed upon between the district and non-public school. Services do not have to occur in the same grade level(s) and subject area(s) as the public school. Services must be consistent with the grade span of the public-school attendance area.

### Title II-A

Approximate number of staff served: \_\_\_\_\_

Desired Title II-A Equitable Services (check all that apply):

- Improving instruction for teachers, principals, and educational personnel
- Training to effectively integrate technology into curricula and instruction
- Training to improve student behavior and early interventions
- Principal and superintendent leadership development
- Data training to improve assessment and instruction
- Other (describe): \_\_\_\_\_

### Title III-A

Approximate number of students served: \_\_\_\_\_

Desired Title III-A Equitable Services (check all that apply):

- Tutoring for English learners (ELs) before, during, or after school hours
- Professional development for non-public school teachers of English learners
- Instructional summer school programs
- Administration of an English language assessment for EL identification and/or for the purpose of evaluation the effectiveness of services, including the provision of test booklets, teacher training, and stipends to teachers to administer assessments
- Supplemental instructional materials and supplies for language development
- Other (describe): \_\_\_\_\_

### Title IV-A

Approximate number of students served: \_\_\_\_\_

Desired Title IV-A Equitable Services (check all that apply):

- Educational experiences through STEAM, fine arts, before/after school learning
- Student mental health support through counseling, wrap around services, or staff training in these areas
- Digital learning, tech training, technology purchasing and tech integration
- Other (describe): \_\_\_\_\_



**Title I, Part A Specific Questions**

7. Identify the method or source of Title I data used to determine the number of children from low-income families in participating public school attendance areas who attend the non-public school as described in 1117(c)(1)(A)(B)(C)(D) and Title I Services to Eligible non-public School Children, Non-Regulatory Guidance, October 17, 2003, B-4).<sup>4</sup>
- Same measure of low income used to count public school children. (Using measures such as Free-Reduced Lunch Program or Community Eligible Provision data.)
  - Comparable Poverty Data—Family Income Survey. (Using the results of a survey to obtain poverty data comparable to those used for public school students. The income survey that, to the extent possible, (1) protects the identity of families of non-public school students, and (2) may allow such survey results to be extrapolated if complete actual data are unavailable.)
  - Comparable Poverty Data—Sources other than a Family Income Survey. (Using comparable poverty data from a different source, such as scholarship applications based on comparable family income criteria, Temporary Assistance to Needy Families (TNAF), or other.)
  - Proportionality. (Applying the low-income percentage of each participating public school attendance area to the number of non-public school children who reside in that school attendance area.)
  - Correlated or Equated Measure. (Using an equated measure of low income by correlating sources of data; that is, measuring the proportional relationship between two sources of data on public school children and applying that ratio to a known source of data on non-public school children)
8. For Title I, list at least **two** educational-related criteria to identify needs and services for students performing below grade-level standards.<sup>5</sup>

<input type="checkbox"/> ILEARN	<input type="checkbox"/> Teacher referral
<input type="checkbox"/> iRead	<input type="checkbox"/> School assessment data
<input type="checkbox"/> NWEA	<input type="checkbox"/> Student grades
<input type="checkbox"/> WIDA Access	<input type="checkbox"/> Other (describe)

<sup>4</sup> ESEA section 1117(a)(4)(D) allows an LEA to determine student poverty count every year or every two years. Suggestion is to use the same year count when counting your public and non-public student poverty count.

<sup>5</sup> In addition, children may be identified as eligible solely by virtue of their status as follows: homeless children; children who in the preceding two years had participated in Head Start, a literacy program under Title II-B, Subpart 2, a Title I preschool program, or a Title I-C (Migrant Education) program; and children in a local institution for neglected or delinquent children and youth or attending a community day program for such children (ESEA section 1115(c)(2)(B)- (E)).



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9. Describe how the effectiveness of Title I equitable services will be assessed and how the results will be used to evaluate the program's success and improve those services in the future.

<input type="checkbox"/> Surveys	<input type="checkbox"/> State test performance
<input type="checkbox"/> Trackers	<input type="checkbox"/> Student Grades
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Non-public school assessments
<input type="checkbox"/> Other (describe)	

10. Information about equitable services. Check all that apply for each section.

Frequency of Services	Approximate Time of Day
<input type="checkbox"/> Weekly	<input type="checkbox"/> Before school
<input type="checkbox"/> Every other week	<input type="checkbox"/> During school
<input type="checkbox"/> Monthly	<input type="checkbox"/> After school
<input type="checkbox"/> Other (describe)	<input type="checkbox"/> Other (describe)
Service Delivery During School Day	Instructional Group of Students
<input type="checkbox"/> Pull-out	<input type="checkbox"/> One-on-one
<input type="checkbox"/> Push-in <sup>6</sup>	<input type="checkbox"/> Small group
<input type="checkbox"/> Other (describe)	<input type="checkbox"/> Other (describe)
When Services are Provided	Place of Services
<input type="checkbox"/> Regular school year	<input type="checkbox"/> Public school
<input type="checkbox"/> Summer school	<input type="checkbox"/> Non-public school
<input type="checkbox"/> Other (describe)	<input type="checkbox"/> Other (describe)
Service Delivery	
<input type="checkbox"/> Certified LEA employee	
<input type="checkbox"/> Non-certified LEA employee ( <i>under the direct supervision of publicly certified employee</i> )	
<input type="checkbox"/> Third-party contractor	
<input type="checkbox"/> Other (describe)	
Categories of Title I Equitable Services <sup>7</sup>	
<input type="checkbox"/> Tutoring/instructional services	<input type="checkbox"/> Computer-assisted Instruction
<input type="checkbox"/> Student evaluation of academic progress after services	<input type="checkbox"/> Computer equipment and materials, including take home computers
<input type="checkbox"/> Family literacy services	<input type="checkbox"/> Educational radio and television
<input type="checkbox"/> Counseling	<input type="checkbox"/> Mobile educational services/equipment
<input type="checkbox"/> Mentoring	<input type="checkbox"/> Teacher professional development
<input type="checkbox"/> Dual or concurrent enrollment	<input type="checkbox"/> Other (describe)

<sup>6</sup> Push-in services for Title I students only must be supplemental and not replace general education in the classroom (ESEA section 1117(a)(2); 34 C.F.R. § 200.66(a))

<sup>7</sup> A majority of Title I funding should be spent on direct services (staffing) to students.



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11. Parent Family Engagement: Is the district anticipated preliminary allocation greater than \$500,000?

- No.
- Yes. List the parent and family engagement activities that the district and non-public school have agreed upon that are available to **only** parents and families of Title I-A-served non-public school students.

**NOTE:** This is an area where pooling can be done with other non-public schools.

<input type="checkbox"/> Parent meetings	<input type="checkbox"/> Parent educational material
<input type="checkbox"/> Parent letters	<input type="checkbox"/> Staff stipend for Title parent outreach
<input type="checkbox"/> Family education material	<input type="checkbox"/> Establish a Title I parent working group
<input type="checkbox"/> Other (describe)	

12. List all the communication strategies the district will use to notify all parents of Title I- A-served non-public school students of parent and family engagement activities and programming.

**NOTE:** Non-public parents can opt out of Title I-A funding.

<input type="checkbox"/> Parent meetings	<input type="checkbox"/> Parent mailings
<input type="checkbox"/> Electronic communication	<input type="checkbox"/> Phone call reminders
<input type="checkbox"/> Other (describe)	

13. Provide any additional information about Title I-IV equitable services agreed upon by the district and non-public school that are relevant but not discussed in any of the items listed in this document.

### *Other Equitable Services Programs*

**Title I, Part C - Migrant Education Program (MEP)** supports high-quality education programs for migratory children. A migratory worker is someone who has moved within the past 36 months and engaged in qualifying seasonal or temporary work in agriculture soon after the move. The Indiana MEP collaborates with public and non-public schools through the [Migrant Work Survey](#), which must be administered in LEAs and should be administered annually to all non-public children. Learn more about Indiana's MEP by visiting Indiana's Department of Education [website](#) or contact your local [Migrant Regional Center](#).

**Title IV, Part B - The 21st Century Community Learning Center Program** is awarded competitively every four years to public and non-public schools, faith-based organizations, or a consortium of these organizations to provide youth with a safe environment during non-school hours. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for youth, particularly youth who attend high-poverty and low-performing schools. Review our implementation guide to apply when the next RFP opens in February 2024.

**Once all of the above fields are completed with proper consultation and markings, please ensure to complete the Affirmation of Consultation with Non-public School Officials below.**



## Affirmation of Consultation with Non-public School Officials

If the non-public school officials do not agree that the above conditions have been met, they are encouraged to provide a written statement to the LEA specifying the reasons for their disagreement. Additionally, if the LEA disagrees with the views of the non-public school officials concerning any of the issues described above, the LEA will provide the non-public school officials with a written explanation as to the reason for the disagreement.

As a resource, we have an optional equitable service [planning document](#) to assist with service coordination.

1. The LEA maintains a signed copy of this written affirmation in its files, and
2. The LEA provides the non-public school official with a signed copy and
3. The LEA uploads a signed copy with their pre-application submission.

**Non-public School Official** *The NPS Official will complete this portion of the form after consultation by checking their opinion for each grant.*

- Timely and meaningful consultation was provided for the following grants below. An equitable service program was designed during the consultation for the programs listed below.

I **accept** the following Title funds:

- Title I-A     Title II-A     Title III-A     Title IV-A

- Timely and meaningful consultation was **not** provided and did **not** result in an agreed-upon equitable program of services to meet the needs of the non-public school children for the following grants - please contact the Equitable Services Ombudsperson regarding the disagreement ([ombudsman@doe.in.gov](mailto:ombudsman@doe.in.gov)):

I **accept** funding but **disagree** about the services for the following Title funds:

- Title I-A     Title II-A     Title III-A     Title IV-A

- If necessary, additional consultation has been scheduled throughout the school year to complete the agreement.

- Timely and meaningful consultation was provided, and I understand the eligibility requirements; however, I **decline** all equitable services for this grant cycle.

Signature of Non-public School Designee	Name of Non-public School Designee	NPS Code
Signature of LEA Designee for Title I-A	Name of LEA Designee	Date
Signature of LEA Designee for Title II-A	Name of LEA Designee	Date
Signature of LEA Designee for Title III-A	Name of LEA Designee	Date
Signature of LEA Designee for Title IV-A	Name of LEA Designee	Date