

The ESSA & Private Schools 7 Things Principals Can Do to Maximize Title Funding

1. **Identify what you have.** Use this school year to review your current Title I program:
 - a. Determine which services are offered by your district/s.
 - b. Which students are receiving those services?
 - c. Are services being administered efficiently?
 - d. Is the LEA following all provisions of the consultation process?
 - e. Discuss any potential improvements among your school community and with the LEA.
2. **Identify what you need.** Title I provides direct instructional services. Now under ESSA, Title I services can also include counseling, mentoring, and one-on-one tutoring. Things to consider:
 - a. Determine if your students would benefit from these new options.
 - b. Talk with the LEA about how services will be implemented in 2017-18.
 - c. If you use a vendor for services, determine if they are able to offer these new options. If not, identify a new vendor.
3. **Follow the money.** The formula for Title I has changed, which will help private schools. Some things to consider:
 - a. Ask your school district business manager how the district plans to apportion its Title funds. Are they following the new formula?
4. **Know that consultation has to be “timely and meaningful.”** School districts are required to collect written affirmation from private school officials that this has occurred. The affirmation should have a section that allows you to claim that consultation has not occurred. If need be, use this provision to document that you have not been properly consulted.
5. **Know that services need to be equitable.** School districts must provide eligible private school students with services on an equitable basis as requested by private school officials to best meet the needs of the children, and not just as the public school district thinks is best, which has often been the case in the past. Some things to consider:
 - a. Are your students receiving services comparable to what the public school district provides similarly needy students? If not, ask the school district why not, and how they can justify the lack of equity.
6. **Make sure the private school money is spent.** ESSA requires federal funding to be spent in a timely manner. School districts are required to allocate monies to private school students for the fiscal year in which funds are received by the district, and not later, which has been the case in many districts. Nag your district so money for your students is deployed to improve their education, and not left unused.
7. **Document, document, document.** While phone and personal conversations are important, do not rely on “word of mouth” or verbal promises to get services for your students. Always follow-up in writing to build a file on how your students and school are faring. This will allow you to launch an appeal more quickly, and take your problems to the state Ombudsman, if need be.



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Checklist of issues for consultation and agreement between private schools & LEAs
Every Student Succeeds Act (ESSA)

ESSA requires the LEA to have timely and meaningful consultation with the appropriate private school official about services funded by Title I, II, III and IV. After the consultation, the LEA and private school complete a written agreement about the services. ESSA requires the consultation and written agreement address the following issues:¹

- How the children's needs will be identified
- What services will be offered
- How, where and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve those services
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds that is allocated for such services, and how that amount is determined
- The methods or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
- How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing an analysis of the reasons why the LEA has chosen not to use a contractor
- Whether the LEA shall provide services directly or through a separate governmental agency, consortium, entity or third-party contractor
- Whether to provide equitable services to eligible private school children -
 - By creating a pool of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend privates; or
 - In the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools
- When, including the approximate time of day, services will be provided
- Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under applicable programs to provide services to eligible private school children participating in programs

¹ See ESSA Sec. 1117(b) [Title I-A] & Sec. 8501(b)(1) [Titles I-C, II-A, III-A, IV-A, & IV-B]