

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 2018-19.
 - c. If you use a vendor for services, determine if they are able to offer these new options.
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?
 - b. Use the “Equitable Share Calculators” on the DPI’s website to help you plan for services.
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. WCRIS provided input to the DPI on creation of the Private School Affirmation Form. There is a section to check off on receiving timely and meaningful consultation. 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 based on their proportionate share of funds, as requested by private school officials to best meet the needs of their students. This is not the public school district telling you what they will provide. 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 for private school students, teachers and staff to be spent in the year in which it is allocated. There are carryover options but you are not guaranteed the exact carry over amount you return to your district, as the money goes back into one private school pot and it redistributed the following year based on your school’s new enrollment numbers.
7. **Determine Poverty.** Low-income students generate Title I funding. Under ESSA “low-income” is defined as 185% of poverty. Many LEAs use the Federal Free & Reduced Lunch Program as the poverty count for their student population. Private schools have five methods to choose from in determining the low-income count for their school. You can find the methods on the WCRIS website. It is important to note that the WI Parental Choice Programs use 220% of poverty for the statewide program and 300% for the Milwaukee and Racine programs. Therefore, having Choice students does not automatically generate funds for Title I.
8. **Document, document, document.** While phone and personal conversations are important, do not rely on “gentleman’s agreements” 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.