BACKGROUND INFORMATION

# CONSULTATION REQUIREMENT:

Sections 1117(b) and 8501(c) of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. ESSA requires that consultation continue throughout the implementation and assessment of activities in programs subject to equitable participation requirements. For Title I, Part A programs, section 1117(b)(1) also requires that such consultation occur during the design and development of the LEA’s Title I, Part A programs.

# PROGRAMS REQUIRING CONSULTATION:

Section 1117 requires that LEAs consult with appropriate private school officials from any private school serving district-resident students regarding Title I Part A – Improving Basic Programs Operated by Local Educational Agencies.

Section 8501 requires that LEAs consult with appropriate private school officials from any private school located within an LEA’s geographic catchment area regarding the following ESSA programs:

* Title I Part C - Education of Migratory Children
* Title II Part A - Supporting Effective Instruction Grants
* Title III Part A - English Language Acquisition, Language Enhancement, and Academic Achievement
* Title IV Part A - Student Support and Academic Enrichment Grants
* Title IV Part B - 21st Century Community Learning Centers (this is a competitive grant opportunity)

# GOAL OF CONSULTATION:

Sections 1117(b)(1) and 8501(c) of ESSA state that the goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. The “goal of reaching agreement” between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and the private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other education personnel, and families in ESSA programs.

# TIMELY AND MEANINGFUL CONSULTATION:

Meaningful consultation provides ample time and a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of eligible private school students, teachers and other education personnel, and families. Consultation for all programs must be conducted before the LEA has made any decisions that will impact the participation of private school students and teachers in applicable programs and shall continue throughout implementation and assessment of services provided. Additionally, with respect to Title I, Part A programs, consultation must also be conducted during the design and development of the LEA’s Title I, Part A programs. An LEA should consult with private school officials about the timeline for consultation and provide adequate notice of such consultation to ensure meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Successful consultation begins well before the implementation of services, establishes positive and productive working relationships, makes planning effective, continues throughout implementation of equitable services, and serves to ensure that the services provided meet the needs of eligible students and teachers.

# DOCUMENTATION:

Each local educational agency must maintain in the agency’s records, and provide to the Virginia Department of Education (VDOE), a written affirmation signed by officials of **each** participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If private school officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the Virginia Department of Education.

# OMBUDSMAN:

To ensure such equity for private school children, teachers, and other educational personnel, VDOE will designate an ombudsman to monitor and enforce the requirements of equitable services. Copies of all written affirmation forms will be provided to the ombudsman for the purposes of review, technical assistance, and monitoring related to the LEA’s programmatic and fiscal obligations. Questions and/or concerns about the provision of equitable services may be directed to the VDOE Ombudsman at [equitable.services@doe.virginia.gov](mailto:equitable.services@doe.virginia.gov).

**Private school students, parents, and teachers may receive appropriate benefits and services from ESSA programs, but private schools cannot receive direct funding from these programs. The district must always maintain control of the funds.**

LEA Name       LEA Contact Person

Private School Name       Contact Person / Title

Street Address       Contact Telephone

City/Town, Zip Code       Contact Email

**SECTION 1: INTENT TO PARTICIPATE IN ESSA PROGRAMS**

For each ESSA program below, private school officials should indicate their intent to participate by marking the most appropriate box. Please note that due to eligibility criteria, a district may not participate in each of the programs listed below.

**Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies (LEA)**

Yes, I am interested in participating in Title I, Part A during the 2024-25 school year.

No, I am not interested in participating in Title I, Part A during the 2024-25 school year.[[1]](#footnote-1)

No, I have no eligible Title I students at this time.2

The Title I, Part A federal program provides services to both public and private school children who need additional educational help who reside in Title I public school attendance areas. Title I, Part A supports supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing, or most at risk of failing, to meet high academic standards and who live in participating public school attendance areas. In addition to student services, Title I may provide professional development activities for private school teachers of Title I students and parents of Title I students in parent and family engagement activities. District funds for services to private school students are generated on the number of private school students who qualify as low-income **and** reside in a Title I public school attendance area.

To be eligible to receive Title I services, a private school student must reside in one of the district’s public school Title I attendance areas and meet multiple educationally related, objective criteria determined by the District and the private school officials during consultation. Poverty is not a criterion, but certain students may be identified as eligible solely by virtue of their status (e.g., students who are homeless or who in the preceding two years had participated in Head Start, a Title I preschool program, or a Title I, Part C Migrant Education program). Title I services may include but are not limited to: a targeted assistance pull-out/push-in model, before/after school instruction, computer-assisted instruction, tutoring, counseling, family literacy, professional development, and early childhood programs.

The exact number of qualifying students and services provided will be determined with the LEA during a more detailed consultation with the private school. **Participation in the Title I, Part A program will require the private school to provide counts and addresses of income-eligible, district-resident students to the district before an equitable services allocation can be determined.**

I have data on my students’ qualification for low-income eligibility that can be shared as part of future consultation.

I do not have data on my students’ qualification for low income eligibility that can be shared as part of future consultation.[[2]](#footnote-2)

I need assistance in determining my students’ qualification for low income eligibility as part of future consultation.

**Title II, Part A – Supporting Effective Instruction**

Yes, I am interested in participating in Title II, Part A during the 2024-25 school year.

No, I am not interested in participating in Title II, Part A during the 2024-25 school year.2

Not Applicable – My private school is located outside of the geographic catchment area of the district.

Title II, Part A is designed to provide students from low-income families and minority students with greater access to effective educators. Private school teachers, principals and other educational personnel are eligible to participate in professional development activities (with available services based on LEA funds calculated, on a per-pupil basis, on the LEA’s total Title II, Part A allocation, less administrative costs). Activities include those that are an integral part of school and strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with effective instructional teaching strategies; technology integration training; teaching students with different learning styles; using assessments to improve instruction and student outcomes; involving parents more effectively; and educational leadership development. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. **Participation in the Title II, Part A program will require the private school to provide the total count of students in grades K-12 (regardless of a student’s district of residence) before an equitable services allocation can be determined.[[3]](#footnote-3)**

**Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement**

Yes, I am interested in participating in Title III, Part A ELL during the 2024-25 school year.

No, I am not interested in participating in Title III, Part A ELL during the 2024-25 school year.2

No, I have no eligible Title III ELL students at this time.2

Not Applicable – My private school is located outside of the geographic catchment area of the district.

Title III, Part A provides for supplemental services that improve the English language proficiency and academic achievement of English Language Learners (ELLs). The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. How the LEA and the private schools identify ELL students and determine their needs is subject to ongoing timely and meaningful consultation. **Participation in the Title III, Part A ELL program will require the private school to provide counts of English Language Learners students (regardless of a student’s district of residence) to the district before an equitable services allocation can be determined.**4

**Title III, Part A – Immigrant Education Program**

Yes, I am interested in participating in Title III, Part A Immigrant during the 2024-25 school year.

No, I am not interested in participating in Title III, Part A Immigrant during the 2024-25 school year.2

No, I have no eligible Title III Immigrant students at this time.2

Not Applicable – My private school is located outside of the geographic catchment area of the district.

The Immigrant Education program provides funds to help Immigrant students meet the same challenging State academic standards required of all students. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. How the LEA and the private schools identify immigrant students and determine their needs is subject to ongoing timely and meaningful consultation. **Participation in the Title III, Part A Immigrant Education program will require the private school to provide counts of eligible immigrant students (regardless of a student’s district of residence) to the district before an equitable services allocation can be determined.**4

**Title IV, Part A – Student Support and Academic Enrichment Grants**

Yes, I am interested in participating in Title IV, Part A during the 2024-25 school year.

No, I am not interested in participating in Title IV, Part A during the 2024-25 school year.2

Not Applicable – My private school is located outside of the geographic catchment area of the district.

The purpose of Title IV, Part A is to improve students’ achievement by increasing the capacity of states and LEAs to provide opportunities for students to access a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the private school. **Participation in the Title IV, Part A program will require the private school to provide the total count of students in grades K-12 (regardless of a student’s district of residence) before an equitable services allocation can be determined.**4

2024-25 **Federal Programs Application**

Yes, I am interested in receiving a copy of the LEA’s 2024-25 Applications.

No, I am not interested in receiving a copy of the LEA’s 2024-25 Applications.

|  |  |  |  |
| --- | --- | --- | --- |
| Private School Administrator’s Signature: |  | Date signed: |  |

1. If the private school wishes to change the decision not to participate in ESSA-funded programs, contact the district as soon as possible to begin consultation. [↑](#footnote-ref-1)
2. Answering “no” to this question does not disqualify a private school from participating in the Title I, Part A program. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)