



Nonpublic Consultation Agreement

Consolidated Application for Federal Title Programs

Introduction

Purpose

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, requires each local educational agency (LEA) to provide equitable services to eligible accredited nonpublic school students, teachers, and other educational personnel within the agency's jurisdiction after engaging in timely and meaningful consultation with the appropriate nonpublic school officials (ESEA §§ 1117(a)(1) & 8501(a)(1)).

This agreement includes all the required submissions for the LEA and accredited nonpublic school's nonpublic consultation agreement to the state ombudsperson. By creating this unified consultation agreement form, the LEA and each accredited nonpublic school can address the provision of all required equitable services in a single location. The hope is to create a more systematic approach to the provision of equitable services and to reduce the burden of having multiple agreements.

Consultation Requirements (ESEA §§ 1117(b) & 8501(c))

The nonpublic consultation must be:

- **Timely and meaningful** (e.g., provides nonpublic school officials with adequate notice of consultation to ensure those involved will be well-prepared with the necessary information and data for decision-making, focuses on specific student and teacher needs, provides ample time and a genuine opportunity for all parties to express their views);
- **Between representative parties that possess the authority to act** on behalf of the public agency or accredited nonpublic school and **seek to reach agreement on how to provide equitable and effective programs for eligible accredited nonpublic school children and teachers**;
- **Documented and provided to the state-designated ombudsperson through this agreement**; and
- **Maintained in the public agency and nonpublic school's records** (ESEA §§ 1117(b) & 8501(c)).

Requirements and Deadlines

BETWEEN JANUARY 1 TO MARCH 15

The public agency and nonpublic school engage in nonpublic consultation for the upcoming school year using the established procedures (see the [Equitable Services Process and Procedures guidance](#)) and complete the initial agreement.

- **Before March 15:**
 - **The public agency and nonpublic school must engage in consultation and discuss identified student and teacher needs, the nonpublic consultation agreement questions, and how best to meet the identified needs**—including if the needs of nonpublic students are best met by “transferring” (in use only) services to the alternate program.
 - **The public agency must enter information into the initial nonpublic agreement for the upcoming school year and submit it for nonpublic review.** This includes the district indicating:

- Whether the nonpublic school's students and teachers will participate in equitable services;
 - The agreed-upon services (if applicable); and
 - Whether transferability may be appropriate in the fall.
- **The nonpublic head administrator must either confirm the information entered into the initial agreement is accurate or send the agreement back for edits.** Nonpublic confirmation of the agreement by March 15 finalizes which programs the nonpublic will participate in services under during the upcoming school year. **Once confirmed, participation cannot be changed.**
- **March 15 – Nonpublic consultation agreement due for the upcoming school year. The agreement must be completed and confirmed by the nonpublic school by this date.**

AFTER SEPTEMBER 15 TO OCTOBER 1

The public agency and nonpublic school engage in nonpublic consultation using the [established procedures](#) to finalize the equitable services that will be provided now that the Department has populated the amount(s) available for services and complete the consultation agreement for the current year. The public agency and nonpublic school revisit the identified needs of the nonpublic students and teachers to clarify what services can be provided based on the prioritization of needs and the amount available to provide those services. If the spring nonpublic consultation agreement indicated that transferability may be appropriate, the public agency must indicate whether the public agency will transfer funds. If the public agency intends to transfer funds, it must discuss with nonpublic school whether the identified needs are best met by transferring services to an alternate program before the public agency finalizes its transfers.

- **Before October 1:**
 - **The district acts based on its response in the spring agreement regarding transferability:**
 - **If transferability was waived, the public agency may request to re-open the consultation agreement to make edits to the equitable service descriptions and submit it for nonpublic review.**
 - **If the spring nonpublic consultation agreement indicated that transferability may be appropriate, the district must enter whether it will transfer funds into the re-opened agreement and, if appropriate, move services to another program and edit the equitable service descriptions.**
 - **The nonpublic head administrator must either confirm the information entered into the final agreement is accurate or send the agreement back for edits.**
- **October 1 – Final nonpublic consultation agreement due for the current school year.**

Assistance

Additional Guidance – Please use the "Guidance and Resources" button in the top right corner of the screen.

Content Questions – For questions regarding the nonpublic equitable service agreement, contact Rachel Bosovich at rachel.bosovich@iowa.gov.

Technical Issues with CASA – Please use the "Help" button in the top right corner of the screen to submit a trouble ticket.

Consultation Information

Important Clarifications

- **Nonpublic consultation is ongoing and must occur throughout the school year. The lack of a specific dollar amount for equitable services does not prevent the consultation process from moving forward.**
- **The district must maintain control of the public funds and cannot delegate its oversight and implementation responsibilities to the nonpublic school or its officials** (nor pay or reimburse the nonpublic school or its staff to provide equitable services).
- **The district must make the final decisions regarding which services it will provide based on the specific needs identified by the nonpublic school and the method by which services will be provided** (i.e., directly, indirectly through third-party vendors or another independent entity; 34 C.F.R. § 200.64(b)(4)).
- **Nonpublic schools do not receive allocations. Rather, nonpublic schools receive equitable services determined by the district.** Nonpublic schools and their personnel should never be reimbursed for these services.
- **Title funds meet the specific needs of nonpublic students, teachers, and, in some cases, other educational personnel and families.** Funds are not to be used for the needs of the nonpublic school itself.
- **All educational services provided to nonpublic schools, including equipment and materials, must be:**
 - **Secular, neutral, and non-ideological** (ESEA §§ 1117(a)(2) & 8501(a)(2)).
 - **Supplemental** (i.e., be in addition to what is required to be offered and what is currently offered, meet supplement not supplant).

Instructions

Please provide contact information for the person responsible for this submission. This person may be contacted with questions about this submission or to be provided with updates, information about program services, or additional related requirements. Please note that all fields with an asterisk are required.

District Contact

First Name*

Last Name*

Email*

Phone*

Position*

Nonpublic Contact

First Name*

Last Name*

Email*

Phone*

Position*

1) Date of Consultation Meeting

2) Will the nonpublic school participate in any Title programs during the upcoming school year? (Yes/No)

Iowa Department of Education guidance should be viewed as advisory unless it is specifically authorized by state statute, according to Iowa Code section 256.9A. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.

Once the initial nonpublic consultation agreement is submitted, participation cannot be changed.

- 3) Which Title programs will the nonpublic be participating in during the upcoming school year?
- Title IA – Basic Programs
 - Title IC – Migratory Students
 - Title IIA - Supporting Effective Instruction
 - Title III - English Learner (Single Subgrantees Only)
 - Title III – Immigrant Students
 - Title IVA - Student Support and Academic Enrichment
 - Title IVB – 21st Century Community Learning Centers (District must have received IVB subgrant)

Transferability and Required Use of Equitable Share to Date

Transferability

Transferability allows participating nonpublic schools to "transfer" a portion of the equitable share they receive under Title IIA and/or Title IVA to other specified programs that most effectively address their unique needs.

- Transferability for nonpublic buildings is only possible if the district transfers a portion of its share of Title IIA and/or Title IVA funds for use under the same program.
 - Example: If the district is transferring Title IIA funds for use under Title IA, Basic Programs, a nonpublic school may transfer a portion of its Title IIA nonpublic equitable share for services for use under Title IA, Basic Programs but cannot transfer its share of Title IIA for use under any other Title program.

Initial Spring Transferability Discussion

In its spring consultation, the district and the nonpublic school have discussed transferability and determined that:

- The nonpublic school will waive the option of transferability for the upcoming school year. (This decision cannot be changed once submitted for the upcoming year)
- It may be appropriate for the nonpublic school to utilize transferability and will discuss this again in the fall before the district finalizes its transfers.

The district makes the final determination whether or not transferability of funds will be allowable.

Fall Transferability Discussion

The district and the nonpublic school have discussed transferability and reached the following conclusion:

- The district is NOT transferring funds and the nonpublic confirms understanding that they are, therefore, not eligible for transferability for the upcoming school year.
- The district is transferring funds, but the nonpublic will waive the option of transferability for the current school year. (This decision cannot be changed until the following school year)
- The district is transferring funds and the nonpublic confirms the transfers in the section below are correct and final for the school year.

Title I, Part A - Improving the Academic Achievement of the Disadvantaged

Title I, Part A provides financial assistance to local education agencies (LEAs) with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. LEAs are required to provide services for eligible private school students, as well as eligible public school students. In particular, Title I, Part A requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. These services must be developed in consultation with officials of the private schools. The Title I services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school.

- 1) How will the needs of the students attending private school be identified? (500 characters)
- 2) What services will be offered to the students attending the private school? (500 characters)
- 3) How, where, and by whom will the services be provided to the students attending the private school? (500 characters)
- 4) When will the services be provided to the students attending the private school? Please include an approximate time of day. (500 characters)
- 5) How will the services provided be academically assessed and how will those results be used to improve services for the students attending private school? *Please ensure this is accomplished in accordance with [Section 200.10](#) of the Title I regulations.* (500 characters)
- 6) What is the size and scope of the equitable services provided to eligible private school students? *Please ensure this is accomplished in accordance with [Section 200.64](#) of the Title I regulations.* (500 characters)
- 7) What method and sources of data are used to determine the number of students from low-income families in participating school attendance areas attending private school? *Please ensure this is accomplished in accordance with [Section 200.78](#) of the Title I regulations.* (500 characters)
- 8) How and when will the LEA make decisions about the delivery of services to students attending private school? (500 characters)
- 9) How will the LEA provide services to the students attending private school?
 - Directly
 - Other Government Agency
 - Third Party
 - Other (150 characters)
- 10) If services will be provided to the students attending private school by a third-party contractor, does the private school agree with the choice made by the LEA? Please explain any concerns, if the private school does not agree. (500 characters)
- 11) What method will be used to provide equitable services to eligible private school students?
 - Create a pool of funds with all funds allocated based on all the students from low-income families in a participating school attendance area who attend the private school
 - In the LEA's participating school attendance area with the proportion of funds allocated based on the number of students from low-income families who attend the private school
 - Other (150 characters)
- 12) If the LEA does not agree with the positions of the private school officials with respect to any issue described above, how and when will the LEA provide in writing to the private school officials the reasons why the LEA disagrees? (500 characters)

- 13) Do the private school officials believe a timely and meaningful consultation has occurred and that the program design is equitable with respect to eligible private school children? If not, explain why the private school officials have that belief. (500 characters)

Title I, Part C - Education of Migratory Children

Title I, Part C supports high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Title I, Part C also ensures that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

- 1) How will the needs of the identified migrant students attending private school be identified? (500 characters)
- 2) What services will be offered to the identified migrant students attending the private school? (500 characters)
- 3) How, where, and by whom will the services be provided to the identified migrant students attending the private school? (500 characters)
- 4) How will the services provided be academically assessed and how will those results be used to improve services for the identified migrant students attending private school? (500 characters)
- 5) What is the size and scope of the equitable services provided to identified migrant private school students? (500 characters)
- 6) How and when will the LEA make decisions about the delivery of services to identified migrant students attending private school? (500 characters)
- 7) How will the LEA provide services to the identified migrant students attending private school?
 - Directly
 - Other Government Agency
 - Third Party
 - Other (150 characters)
- 8) If services will be provided to the identified migrant students attending private school by a third-party contractor, does the private school agree with the choice made by the LEA? Please explain any concerns, if the private school does not agree. (500 characters)
- 9) If the LEA does not agree with the views of the private school officials on the provision of services through a contract, how and when will the LEA provide, in writing to the private school officials, the reasons for not choosing the specific contractor? (500 characters)
- 10) What method will be used to provide equitable services to identified migrant private school students?
 - Create a pool of funds with all funds allocated based on the identified migrant students in a participating school attendance area who attend the private school
 - In the LEA's participating school attendance area with the proportion of funds allocated based on the number of identified migrant students who attend the private school
 - Other (150 characters)
- 11) Do the private school officials believe a timely and meaningful consultation has occurred and that the program design is equitable with respect to eligible private school children? If not, explain why the private school officials have that belief. (500 characters)

Title II, Part A - Supporting Effective Instruction

The purpose of this title is to provide grants to state educational agencies and subgrants to local education agencies (LEAs) to:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Professional development activities are “sustained (not stand-alone, one day, or short-term workshops) intensive, collaborative, job-embedded, data-driven, and classroom-focused” (ESEA § 8101(42)).

- 1) How will the needs of the students attending private school be identified? (500 characters)
- 2) What professional development services will be offered to the educators from the private school? (500 characters)
- 3) How, where, when, and by whom will the professional development services be provided to the educators from the private school? (500 characters)
- 4) How will the professional development services be assessed and how will those results be used to improve those services for educators from the private school? (500 characters)
- 5) What is the size and scope of the professional development services provided to the private school educators? (500 characters)
- 6) How and when will the LEA make decisions about the delivery of professional development services to educators from the private school? (500 characters)
- 7) How will the LEA provide professional development services to educators from the private school?
 - Directly
 - Other Government Agency
 - Third Party
 - Other (150 characters)
- 8) If professional development services are provided to educators from the private school by a third-party contractor, does the private school agree with the choice made by the LEA? Please explain the concerns, if the private school does not agree. (500 characters)
- 9) If the private school requests professional development services be provided by a specific third-party contractor that the LEA disapproves of, how and when will the LEA provide, in writing to the private school officials, the reasons for not choosing the specific third party contractor? (500 characters)
- 10) What method will be used to provide professional development services to eligible private school educators? *The pooling of funds is only allowable within the district and not across districts.*
 - Create a pool of funds with all funds allocated based on all the students from low-income families in a participating school attendance area who attend the private school
 - In the LEA's participating school attendance area with the proportion of funds allocated based on the number of students from low-income families who attend the private school
 - Other (150 characters)
- 11) If the LEA does not agree with the views of the private school officials on the provision of services through a contract, how and when will the LEA provide, in writing to the private school officials, the reasons for not choosing the specific contractor? (500 characters)
- 12) Do the private school officials believe a timely and meaningful consultation has occurred and that the

program design is equitable with respect to eligible private school children? If not, explain why the private school officials have that belief. (500 characters)

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

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting the Iowa Core Content standards. As part of Title III, the Immigrant Set-Aside grant provides funding for LEAs to enhance the instructional opportunities for immigrant students and their families.

- 1) How will the needs of the students attending private school be identified? *Items considered include how EL students in the private school will be identified, assessed, exited, and monitored after exit.* (500 characters)
- 2) What services will be offered to the students, educators, or family members of the private school? (500 characters)
- 3) How, where, and by whom will the services be provided to the students, educators, or family members of the private school? (500 characters)
- 4) How will the services provided be academically assessed and how will those results be used to improve services to the students, educators, or family members of the private school? (500 characters)
- 5) What is the size and scope of the equitable services provided to eligible students, educators, or family members of the private school? (500 characters)
- 6) How and when will the LEA make decisions about the delivery of services to students and/or educators in the private school? (500 characters)
- 7) How will the LEA provide services to students, educators, or family members of the private school?
 - Directly
 - Other Government Agency
 - Third Party
 - Other (150 characters)
- 8) If services will be provided by a third-party contractor, does the private school agree with the choice made by the LEA? Please explain the concerns, if the private school does not agree. (500 characters)
- 9) If the private school requests services be provided by a specific third-party contractor that the LEA disapproves of, how and when will the LEA provide, in writing to the private school officials, the reasons for not choosing the specific third party contractor? (500 characters)
- 10) What method will be used to provide equitable services to eligible students, educators, or family members of the private school?
 - Create a pool of funds with all funds allocated based on all the students from low-income families in a participating school attendance area who attend the private school
 - In the LEA's participating school attendance area with the proportion of funds allocated based on the number of students from low-income families who attend the private school
 - Other (150 characters)
- 11) If the LEA does not agree with the views of the private school officials on the provision of services through a contract, how and when will the LEA provide, in writing to the private school officials, the reasons for not choosing the specific contractor? (500 characters)
- 12) Do the private school officials believe a timely and meaningful consultation has occurred and that the program design is equitable with respect to eligible private school children? If not, explain why the

private school officials have that belief. (500 characters)

Title III, Part A – Immigrant Students

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting the Iowa Core Content standards. As part of Title III, the Immigrant Set-Aside grant provides funding for LEAs to enhance the instructional opportunities for immigrant students and their families.

- 1) How will the needs of the students attending private school be identified? *Items considered include how EL students in the private school will be identified, assessed, exited, and monitored after exit.* (500 characters)
- 2) What services will be offered to the students, educators, or family members of the private school? (500 characters)
- 3) How, where, and by whom will the services be provided to the students, educators, or family members of the private school? (500 characters)
- 4) How will the services provided be academically assessed and how will those results be used to improve services to the students, educators, or family members of the private school? (500 characters)
- 5) What is the size and scope of the equitable services provided to eligible students, educators, or family members of the private school? (500 characters)
- 6) How and when will the LEA make decisions about the delivery of services to students and/or educators in the private school? (500 characters)
- 7) How will the LEA provide services to students, educators, or family members of the private school?
 - Directly
 - Other Government Agency
 - Third Party
 - Other (150 characters)
- 8) If services will be provided by a third-party contractor, does the private school agree with the choice made by the LEA? Please explain the concerns, if the private school does not agree. (500 characters)
- 9) If the private school requests services be provided by a specific third-party contractor that the LEA disapproves of, how and when will the LEA provide, in writing to the private school officials, the reasons for not choosing the specific third party contractor? (500 characters)
- 10) What method will be used to provide equitable services to eligible students, educators, or family members of the private school?
 - Create a pool of funds with all funds allocated based on all the students from low-income families in a participating school attendance area who attend the private school
 - In the LEA's participating school attendance area with the proportion of funds allocated based on the number of students from low-income families who attend the private school
 - Other (150 characters)
- 11) If the LEA does not agree with the views of the private school officials on the provision of services through a contract, how and when will the LEA provide, in writing to the private school officials, the reasons for not choosing the specific contractor? (500 characters)
- 12) Do the private school officials believe a timely and meaningful consultation has occurred and that the program design is equitable with respect to eligible private school children? If not, explain why the private school officials have that belief. (500 characters)

Title IV, Part A - Student Support and Academic Enrichment Grants

The purpose of Title IV, Part A program is to improve students' academic achievement by increasing the capacity of LEAs and their communities to improve:

- Access to a well-rounded education for all students, including programs that create and/or expand opportunities for college and career counseling, STEM, fine arts, social studies, and International Baccalaureate/Advanced Placement;
 - School conditions for student learning to create a healthy and safe school environment; and
 - Access to personalized learning experiences supported by technology and professional development for the effective use of technology and data.
- 1) How will the needs of eligible private school students, teachers, and/or other educational personnel be identified? (500 characters)
 - 2) What services will be offered to eligible private school students, teachers, and/or other educational personnel? What evidence supports the need for these services? (500 characters)
 - 3) How, where, and by whom will the services be provided to eligible private school students, teachers, and/or other educational personnel? (500 characters)
 - 4) How will the services provided be academically assessed? (500 characters)
 - 5) How will the results of the academic assessment of provided services be used to improve services for eligible private school students, teachers, and/or other educational personnel? (500 characters)
 - 6) What is the size and scope of the equitable services provided to eligible private school students, teachers, and/or other educational personnel? (500 characters)
 - 7) How and when will the LEA, or consortium of LEAs, make decisions about the delivery of services to eligible private school students, teachers, and/or other educational personnel? (500 characters)
 - 8) How will the LEA, or consortium of LEAs, provide services to eligible private school students, teachers, and/or other educational personnel? (500 characters)
 - 9) If services will be provided to eligible private school students, teachers, and/or other educational personnel by a third-party contractor, does the private school agree with the choice made by the LEA or consortium? Please explain the concerns of the private school about the third-party contractor. (500 characters)
 - 10) If the LEA or consortium does not agree with the views of the private school officials on the provision of services through a contract, how and when will the LEA/consortium provide, in writing to the private school officials, the reasons for not choosing the specific contractor? (500 characters)
 - 11) What method will be used to provide equitable services to eligible private school students?
 - Create a pool of funds with all funds allocated based on all the students from low-income families in a participating school attendance area who attend the private school
 - In the LEA's participating school attendance area with the proportion of funds allocated based on the number of students from low-income families who attend the private school
 - Other (150 characters)
 - 12) Do the private school officials believe a timely and meaningful consultation has occurred and that the program design is equitable with respect to eligible private school students, teachers, and/or other educational personnel? If not, explain why the private school officials have that belief. (500 characters)

Title IV, Part B - 21st Century Community Learning Centers

The purpose of Title IV, Part B is to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including offering:

- Tutorial services to help students—particularly students who attend low-performing schools—to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
 - Students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
 - Families of students served by community learning centers opportunities for literacy and related educational development.
- 1) How will the needs of the students attending private school be identified? (500 characters)
 - 2) What services will be offered to the students attending the private school? (500 characters)
 - 3) How, where, and by whom will the services be provided to the students attending the private school? (500 characters)
 - 4) How will the services provided be academically assessed and how will those results be used to improve services for the students attending private school? (500 characters)
 - 5) What is the size and scope of the equitable services provided to eligible private school students? (500 characters)
 - 6) How and when will the LEA or community group make decisions about the delivery of services to students attending private school? (500 characters)
 - 7) How will the LEA or community group provide services to the students attending private school?
 - Directly
 - Other Government Agency
 - Third Party
 - Other (150 characters)
 - 8) If services will be provided to the students attending private school by a third party contractor, does the private school agree with the choice made by the LEA or community group? Please explain the concerns, if the private school does not agree. (500 characters)
 - 9) If the LEA or community group does not agree with the views of the private school officials on the provision of services through a contract, how and when will the LEA/community group provide, in writing to the private school officials, the reasons for not choosing the specific contractor? (500 characters)
 - 10) What method will be used to provide equitable services to eligible private school students?
 - Create a pool of funds with all funds allocated based on all the students from low-income families in a participating school attendance area who attend the private school
 - In the LEA's participating school attendance area with the proportion of funds allocated based on the number of students from low-income families who attend the private school
 - Other (150 characters)
 - 11) Do the private school officials believe a timely and meaningful consultation has occurred and that the program design is equitable with respect to eligible private school children? If not, explain why the private school officials have that belief. (500 characters)

Amount Available for Equitable Services

Important Equitable Share Clarifications

It is important to note the following equitable share clarifications:

- **The amounts displayed in the table below are the amounts available for equitable services, not building allocations.** Nonpublic schools do not receive allocations. Instead, participating nonpublic schools receive district-determined equitable services based on the needs the nonpublic school identified (and supported with data) during the required consultation.
- **Nonpublic schools should NEVER be reimbursed for equitable services.**
- **Nonpublic school staff cannot be paid for providing services to the nonpublic school.** The only exception to this rule is if nonpublic school staff incur expenses due to participation in professional development. In such a case, the reimbursement must meet district or federal guidelines for reimbursement of employee expenses and be included in the nonpublic consultation agreement.

For questions, use the "Ask a Question" feature.

"Transfers"

Nonpublic equitable shares for services must be transferred from and to the same Title programs as district-level transfers.

Example – If the nonpublic believes their identified needs are best met by transferring from Title IIA to Title IA, the district can transfer the nonpublic school's Title IIA equitable share for services to Title IA but only if the district also chooses to move a portion of their funds from Title IIA to Title IA.

*Please note that the dollar amount/percent of funds available are not required to match. The district could transfer 5% of their available funds while the entire nonpublic equitable share is transferred to another program.

Nonpublic transfers are limited to Title programs the nonpublic school indicated they would participate in during the initial nonpublic consultation. Please note that answers to whether the nonpublic will participate in a given Title program can no longer be changed.

Amounts Available for Equitable Services

Equitable share dollar amounts for participating nonpublic buildings will be populated in the table below when available. The state anticipates these figures being available in September. Both the district and the nonpublic contact will receive an email from the CASA system when this information is available.

Please note that a lack of a specific dollar amount for equitable services when the consultation begins does not prevent the consultation process from moving forward.