



Nonpublic Consultation Agreement

Introduction

Purpose

The Nonpublic Consultation Agreement below allows the local education agency (LEA) and accredited nonpublic school to address the provision of all required equitable services in a single document during a single meeting. Submission of this agreement satisfies the requirement to provide the State Ombudsman with the agreed upon provision of services.

Requirements

To ensure timely and meaningful consultation, the LEA must consult with appropriate accredited nonpublic school officials during the design and development of such agency's covered Title programs. The consultation must occur before the LEA makes any decisions that affect the opportunities of eligible accredited nonpublic school children to participate in covered Title programs.

The representative parties to this consultation agreement should possess the authority to act on behalf of the LEA or accredited nonpublic school and possess the goal of reaching agreement on how to provide equitable and effective programs for eligible accredited nonpublic school children.

Each LEA shall maintain in the agency's records and provide to the state-designated ombudsman this written consultation agreement signed by officials of the participating accredited nonpublic school that the meaningful consultation required has occurred through completion of the following required submissions.

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 Steve Crew at steve.crew@iowa.gov or (515) 326-1029.

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

Nonpublic Equitable Share

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

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

Consultation Information

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 be participating in any Title programs during the upcoming school year?
 - Yes
 - No
- 3) Which Title programs will the nonpublic be participating in during the upcoming school year?
 - Title IA – Basic
 - Title IC – Migrant
 - Title IIA - Supporting Effective Instruction
 - Title III - English Learner (applicable only to 3 districts state wide)
 - Title III – Immigrant
 - Title IVA - Student Support and Enrichment
 - Title IVB - 21st Century Learning

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 State Grants

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

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)