Montana Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Title I Equitable Share Services Agreement
School Year 2021-22

This document serves as the official record of the equitable share services that will be provided by the public-school district to the private school that has chosen to participate in Title I, Part A under the ESEA/ESSA. These services were developed as a result of the consultation between the school district and the private school. **This form, or one that encompasses the same information, must be completed for each private school that participates in Title I, Part A Equitable Services.**

Upon completion, the district will maintain a copy in its files, provide the private school with a copy, and email/mail a copy to the Montana Office of Public Instruction. This is required under Section 1117 of the Every Student Succeeds Act (ESSA), and it only applies to Title I, Part A.

Name of District _____

Name of Private School _____

Projected dollar amount of Title I, Part A funds for equitable services for this private school *(enter dollars)* **$**_____

1. Identify the method or source of 2021-22 data used to determine the number of children from low-income families in participating public school attendance areas who attend the private school as described in 1117(c)(1)(A)(B)(C)(D) and Title I Services to Eligible Private School Children, Non-Regulatory Guidance, October 17, 2003, B-4).
   - ☐ Same measure of low income used to count public school children. (Using measures such as Free-Reduced Lunch Program or Community Eligible Provision data.)
   - ☐ Comparable Poverty Data–Family Income Survey. (Using the results of a survey to obtain poverty data comparable to those used for public school students. The income survey that, to the extent possible, (1) protects the identity of families of private school students, and (2) may allow such survey results to be extrapolated if complete actual data are unavailable.)
   - ☐ Comparable Poverty Data–Sources other than a Family Income Survey. (Using comparable poverty data from a different source, such as scholarship applications based on comparable family income criteria, Temporary Assistance to Needy Families, or other.)
   - ☐ Proportionality. (Applying the low-income percentage of each participating public-school attendance area to the number of private school children who reside in that school attendance area.)
   - ☐ Correlated or Equated Measure. (Using an equated measure of low income by correlating sources of data; that is, measuring the proportional relationship between two sources of data on public school children and applying that ratio to a known source of data on private school children.)

2. Will the private school pool Title I, Part A funds with other private schools?

   ☐ No.

   ☐ Yes. List the private schools, and the portion of funds to be pooled.

3. Will the private school consolidate Title I, Part A equitable services with other ESSA programs to provide coordinated services?

   ☐ No.

   ☐ Yes. Check the other ESSA programs.

   ☐ Title I, Part C ☐ Title II, Part A ☐ Title III, Part A
   ☐ Title IV, Part A ☐ Title IV, Part B ☐ Carl Perkins

4. The district and private school discussed how any district administrative costs were formulated to support equitable services for all private schools in the district.

   ☐ Yes.

   ☐ No.

5. List the multiple, educationally related, objective criteria used to identify needs and services for students. For example: standardized/criterion-referenced assessment data, school assessment data, report cards, teacher referrals, etc. (Paper/pencil type tests are not considered appropriate for students in PreK through Grade 2.)

6. Describe how the effectiveness of the Title I equitable services will be assessed and how the results will be used to evaluate the success of the program and improve those services in the future.

7. Indicate the size and scope of the equitable services agreed upon between the district and private school. Services do not have to occur in the same grade level(s) and subject area(s) as the public school. Services must be consistent with the grade span of the public-school attendance area.

Item	Response
Approximate Number of Students Served	
Grade level(s) of Students Served	
Subject Areas of Service	
Other (describe)	

8. Information about equitable services. Check all that apply for each section.

Frequency of Services	Approximate Time of Day
☐ Weekly	☐ Before School
☐ Every Other Week	☐ During School
☐ Monthly	☐ After School
☐ Other (describe)	☐ Other (describe)
Service Delivery During School Day	**Instructional Group of Students**
☐ Pull-out	☐ One/One
☐ Push-in	☐ Small Group
☐ Other (describe)	☐ Other (describe)
When Services are Provided	**Place of Services**
☐ Regular School Year	☐ Public School
☐ Summer School	☐ Private School
☐ Other (describe)	☐ Other (describe)
Service Deliver	
☐ Certificated LEA Employee	
☐ Non-certificated LEA Employee	
☐ Private School Employee Contracted with LEA	
☐ Third-Party Contractor	
☐ Other	
Categories of Equitable Services	
☐ Tutoring/Instructional Services	☐ Computer-assisted Instruction
☐ Student evaluation of academic progress after services	☐ Computer equipment and materials, including take home computers
☐ Family Literacy Services	☐ Educational radio and television
☐ Counseling	☐ Mobile Educational Services/equipment
☐ Mentoring	☐ Teacher Professional Development
☐ Dual or Concurrent Enrollment	☐ Other (describe)

9. Parent Family Engagement

   The district allocation is greater than $500,000.

   ☐ No.

   ☐ Yes. List the parent and family engagement activities that the district and private school have agreed upon that are available to parents and families of Title I, Part A-served private school students. **NOTE**: This is an area where pooling can be done with other private schools.

10. List the communication strategies the district will use to notify the parents of Title I, Part A-served private school students of parent and family engagement activities.

11. Provide any additional information about equitable services agreed upon by the district and private school that are relevant but not discussed in any of the items listed in this document.

Signature of Private School Official	Name of Private School Official	Date

Signature of District Official	Name of District Official	Date