



Equitable Services for Private Schools



Contents

Timeline for Consultation & Grant Funding	3
LEA Contracted Independent Third-Party Vendor	4
Purpose of Third-Party Vendors	4
District Oversight	4
Determination of Third-Party Vendor	5
Accountability & Reporting	5
Title I-A	5
Consultation	5
Identifying Eligible Students	6
Title II-A	7
Title III-A	7
Title IV-A	7
Plans, Budgets, and Revisions	8
Carryover	8
Dispute Process	9



Every Student Succeeds Act (ESSA)

Section 1117(a)(3)

Local Education Agencies (LEA) receiving federal entitlement funds are obligated to identify and serve eligible at-risk students who reside within their Title I attendance areas and attend private schools. Services provided to private school students must be equitable to those provided to public school students.

Timeline for Consultation & Grant Funding

Month	Actions
January	<ul style="list-style-type: none"> • BESD identifies private schools within the district attendance areas. • Private schools outside BESD with students residing in BESD Title I attendance areas may contact BESD to consult for Title I services.
February – March	<ul style="list-style-type: none"> • Send Intent to Participate Letters to identified private schools notifying them of consultation rights for equitable services (Title I, II, III, IV). • Private schools submit Notification of Intent. • BESD makes 3 good faith attempts to contact non-responding schools (final attempt via certified letter). • Provide forms and criteria for counting eligible students; private schools are responsible for sharing student lists with BESD (name, grade, address, eligible home school). • Private schools maintain supporting documentation for student poverty; BESD verifies on-site. • Inform private schools of right to appeal to ADE if requests are not adequately considered.
April	<ul style="list-style-type: none"> • April 1: Grant opens. • Private Schools are provides private schools with preliminary allocations and Yearlong Planning Spreadsheet. • April 15: Deadline for private schools to submit Preliminary Yearlong Planning Spreadsheet for inclusion in the grant submission. • After April 15, private schools may contact BESD Federal & State Programs for planning for the following school year.
May	<ul style="list-style-type: none"> • May 1: BESD submits initial grant to ADE.
June – July	<ul style="list-style-type: none"> • Work with approved third-party vendor to develop a Service Delivery Plan. • Determine student service start date.
August – September	<ul style="list-style-type: none"> • Consultation to confirm services and sign Affirmation of Consultation. • Private schools submit updated Title I Eligible Student Service Roster. • Begin equitable services; no student may receive services without verification by BESD.



Month	Actions
September – June	<ul style="list-style-type: none"> • BESD works directly with third-party vendors to ensure services are delivered per Service Delivery Plan.
Ongoing Consultations	<ul style="list-style-type: none"> • Either party may schedule consultation meetings at any time. • BESD checks in regularly with third-party management regarding needs, budget reconciliation, purchase orders, invoicing, and service quality.

LEA Contracted Independent Third-Party Vendor

Balsz School District (BESD) may contract an independent, unaffiliated third-party vendor to manage equitable services for private school students. This is in alignment with Arizona Department of Education guidance for equitable services.

Purpose of Third-Party Vendors

The third-party vendor serves as a program manager to assist with the coordination, delivery, and reporting of equitable services. Their role is to support, but not replace, the district’s legal responsibilities under ESSA. Specifically, the vendor may:

- Coordinate communication and consultation with private schools regarding services.
- Assist in collecting and organizing eligible student data, including names, grade levels, and poverty/at-risk indicators.
- Help private schools develop Service Delivery Plans outlining instructional services for eligible students.
- Schedule and coordinate the delivery of services with qualified providers (teachers, tutors, or consultants).
- Process documentation for invoices, purchase orders, and budget reconciliation to ensure equitable funds are spent appropriately.
- Monitor ongoing services for compliance with grant requirements and report back to BESD.
- Maintain records for audit purposes, including student participation and services provided.

District Oversight

While the third-party vendor manages operational aspects, BESD retains full responsibility for:

- Ensuring the program is secular, neutral, and non-ideological.
- Overseeing the delivery of equitable services and measuring program effectiveness.
- Authorizing the expenditure of all federal funds.



- Making final determinations on program decisions, including any disputes or appeals from private schools.

Determination of Third-Party Vendor

- The selection of the vendor is made by BESD through its standard procurement process and must comply with federal and state procurement regulations.
- Private schools may request a particular vendor to deliver services to their students; however, BESD retains final authority to approve, select, or assign the vendor.
- The vendor must be independent of the private school and may not have any affiliation with religious organizations.
- BESD maintains the authority to approve, monitor, and terminate vendor services if necessary to ensure compliance with ESSA and ADE guidance.

Accountability & Reporting

- The third-party vendor submits documentation to BESD, including student rosters, service logs, and invoices.
- BESD verifies that all services provided are equitable and that funds are spent according to federal regulations.
- Private school officials may review services and report any concerns to BESD, which the vendor must address in coordination with the district.

The third-party vendor is a partner that facilitates equitable services for private school students, but BESD retains ultimate responsibility for compliance, program quality, and federal fund oversight.

Title I-A

Consultation

Each year, Balsz School District is obligated to reach out to all private schools in the attendance areas of Balsz School District. An invitation to consult with Balsz School District will be sent to every identified private school in the spring semester. (See timeline above.) The private school leadership can elect to accept or decline the invitation to consult for equitable services. If the private school does not respond to our invitation to consult, Balsz School District will make three good faith attempts to communicate with the private school. If no response is received, that private school will not be included in that year's grant application. Those private schools that elect to participate in the consultation, will begin meeting with Balsz School District grant officials to establish the services to be provided.



Private schools that are located outside of the Balsz School District attendance area and have eligible students that reside in a Balsz School District Title I school attendance area, may also elect to consult with Balsz School District. The responsibility of Balsz School District is to contact private schools outside the district if Balsz School District has reason to believe students who reside in a Balsz School District Title I school attendance area attend those private schools. Additionally, if a private school has students it believes may be eligible for Title I services, private school officials may contact Balsz School District directly. They must contact Balsz School District by March 15th to be included in that year's services. (ESEA section 1117(b)(1))

Identifying Eligible Students

Step One - Collection of Private Schools' Poverty Data

Balsz School District must determine the number of private school students from low-income families, residing in Balsz School District Title I school attendance areas. All low-income students attending private schools need to be mapped back to the Balsz school they would attend if going to Balsz School District.

During the months of February and March, Balsz School District collects student names, addresses and grade level for students meeting poverty criteria. Confidentiality is of utmost importance. Forms for the collection of information on free and reduced lunch income/household size guidelines from the AZ State Department of Education, both in English and Spanish, are provided to the private school officials. This information provides suggested methods to determine poverty data: survey with extrapolation; comparable data, such as a home survey; and proportionality.

Step Two - Determining At-Risk Status

There are two criteria for students to receive equitable services. First, they must reside in a Balsz School District Title I school attendance area. Second, the student must be identified at-risk of failing to meet the academic standards used to define proficiency by the private school. Balsz School District will work with the private school officials to identify multiple academic criteria that will be used to select students at-risk. Poverty alone is **not** a reason to select a student; however, homelessness, two preceding years in Head Start, Even Start, Early Reading First, Title I Preschool or Migrant Education are reasons. Title I Eligible Student Service Roster may be updated during the school year to include new students and/or students falling below proficiency.



Title II-A

Balsz School District is obligated to reach out to all private schools in the attendance areas of Balsz School District yearly to discuss equitable Title II-A services. An invitation to consult with Balsz School District will be sent to every identified private school in the spring semester. (See timeline above.) The private school leadership can elect to accept or decline the invitation to consult for equitable services. If the private school does not respond to our invitation to consult, Balsz School District will make three good faith attempts to communicate with the private school. If no response is received, that private school will not be included in that year's grant application. Those private schools that elect to participate in the consultation, will begin meeting with Balsz School District grant officials to establish the services to be provided. The services are not pre-determined and the goal of consultation is to reach agreement on how to provide equitable services.

Title III-A

Consultation

Contact Balsz School District EL Coordinator.

Identifying English Learner Students in Private Schools

The Arizona Department of Education recommends that private schools establish an agreement with the LEA to use procedures parallel to those used by public schools. The process is as follows:

- A [home language survey](#) and an enrollment form should be completed by the parents of private school students. Private schools should use the same home language survey as that used in the LEA.
- If an answer on either the enrollment form or the home language survey is something other than English, an English language assessment should be administered to determine the proficiency level of the student. Private schools do not have access to the AZELLA, therefore; the LEA must provide the testing materials.

Title IV-A

Balsz School District is obligated to reach out to all private schools in the attendance areas of Balsz School District yearly to discuss equitable Title IV-A services. An invitation to consult with Balsz School District will be sent to every identified private school in the spring semester. (See timeline above.) The private school leadership can elect to accept or decline the invitation to consult for equitable services. If the private school does not respond to our invitation to consult, Balsz School District will make three good faith attempts to communicate with the private school. If no response is received, that private school will not be included in that year's grant application. Those private



schools that elect to participate in the consultation, will begin meeting with Balsz School District grant officials to establish the services to be provided.

Plans, Budgets, and Revisions

- Private schools will provide budget narratives as they are written in each grant
- Standard revisions are typically after final allocations, after the new year and at the end of the school year
- Revisions to plans must occur prior to anything being procured on behalf of any private school
- Balsz School District will contact private schools regarding any planned or unplanned revisions to discuss possible changes to needs and/or plans

Carryover

Funds for equitable services should be obligated in the school year for which they were appropriated. The funds set aside to provide equitable services may be carried over when circumstance has prevented the obligation of funds.

- Title I: If funds remain at the end of the year because services for a particular private school were delayed or cost less than expected, Title I funds carried over to the next fiscal year remain designated for equitable services for the private school students from the original school for which they were reserved. If the original private school declines these services or if carryover results from closing of a private school, these funds should be used in the subsequent year for any other participating private school, and then, if funds cannot be used for participating private schools, they revert to the district Title I-A program.
- Title II or IV: If services were delayed for original private schools, funds should be carried over and used for the school for which they were originally reserved. If carryover is not due to the district's delay or circumstance (i.e. private school closing, services cost less than estimated), carryover funds may revert to the district.

Carryover Determination

- If funds were not obligated due to LEA negligence or circumstance, the original private school will be awarded all unexpended funds.
- If funds were not obligated due to private school negligence or circumstance, the original private school will be awarded up to 15% of the unexpended funds.
- All funds, carryover and allocation must be able to be expended within the school year.



Dispute Process

Private school officials have the right to file a complaint with the Arizona Department of Education if they believe Balsz School District officials have not complied with appropriate legal requirements related to the *Elementary and Secondary Education Act*. As part of the complaint, the private school official must inform ADE with the basis of Balsz School District's noncompliance. ADE state ombudsman will investigate and will provide a written resolution to the complaint filed under ESSA within 45 days of receiving it.

Arizona Department of Education

[ADE web page for Private Schools and Title I](#)

NON-REGULATORY GUIDANCE: FISCAL CHANGES AND EQUITABLE SERVICES REQUIREMENTS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT (ESSA)