



Title I, Part A Equitable Services for Out-of-District Non-Public School Students

Key Terms

Resident LEA - the LEA in which the student resides based on their permanent home address. The *resident LEA* is required to provide eligible children attending non-public 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.

LEA Service Provider - the LEA that has agreed to provide equitable services on behalf of a neighboring LEA. The *LEA service provider* is required to provide equitable services for identified students in compliance with the agreed upon memorandum of understanding (MOU) with the resident LEA.

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Introduction

The Elementary and Secondary Education Act (ESEA) defines how public local education agencies (LEAs) must ensure that equitable services are available for eligible non-public school students. Equitable services under ESEA are generated using different allocation methods for Title I, Part A and for Title VIII, Part F (Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title IV, Part F).

Section [200.62\(b\)\(1\)\(i\)](#) of the Education Department's General Administrative Regulations (EDGAR) defines Title I eligible non-public school students as those who reside in a participating Title I public school attendance area of an LEA, regardless of whether the non-public school they attend is located in the LEA. Please note, while student residency and income status generate equitable service funding, these



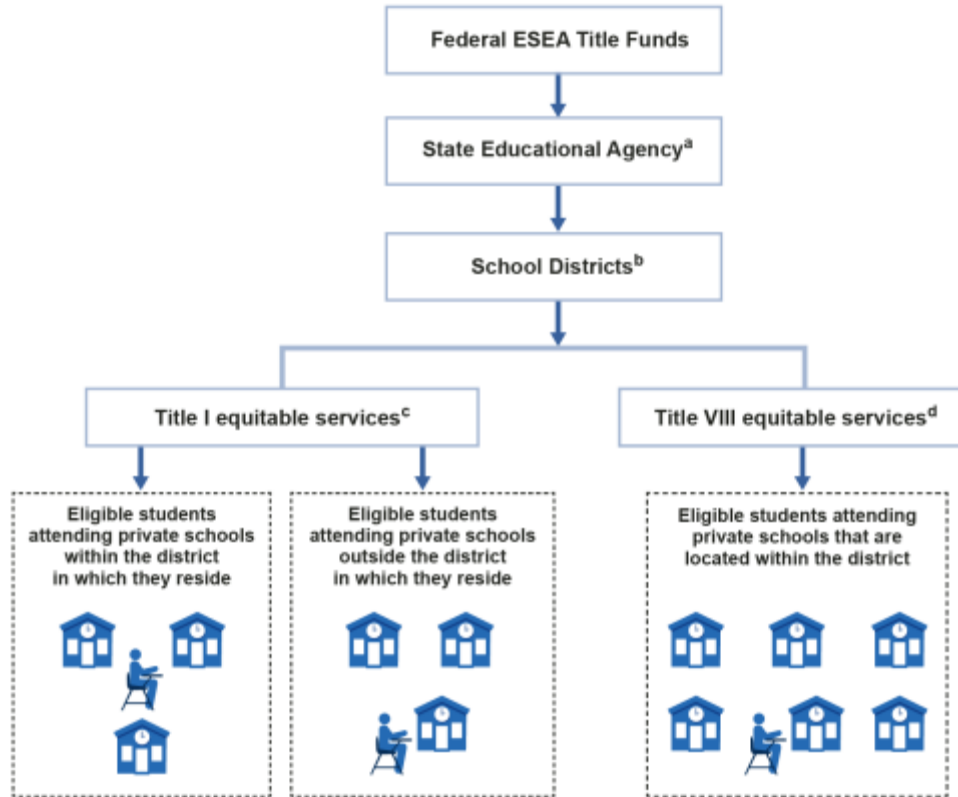
measures alone do not guarantee the provision of services in the full amount of equitable service funds generated. Title I funds are designed to support students with the greatest academic need, so in addition to student residence, eligibility for Title I equitable services is also determined based on *academic need*. Therefore, all eligible students must first reside in a Title I public school attendance area. Once that qualifier is verified, poverty measure generates equitable service funds, but academic need generates services. If there is not a demonstrated academic need, all parties should discuss how funds generated for equitable services may best meet the academic needs of students in the community.

To summarize, the LEA in which the student resides, or the *resident LEA*, is required to provide eligible children attending non-public 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.

The infographic below, included in a report from the United States Government Accountability Office, provides a visual representation of how ESEA funds flow from the federal level to states and school districts, and then how equitable services are provided to eligible students.



Figure 1: Flow of Federal Elementary and Secondary Education Act (ESEA) Funds and Provision of Equitable Services



Source: GAO. | GAO-23-105469

The Indiana Department of Education (IDOE) does not verify if an LEA is providing consultation to non-public schools located outside of their geographic boundaries. Therefore, an LEA may be unaware of students attending non-public schools in neighboring districts. If an LEA is made aware of such non-public school students through the non-public school directly, or through previous consultation and provision of equitable services, the LEA must engage in consultation with the non-public school and should plan accordingly for future consultation efforts.

Options for the Provision of Title I, Part A Equitable Services

When a Title-I eligible student resides in one public school district and attends a non-public school located in another public school district's boundaries, the resident LEA has a few options to consider. Please note, previous guidance provided by the IDOE referred to this process as a "transfer" and the process included a *Lead LEA* and *Participating LEA*.

When determining what option a resident LEA will utilize to ensure equitable services are occurring, it is important to note that an LEA may use a variety of methods



depending on the outcome and agreement of consultation with non-public school(s) and other stakeholders. Therefore, there may be some overlap of an LEA's role with various non-public school sites (e.g., serves as a resident LEA and LEA service provider, resident LEA and non-service provider, etc.). The method the resident LEA chooses should reflect what will best meet the needs of students.

Options available for the provision of Title I equitable services to students attending a non-public school located outside of resident LEA boundaries include:

1. **Direct Service:** The resident LEA may provide services to eligible Title I students directly at the non-public school located outside of district boundaries. The LEA may provide services in a school-by-school method or through a pooling option. See [Appendix B](#) for more information on pooling.

Direct services should be determined during consultation with the non-public school and may include activities including instructional services, expanded learning time, one-on-one tutoring, summer school programs, family literacy programs, counseling or mentoring programs, etc.

The resident LEA would only provide equitable services to eligible students that reside in their district boundaries. The public LEA where the non-public school is located would be responsible for providing equitable services to their eligible students unless other arrangements have been agreed upon between the two entities (e.g., use of a third-party vendor to serve eligible students).

2. **Third-Party Vendor:** The resident LEA may provide services indirectly through contracts with individuals and public and private agencies, organizations, and institutions as a third-party vendor to eligible Title I students, as long as the entity is independent of the non-public school in the provision of the services. An LEA may enter into a contract with a religious organization to provide equitable services on the same basis as any other private entity, but the contractor must still be independent of the non-public school and provide secular, neutral and non-ideological services.


Public LEAs that contract with a third-party vendor maintain responsibility for fiscal and programmatic compliance. The vendor may assume activities related to compliance (e.g., program evaluation); however, the public LEA may request and review documentation of such information to ensure compliance.


See [Appendix C](#) for suggested topics to include in a contract with an entity to provide equitable services in a non-public school.




3. **LEA Partnership:** The resident LEA may arrange to have equitable services provided by another public LEA through a documented partnership. Most often, the LEA where the non-public school is physically located is selected because that LEA is already required to provide equitable services to students that reside in their district. This process involves strong collaboration and establishing an official agreement, or a Memorandum of Understanding (MOU), between the partnering LEAs regarding how Title I services will be provided and how the equitable share amounts will be transferred. The same requirements for designing a program must be adhered to by the LEA when agreeing to implement, oversee, and manage the Title I services and funding on behalf of another LEA(s).
 - a. If multiple public LEAs have a responsibility to provide services to the same non-public school, the entities involved may consider providing services through *pooling across LEAs*. See [Appendix B](#) for more information on pooling.

IDOE has an [Equitable Services MOU Template](#) available with suggested items to include in an LEA partnership. Use of this document is not required; however, partnering LEAs should have a similar agreement in place and submit such agreements in the Title I App Center for IDOE review.

 Important note: All contracts related to equitable services must be under the control and supervision of the resident LEA (34 CFR §200.64(b)(3)(B)).

 Important note: A public LEA must make the final decisions with respect to the services it will provide to eligible non-public school students (34 CFR §200.64(b)(4)). It is not required for a public LEA to partner with a resident LEA, and therefore, *if there is no agreement it would still be the responsibility of the LEA where the non-public school student resides to ensure the provision of equitable services for all eligible students.*

 Important note: All decisions can only be made *after* timely and meaningful consultation with the non-public school. Blanket offer or refusal of various types of equitable services is not allowable.



Method of Service	Potential Benefits	Potential Challenges
<p>Direct Services</p>	<p>Ensures compliance and control over implementation</p> <p>Simplified process for reimbursement of funds for services</p>	<p>Public LEA may have limited resources available to effectively meet the needs of several non-public schools in multiple boundaries</p> <p>There may only be a small number of eligible students at each non-public school, further extending resources</p>
<p>LEA Partnership</p>	<p>Streamlined instruction and communication to the non-public school</p> <p>Increases opportunity to strategically blend equitable services to meet student needs since the neighboring LEA is likely providing services under Title VIII</p>	<p>Requires strong collaboration between LEAs and an understanding of each party's role, including timely communication and fiscal practices</p>
<p>Third-Party Vendor <i>(See Appendix C for more information on Third-Party vendor contracts)</i></p>	<p>Experienced vendors may have expertise and familiarity with equitable service requirements</p> <p>Minimizes the time and coordination from the public LEA(s)</p>	<p>Administrative costs are often required and reduce the amount available to supporting student needs</p> <p>Requires procurement and all other processes required by an LEA for an external contract</p>
<p>Pooling <i>(See Appendix B for more information on Pooling)</i></p>	<p>Streamlined consultation, instruction, and communication to the non-public school</p> <p>Minimizes varying processes and expectations of multiple LEAs within a single non-public school</p>	<p>Requires additional time and effort for the LEA providing services with a potentially small allocation and/or administrative fee</p> <p>A single entity must agree to take on this responsibility and is not required to do so</p>



Partnership Between LEAs Process

When public LEAs develop a partnership to provide equitable services at a non-public school, communication and agreement regarding each entity's role is key to ensure timely and compliant activities. The [Tasks and Timeline for LEA Partnership](#) summarizes important tasks and provides a suggested timeline designed to keep both LEAs on track with collecting all required information and completing activities necessary for compliant equitable services.

Critical information, like PPE and carryover amounts, must be shared between LEAs and the IDOE in a timely manner to avoid errors in budget applications resulting in the need for multiple amendments or not encumbering funds by set deadlines.

1. Begin Consultation and Develop an MOU

When a neighboring LEA agrees to provide services for a resident LEA, the first step is to develop an MOU that includes all pertinent details regarding equitable services and ensure that all parties are in agreement. As indicated on the ESSA consultation form, pooling is a required topic when designing services for a non-public school, and the appropriate details regarding pooling should be included in the MOU as applicable.

The MOU will be generated by the resident LEA; however, the development of the MOU is a collaborative process. The MOU must be signed by both parties and uploaded in the Title I budget application for the LEA responsible for implementing services.

The following topics must be discussed between LEAs:

- How and who will identify the needs of eligible non-public school students
- What services the LEA will offer to eligible non-public school students
- How and when the LEA will make decisions about the delivery of services
- How, where, and by whom the LEA will provide services to eligible non-public school students, including a thorough consideration and analysis of the views of the non-public school officials
- How the LEA will assess academic progress and monitor the services to eligible non-public school students in accordance with §200.10 and how the LEA will use the results of the assessment and monitoring to improve Title I services
- An overview of fiscal practices including a timeline for completing the equitable share transfer and invoicing process


It is recommended that LEAs consult with the legal and business stakeholders with their LEA to review the MOU for LEA partnerships before finalizing a signed version.




2. Collect Student Information

LEAs are required to obtain student information from the non-public school to determine the residential addresses of non-public school students located in their Title I attendance area(s). Once an agreement has been established between LEAs, the **resident LEA** is responsible for contacting the LEA service provider to share the following (unless otherwise defined in the MOU):

- Address Verification – Identify students who are living in the resident LEA’s Title I participating attendance boundary and attend a non-public school that is geographically located in the other LEA’s boundaries. An agreement may be made to allow the LEA service provider to perform the address verification and determine assessment and eligibility on behalf of the resident LEA(s). If so, this should be included in the MOU agreement.
- Assessment and Eligibility – From the student list, the LEA service provider will collect the poverty measure and academic criteria that is discussed and agreed upon during consultation with the non-public school. The proficiency levels of each non-public student are used to rank non-public students in order of academic need. Selection of individuals must be based on multiple educationally related, objective, and uniformly applied criteria given to all students regardless of income status. Poverty status determines the amount of funds generated for equitable service shares, but academic need generates services.
 - LEAs may use the [Title I Eligibility Template](#) to gather necessary data.
- Determining the Per Pupil Expenditure (PPE) – The PPE is determined based on the resident LEA’s Title I allocation. The “Non-Public Schools Distribution” page in the Title I App Center is used to determine the PPE. Please see [appendix A](#) for more details regarding the PPE.

 Important note: Non-public school students (and associated poverty measure) who live in your attendance boundary and attend a non-public school in another district must be counted on the resident LEA’s District Information section in the Title I App Center to ensure an equitable share is generated for each eligible non-public school student.

 Important note: If an LEA provides services for multiple resident LEAs, the PPEs will differ based on each resident LEA’s total Title I allocation. The [ES Transfer Tracker and Examples](#) is a tool available to ensure information from multiple LEAs is organized in one space.

See [Appendix A](#) for additional information on calculating the PPE amount.




3. Begin Implementation of Services and Invoicing Process

The LEA service provider that agreed to provide equitable services for eligible non-public school students on behalf of a resident LEA, will implement services in accordance with the agreed upon items in the MOU. As services are implemented, the LEA service provider will invoice the resident LEA according to the financial terms agreed upon in the signed MOU. Review [Appendix D](#) for more key information about the reimbursement process through the Title I App Center.

4. Adjust MOU based on Final PPE Amount and Submit Amendments

Title I budget applications are initially submitted with a *preliminary* allocation amount. When *final* allocations are calculated, the resident LEA will need to calculate a new PPE amount and submit an amended MOU to the LEA service provider. Final allocations should be available on or near January 31.

During this time, all LEAs are also responsible for submitting their Final Expenditure Report which includes carryover funds from the previous grant cycle for non-public schools. If the equitable service allocation to a specific non-public school was not fully encumbered and liquidated, the remaining allocation must be budgeted to the same non-public school. If a carryover amount is part of an LEA partnership, the resident LEA must include this information on the amended MOU as well. Please note that if equitable services are implemented as required and funds are being obligated in a timely manner, generally there should only be a minimal amount of funds for carryover.

 Important note: In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) LEAs should communicate often regarding services and current budget expenditures to avoid or significantly minimize the carryover of equitable service funds.

Once the updated, final PPE amounts and any applicable carryover funds are confirmed by the resident LEA, the LEA service provider will work with non-public school officials to complete a budget amendment in the Title I App Center.

Timely Communication

When LEAs are supporting multiple non-public schools, as a direct service provider or through an LEA partnership, the program administrator relies on the timely cooperation of all participants. The submission of budget applications and amendments, ordering materials, registering for professional development opportunities, and other tasks are typically completed once information is compiled from ALL non-public schools. It is



critical to develop positive and productive partnerships and communicate how a lack of timely response affects all other public and non-public parties, and ultimately, delays key services and activities for students, educators, and families.

Summary

Providing equitable services for eligible students that reside in one district and attend a non-public school in another district involves strong communication and collaboration with neighboring LEAs and non-public schools. When all entities are strong partners in this process, all students in the community benefit.

The equitable services ombudsman is available to provide support and technical assistance for public LEAs and non-public schools when determining the most effective method to provide equitable services.

ombudsman@doe.in.gov



APPENDIX A – Calculating the PPE

Grade Span	Enrolled			Poverty			Receiving Title I Allocation?
	Pub	N-Pub	Total	Pub	N-Pub	Total	
PK-04	246	6	252	189	5	194	Yes ▼
PK-04	242	17	259	179	15	194	Yes ▼
PK-04	296	2	298	213	0	213	Yes ▼
PK-04	304	10	314	194	5	199	Yes ▼
PK-04	218	6	224	137	1	138	Yes ▼
PK-04	305	7	312	151	5	156	Yes ▼
05-06	621	18	639	405	14	419	Yes ▼
07-08	649	24	673	399	21	420	Yes ▼
09-12	1259	0	1259	707	0	707	No ▼
KG-12	49	0	49	33	0	33	No ▼

Calculating the Per Pupil Expenditure (PPE)

The PPE is determined by dividing the appropriate allocation amounts by the number of low-income non-public school students. For resident LEAs that receive an allocation over \$500,000, a separate PPE amount will be calculated for “Instruction and Professional Development” and for “Parental Involvement.” These two amounts are then added together to calculate the “Total PPE.”

The PPE amounts from the resident LEA must be included on the MOU once calculated from the Non-Public School Distribution section in the Title I App Center.

Please Note: *The PPE amount will vary between the Title I preliminary allocation and final allocation. The resident LEA must communicate the updated PPE amount to the LEA providing services in a timely manner to ensure that amendments and other updates to the Title I budget application can be completed.*

Example:

Non-Public School Equitable Share to be used for Instruction and Professional Development divided by Total number of low-income non-public school students who live in Title I-served attendance areas (E ÷ C):

\$18,719.88 ÷ 22 = \$850.9036 PPE for Instruction and Professional Development

Non-public School Equitable Share to be used for Parental Involvement divided



by Total number of low-income non-public school students who live in Title I-served attendance areas (D ÷ C):

$\$189.09 \div 22 = \8.5950 PPE for Parental Involvement

TOTAL NON-PUBLIC School PPE $\$850.9036 + \$8.5950 = \$859.4986$

TOTAL PPE x TOTAL number of low-income non-public school students

$\$859.4986 \times 22 = \$18,908.9692$

Total amount to be transferred from resident LEA to service LEA: **\$18,908.97**

Summary of Amounts	Amount
A. 2025 - 2026 Title I Allocation	\$3,082,162.71
B. Total number of low-income PUBLIC school students who live in Title I-served attendance areas: The total number of low income public school students who live in Title I-served attendance areas.	3564
C. Total number of low-income NONPUBLIC school students who live in Title I-served attendance areas: The total number of low income non-public school students who live in Title I-served attendance areas (including students attending a non-public school outside of your LEA).	22
D. NON-PUBLIC School Equitable Share to be used for Parental Involvement: LEAs receiving at least \$500,000 in Title I funds must apply a proportionate share percentage for services to non-public school students for parent and family engagement activities for the families and parents of eligible non-public school students.	\$189.09
E. NON-PUBLIC School Equitable Share to be used for Instruction and Professional Development: LEAs must apply a proportionate share percentage for services to non-public school students for other equitable services such as administration, instruction, and professional development for teachers of participating non-public school students.	\$18,719.88
F. Unexpended equitable share: Equitable share funds that were not obligated in the year for which they were appropriated. (Prior year's equitable share carryover) This figure must be allocated to the specific non-public school(s) which had an unobligated prior year balance only.	\$0.00
G. Equitable Share Transfer: Equitable share transfer funds represent dollars transferred from another LEA in order for the applicant (Lead LEA) to receive funds to benefit and to provide equitable services for eligible children who attend non-public schools located in the LEA but who reside and generate funds from another LEA (Transfer LEA).	\$0.00
H. Total Proportionate share to be divided among non-public school students: Expenditures for equitable services to eligible non-public school children, teachers and other educational personnel, and families must be equal to the proportion of funds allocated to participating public school attendance areas based on the number of children from low-income families who reside in those attendance areas and attend non-public schools.	\$18,908.97



APPENDIX B – Pooling Options

The amount of funds available to provide Title I services is based on the number of non-public school students who are from low-income families and reside in participating Title I public school attendance areas. These funds must be expended to meet the educational needs of eligible non-public school students. Through consultation, public LEAs must discuss options available for providing equitable services, including pooling options, with non-public schools prior to the design and implementation of equitable services. The various options are described below.

School-by-School: Provide equitable services to eligible students in each non-public school with the funds generated by the students from low-income families who reside in participating Title I public school attendance areas and who attend that non-public school.

Pooling within an LEA: Combine funds generated by all non-public school students from low-income families who live in all Title I participating areas to create a pool of funds and serve eligible students with the greatest educational need.

The services provided to eligible students attending a particular non-public school do not depend on the amount of funds allocated for students in that specific school and are based on educational need.

Pooling across LEAs: Multiple LEAs may pool the Title I funds generated by their non-public school students from low-income families who reside in a participating Title I public school attendance area to serve eligible students with the greatest educational need. This option aligns services to eligible students with the greatest educational need, regardless of the amount of funds generated in the student's resident LEA.

The following example shows the differences amount each pooling option (Title I ES Guidance Revised 5-2023, US Department of Education):

- LEA A and LEA B have a responsibility to provide equitable services to low-achieving students who reside in a participating Title I public school attendance area within their boundary and attend Non-Public Schools 1 and 2.
- Non-Public school students from low-income families who reside in a participating Title I public school attendance area in LEA A generate \$50,000 for equitable services in Non-Public School 1 and \$25,000 for equitable services in Non-Public School 2.



➤ Non-Public school children from low-income families who reside in a participating Title I public school attendance area in LEA B generate \$5,000 for equitable services in Non-Public School 1 and \$1,000 for equitable services in Non-Public School 2.

Scenario 1: No pooling

Eligible low-achieving non-public school students receive services based on the amount of Title I funds generated by students from low-income families in their school as determined by the LEA in which they live. For example, eligible non-public school students in Non-Public School 1 who live in LEA A receive \$50,000 in services while their Title I eligible classmates who live in LEA B receive only \$5,000 in services. This is true even if there are more low-achieving students who reside in LEA B.

Scenario 2: Pooling Title I funds among non-public schools within a single LEA

Appropriate non-public school and LEA officials agree to pool Title I funds within LEA A and LEA B individually. There is \$75,000 available to serve low-achieving non-public school children in both Non-Public School 1 and Non-Public School 2 who live in LEA A and \$6,000 available to serve low-achieving non-public school students in both non-public schools who live in LEA B. Even if there are more low-achieving students who reside in LEA B than LEA A, there is only \$6,000 available to serve these students.

Scenario 3: Pooling Title I funds among non-public schools across LEAs

Appropriate non-public school and LEA officials agree after consultation to pool Title I funds across both LEA A and LEA B. There is then \$81,000 available to serve eligible students. Based on uniform criteria of educational need, the lowest-achieving eligible non-public school students who attend Non-Public Schools 1 and 2 regardless of whether they reside in LEA A or LEA B and without regard to how much funds students from low-income families within their non-public school generate towards the pool. Eligible low-achieving students may receive Title I services even if their school has few or no students from low-income families who generate Title I funds.



APPENDIX C – Third-Party Non-Public School Contracts

At a minimum, your contract with a third-party provider of Title I equitable services to non-public school students **should**:

- ___ State the dates that services should begin and end.
- ___ Require the provider to break out administrative and instructional costs on its invoices. Include definitions of each as shown in the example below:
 - **Instructional costs:** Teacher and paraprofessional salaries, including benefits; materials and supplies; books; and computers.
 - **Administrative costs:** Cost to the contractor of administering the program, including the program administrator salary; support staff; classroom or office rent and utilities; office equipment and supplies; postage; travel; and professional development for the Title I teachers and supervisors.
- ___ Explain whether the provider is also delivering parent involvement activities or professional development to the non-public school teachers of the Title I students. If so, the content of those programs should be detailed, and those costs should be accounted for separately based on IDOE account and object code guidance.
- ___ Specify how and when invoices should be submitted, and what information they should contain. Reserve the right to request additional information in case of an audit or monitoring review.
- ___ Indicate whether the contractor is responsible for evaluating the effectiveness of the Title I program. If so, the contract should specify the standards and assessments that will be used in the evaluation, as determined after consultation with the non-public school. The public LEA reserves the right to request additional information in case of an audit or monitoring review.
- ___ Describe the instruction to be provided. Specify the grades served, the subjects that will be covered, the frequency of instruction, maximum class size, and the number of children the provider will serve.
- ___ Specify the qualifications of the teachers and paraprofessionals who will deliver instruction. Include any expectations regarding the training that staff will be provided by the contractor.



___ State that classroom space, instruction, and materials and supplies must be secular, neutral and non-ideological. Classroom space must be reserved for the exclusive use of the Title I program during the time Title I services are being delivered.

___ Explain that all equipment purchased with Title I funds are the property of the public LEA, not the contractor. State that the contractor will comply with all Title I statutory requirements and regulations. Clarify that the LEA reserves the right to withhold payment if any requirement is not met.

___ Indicate that the contract may be modified if there is a reauthorization of the ESEA.

___ Include the date by which the LEA will inform the contractor of the amount of funds available for instruction and, if applicable, professional development and parent involvement. Make clear to the contractor that the amount of the Title I allocation for non-public school services fluctuates from year to year.

___ State how, and how often, the LEA is going to monitor the non-public school program. Explain that visits by LEA officials may be unannounced.

An equitable services contract **should not**:

___ Cede any responsibility for consultation with non-public school officials to the third-party provider. A district cannot contract out its obligation to engage in formal face-to-face discussions with non-public school officials on topics such as how the LEA will identify non-public school students' academic needs; what services will be offered; how, where, and by whom the services will be provided; how the LEA will determine the number of non-public school children from low-income families who reside in eligible Title I attendance areas; how the program will be evaluated; and how allocated funds for parent involvement and professional development services will be used.

___ Grant any authority to non-public school officials to supervise Title I staff, approve expenditures, or make instructional decisions.

___ Provide for "team-teaching" with non-public school teachers.



APPENDIX D - Title I App Center: Budget and Reimbursement Process

When there is an LEA partnership, equitable service share amounts must be accounted for appropriately in the resident LEA and LEA service provider's Title I budget application, reimbursement requests in the Title I App Center, and each entity's local records.

A key note is that in the Title I App Center, funds transferred between LEAs in an LEA partnership are essentially a placeholder. **No actual equitable service funds are transferred by IDOE in the Title I App Center.** Therefore, it is critical for resident LEAs and LEA service providers to account for all transferred equitable service funds appropriately.

Counting Non-Public School Students

Non-public school students (and associated poverty measure) who live in a resident LEA's attendance boundary and attend a non-public school in another district must be counted on the resident LEA's District Information section in the Title I App Center to ensure an equitable share is generated for each eligible non-public school student.

Grade Span	Enrolled			Poverty			Receiving Title I Allocation?
	Pub	N-Pub	Total Pub	N-Pub	Total		
PK-06	565	97	662	346	67	413	Yes ▼
PK-06	622	63	685	354	48	402	Yes ▼
PK-06	754	64	818	425	49	474	Yes ▼
PK-06	557	79	636	314	38	352	Yes ▼
PK-06	755	78	833	411	50	461	Yes ▼
PK-06	705	104	809	381	65	446	Yes ▼
PK-06	611	80	691	307	52	359	Yes ▼
PK-06	570	76	646	282	37	319	Yes ▼
PK-06	235	64	299	118	22	140	Yes ▼
07-08	693	149	842	405	108	513	Yes ▼
07-08	663	125	788	359	66	425	Yes ▼
09-12	1814	189	2003	949	115	1064	Yes ▼
09-12	1446	163	1609	709	82	791	Yes ▼

These counts are used to determine the Non-Public Proportionate Share amount on the Non-Public School Distribution section in the Title I App Center.



**INDIANA
DEPARTMENT of
EDUCATION**

**Mike Braun, Governor
Katie Jenner, Secretary of Education**

Summary of Amounts	Amount
A. 2025 - 2026 Title I Allocation	\$5,497,310.46
B. Total number of low-income PUBLIC school students who live in Title I-served attendance areas: The total number of low income public school students who live in Title I-served attendance areas.	5360
C. Total number of low-income NONPUBLIC school students who live in Title I-served attendance areas: The total number of low income non-public school students who live in Title I-served attendance areas (including students attending a non-public school outside of your LEA).	799

When a resident LEA is transferring funds to an LEA service provider(s), this should be budgeted in the District Administrative and Professional Development Expenses section in account 17900: Non-Public Transfers as object code 510-593: Other Purchased Services. A breakdown of PPE amounts and transfers should be detailed in the Transportation for Foster Children/Transfers description box.

Staffing		Budget						
Acct	Expenditure Account	110-142 Salary Cert	120-142 Salary NonCert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services.
11000	Instruction	93,220	0.00	144,022.	0.00	0.00	0.00	0.00
17900	Non-Public Transfers	0.00	0.00	0.00	0.00	0.00	0.00	30,347.22

Transportation for Foster Children/Transfers

Other Purchased Services 17900: Non-Public school transfer for ██████████ Christian to the ██████████ Schools, 34 students @ \$30,043.75 Instruction/PD and \$303.47 Parental Involvement = \$30,347.22



Upon receipt of an invoice from the LEA service provider, the resident LEA will pay the invoice and request reimbursement from IDOE from the funds budgeted in 17900: Non-Public Transfers, object code 510-593: Other Purchased Services.

Budget Code	Budget Category	110-142 Salary Cert	120-142 Salary NonCert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services.
11000	Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Remaining Balance	\$26,578.98	\$79,623.53	\$93,949.62	\$15,607.83	\$0.00	\$0.00	\$0.00
	Total Expenses to Date	\$813,701.42	\$560,125.22	\$266,696.94	\$115,248.40	\$0.00	\$0.00	\$0.00
	Approved Budget	\$840,280.40	\$639,748.75	\$360,646.56	\$130,856.23	\$0.00	\$0.00	\$0.00
17900	Non-Public Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

When a federal grant specialist is notified that an LEA service provider is receiving an equitable service transfer, they will verify the information with the resident LEA and/or the resident LEA's federal grant specialist and add the transfer amount on the Application Summary page in the Title I App Center.

Application Summary

Summary

Attachments

Messages

Funding Information

Currently, you have been allocated \$6,323,918.15 by the United State: Expenditure monitoring system indicates that after last year's allocatio current distribution. These amounts reflect your corporation's **FINAL** a is currently unavailable*. If entering transfer funds, you must click save

Current Budget

Current Allocation: \$6,323,918.15
Maintenance of Effort: \$0.00

Federal Grant Transfers:

Equitable Share Transfer:



The transfer amount is accounted for on the LEA service provider's Non-Public School Distribution page and should then be budgeted accordingly at the non-public school receiving equitable services.

G. Equitable Share Transfer:

\$173,831.98

Equitable share transfer funds represent dollars transferred from another LEA in order for the applicant (Lead LEA) to receive funds to benefit and to provide equitable services for eligible children who attend non-public schools located in the LEA but who reside and generate funds from another LEA (Transfer LEA).

Again, the transferred funds in the Title I App Center are considered a placeholder. Since the transferred funds will be received directly from the resident LEA based on the invoice, those funds will **not** be requested for reimbursement by IDOE from the LEA service. This is noted on the reimbursement form in the Title I App Center.

Total Approved Budget:	\$7,495,682.43
Less Transfer:	\$173,831.98
Total Available:	\$7,321,850.45