



**FY25 EQUITABLE SERVICES
INITIAL CONSULTATION MEETING
FRIDAY, NOVEMBER 10, 2023
10:00 A.M.**

Equitable Services MetroArea Initial Consultation

WELCOME & INTRODUCTIONS



Agenda

- **Resources**
- **Definition of Equitable Services and Programs**
- **Consultation 101**
- **Role of Ombudsman**
- **Allocations**
- **Carryover, Administrative Caps and Transferability**
- **Timeline of Grant Administration**
- **Program Specific Slides (IA, IC, IIA, IIIA, IVA, IVB and IDEA)**
- **Contact Information – GaDOE and Districts**
- **Q&A**
- **Breakout Rooms (Districts and IDEA)**

November 10, 2023 10am – 12pm

Resources



Equitable Services Initial Consultation Meeting

RESOURCES – STATE OMBUDSMAN WEBPAGE AND HANDBOOK

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/State-Ombudsman.aspx>

Division of Federal Programs (ESSA)

Division of Special Education Services and Supports (IDEA)

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

Title I, Part A- Family School Partnership

Title I, Part A- Foster Care Provisions

Title I, Part C Education of Migratory Children

Title I, Part D- Neglected and Delinquent Children

Title II, Part A Supporting Effective Instruction Grant

Title III, Part A: Language Instruction for English Learners and Immigrant Students

Title IV, Part A- Student Support and Academic Enrichment (SSAE)

Nita M. Lowey 21st Century Community Learning Centers

Title V, Part B- Rural Education Initiative

Title IX, Part A- McKinney-Vento Education for Homeless Children and Youth

Consolidation of Funds

State Ombudsman

English Learner Program

Education Flexibility Program (Ed-Flex)

Coronavirus Emergency Relief Funds

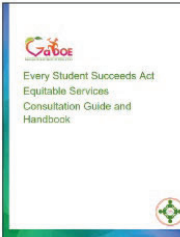
State Ombudsman - ESSA & CARES

Equitable Services Requirements

ESSA Requirement: The Ombudsman
To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B).)

CARES Requirement: The Ombudsman
An SEA must use the ombudsman also to monitor and enforce the requirements of the CARES Act programs that an LEA provide equitable services to students and teachers in nonpublic schools. (Providing Equitable Services to Students and Teachers in Non-Public Schools Under the CARES Act Programs NRG Q-7)

Want to Learn More?
[Click here for the Roles and Responsibilities of the Ombudsman](#)



Every Student Succeeds Act
Equitable Services
Consultation Guide and
Handbook

GaDOE Equitable Services Consultation Guide & Handbook
[Initial Consultation PPT Template for LEAs](#)

ESSA & IDEA Equitable Services



Contact Information

For General Inquiries:
ombudsman@doe.k12.ga.us



Dr. Sunita Holloway
Outreach Program Manager
ESSA Ombudsman
404-606-2991
sunita.holloway@doe.k12.ga.us



Charlene Mangum
Administrative Assistant
770-891-1344
cmangum@doe.k12.ga.us

Equitable Services Listserv

To join the Federal Programs Equitable Services Listserv, please send a blank email to join_essapointableservices@list.doe.k12.ga.us

LEA Contact List

[Submit LEA Contact Info Here](#)

Don't Miss a Training!

[GaDOE Community PL Catalog](#)

Allocations & Proportionate Share

- FY24 Proportionate Share
- FY23 Proportionate Share
- FY22 Proportionate Share
- FY21 Proportionate Share
- FY20 Proportionate Share

Equitable Services Initial Consultation Meeting

RESOURCES – FEDERAL PROGRAMS HANDBOOK(s)

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Federal-Programs-Handbook.aspx>



Georgia Department of Education



Richard Woods, Georgia's School Superintendent

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

→ Office of School Improvement → Federal Programs → Federal Programs Handbook

Federal Programs

- Title I, Part A- Improving the Academic Achievement of the Disadvantaged
- Title I, Part A- Family School Partnership
- Title I, Part A- Foster Care Provisions
- Title I, Part C Education of Migratory Children
- Title I, Part D- Neglected and Delinquent Children
- Title II, Part A Supporting Effective Instruction Grant
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A- Student Support and Academic Enrichment (SSAE)
- Nita M. Lowey 21st Century Community Learning Centers

Federal Programs Handbook

Federal Programs Handbook

- Overarching Requirements for All Federal Programs: Consolidated LEA Improvement Plan, Fiscal Requirements, Inventory Management, Monitoring, Selecting Evidence-Based Interventions (Updated 6.07.2021)
- GaDOE Equitable Services Consultation Guide & Handbook

Program Handbooks

- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Family School Partnership Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Supporting Effective Instruction
- Title III, Part A - Language Instruction for English Learners & Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney - Vento Homeless Assistance Act
- Individuals with Disabilities Education Act (IDEA)
- Consolidation of Funds Manual
- Georgia PQ and ESSA In-Field Implementation Guide



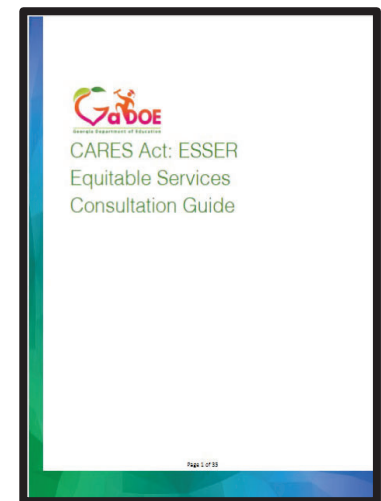
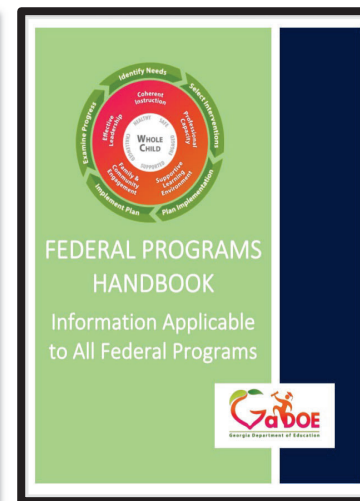
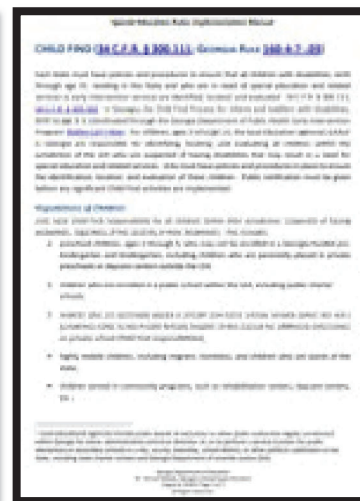
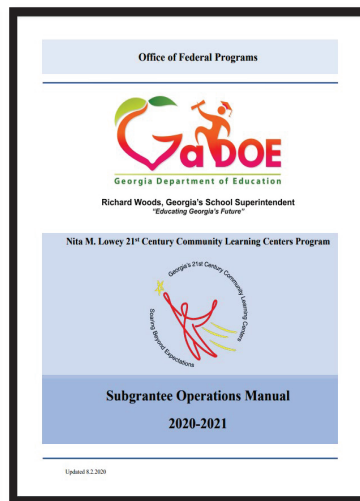
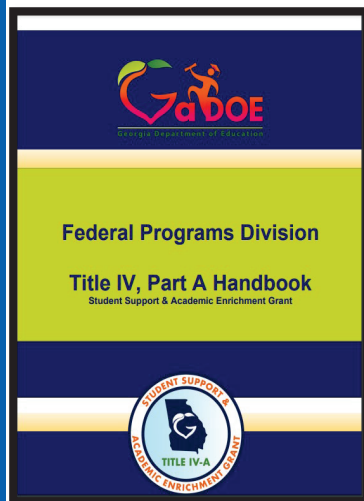
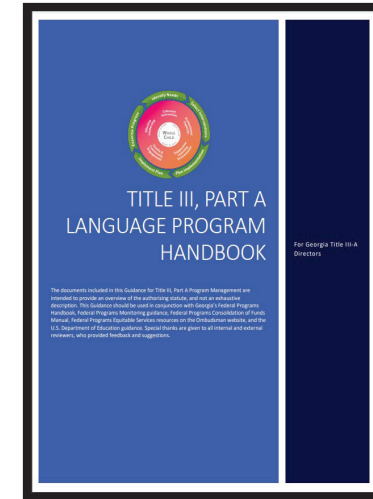
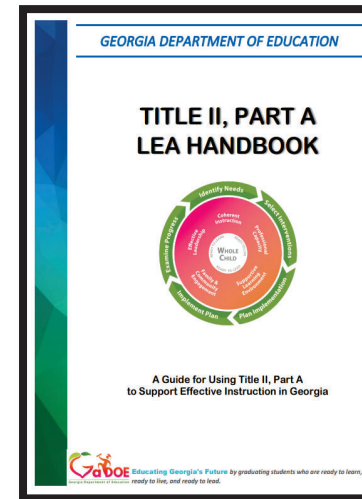
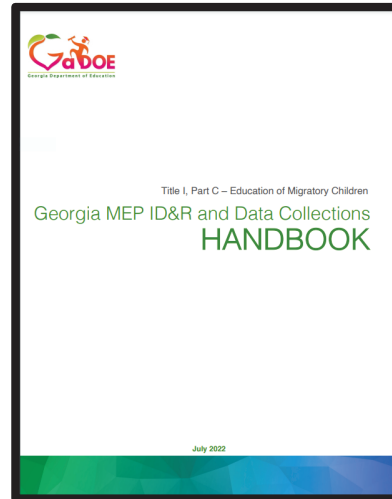
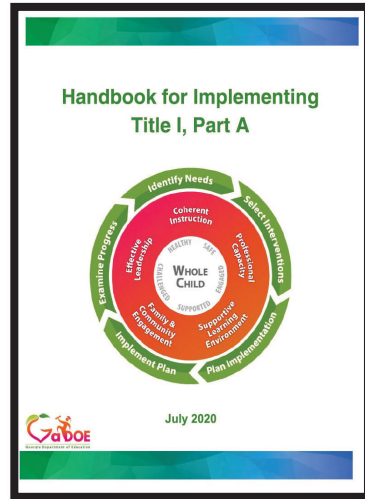
FEDERAL PROGRAMS HANDBOOK
Information Applicable to All Federal Programs



Georgia Department of Education

Equitable Services Initial Consultation Meeting

RESOURCES – FEDERAL PROGRAMS HANDBOOK(S)



Definition & Programs



Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION

What are equitable services?

The purpose of ESEA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. Each LEA that receives ESEA funds must make funds available for education support authorized by each title to qualified students in compliance with Federal Law Federal Regulations and Non-Regulatory Guidance.

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION

Programs Eligible for Equitable Services

- Title I, Part A
 - Title IA- Improving Basic Programs Operated by Local Educational Agencies (LEAs)
- Title VIII
 - Title IC- Education of Migratory Children
 - Title IIA- Supporting Effective Instruction
 - Title IIIA- Language Instruction for English Learners and Immigrant Students
 - Title IVA- Student Support and Academic Enrichment
 - Title IVB- 21st Century Community Learning Center
- Individuals with Disabilities Education Act (IDEA)

Consultation 101



Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION

Key Information on Equitable Services

- Federal programs are supported by tax dollars, so children and teachers of nonprofit private schools are eligible for Equitable Services.
- Services should be equitable (not necessarily identical) to the public school and designed to meet the needs of the private school students and teachers.
- Services for private school students should begin at the same time as the public schools.

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION

Key Information on Equitable Services

- Private schools must provide proof of nonprofit status
- LEAs must verify the physical location of the school
- Schools receive services, **not actual funds**
- Services should be supplemental

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION – NON-PROFIT STATUS

A private school must show that it is a nonprofit organization.

A private school may show that it is a nonprofit organization by any of the following means:

1. Proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;
2. A statement from a State taxing body or the State attorney general certifying that:
 - i. The organization is a nonprofit organization operating within the State; and
 - ii. No part of its net earnings may lawfully benefit any private shareholder or individual;
3. A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
4. Any item described in (1) through (3) if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

Links to the GA Secretary of State Look-Up and IRS Look-Up are on the State Ombudsman webpage. Control #'s and EIN's are data points that will help with look-up and which are included in the DE1111 Form and in ES4PS private school contact information.

For profit private schools and private schools unable to provide the documentation to verify nonprofit status are not eligible to receive services under ESEA.

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION – BEST PRACTICES

In General

An LEA must consult with appropriate private school officials during the design and development of the Title programs. The goal is agreement between the LEA and private school officials on how to provide equitable and effective programs for eligible private school children.

- Effective consultation provides a genuine opportunity for all parties to express their views and have those views considered.
- Successful consultation establishes positive and productive working relationships, makes planning effective, continues through implementation and ensures the services provided meet the needs of eligible students and teachers.
- A unilateral offer of services by an LEA with no opportunity for discussion – or the application of a blanket rule – is not adequate.

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION – BEST PRACTICES

- Initiating Consultation
 - LEAs must annually contact private schools
 - whose students reside in the LEA whether the school is located in the LEA or not
 - Which are located within the LEA's geographic boundaries
 - In Georgia, LEAs use annual DE1111 submission and subsequent documentation, including the GaDOE private school list to determine
 - Nonprofit status of schools
 - Where students who reside in their boundaries attend school
 - Which private schools are located within their geographic boundaries
 - LEAs must document making a good faith effort to reach all private schools who have not responded in ES4PS. This includes using multiple methods to make contact in a reasonable and timely manner. GaDOE recommends uploading good faith effort documentation and responses received outside of ES4PS in ES4PS uploads.
 - If private schools have not heard from the LEA, the private school should reach out to start the consultation process

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION – DE1111

DE1111

- OCGA 20-2-490
- Contact Info
- School System
- Nonprofit Info

[Link to GaDOE
Data Collections](#)

FY2024 – Private School Reporting Instructions



DE1111 Private School Report of Students Enrolled

Private School Name: _____
Report Month/Year: _____

INSTRUCTIONS:

1. If you are reporting students enrolled this report period, provide names, ages, grade level, and Residence.
2. If you are reporting students who have withdrawn after having been enrolled this year, write a "W" in the column headed E/W and the withdrawal date in the Date of Entry/Withdrawal column, then send the form to the appropriate school superintendent.
3. If you are reporting students who have enrolled after you have submitted the report to the school superintendent, provide student information and write an "E" in the column headed E/W and the school entry date in the Date of Entry/Withdrawal column, then send the form to the appropriate school superintendent.
4. If you are reporting students who have been suspended this report period, write a "Y" in the column headed Was Student Suspended and the Reason for suspension in the Reason for suspension column, then send the form to the appropriate school superintendent.

E/W	Date of Entry or Withdrawal	Was student Suspended (Y=Yes, N=No)	Reason for suspension if prior column is Y.	Name of Student(s)	Age	Grade Level	Residence	City/State

PRIVATE SCHOOL REPORT OF STUDENTS ENROLLED

Georgia law (O.C.G.A. § 20-2-490) provides, Within 30 days after the beginning of each school year, it shall be the duty of the administrator of each private school to provide to the school superintendent of each local public school district which has residents enrolled in the private school a list of the name, age, and residence of each resident so enrolled. At the end of each school month, it shall be the duty of the administrator of each private school to notify the school superintendent of each local public school district of the name, age, and residence of each student residing in the public school district who enrolls or terminates enrollment at the private school during the immediately preceding school month. Such records shall indicate when attendance has been suspended and the grounds for such suspension.

Data Collected by the DE1111 in November will be used to cross-reference K-12 enrollment information provided by private schools participating in Equitable Services Under Title II, Part A and Title IV, Part A of ESSA. By law ESSA allocations are determined on a per pupil basis and, in Georgia, are extracted from an official count taken the first Tuesday of October. DE1111 enrollment information submitted in November should reflect enrollment information collected on the first Tuesday of October.

Private School Information			
Name of Private School			
If applicable, name of business under which the school is registered/covered			
Profit/Nonprofit Status of School (or Overarching Business)		Profit	Non-Profit
Business ID Number and State for school or business under which the school is registered/covered		Business ID	State (2 digit)
501(c)3 Status of School (or Overarching Business)		Yes	No
If 501(c)3, please enter Employer Identification Number for school or business under which the school is registered/covered		EIN	
List the City/County Public School District in which geographic boundaries the Private School is located		County	City
School Website			
School Telephone			
School Email			
Mailing Address			
City / State / Zip			
Location Address			
City / State / Zip			
Private School Contact Information			
Contact Last Name			
Contact First Name			
Contact Title			
Contact Telephone			
Contact Email			
Total Enrollment			
Grades			
Public School District to Which Submitted			

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION – PRIVATE SCHOOL INFO IN ES4PS

[illegible]DE1111 Primary Contact
Editable in Data Collections

Secondary & Tertiary
Contacts Editable in ES4PS

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION— DATA COLLECTIONS PRIVATE SCHOOL LIST

Georgia Department of Education Private School Data Entry										List of Private Schools for FY2022						
List of Private Schools for FY2022																
#	Private School	Address	City	State	Zip	Private School County Location	GA County/City responsible for Contact Info:	Profit/Non-profit Status of School (or Overarching Business)	If applicable, name of business under which the school is registered/covered:	Business ID Number and State for school or business under which the school is registered/covered.		501c3 Status of School (or Overarching Business)	If 501c3, please enter Employer Identification Number for school or business under which the school is registered/covered	Telephone	Email	Web Address
										#	State					
1	19 Appling Christian Academy	1479 Hatch Parkway, S.	Baxley	GA	31513	Appling	601-Appling County	Non-Profit		K203434	GA	No	58-183630	9123673004	applingchristian@bellsouth.net	http://www.applingchristian.com/
2	1109 Milledgeville Christian Academy	100 Mount Pleasant Church Rd.	Gordon	GA	31031	Baldwin	605-Baldwin County	Non-Profit				No		4782519527	mca.inc1516@gmail.com	NONE
3	331 John Milledge Academy	197 Log Cabin Rd., NE	Milledgeville	GA	31061	Baldwin	605-Baldwin County	Non-Profit		H104161	GA	Yes	58-1099451	4784525570	jjones@johnmilledge.org	www.johnmilledge.org
4	249 Georgia Military College Prep.	201 E. Greene St.	Milledgeville	GA	31061	Baldwin	605-Baldwin County	Non-Profit				No		4783874878	ogrant@gmc.edu	https://www.gmcprep.com/
5	187 E.B.L.A. Academy	1943 N. Jefferson St. Suite 4	Milledgeville	GA	31061	Baldwin	605-Baldwin County	Non-Profit				No		4784530910	ebllaoffice@aol.com	http://ebllaacademy.org/contact-us
6	1305 Milledgeville Prep	102 Airport Road	Milledgeville	GA	31061	Baldwin	605-Baldwin County	Non-Profit				No		4782342721	milledgevilleprep@gmail.com	https://www.milledgevilleprep.com/our-school
7	354 Lakeside School	1020 Lake Dr.	Eufaula	AL	36027	Barbour	718-Quitman County	Non-Profit				Yes	63-0521127	3346875748	shudspeth@lakesidechiefs.com	www.lakesidechiefs.net
8	45 Barrow County Christian Academy	83 Patrick Mill Rd.	Winder	GA	30680	Barrow	607-Barrow County	Non-Profit				Yes		7708675746	wcc.bcca@comcast.net	http://whistlevillechristian.org/bcca.shtml
9	59 Bethlehem Christian Academy	548 Christmas Ave.	Bethlehem	GA	30620	Barrow	607-Barrow County	Non-Profit		08032820	GA	Yes		7703071574	clifford@bcmail.org	http://www.bethlehemchristianacademy.org/
10	378 Living Way Christian	118 E. George St.	Adairsville	GA	30103	Bartow	608-Bartow County	Non-Profit				Yes	94-3154057	7708773600	info@livingwaynetwork.org	www.livingwaychristianacademy.org

In order to ensure that private schools receive equitable services in a timely manner, having the most updated information is critical.

[Link to Private School List](#)

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION - TIMELINE

- Consultation - Deadline
 - In Georgia, initial consultation is almost always completed by October and LEAs and private schools begin conversations about services that will be provided in the upcoming year.
 - Quality program implementation is dependent on proper planning. ESSA requires ongoing consultation. Private schools that chose to participate will begin conversations about services that will be provided in the upcoming year. While LEAs are required to submit Form A (private school intent to participate) at the end of spring semester, ongoing consultation should be well documented prior to that time.

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION - TOPICS

Topics that must be covered:

1. How the student's needs will be identified
2. What services will be offered (ESEA equitable services must supplement instructional program & the evidence base supporting the services must be identified)
3. How, where and by whom the services will be provided
4. How the services will be academically assessed for effectiveness and how the results of that assessment will be used to improve the services
5. The size and scope of equitable services to be provided to the eligible private school children, the proportion of funds that is allotted for such services and how that proportion of funds is determined (includes administrative costs, indirect costs, transfers and carryover)
6. The method or courses of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools, including whether the LEA will extrapolate the data if it uses a survey

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION – TOPICS CONT'D

7. How and when the LEA will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
8. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, it will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;
9. Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
10. Whether to provide equitable services to eligible private school children—
 - by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION – TOPICS CONT'D

11. Whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.
12. Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred.

Consultation Quick Reference Chart		
Consultation Topics	Equitable Services – ESEA Section 1117 TITLE I, PART A	Equitable Services – ESEA Section 8501 TITLE VIII PROGRAMS: TITLE I, PART C; TITLE II, PART A; TITLE III, PART A; TITLE IV, PART A; AND TITLE IV, PART B
Timing of Consultation	(3) TIMING.—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.	(3) TIMING.—The consultation required by paragraph (1) shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.
Consultation	(b) CONSULTATION.—(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—	(c) CONSULTATION.—(1) IN GENERAL.—To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as—
Consultation Topics		Consultation Topics
#1 Needs	(A) how the children's needs will be identified;	(A) how the children's needs will be identified;
#2 Services	(B) what services will be offered;	(B) what services will be offered;
#3 Timing of Services	(C) how, where, and by whom the services will be provided; Also: (K) when, including the approximate time of day, services will be provided; and	(C) how, where, and by whom the services will be provided;
#4 Effectiveness	(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;	(D) how the services will be assessed and how the results of the assessment will be used to improve those services;
#5 Size & Scope	(E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined; *including administrative funds	(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined; *including administrative funds

Equitable Services Initial Consultation Meeting

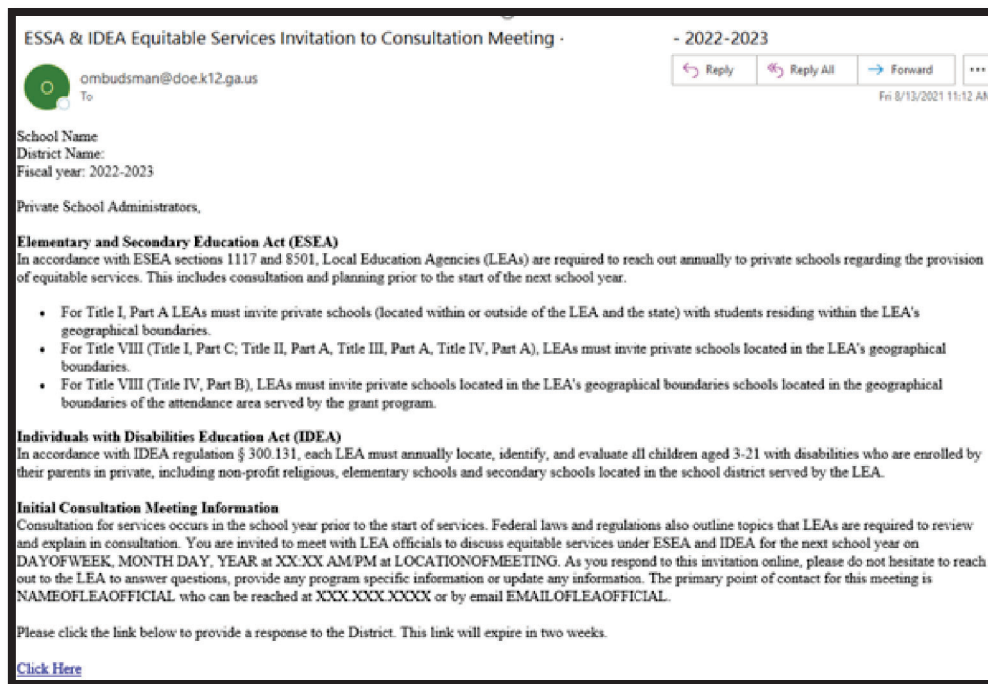
DOCUMENTING EQUITABLE SERVICES – ES4PS

- In 19-20 GaDOE introduced a mandatory platform for LEAs to use. In 2021-2022 use was expanded to include CBOs. Stakeholder use statewide promotes consistency, centralized records retention, ease of data reporting.
- LEAs/CBOs use this platform for
 - Issuing Annual Invitations
 - Capturing Initial Consultation/Participation (Form A)
 - Evaluating Services (Form B)
 - Saving Relevant Documentation (Uploads)
- Access:
 - LEAs access through their SIS in SLDS
 - CBOs access through a multi-month 'Token' issued through email by the State Ombudsman.
 - Private schools access through a 2 week 'Token' issued through email by the LEA.
- Private schools will receive:
 - Annual invitations from each LEA in which they are located or in which students reside.
 - Form A forms if they have indicated interest in participation.
 - Form B forms if they have received any services during the year.

Equitable Services Initial Consultation Meeting

DOCUMENTING EQUITABLE SERVICES – ES4PS INVITATIONS

Equitable Services for Private Schools (ES4PS)



Screenshot of Previous Initial Invitation to Consult Email Template

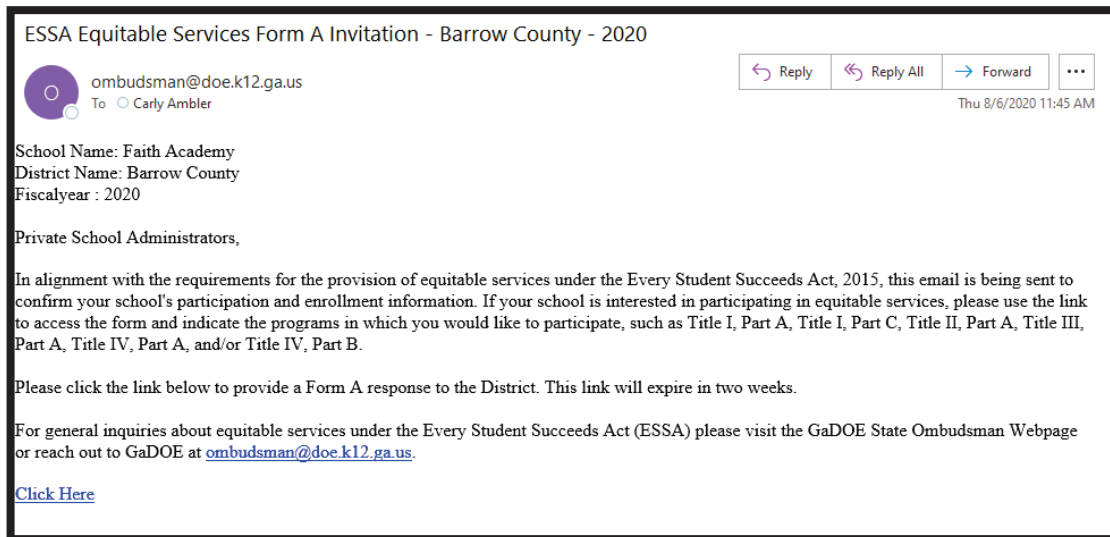
Invitation Purpose:

- Documentation of Invitation to Private Schools to Consult
- Identifies programs to be covered in initial consultation

Equitable Services Initial Consultation Meeting

DOCUMENTING EQUITABLE SERVICES – ES4PS FORM A

Equitable Services for Private Schools (ES4PS)



Form A Purpose:

- Documentation of Consultation
- Program Participation
- Enrollment

Screenshot of Previous Form A Email to Private Schools

Equitable Services Initial Consultation Meeting

DOCUMENTING EQUITABLE SERVICES – ES4PS FORM A

Public School View

View Form A

FY 2020 Private School Initial Consultation and Notification of Intent to Participate in FY 2021 Equitable Services.

Private School Name: Berean Christian Jr. Academy

Private School Address: 401 Hamilton E. Holmes Dr., Atlanta, GA, 30318

Private School Official: Davis, Marcia

District Name: Atlanta Public Schools

LEA Official: Evans, Lyndsay

Does the private school intend to participate in equitable services?*

☒ Yes
☐ No

Is the private school located within the geographical boundaries of the LEA? *

☒ Yes
☐ No

Please select the ESSA program(s) administered by the LEA for which the private school intends to consult for equitable services.*

☒ Title I A ☐ Title I C ☐ Title II A ☐ Title III A ☐ Title IV A ☐ Title IV B

Title I, Part A: Verified Private School Poverty Enrollment Count K-12 (Nov 2019 FRL) | 5

Is this count correct? ☒ Yes ☐ No

Title II, Part A, Title IV, Part A: Verified Private School Enrollment K-12 (Oct 2019 FTE) | 65

Is this count correct? ☒ Yes ☐ No

Timely and Meaningful Consultation Affirmation

Has the initial consultation for the 2020-2021 school year occurred between the LEA and Private School? ☒ Yes ☐ No

Initial Consultation date*: 10/23/2019

District Comments

School Response

Is this correct? ☒ Yes ☐ No

School Comments

Wonderful people to work with. Thank you Lindsey and Sherry!

Private School View

Equitable Services 4 Private Schools (ES4PS)

FY 2020 Private School Initial Consultation and Notification of Intent to Participate in FY 2021 Equitable Services.

Private School Name: Faith Academy

Private School Address: 2571 Hwy. 78, Loganville, GA, 30052

Private School Official: Crawford, Lisa

District Name: Barrow County

LEA Official: Beeland, David

Does the private school intend to participate in equitable services?*

☒ Yes
☐ No

Is the private school located within the geographical boundaries of the LEA? *

☒ Yes
☐ No

Please select the ESSA program(s) administered by the LEA for which the private school intends to consult for equitable services.*

☒ Title I A ☐ Title I C ☐ Title II A ☐ Title III A ☐ Title IV A ☐ Title IV B

Title I, Part A: Verified Private School Poverty Enrollment Count K-12 (Nov 2019 FRL) | 8

Is this count correct? ☐ Yes ☐ No

Timely and Meaningful Consultation Affirmation

Has the initial consultation for the 2020-2021 school year occurred between the LEA and Private School? ☐ Yes ☒ No

Initial Consultation date: 9/4/2020

District Comments

Is this correct? ☐ Yes ☒ No

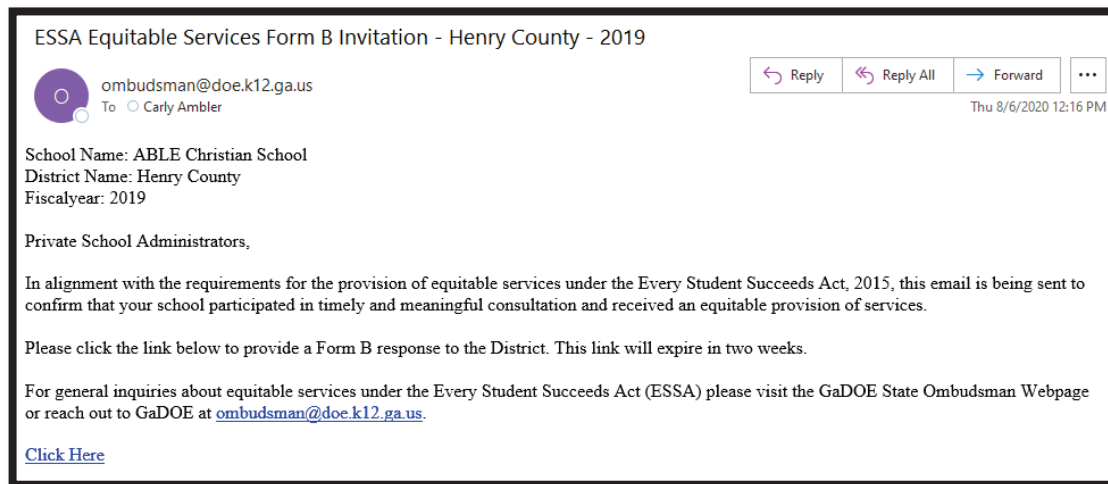
Comments

GaDOE annually reviews ES4PS Invitations, Form A and Form B for updates. Please visit ES4PS User Guides for up-to-date information.

Equitable Services Initial Consultation Meeting

DOCUMENTING EQUITABLE SERVICES – ES4PS FORM B

Equitable Services for Private Schools (ES4PS)



Form B Purpose: Verification of Receipt of Equitable Services

Screenshot of Previous Form B Email to Private Schools

GaDOE annually reviews ES4PS Invitations, Form A and Form B for updates. Please visit ES4PS User Guides for up-to-date information.

Role of Ombudsman



Equitable Services Initial Consultation Meeting

ROLE OF THE OMBUDSMAN

Ombudsman

To help ensure that private school children, teachers, and other educational personnel receive services equitable to those in public schools, State educational agencies (SEAs) must designate an ombudsman to monitor and enforce Title I and Title VIII equitable services requirements.

ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B)

Equitable Services Initial Consultation Meeting

DISPUTE RESOLUTIONS AND COMPLAINTS



Georgia Department of Education
Richard Woods, Georgia School Superintendent
"Ensuring a bright future"

Office of the State Ombudsman

Private School Formal Complaint Form for Equitable Services

Every Student Succeeds Act (ESSA)
[Title IA; Title IC; Title IIA; Title IIIA; Title IVA; Title IVB]

Coronavirus Aid, Relief, and Economic Security Act (CARES)
[ESSER: Formula Grants and State Activities Grants; GEER Grants]

INTERNAL USE ONLY	
Date Complaint Received	
Date Complaint Resolved	

Complainant	
Private School Name	
Private School Street Address	
Complainant Name	
Complainant Title/Position	
Complainant Email	
Complainant Phone Number	
Subject of Formal Complaint	
Local Educational Agency (LEA) Name	
LEA Street Address	
LEA Primary Contact Name	
LEA Primary Contact Email	
LEA Primary Contact Phone Number	

Please mark "X" to indicate the program(s) to which this complaint applies.

	ESSA Grants	(ESEA Sections 1117 and 8501; 34 C.F.R. §299.12)
☐	Title I, Part A	Improving basic programs operated by LEAs
☐	Title I, Part C	Education of migratory children
☐	Title II, Part A	Supporting effective instruction state grants
☐	Title III, Part A	English language acquisition, language enhancement, and academic achievement
☐	Title IV, Part A	Student support and academic enrichment grants
☐	Title IV, Part B	21st Century Community Learning Centers
CARES Grants		(CARES Sections 18002, 18003, 18005)
☐	ESSER Formula	
☐	ESSER State Activities	
☐	GEER Discretionary	

What federal statutory or regulatory requirements that apply to equitable services do you feel have been violated? (Please email any supporting documentation to ombudsman@doe.k12.ga.us)

Georgia Department of Education • Office of the State Ombudsman
1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, Georgia 30334 • www.gadoe.org
October 2020 • Page 1 of 3

Complaint Form Available on Ombudsman Webpage

- 45 days for SEA to respond to complaint
- 30 days for private school to appeal
- 90 days for USDE to respond to appeal

Allocations



Equitable Services Initial Consultation Meeting

ALLOCATIONS AND METHODOLOGY

Available on Ombudsman Webpage



ESEA: 2022-2023

Equitable Services

Proportionate Share

Calculations Methodology



August 2022

ombudsmen@doe.k12.ga.us

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

Home → Office of School Improvement → Federal Programs → State Ombudsman - ESSA & CARES

Federal Programs

State Ombudsman - ESSA & CARES

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

Allocations & Proportionate Share

FY23 Proportionate Share

FY22 Proportionate Share

FY21 Proportionate Share

FY20 Proportionate Share

FY19 Proportionate Share

Name

FY23 DE1111

Title I, Part A FY23 Proportionate Share

Title I, Part C FY23 Proportionate Share

Title II, Part A FY23 Proportionate Share

Title III, Part A FY23 Proportionate Share

Title IV, Part A FY23 Proportionate Share

Title IV, Part B FY23 Proportionate Share

Equitable Services Initial Consultation Meeting

OVERVIEW OF CONSULTATION

Program	How Program Funds are Allocated
Title IA	To private schools inside the LEA and outside the LEA and the state- follows the student regardless of the location of the private school Count of eligible K-12 (ages 5-17) poverty students residing in T1 attendance zones taken from the first week in November (FRL) the year prior to services
Title IC	To private schools within the LEA who serve identified migrant students Cumulative count of eligible K-12 migrant students prior to Form A submission. Count is verified by GaDOE staff.
Title IIA & Title IVA	To private schools within the LEA Count of total K-12 enrollment of private schools within LEA geographic boundaries taken 1st Tuesday of October (FTE) the year prior to services
Title IIIA	To private schools within the LEA who serve identified English learner (EL) and/or immigrant students - Count of total K-12 EL students (eligible per state EL entrance procedures) enrolled in private schools within LEA geographic boundaries identified in year prior to services. Count is collected the first Thursday in March (FTE). - Count of total K-12 immigrant students enrolled in private schools within LEA geographic boundaries identified using ESEA statute criteria in the year in which services are provided. Count is collected the first Tuesday in October (FTE).
Title IVB	To private schools within the LEA Count of total K-12 private school students included in the approved original or amended application/RFP. Students must attend private schools located within LEA geographic boundaries & within the program service zone.
IDEA 611 & 619	To private schools within the LEA - Ages 3-21: an amount that is the same proportion of the LEA's total subgrant as the number of private school children with disabilities aged 3-21 is to the total number of children with disabilities in its jurisdiction aged 3-21. - Ages 3-5: an amount that is the same proportion of the LEA's total subgrant as the number of private school children with disabilities aged 3-5 is to the total number of children with disabilities in its jurisdiction aged 3-5. - Count is based on prior year's October Child Find count (FTE Report FT085).

Equitable Services Initial Consultation Meeting

ES4PS Due Dates

Due Dates	Info	ES4PS Section	Private School Data	Federal Program
Mid-October	Form A Amendment sent to private schools that participate in current year Title IIA, Part A Immigrant	Form A Amendment	Students who meet Federal Immigrant Definition	Title III, Part A Immigrant

Due Dates	Info	ES4PS Section	Private School Data	Federal Program
Fall	Invitation to Private Schools to participate in Equitable Services in the next school year	Invitations	Private Schools that have submitted a DE1111 or that reside within the geographic boundaries of the district	Title IA, Title IC, Title IIA, Title IIIA, Title IVA, Title IVB, and IDEA
Early December	Form B sent to private schools for last school year to verify that equitable services were implemented by the LEA in a timely meaningful manner	Form B	Count of private school students who benefitted from services.	Title IA, Title IC, Title IIA, Title IIIA, Title IVA, and Title IVB
Mid - March	Deadline to email Title IIIA program private school EL student counts to determine statewide allocations.	N/A	Count of ELs statewide	Title IIIA
End of April	ESSA Private School Pooling MOU Submission Deadline	N/A		Title IA
Mid-June	Completed Form A Submitted to State. (Prior to submission, LEAs send Form A to private schools to verify interest in participating in equitable services in the upcoming year. This form is used to determine allocations.)	Form A	Enrollment Local Method for Determining Poverty	Title IA, Title IC, Title IIA, Title IIIA, Title IVA, and Title IVB

Equitable Services Initial Consultation Meeting

Count Dates for Participation in Equitable Services

Count Dates	Count Info	GaDOE Report	Private School Data	Federal Program
First Tuesday in October	K-12 Enrollment	FTE	Enrollment Data	Title II, Part A & Title IV, Part A
First Tuesday in November	Ages 5-17 Poverty from T1 Attendance Zones	Free and Reduced Meal	Local Method for Determining Poverty	Title I, Part A
Current FY Approved or Amended RFP	K-12 Program Enrollment	21st CLCC Attendance Report	21st CLCC Attendance Report	Title IV, Part B
First Thursday in March	K-12 EL Student (ELs must be eligible through screening/testing)	FTE	Results from the ELP Screener (for initial eligibility) and/or the annual ELP Assessment (continued eligibility)	Title III, Part A EL
Cumulative Enrollment July 1 – June Submission	K-12 Migrant Enrollment	Migrant Database	Migrant Database	Title I, Part C
First Tuesday in October	K-12 Immigrant Student	FTE	Students who meet Federal Immigrant Definition	Title III, Part A Immigrant

Carryover Administrative Caps Transferability



Equitable Services Initial Consultation Meeting

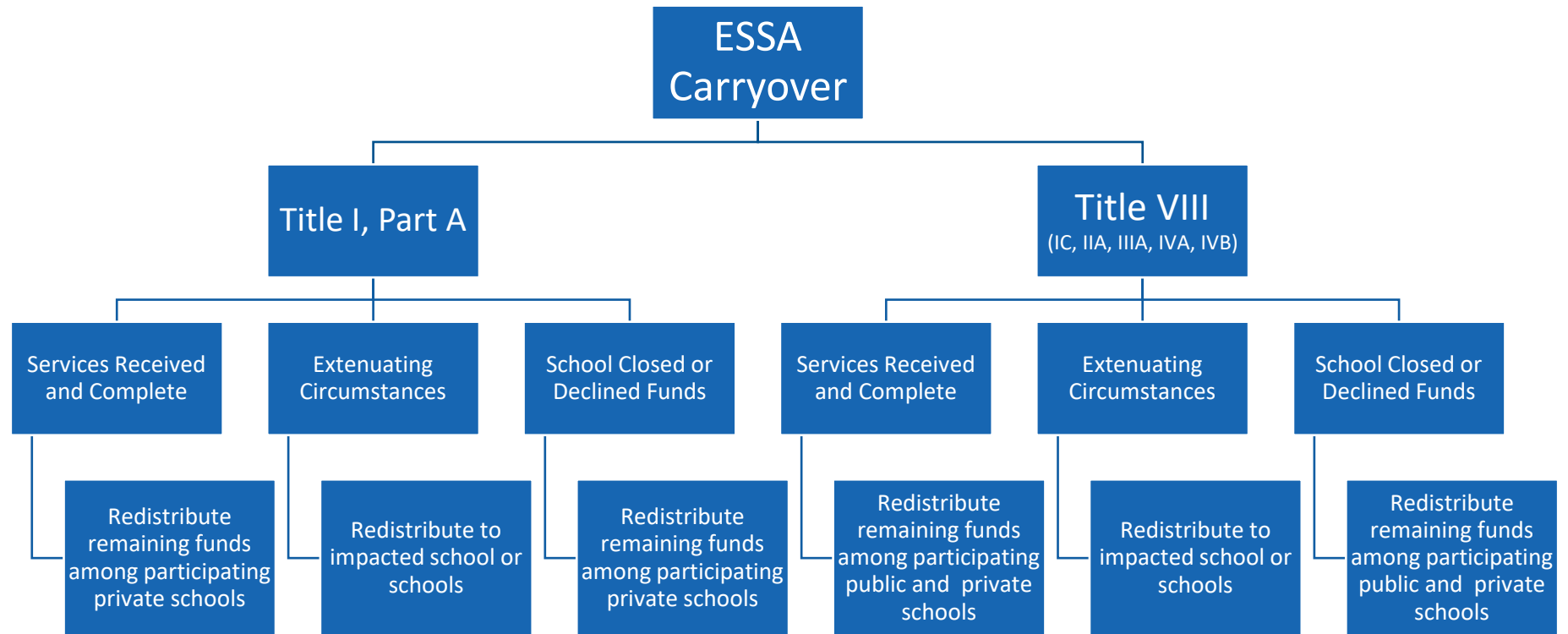
CARRYOVER

Obligation of Funds

- Funds allocated to an LEA for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families must be obligated in the fiscal year for which the funds are received by the LEA. LEAs may set reasonable deadlines to ensure services are received and expensed prior to end of year (September 30) financial closeout.
- However, there may be extenuating circumstances in which an LEA is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LEA must consult with appropriate private school officials.
- Carryover must be approved by State Ombudsman (reviewed through Form B submissions in December following the close of the initial 15-month grant period)
(ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B) Title VIII Fiscal Changes (2016) N-6, N-7)

Equitable Services Initial Consultation Meeting

CARRYOVER



Extenuating Circumstances: delayed consultation, turnover in LEA/private school officials, unexpected procurement challenges, inability to employ qualified personnel, services cost less than anticipated, natural disaster, public emergency. *(Source: IA NRG, US ED Slides NAESPA 2019)*

Equitable Services Initial Consultation Meeting

ADMINISTRATIVE COSTS AND CAPS

ESSA Program	Maximum Percentage for Administration
Title I, Part A – Improving the Academic Achievement of the Disadvantaged	*
Title I, Part C – Education of Migratory Children (MEP)	*
Title I, Part D – Subpart 2, Neglected & Delinquent (N&D)	*
Title II, Part A – Supporting Effective Instruction	*
Title III, Part A – Language Instruction for English Learners (EL)	≤2%
Title III, Part A – Immigrant Students	≤2%
Title IV, Part A – Student Support and Academic Enrichment (SSAE)	≤2%
Title IV, Part B – 21 st Century Community Learning Centers (CCLC)	≤10%
Title V, Part B – Rural and Low-Income Schools (RLIS)	*
*LEA establishes the % that is reasonable and necessary	

- Title I does not place a cap on the administrative set-aside for LEA funds or equitable services. The amount reserved must be reasonable and necessary to the administration of the grant.
- The caps for Title VIII programs apply to the administration of both the LEA Services and Private School Equitable Services. In the absence of a cap, the amount reserved must be reasonable and necessary for the administration of the grant.
- The administrative set-aside will be entered into Form A in ES4PS (see diagram below).

% LEA or Community-Based Organization plans to set-aside for equitable services administration as discussed in consultation. Where applicable, please adhere to statutory caps. (Example: 0, 2, 3.5, 4, 8.7)*
Administrative set-asides impact formula funding for ESSA programs only.

Title I A

Title I C

Title II A

Title III A

Title IV A

Title IV B

Equitable Services Initial Consultation Meeting

TRANSFERABILITY

- Under ESSA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address local needs.
- ESEA section 5103(b)(2) An LEA may transfer funds, to better address local identified needs, from the following programs:
 - Title II, Part A – Supporting effective instruction state grants
 - Title IV, Part A – Student support and academic enrichment grants
- The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred.

Equitable Services Initial Consultation Meeting

TRANSFERABILITY

An LEA may transfer funds, to better address local identified needs, to the following programs:

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education

IMPACT ON PRIVATE SCHOOLS

- Can impact the total allocation of private schools
- Can impact the services provided to private schools
- Proportionate share cannot be held out for Equitable Services. LEA and private schools must mirror regarding transferability. For example: If a LEA transfers 100% of Title II, Part A, the LEA's teachers don't have that grant anymore and the private school teachers don't either

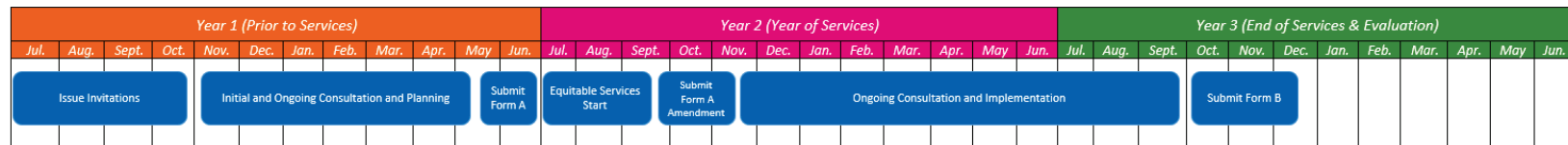
Timeline of Grant Administration



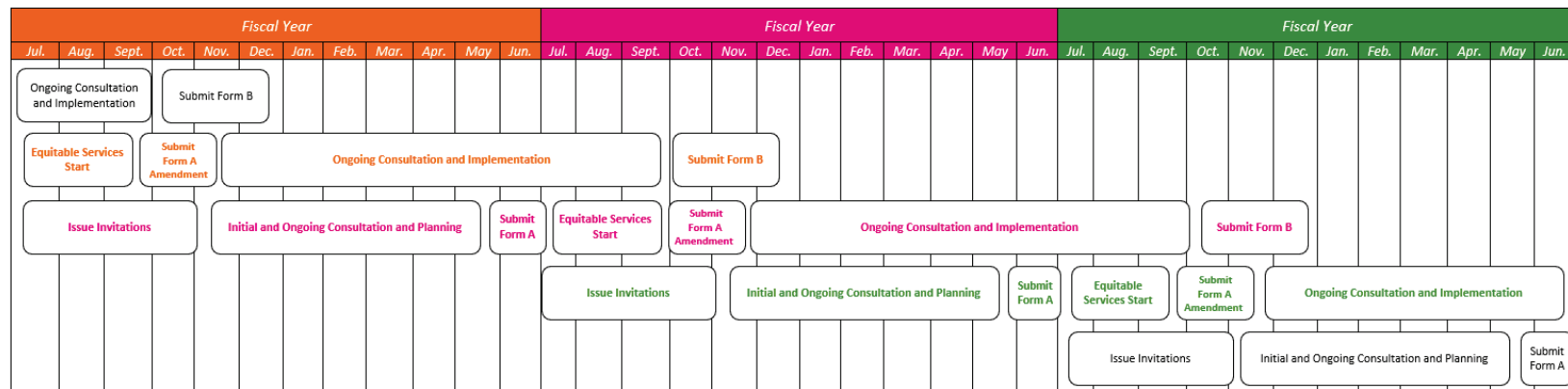
Equitable Services Initial Consultation Meeting

ESEA TIMELINE (IA, IC, IIA, IIIA, IVA)

Equitable Services Initial Consultation Timeline – Single Grant Period



Equitable Services Initial Consultation Timeline – Multiple Grant Periods



Equitable Services Initial Consultation Meeting

ESEA TIMELINE (IVB)

	Application	Year 1	Year 2	Year 3	Year 4	Year 5
ES4PS Invitations	Send in Fall prior to RFP submission for Year 1	Send Fall of Year 1 for Year 2 participation	Send Fall of Year 2 for Year 3 participation	Send Fall of Year 3 for Year 4 participation	Send Fall of Year 4 for Year 5 participation	N/A
Initial Consultation	Conduct in Fall prior to RFP submission for Year 1	Conduct Fall of Year 1 for Year 2 participation	Conduct Fall of Year 2 for Year 3 participation	Conduct Fall of Year 3 for Year 4 participation	Conduct Fall of Year 4 for Year 5 participation	N/A
ES4PS Form A	Due with RFP Submission for Year 1	Due June of Year 2	Due June of Year 3	Due June of Year 4	Due June of Year 5	
Ongoing Consultation	Plan for Year 1	Implement plan developed prior year. Update as needed.	Implement plan developed prior year. Update as needed.	Implement plan developed prior year. Update as needed.	Implement plan developed prior year. Update as needed.	Implement plan developed prior year. Update as needed.
ES4PS Form B		Send October of Year 2 to evaluate Year 1	Send October of Year 3 to evaluate Year 2	Send October of Year 4 to evaluate Year 3	Send October of Year 4 to evaluate Year 4	Send October prior to grant close to evaluate Year 5

Title I, Part A



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART A

Purpose of Title I, Part A

- Address the needs of students who are at risk of failing the state standards.
- LEAs and Title I schools use their funds to implement supplemental initiatives and interventions for eligible students based upon identified needs

Eligible Participants (schools/students/staff) for Title I, Part A

- Targeted Assistance Title I Schools
 - Students most at risk academically (based on multiple, educationally related, objective criteria), these identified students' teachers, and their parents.
- Title I Schoolwide Schools
 - All students, teachers, and parents

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART A

To generate Title I, Part A funding:

- Verify Residency: LEAs and Private Schools must list all of the students attending the private school that reside in the LEA with street addresses by grade level. The students attending private schools **must reside in a Title I attendance zone**. (The student would attend a Title I school in the public school zone).
- Determine Poverty – see poverty chart later in this section.

For provision of Title I, Part A services:

- Residency: Services provided to students that **RESIDE WITHIN** the LEA's geographical boundaries, but they can follow the student outside the LEA and/or state.
- Academic Need: Services (no direct funding) are delivered to **low achieving private school students** (eligible students) based upon **multiple, educationally related, objective criteria**.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART A

- Services are only for the eligible students, the teacher(s) that teach those eligible students, and the parents of those eligible students (similar to a Targeted Assistance Title I School)
- The planning, designing, and implementing of the Title I equitable services at private schools are the **full responsibility of the LEA**
- All equitable service decisions are to be reached **collaboratively** through **on-going, timely, and meaningful consultation** between the LEA and private school
- Private school equitable services are provided like a **Targeted Assistance Program**

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART A

- Some form of **annual evaluation** of student progress must be included (pre/posttest, current assessment data, achievement growth on a norm referenced test, etc.) and agreed upon during consultation
- Instructional interventions must be evidence-based and developed in consultation between the LEA and the private school
- Services should **supplement the instructional program** of the private school and should not replace the instructional program in the participants' regular classroom
- Remember during consultation, if the LEA has Title I set-asides for Administrative and/or Indirect Costs, then the LEA must include these costs for private schools and discuss these items during consultation.

Collaboration during consultation is the key!

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART A

Determining Poverty Count

ESEA, Section 1117 Allowable Measures

Methodology To Calculate Proportional Share In Line With Section 1117				
While methodologies must be discussed in consultation, the methodology selected is at the LEA's discretion.				
Method #1	Method #2	Method #3	Method #4	Method #5
Same Measure Used to Count Public School Students (1117(c)(1)(A))	Comparable Poverty Data From A Survey (1117(c)(1)(B))	Comparable Poverty Data From A Different Source §200.64 (c)	Proportionality (1117(c)(1)(C))	An Equated Measure (1117(c)(1)(D))
If the private school utilizes the same method to measure poverty count, such as the free and reduced priced lunch, through consultation, it may be determined the data provides an accurate count of private school students.	An LEA may use a survey to obtain poverty data comparable to those used for public school students. 1) Verification of residence in a participating Title I public school attendance area; 2) Grade level and age of each child; and 3) Income level of parents	An LEA may use poverty data for private school children that are from a different source than the data it uses for public school children so long as the income threshold in both sources is generally the same.	Utilize the low- income percentage of each participating Title I public school attendance area to the number of private school students who live in that same school attendance area.	An LEA may use an equated measure of low-income by correlating sources of data—that is, determining 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.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART A

- **An LEA in consultation with the private school develops a plan of action for equitable services provided to the private schools which includes:**
 - **A Comprehensive Needs Assessment (CNA)** of the private school's **eligible** students, their parents, and their teachers
 - Information needed to complete **multiple, educationally related, objective criteria** to determine the most **academically at-risk students**
 - A method to annually evaluate the Title I equitable services to determine the progress being made in meeting students' academic needs
 - **A Plan for next year's equitable services** in the current school year through **ongoing consultation meetings**

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART A

Examples of Title IA Allowable Equitable Services may include, but are not limited to, the following

- Instructional services provided by public school employees or third-party contractors;
- Expanded learning time, including before- and after-school programs;
- One-on-one tutoring;
- Home tutoring;
- Summer school programs;
- Counseling programs;
- Mentoring programs;
- Computer-assisted instruction;
- Instruction using take-home computers; and
- Any combination of the above.

***Simply providing a school with instructional materials is not allowable-
supplies alone would not be a viable instructional program***

Title I, Part C



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART C

Purpose of The Migrant Education Program (MEP)

- The Migrant Education Program is a Federally-funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves, and
- To ensure that migrant children fully benefit from the same free public education provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are met.

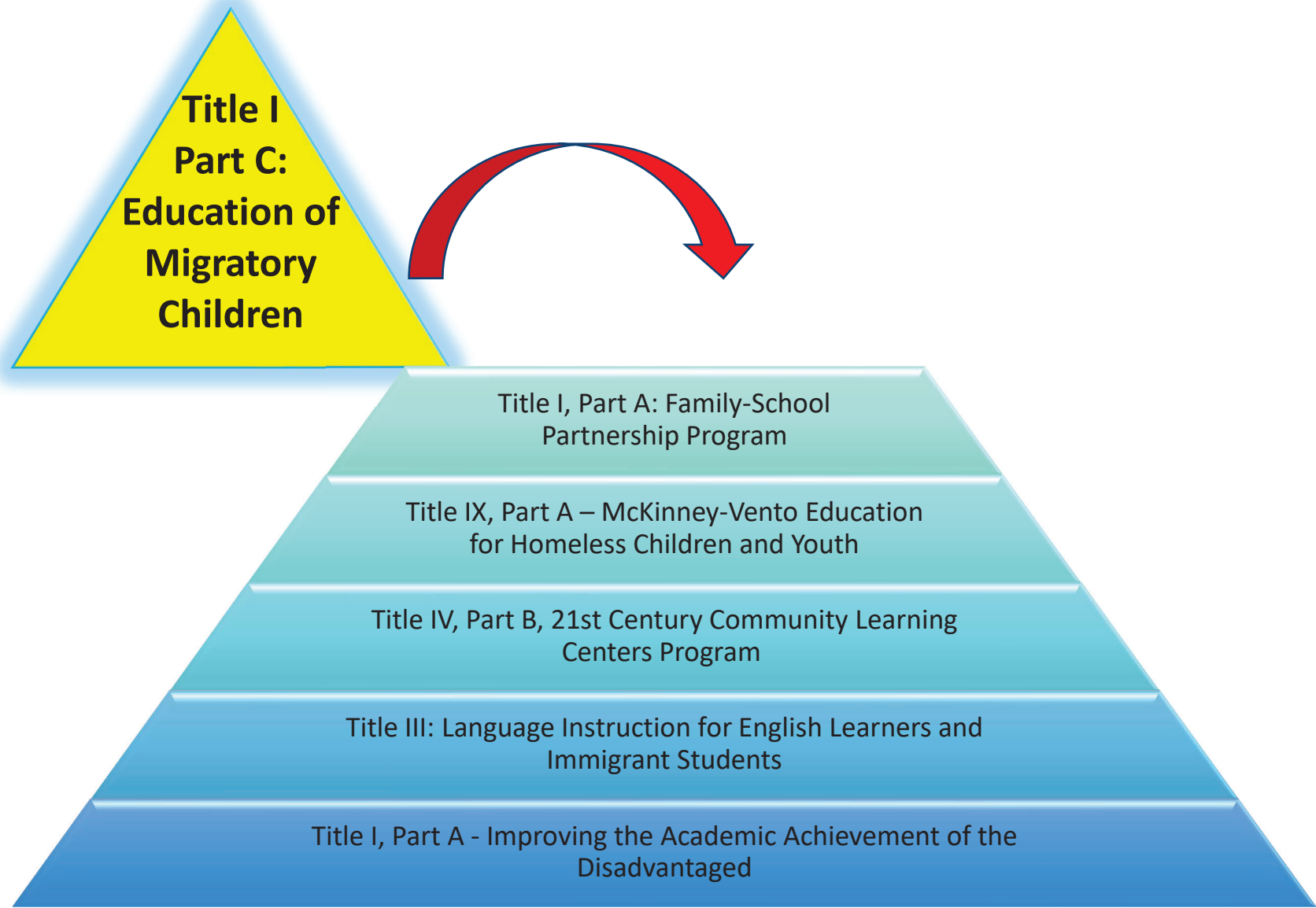
Equitable Services Initial Consultation Meeting

ELIGIBLE STUDENTS FOR THE MIGRANT EDUCATION PROGRAM (MEP)

- If the child is not older than 21 years of age and is entitled to a free public education (through grade 12) under State law, *or* the child is not yet at a grade level at which the LEA provides a free public education, and
- The **child** made a qualifying move in the preceding 36 months as a **migratory agricultural worker** or a migratory fisher, **or** did so with, or to **join a parent/guardian** or spouse **who is a migratory agricultural worker** or a migratory fisher; *and*
- The child moved due to economic necessity from one residence to another residence, and from one school LEA to another.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART C



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART C

- *Title I Part C:* requires SEAs that receive MEP funds to provide educational services or other benefits on an equitable basis to eligible migrant children who are enrolled in private schools, and teachers located in the geographic area served by the LEA. This must be done after timely and meaningful consultation with appropriate private school officials.
- The allocation is determined on a per pupil basis.
- The SEA and local operating agency have the discretion to determine what number of eligible migrant students attending a private school is too few to serve, so long as this determination is made on an equitable basis.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART C

- Evidence-based supplemental academic support
- In-class, small group pull-out, intersession, after school and summer school supplemental academic support and enrichment opportunities
- Before/after school, extended day, Saturday or vacation programs, in-home instruction
- Homework assistance and test preparation
- School supplies, instructional software
- Academic support for preschoolers and out of school youth and drop out students
- Professional learning

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE I, PART C

- The LEA and/or the SEA identifies and recruits eligible migrant children and youth.
- The LEA identifies the academic needs of their migrant participants (preschool, K12 and out of school youth and or drop out students) through the local Comprehensive Needs Assessment.
- The LEA submits the required Title I Part C Implementation Plans for approval.
- The LEA must meet the academic needs of Priority for Service students first.
- The LEA and participating private school must work together to collect and report academic and support services data to the SEA.

Title II, Part A



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE II, PART A

Purpose of **Title II, Part A – Supporting Effective Instruction**

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

Eligible Participants for **Title II, Part A**

- Teachers to include instructional coaches
- Principals to include assistant principals
- Other School Leaders (school level – instructional and managerial)
- Other personnel as specified by a use of fund in Section 2103

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE II, PART A

- **Timely** and **meaningful consultation** should occur **before** and **during** equitable services
- The GaDOE recommends that the private school leader or designee involved in consultation have instructional knowledge and access to individual student data and teacher information
- Title II, Part A is the federal grant most often selected by private schools in which to participate and the one most often transferred by LEAs into other federal grant funds to meet student needs.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE II, PART A

- **Allowable local uses of funds listed in Section 2103 of the law**
 - Professional Development Activities
 - Pedagogy, Content, and Student Supports and Interventions
 - Career Advancement
 - Recruitment and Retention Activities
- **Non-allowable local use of funds as stated in Non-Regulatory Guidance: Fiscal Changes and Equitable Services (2016)**
 - Class Size Reduction

Equitable Services Initial Consultation Meeting

Program Overview – Title II, Part A

- Each Title II, Part A funded activity/intervention must:
 - Adhere to applicable laws and regulations
 - Be reasonable and necessary
 - Supplement and complement the instructional program of the private school
 - Address the needs of individual students and not the students in general or perceived needs of teachers
 - Address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students
 - Align to (1) the purpose of the grant, and (2) with Section 2103 Title II, Part A Local Use of Funds (see next slide)

Equitable Services Initial Consultation Meeting

Program Overview – Title II, Part A

ESSA Title II, Part A LEA Local Use of Funds

Authorized Use of Funds (A)

- (A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that
- (i) is based in part on evidence of student achievement, which may include student growth; and
 - (ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

Authorized Use of Funds (B)

- (B) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide
- (i) expert help in screening candidates and enabling early hiring
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems
 - (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation
 - (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to
 - (I) improve classroom instruction and student learning and achievement; and
 - (II) increase the retention of effective teachers, principals, or other school leaders
 - (v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and
 - (vi) a system for auditing the quality of evaluation and support systems.

Authorized Use of Funds (C)

- (C) Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders.

Authorized Use of Funds (D)

- (D) Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers.

Authorized Use of Funds (E)

- (E) Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to
- (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the "Family Educational Rights and Privacy Act of 1974") (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
 - (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
 - (iv) help all students develop the skills essential for learning readiness and academic success;

Authorized Use of Funds (F)

- (F) Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards

Authorized Use of Funds (G)

- (G) Providing programs and activities to increase
- (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

Authorized Use of Funds (H)

- (H) Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate.

Authorized Use of Funds (I)

- (I) Carrying out in-service training for school personnel in
- (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism

Authorized Use of Funds (J)

- (J) Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as
- (i) early entrance to kindergarten;
 - (ii) enrichment, acceleration, and curriculum compacting activities; and
 - (iii) dual or concurrent enrollment programs in secondary school and postsecondary education.

Authorized Use of Funds (K)

- (K) Supporting the instructional services provided by effective school library programs.

Authorized Use of Funds (L)

- (L) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

Authorized Use of Funds (M)

- (M) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.

Authorized Use of Funds (N)

- (N) Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback

Authorized Use of Funds (O)

- (O) Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce

Title III, Part A



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE III, PART A

Purpose of Title III, Part A Language Instruction for English Learners (ELs) and Immigrant Students:

1. Help ensure ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
2. Assist teachers and school leaders to establish, implement, and sustain effective language instruction educational programs
3. Promote parental, family, and community participation in language instruction educational programs designed for them

Participants in Title III, Part A Programs:

- Identified eligible EL students
- EL students' parents and families
- Teachers and school leaders of ELs

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE III, PART A

- An LEA, in consultation with officials of non-profit nonpublic schools located in the geographic area served by the LEA, determines the appropriate services based on the English language and academic needs of **identified** eligible K-12 private school English learner (EL) and immigrant students, and the language or U.S. adaptation needs of their parents, and the teaching skill needs of their teachers, including other educational personnel.
- Services are determined based on the amount of funds available for such services, i.e., the per pupil allocation amount.
- Services are designed for identified ELs – those who are initially eligible and those who continue to be eligible per English language proficiency (ELP) screeners and tests – and for identified immigrant students per ESSA statute criteria.
- Students who no longer qualify as EL (i.e., have reached full English proficiency) or as immigrant (in U.S. schools more than 3 full academic years) are not eligible for Title III, Part A equitable services.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE III, PART A

- Services and activities must be based on research evidence that they will be effective for English learners and/or immigrant students.
- Services must demonstrate effectiveness to increase students' English language proficiency (ELP) and academic achievement.
- Services must be secular, neutral, and non-ideological.

Examples of Title III, Part A services:

- Administration of ELP screener and assessment for identification and for evaluation of effectiveness of services.
- Purchase of supplemental English language development (ELD) instructional materials and/or supplies (LEA maintains on Title III, Part A inventory)

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE III, PART A (EXAMPLES CONT.)

- Supplemental English language development (ELD) instruction, including tutoring (before, during, after-school hours, weekends)
- Participation of ELs in ELD-focused summer school for ELs
- Participation of EL parents in activities to increase English literacy and understanding of U.S. schooling
- Participation of teachers of ELs (or other educational personnel) in LEA-sponsored professional learning (PL) or PL organized specifically to meet the needs of private school teachers
- Any teacher who is an LEA employee providing Title III services to private school ELs must be proficient in English.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE III, PART A

- Participation is equitable if the LEA:
 - (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis;
 - (2) provides, in the aggregate, approximately the same number of services to students and educational personnel with similar needs;
 - (3) spends an **equal amount of funds** to serve similar public and private school students and educational personnel; and
 - (4) provides both groups of students and educational personnel equal opportunities to participate in program activities.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE III, PART A

- Services should be designed to meet the language needs of the EL students and to supplement the educational services provided by the private school.
- If needs are different from those of public-school students, the LEA, in consultation with private school officials, must develop a separate program design that is appropriate for their needs.
- Services may be provided directly by the LEA or by a third-party contractor who is independent of the private school and any religious organization.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE III, PART A

- Administration of English language proficiency (ELP) assessment for identification and/or for the purpose of annually evaluating the effectiveness of services (may include testing materials, teacher testing training, and stipends to teacher to administer assessments).
- In consultation, the LEA and private schools will determine whether they will use the WIDA ELP screener and assessments (see additional process to participate in WIDA online assessments) or another valid and reliable ELP screener and assessment (list provided on the [GaDOE Ombudsman website](#)).

Title IV, Part A



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART A

Purpose of **Student Support and Academic Enrichment**

- The purpose of the Title IV, Part A SSAE Grant is to **improve students' academic achievement** by increasing the capacity to—
 - (1) provide all students with access to a well-rounded education;
 - (2) improve school conditions for student learning; and
 - (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Eligible Recipients for **Student Support and Academic Enrichment**

- All students, teachers and school leaders of eligible private schools within the geographic boundaries of the LEA

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART A

Well-Rounded Education	Safe and Healthy Students	Effective Use of Technology
Private school activities address		
• Instructional content delivered to students in core academic areas or fine arts, foreign languages, health, and physical education • Social-emotional learning	• Improvement of school culture and climate • SPECIAL NOTE: School-based mental health service providers must be state-licensed or state-certified school counselors, school psychologists, school social workers, or other state qualified mental health professionals qualified to provided mental health services to children and adolescents.	• Staff development that impacts learning delivered through digital means and supports academic growth • SPECIAL NOTE: While hardware and software are allowable, LEAs must consider the SUM of all requests for private schools to maintain programming that meets statutory expenditure requirements. This may limit the ability of LEAs to fulfill technology-related requests.

Private schools:

- Provide intent and purpose of all activities to determine allocability/allowability
- Identify specific supplies, equipment, resources, and materials, including the exact number of units
- Describe conference information, including content, date, and location of events

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART A

Tips for providing positive and meaningful Equitable Services

- Clarify and capture 'givens' during Initial Consultations
 - Breakout Allocations and utilizing funds during fiscal year of allocation
 - Plan/Budget/Spend/Implement/Monitor/Measure/Report
 - Allocability/Allowability to a focus area
 - Unallowable Services/Purchases
 - Activities are prioritized and needs-based
 - "Buckets"-Relationship between requested services/purchases and LEAs responsibility to maintain balanced IVA budget-Private schools are not responsible to meet statute minimum spending requirements
 - 20/20/Portion Rule
 - 15% Cap on Tech
 - *Private school equitable services is included in calculations for meeting statute minimums
- Common Procedures
 - Reimbursement
 - Travel/Conferences/Fees-Allowability regarding secular/non-secular supports
 - Continued consultations, monitoring and supervision of implementation
 - Plans/needs change
- Federal Law
 - Allowability requirements for mental health screeners (risk behaviors), assessments and/or services. ESEA Sec. 4001

Title IV, Part B



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART B

The purpose of the **Title IV, Part B, Nita M. Lowey 21st Century Community Learning Centers Grant (21st CCLC)** is to:

Provide federal funds to establish or expand community learning centers that operate during **out-of-school hours** and that have **three** required specific objectives:

- 1.)** To provide opportunities for academic enrichment and tutorial services to help students meet academic standards;
- 2.)** To offer students a broad array of additional services, programs, and activities that reinforce and complement the regular academic program; and
- 3.)** To offer families of 21st CCLC students opportunities for active and meaningful engagement in their child's education

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART B

- Eligible recipients for Title IV, B, 21st CCLC funding include Local Educational Agencies (LEAs), Community Based Organizations such as public or private organizations, faith and community-based organizations, and institutes of higher education
- Discretionary grant
- 21st CCLC Programs will initiate and manage consultation with private schools within the geographical area of the service school
- Private school can participate in services offered but will not receive an allocation
- Transportation is provided
- Five-year grant period contingent upon the availability of continued funding and evidence of growth and progress as documented in the annual evaluation report and the 21st CCLC Annual Performance Reporting (APR) system

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART B

- Student academic and enrichment; tutoring
- Homework assistance
- Test preparation; Credit recovery
- Technology
- Archery, physical activities, sports, art, painting, field trips
- Healthy lifestyles; nutrition
- STEM/STEAM such as Lego robotics
- Family engagement activities such as parental involvement and family literacy
- Drug and violence prevention programs and counseling programs;
- Career readiness skills
- Summer school

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART B

Private Schools should:

- Actively participate in the consultation meetings initiated and managed by 21st CCLC programs
- Provide the names of the private school officials who should be included in the consultation process along with their roles and levels of authority.
- Provide input in the development of a timeline for consultation; offer suggestions regarding program design, implementation, and evaluation.
- Provide documentation to identify students who are eligible. Such documentation might include, but not be limited to, data indicating the academic needs of students.
- Complete any appropriate forms needed to ensure the delivery of equitable services.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – TITLE IV, PART B

- Private schools may apply for 21st CCLC grants and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation.
- Private school subgrantees must provide equitable access to the program for all public school students and their families who reside in the specific attendance zone of the public school to be served by the proposed program.
- Additional information regarding future grant competitions is available via the Title IV, Part B program website at <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx>

IDEA



Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – IDEA

Purpose of **IDEA equitable services**

- Provide special education and related services to parentally-placed private school children with disabilities
- Provide parentally-placed private school children with disabilities an opportunity for equitable participation in the services funded with federal IDEA funds (IDEA 611 Flowthrough and IDEA 619 Preschool)

Eligible Students for **IDEA equitable services**

- Students with disabilities (preschool – 12th grade) who are parentally placed in a nonprofit private elementary or secondary school
- Home-schooled students with disabilities
 - In Georgia, home-schooled students are treated as private school students in regard to special education.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – IDEA

The LEA where private school is located (or where home-schooled student resides) is responsible for:

Timely and Meaningful Consultation

- Invite and consult in a timely and meaningful way with private school representatives and parents of private school children, and parents of home-schooled children prior to other required activities
- Discuss the following required topics:
 - 1) The Child Find process and how parentally-placed private/home school children with disabilities can participate equitably;
 - 2) The proportionate share amount of federal funds available to serve parentally-placed private/home-schooled children with disabilities and how it was calculated;
 - 3) Consultation process, methodology and schedule for the school year;

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – IDEA

- 4) How, where, and by whom special education and related services will be provided for parentally-placed private/home-schooled children with disabilities, including a discussion of the types of services, how the service will be apportioned if there are insufficient funds to serve all the children and how and when these decisions will be made (prior to school starting); and,
 - 5) How the LEA shall provide a written explanation to private school officials of the reason why the LEA chose not to provide services if the LEA and private school officials disagree
- Collaborate with all parties
 - Engage in consultation as often as needed
 - Obtain written affirmation from participants following consultation meeting

Note: Following consultation, the LEA must make the final decisions on services to be provided.

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – IDEA

Child Find and Individual Evaluations

- Carry out child find activities to locate, identify and evaluate all parentally-placed private school children with disabilities within the LEA's jurisdiction
- Conduct child find activities comparable to those conducted for public school students
- Evaluate and determine whether parentally-placed private school children are eligible for special education services

Proportionate Share and Expenditures

- Expend a proportionate share of federal IDEA funds (IDEA 611 Flowthrough and IDEA 619 Preschool) on equitable services for parentally-placed private school children with disabilities
- Calculate the proportionate share amount based on the previous year's October Child Find count

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – IDEA

- Determine the services to provide certain parentally-placed private school children with disabilities after timely and meaningful consultation
 - Must only provide parentally-placed private school children with an opportunity for equitable participation since the children have no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school
- Must spend proportionate share funds on special education instruction and related services
 - Examples of Indirect Services: Consultative services, equipment, or materials for eligible parentally-placed children with disabilities or training for private school personnel on special education related topic
- May not use proportionate share funds to meet the needs of a private school or the general needs of the students enrolled in the private school

Equitable Services Initial Consultation Meeting

PROGRAM OVERVIEW – IDEA

- Must use proportionate share funds to meet the special education and related services needs of parentally-placed private school children with disabilities
- Required to carry over any unspent proportionate share funds for one year

Services Plans

- Develop and implement services plans for each parentally-placed private school child with a disability who has been designated to receive equitable services
- Initiate and conduct meetings to develop, review and revise a services plan
- Ensure that a representative of the private school attends each meeting

Contacts



Equitable Services Initial Consultation Meeting

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Equitable Services Initial Consultation Meeting

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An email response will be provided for any questions not answered during the sessions.

District Breakout Rooms

Schools will self-select a breakout room; if a school does not have the self-select option, please place in chat box which district breakout room you would like to visit first.

Room 1 – Atlanta Public Schools

Room 2 – City Schools of Decatur

Room 3 – Clayton County Schools

Room 4 – Cobb County School District

Room 5 – DeKalb County School District

Room 6 – Fulton County Schools



Breakout rooms will be on a 10-minute rotation; however, schools may change rooms before the rotation.

MetroArea
Equitable
Services
Survey

