



Where Excellence and Creativity Merge

Equitable Services

Initial Consultation Meeting

February 5, 2026 at 10:00 AM

Attendance:



Agenda Action Items:

- Initial Consultation for the provision of equitable services in the 2026-2027 school year or Fiscal Year 2027 (FY27).
- Questions/answers
- Contact Information

The Elementary & Secondary Education Act

The Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) provides Local Education Agencies (LEAs) and their schools with supplemental financial resources and assistance to ensure equitable access to a high-quality education, regardless of student economic status or other equity factors.

The ESEA includes equitable participation of private school students, teachers, other educational personnel and in some cases, families.

Provisions for equitable services are found in Title I, Part A (ESEA section 1117) and for qualifying programs in Title VIII, Part F (ESEA sections 8501-8504)

What are Equitable Services?

Equitable services are educational supports funded with federal dollars that must be provided to eligible students and teachers in private, nonprofit schools, even though the funding flows through public school districts. These services are designed to address specific academic or instructional needs such as tutoring, professional development, or instructional resources rather than providing direct funding to private schools. Public school districts are responsible for planning and delivering these services in consultation with private school officials. The goal is to ensure fair access to federally funded support, regardless of where a student attends school.

Eligible Programs for Equitable Services

- Title I, Part A - Improving the Academic Achievement of the Disadvantaged (ESEA section 1001))
- Title VIII, Part F covers the following programs (ESEA sections 8501- 8504):
 - Title I, Part C - Education of Migratory Children
 - Title II, Part A - Supporting Effective Instruction
 - Title III, Part A - Language Instruction for English Learners and Immigrant Students
 - Title IV, Part A - Student Support and Academic Enrichment
 - Title IV, Part B - 21st Century Community Learning Center
- Individual with Disabilities Education Act (IDEA)

Equitable Services - Requirements

- **Equitable:** The LEA must provide services and other benefits for non-public school students and teachers in a timely manner that are equitable in comparison to the services and benefits provided for public school students and teachers.
- **Beneficiaries:** The LEA may provide equitable services to any students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.
- **Secular:** The LEA must provide equitable services and other benefits, including materials and equipment, that are secular, neutral, and non-ideological.

Equitable Services - Requirements

- Timely: Consultation occurs before an LEA makes any decision that affects the opportunities of nonpublic students and teachers to receive equitable services. ESSA requires ongoing consultation. Consultation for FY27 begins now.
- Design and Development: An LEA must consult with non-public school officials during the design and development of the LEA's activities. The goal is to reach agreement on how to provide equitable/effective services. The LEA transmits the results of that agreement to the ombudsman through the Private School Intent to Participate Form, Affirmation of Notification and Initial Consultation Form and Budget submission.
- Delivery Mechanisms: Consultation includes discussion of service delivery mechanisms an LEA may use to provide equitable services.

Equitable Services - Requirements

- Disagreement: If the LEA disagrees with the views of the private school officials on the provision of services, it will provide in writing to such private school officials an analysis of the reason(s) why it has chosen not to honor a request. (34 C.F.R. § 299.12)
- Complaints: To help ensure that private school children, teachers, and other educational personnel receive services equitable to those in public schools, a state educational agency must designate an ombudsman to monitor and enforce Title I and Title VIII equitable services requirements. Non-public school officials have a right to file a complaint with the SEA. The complaint

Key Information

- Federal programs are supported by tax dollars, so children and teachers of nonprofit schools are eligible for Equitable Services.
- Services should be equitable, not necessarily identical, to the public schools and designed to meet the needs of private school students and teachers.
- Services for private school students should begin at the same time as the public schools.
- Private schools must provide proof of nonprofit status.
- LEAs must verify the physical location of the school.
- Schools (or students) receive services, not actual funds.
- Services should be supplemental.

The Role of the LEA

- The LEA consults with private school officials during the design and development of the program and completes forms
- The LEA coordinates and implements equitable services, ensuring timely delivery of services
- The LEA monitors the implementation of services
- The LEA conducts ongoing consultation with private school officials to ensure services and activities are implemented as expected
- The LEA obligates funds and tracks current year expenditures
- The LEA adjusts activities based on needs in consultation with private school officials
- The LEA handles budget adjustments
- The LEA evaluates the effectiveness of the equitable services program
- The LEA manages federal funds and cannot reimburse the private school for expenses

Grant Management

- Control of Funds: Control of funds and title to materials, equipment, and property must be in public agency (LEA).
- Administrative/Indirect Costs: The LEA must communicate with the private school the reservation funds that are reasonable and necessary for administering equitable services.
- Availability: An LEA must obligate funds for equitable services in the fiscal years for which those funds are intended for services.
- Use of Funds: Funds may be used for any activity authorized under ESEA, IDEA, the Adult Education and Family Literacy Act, Perkins and McKinney-Vento.

Grant Management

- Procedures: During consultation, LEAs should share local procedures relative to processing and purchasing requests. Both parties should discuss timing and methods for ongoing communication and consultation.
- Reporting: Both parties may need to provide information relative to reporting as needed to meet state reporting requirements.
- Audits and Monitoring: Funds are subject to auditing and monitoring at the LEA level.

LEAs use DE1111 and subsequent documentation to determine:

- DE1111:

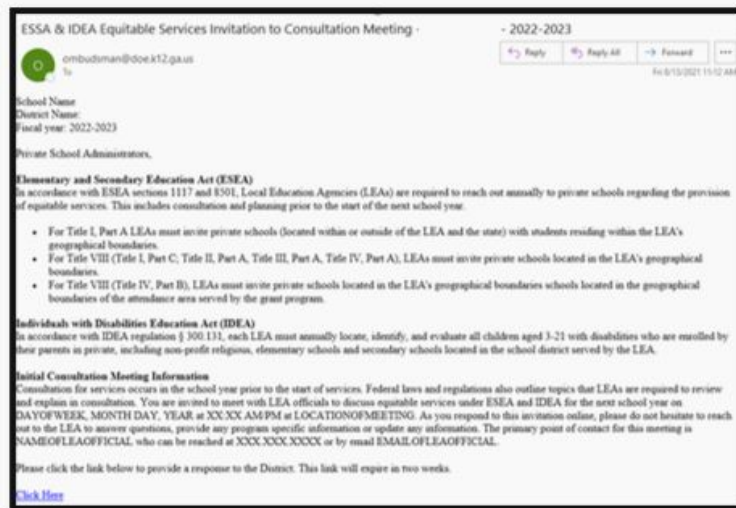
- ## DE1111 & Data Collections

[illegible]

Equitable Services Initial Consultation Meeting

DOCUMENTING EQUITABLE SERVICES – ES4PS INVITATIONS

Equitable Services for Private Schools (ES4PS)

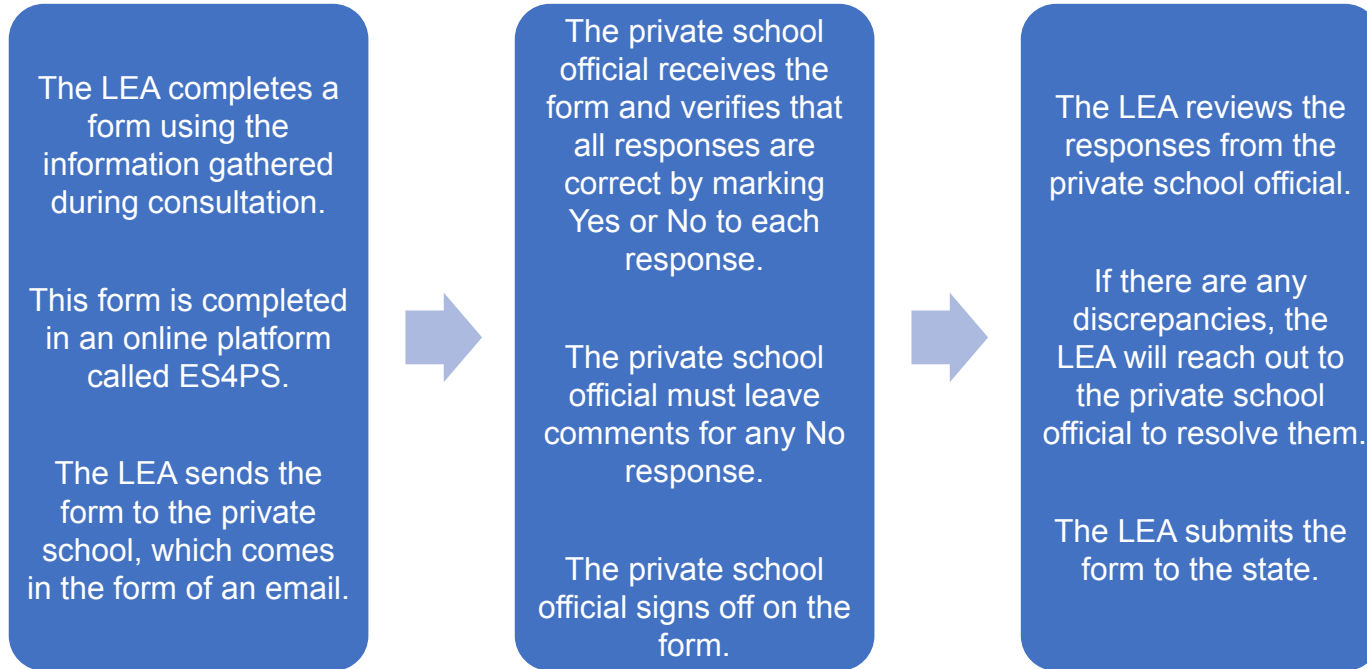


Screenshot of Previous Initial Invitation to Consult Email Template

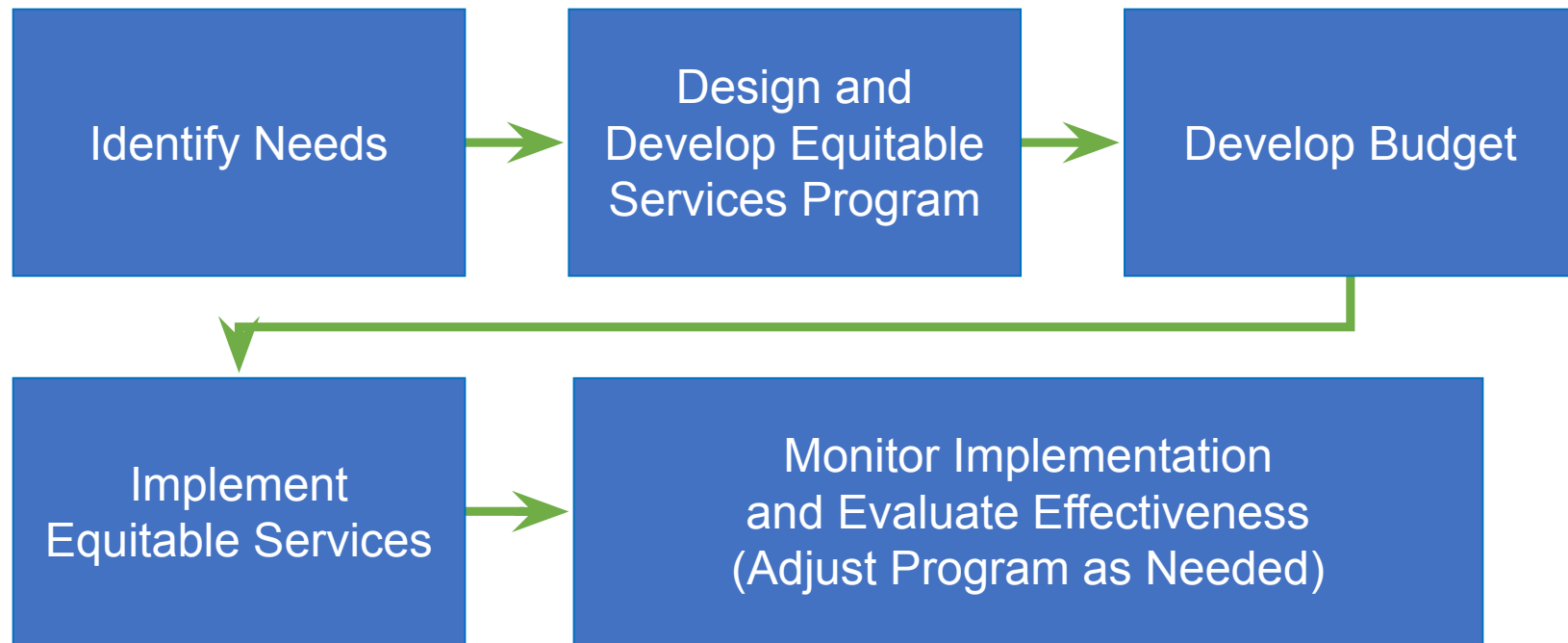
Invitation Purpose:

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

Equitable Services for Private Schools (ES4PS) - Form A



Equitable Services for Private Schools Alignment



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 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 Count of eligible K-12 migrant students prior to June 15 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 EL and/or immigrant students - Count of total K-12 EL students (identified using 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 in the year in which services are provided and reported no later than 1st Tuesday in October
Title IVB	To private schools within the LEA Count of total K-12 enrollment of private schools within LEA geographic boundaries & program service zone taken during Spring Attendance Report the year prior to services (should also be reflected in 21st CLCC application).
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).

All of these allocations will be calculated by the state and ESSA programs will be posted online.

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

An LEA in consultation with the private school develops a plan of action for equitable services provided to the private schools which includes:

- Comprehensive Needs Assessment (CNA) of the private school's eligible students, their parents, and their teachers
- School Improvement Plan (SIP) to address the needs of qualified students that are at risk of failing academically
- Continued program evaluation
- Information needed to complete a multiple objective, academic selection criteria to determine the most academically at-risk students
- Measure of academic performance - baseline and growth
- Plan for next year's equitable services in the current school year through ongoing consultation meetings
- Interventions that are evidence based

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

Examples of Title IA allowable Equitable Services

- Extended learning time during the school day
- Instructional services provided by public school employees or third party contractors
- Computer-assisted instruction
- Family literacy programs
- Extended day services, counseling programs, tutoring (before/after school, at home, or on Saturdays)

In addition, teachers and families of participating private school students may participate, on an equitable basis, in services and activities provided with Title I funds.

Title I, Part A - Funding

- Verify Residency - Private schools must list all students attending the private school that reside in the LEA with street address and grade level. Students must live in a Title I attendance zone.
- Poverty determination must include methodology.
- Services provided may follow students to private school outside the LEA or state.
- Academic Need - Service (no direct funding) is delivered only to students most at risk (eligible students) based upon multiple objective, academic selection criteria.
- Services are only for eligible students, their teachers, and their parents (similar to a Targeted Assistance Title I School).

Determining Poverty

Title I, Part A: Methodologies To Calculate Poverty Counts				
<i>While methodologies must be discussed in consultation, the methodology selected is at the LEA's discretion. LEAs may use one or more methods across schools and within schools.</i>				
Method #1	Method #2	Method #3	Method #4	Method #5
Same Measure Used to Count Public School Students	Comparable Poverty Data From A Survey	Comparable Poverty Data From A Different Source	Proportionality	An Equated Measure
If the same measure of poverty used to count public school children is available for private school students (e.g., FRPL data) and an LEA concludes, after consultation with appropriate private school officials, that the data will yield an accurate count of private school students, the Department recommends that the LEA use the same measure.	An LEA may use a survey to obtain poverty data comparable to those used for public school students and need only send survey forms to families with children who reside in participating Title I public school attendance areas. The following information must be collected: student residency, grade level and age, household income, and number of people living in the home.	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.	An LEA may apply the low-income percentage of each participating Title I public school attendance area to the number of private school children who reside in that school attendance area to derive the number of private school children from low-income families.	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.

Eligibility - Qualifier Summary

Title I

- Non-Profit Status
- Residency in a Title I Attendance Area
- Verification of Poverty Data
- Beyond Geographic Boundaries
- Qualifying academic measure

Title I Schools - FCPS

- Bennett's Mill Middle
- Flat Rock Middle
- Cleveland Elementary
- Fayetteville Elementary
- North Fayette Elementary
- R.J. Burch Elementary
- Spring Hill Elementary

Title I, Part C - Education of Migrant Children

Title I, Part C grants provide high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

- No students at present
- Allocation determined per pupil (SEA & LEA have discretion to determine what number of eligible students are too few to serve)
- Implementation Plan and supporting data required on an ongoing basis

Title II, Part A - Supporting Effective Instruction

All Title II, Part A expenditures must address specific student needs or teacher professional development needs.

Activities may include:

- Professional development for educators
- Training for selecting and implementing formative and classroom-based assessments
- Identifying gifted and talented students
- Mental health support
- Supporting instructional services provided by effective school library programs
- Preventing and recognizing child sexual abuse

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

Title III, Part A grants provide funding to:

- Tutor English Learners (EL) before, during, or after school hours
- Supplemental instructional materials and supplies or digital language learning programs
- Summer school programs to provide English language instruction
- Administration of an English Learner Proficiency assessment for the identification of ELs and/or to evaluate effectiveness of services provided
- Professional development for private school teachers of ELs
- Family literacy services
- Parent and family outreach and training activities to support the education of ELs in private schools

Title IV, Part A - Student Support and Academic Enrichment

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

Timeline

- January - February 2026 - Initial Virtual FY26 Private School Consultation for FY27
- February - March 2026 - Private School Eligibility verification documentation
- March - April 2026 - FY26 & FY27 Private School Individual Consultation meetings
- April - June 2026 - FY27 data collection, FY27 Private School Plan development, Continued Consultation
- July-August 2026 - FY27 Private School budget preparation, Continued Consultation
- September 2026 - June 2027 - FY27 Private School Equitable Services and Continued Consultation

For additional information and resources please visit the State Ombudsman website

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

Individuals with Disabilities Education Act (IDEA)

The LEA must locate, identify, and evaluate any students with disabilities attending private schools or homeschool within Fayette County. These efforts must be similar to those undertaken in public schools.

The LEA must report the number of children who are evaluated for eligibility for special education and related services at least annually.

The LEA must report the number of children with disabilities who attend not-for-profit private schools and homeschool within Fayette County in the annual Child Count in October of each year.

The LEA determines the equitable services to be provided to the eligible students with disabilities through timely, meaningful, and ongoing consultation with private school representatives and parents.

Individuals with Disabilities Education Act (IDEA)

The LEA must develop and implement a services plan for each eligible student to be in place at the beginning the school year, stating the special education and related services that the student will receive. The plan must be reviewed and revised periodically but not less than annually.

The LEA must report the children who are served through services plans in the Child Count each October.

The LEA must expend the same proportion of federal funding for those privately placed childrens with disabilities as for students with disabilities attending public schools within the LEA.

Equitable services can be direct or indirect and can be provided by District employees or contracted services providers who meet the same standards as personnel providing services in the public schools. An employee of the private school can provide equitable services if the employee works outside his/her regular hours of duty and under LEA supervision.

Individuals with Disabilities Education Act (IDEA)

The LEA cannot use federal funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The LEA shall use funds to meet the special education and related services needs of children enrolled in private schools but not for the needs of the private school or the general needs of children enrolled in the private school.

The location for the provision of equitable services can be the private school or the LEA facility.

If transportation is necessary for a child to receive equitable services, transportation from the services site to the private school can be included in the cost of equitable services.

Contact Information

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Thank you!

Please fill out the attendance survey below.

<https://forms.gle/iU15jfxLVGHNVBC86>

