Equitable Services to Private Schools
Webinar Series

Finalizing the Design

Webinar 4 of 4

April 17, 2014

Just to recap…

Titles I-A, I-C, II-A, and III
Timely and Meaningful Consultations

- Intent to Participate
  - annually contact private school officials from private schools that have students who reside in the LEA (regardless of whether the private school is located in the LEA for Titles I-A, I-C, and III). For Title II-A, it is only private schools within LEA boundaries.
  - Thoroughly explain intent and purpose of all the Federal programs for which the LEA participates.
  - Provide “a genuine opportunity for all parties to ask questions and express their views and to have those views considered.”
  - Obtain an Intent to Participate form from each private school official.
- Consultation and planning
  - Specific topics are included
  - ALL consultations are completed prior to the completion of the CFSGA
  - Affirmation of Consultation is signed and dated by the private school officials

Title I-A
Important Points

1. Consultations, including planning and design of the programs, take place the year before services begin.
2. Spring of current school year – funds are reserved for services that begin in the fall and are based on low-income counts (use March 1 counts) for I-A.
3. Fall of upcoming school year – services are provided to *eligible* students based on need as demonstrated through multiple educational objective criteria.

Title I-A

Who is served?

- Determine the equitable services amount based on number of *eligible* students and per-pupil allocations

  -"eligible" =

  - Residence: child must reside in a participating public school (Title I-A) attendance area AND
  - Educational need: Be failing or at risk of failing based on educational criteria (multiple, educationally related objective criteria)
  - NOTE: (Poverty is not a criteria for determining who is *eligible* for services).

Title I-C
Important Points

1. Consultations, including planning and design of the programs, take place the year before services begin.
   a. Private schools most likely have different needs than the LEA. This consultation is an opportunity for the both public and private schools to discuss specific supplementary services that meet the needs of migrant students.
2. Spring of current school year – funds are reserved for services for the upcoming school year. Funding is based on a subgranting formula.
3. Fall of the upcoming school year – services are provided to *eligible* students based on needs identified in the district's comprehensive needs assessment process.

Title II-A
Important Points

1. Consultations, including planning and design of the programs, take place the year before services begin.
2. Spring of current school year – funds are reserved for services the next fall based on the expected private school total enrollment for Title II-A.
3. Fall of next school year – services are provided to *private school teachers* based on need as demonstrated through private school needs assessment and consultation.

Title III
Important Points

1. Consultations, including planning and design of the programs, take place the year before services begin.
   a. Private schools most likely have different needs than the LEA. This consultation is an opportunity for the both public and private schools to discuss specific programs and strategies to meet the needs of English Learners.
2. Spring of current school year – funds are reserved for services for the upcoming school year. Funding is based on the number of LEP students who were given the Spring IELA.
3. Fall of the upcoming school year – services are provided to *eligible* students and their teachers based on specific student and teacher needs.

Title I-A

What's the budget?

How are funds generated?

- Budget is determined in the spring prior to the services that are delivered in the fall;
- In the CFSGA, the LEA calculates the per-pupil allocation (PPA) for each participating public school attendance area
  - based on the <u>total</u> number of children from low income families residing in each participating attendance area attending either **public or private schools**.
    - From this count, the LEA reserves funds for services for the private school children.

Title I-C

What's the budget?

How are funds generated?

- *Idaho MEP Sub-allocating formula*

Factor	Weight
PK/UG Count	.25
Regular Term K-6 Count	1.00
Regular Term 7-12 Count	1.00
Move in Regular School Year Count	.30
Move in 0-12 Month Count	.30
LEP Count	.30
Summer Count	1.00
Priority for Services Count	1.00
Title I Count	.30

Title II-A
What's the budget?
How are funds generated?

- **In calculating the Title II, Part A expenditures for services for private school teachers, what activities are considered professional development and subject to the equitable services provisions?**
  - The following are considered professional development and subject to the Title II, Part A equitable services provisions: salaries of professional development coaches, mentor teachers who provide professional development, special ED mentor coaches, staff development in core content areas, teacher leadership programs, and professional learning communities.

Title II-A Equitable Services Calculation

A. Number of Students	**Example A**	**Example B**
A1. District Enrollment	960	960
A2. Participating Private School Enrollment	+40	+40
A3. Total Enrollment (A1 + A2)	=1000	=1000
B. Title II, Part A Allocation To Be Used for Professional Development		
B1: District Allocation	$150,000	$150,000
B2: Indirects and Administration	- $130,000	- $50,000
B3: Amount District is Using for Professional Development (B1 - B2)	=$20,000	=$100,000
C. Hold Harmless Amount		
C1: Based on FY2001 Eisenhower Professional Development + Federal Class Size Reduction used for Professional Development	$40,000	$40,000
D. Per Pupil Rate		
D1: Either use B3 or C1 – whichever is LARGER (÷ divide by A3) In Example A, C1 is larger than B3, for Example B, B3 is larger than C1	$40,000 ÷ 1000 = $40	$100,000 ÷ 1000 = $100
E. Equitable Services		
E1: Amount District must reserve for equitable services for participating private schools (A2 x D1)	40 x $40 = $1,600	40 x $100 = $4,000

Title III

What's the budget? How are funds generated?

- Budget is determined in the spring prior to services being delivered in the fall;
  - Based on the total number of private school students who are identified as LEP students and who are tested on the Spring IELA, families.
  - The LEA can use the per-student funding amount used by the SDE to determine funding for the private school.

Private School LEP Students tested on Spring IELA	Per-Student Funding set by SDE Formula ($119)	Total Amount
5	x 119	= $595

Title I-C

Who is served?

- Students who are identified as migrant and have a valid Certificate of Eligibility, or COE, on file

- Priority for Service students are to be served first, on a priority basis

Title III

Who is served?

- Students who are identified as Limited English Proficient students
  - Identification – Home Language Survey
  - Assessment – IELA
    - Overall Score that is not proficient

Titles I-A, I-C, and III Identify students to participate

- Although students may be identified in the spring for services in the fall, this may change when enrollment is solidified;
- The roster of participating students isn’t finalized until the fall.

Titles I-A, I-C, and III Finalize the Design

- You know what the budget is – as determined in the CFSGA;
- You have an idea of who the students may be; although this may very well change in the fall when enrollment is solidified;
- Now it’s time to make sure that…

Titles I-A, I-C, II-A, and III Finalize the Program

- Materials have been ordered;
- LEA personnel who will be delivering services in the private school have been identified;
- Program service date is firm (the same date as the public school start date).

Important point!

Titles I-A, I-C, II-A, and III Professional Development

- Professional development activities for private school teachers are finalized; and
- A calendar for the next year’s activities is established.

Titles I-A, I-C, and III Parent Involvement

- Parent involvement programs and activities are finalized; and
- A calendar for next year's parent involvement activities is established.

Titles I-A, I-C, II-A, and III Assessment Data

- Review current year's assessment data for current year to determine if any adjustments to instruction/professional development should be made

Titles I-A, I-C, II-A, and III
Maintaining Fiscal and Administrative Control

- LEA must maintain control of Federal funds – always.
  - Private school officials are not authorized to obligate or receive Federal funds – ever.
  - No Federal funds may ever be paid to the private school.

Affirmation of Consultation includes All Programs

- Keep a copy of the Affirmation of Consultation on file at the LEA;
- Provide Affirmation of Consultation forms for signature and send to Lisa Paul at lpaul@sde.idaho.gov

Contact Information

- Title I-A: ESEA College and Career Ready
  - Karen Seay, Coordinator
  - kseay@sde.idaho.gov
  - 208.332.6978
- Title I-C: Migrant Education Programs
  - Mary Lou Wells, Coordinator
  - mlwells@sde.idaho.gov
  - 208.332.6958
- Title II-A: Teacher and Administrator Quality and Professional Development
  - Teresa A. Burgess, Coordinator
  - tburgess@sde.idaho.gov
  - 208.332.6891
- Title III: Language Instruction for Limited English Proficient & Immigrant Students
  - Christina Nava, Coordinator
  - cnava@sde.idaho.gov
  - 208.332.6905

Questions?

Please e-mail your questions to:

Teresa A. Burgess at
tburgess@sde.idaho.gov

These questions will be forwarded to the appropriate program coordinator to be answered individually.