

Equitable Participation

Providing Services to Private Schools with ESEA Funds

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Session Objectives

Provide participants an overview on ESEA equitable participation, including the following topics:

- Consultation
- Enrollment data and calculating proportional shares
- Needs assessment - from data collection to conducting the assessment
- Planning for services



Consultation



Consultation

- **Timely, ongoing, and meaningful**
- **Agreement between LEA and private school on how best to provide equitable and effective services for private school children, their teachers, and families**
 - Certify the agreement by completing the private School Affirmation Form *after all* consultation requirements have been met

Consultation: Required Topics

- Method or sources of data used to determine low-income status
- How student needs will be identified
- Size and scope of equitable services, the proportion of funds allocated for such services, and how the proportion is determined
- Pooling (school-by-school, within LEA, across LEAs)
- Services to be provided – how, when, where, who?
- Process for evaluating services
- Coordination of funds across programs
- Public Control of Funds

ESEA section 1117(b)(1) and 1117(a)(4)(A)(ii) and 8501(a)(5)(c-d)

Consultation: Required Topics

Any decisions made by the LEA that may affect the private proportional share

- Administrative and Indirect Costs
- Family Engagement
- Carryover
- Transferability of ESEA Funds

Public Control of Funds (an LEA's role in fiscal management)

ESEA section 1117(a)(4)(A)(ii) and (b)(1)
ESEA section 8501(a)(5)(c-d)

Working Together for Impact

Title I-A: Supporting students with the greatest academic needs through

- Instructional services
- Professional development for educators
- Family engagement

Title III-A: Supporting English learners & immigrant students through

- English language instruction
- Family & community engagement
- Professional development for school employees



Title II-A: Supporting effective instruction through

- **Professional development for teachers & principals**

Title IV-A: Supporting academic enrichment & student support through

- Well-rounded education
- Healthy & safe environment
- Effective use of technology

Ensuring Consultation is *Meaningful*

- Put students' welfare first
- Include both program and fiscal staff in the discussions
- Be prepared and plan ahead – provide advance notice for dates and required data elements
- Start early in the year to allow for genuine discussion and additional meetings if necessary
- Cover all required topics and ensure private school has time to ask questions/voice concerns
- Use deadlines to ensure compliance with requirements (i.e. student data, or details needed to ensure services are not delayed)



Enrollment and Poverty Data



Enrollment Data

- **Drives the amount of funding available to support the private school students, their teachers, and families in the grants.**
- **LEAs are required to collect private school student enrollment counts as part of the consultation process**
 - Title I requires LEAs to identify and only include students who resides within their boundaries
 - Title II and IV includes *all* students that attend a private school

Poverty Data for Title I

- Private schools must provide poverty data as part of participation
- If available, use the same poverty measure for the LEA and private school
- The LEA has final authority to determine the measure used
 - The poverty threshold for determining low-income status for students must be consistent
- Process can be completed every year or once every two years
 - The process must be consistent among the private schools

ESEA section 1117

Poverty Measures for Title I

Option A

Using the same measure of poverty used to count public school children.

I.e. Free & Reduced Priced Lunch. (185% or lower)

Option B

Using comparable poverty data from the results of a private school parent survey (extrapolated if complete, actual data is not available.)

The private school and/or the LEA can create and administer the survey.

Option C

Comparable poverty data from a different source.

I.e. a private school has a tuition assistance program and the income threshold for the program is generally the same as the threshold used to count public school students.

Option D

Proportionality
An LEA applies the low-income percentage of each participating Title I public school attendance area to the number of private school students who reside in that attendance area.

Option E

Equated measure
An LEA uses what data they have available for private schools, for example, TANF data and correlates sources of data to determine a proportional relationship.



Funding



Private School Share

- **LEAs use student enrollment data to determine the amount of available funding for services under each Title and communicates this estimated amount to the private school.**
- **Factors may affect the total amount of funding available under the private share:**
 - Reservations: Family engagement, direct and indirect administrative costs
 - Carryover
 - Transferability of ESEA Funds

Share for Title I - A

- Calculations include the number of low income students from Title I Attendance Areas
- Private school must share addresses so LEAs can determine
 - The number of low income students who reside in Title I-served attendance areas
 - If there are students who reside outside of the district, and
 - What students are eligible for services
- Like in the public school district, to be eligible for services, students must live in Title I Attendance Areas AND have a need

Share for Title I - A

1. Calculate the Proportional Share for All Participating Private Schools

a. Current Year Low Income Enrollment in Previous Year's Served Title I Attendance Areas

Public = 327 (94.24%)

Private = 20 (5.76%)

b. Determine the proportional share for the current school year

Current Allocation + Allocation Transferred In = \$281,859

Public

$\$281,859 * 94.24\% =$
 $\$265,613.52$

Private

$\$281,859 * 5.76\% =$
 $\$16,245.48$

Share for Title I - A

2. Add in Carryover

Public Carryover = \$6,795.54

$\$265,613.52 + \$6,795.54$

Public Share = \$272,409.06

Private Carryover = \$5,648.57

$\$16,245.48 + \$5,648.57$

Private Share = \$21,894.05

3. Determine the Proportional Share PPA for Private Schools

$(\{\text{Percentage of Low Income Enrollment}\} * \{\text{Allocation} + \text{Transfer In}\} - \{\text{Private Reservation Amount Total}\} + \{\text{Private Carryover} + \text{Transfer In}\}) / (\text{Private Low Income Students Served from Current Year's Served Attendance Areas})$

$(5.76\% * \$281,859.00 - \$0.00 + \$5,648.57) / 20 = \$1,094.70$

Share for Title I - A

4. Determine the amount of Funds Available for Targeting to Private Schools

Proportional Share of Title I, Part A funds, Private Reservation - Total Private Reservations

$\$21,894.05 - \$0.00 = \$21,894.05$

5. Determine the Share for Each Participating Private School

Private School Low Income Enrollment from Current Year Served Attendance Area * Proportional Share PPA

Private School A

$10 * \$1,094.70 = \$10,947.02$

Private School B

$10 * \$1,094.70 = \$10,947.02$

Shares for Titles II-A or IV-A

- Calculation includes total enrollment for each of the participating private schools.
- Title II services may be provided for all relevant staff at the school to support students' greatest need.
- Title IV-A services may be provided to meet the needs of all students in the school.



Shares for Titles II-A or IV-A

- 1. Total Allocated Funds Available - \$57,213**
Title II-A Allocation + Allocations Transferred *from* another Title - Allocation Transferred to another Title
- 2. Amount Available for TII-A Service - \$57,213**
Total Allocated Funds Available - Administration Reservation
- 3. Per Pupil Amount (PPA) for TII-A Services - \$24.0998**
Amount Available for TII-Services / Total Public and Private Enrollment
- 4. Private School Amount - \$5,952.66**
Total Participating Private School Enrollment * PPA

Shares for Titles II-A or IV-A

5. Private School Carryover - \$9,169.27

Private School Carryover from previous year + Private School Carryover Transferred *from* another Title - Private School Carryover Transferred *to* another Title

6. Total Private School Amount - \$15,121.93

Private School Amount (from step 4) + Private School Carryover

7. Private School Per Pupil Amount for all Participating Private Schools - \$61.2224

Total Private School Amount/Total Participating Private School Enrollment

Shares for Titles II-A or IV-A

8. Amount for each Participating Private School

Private School PPA * Total Enrollment for Individual Private School

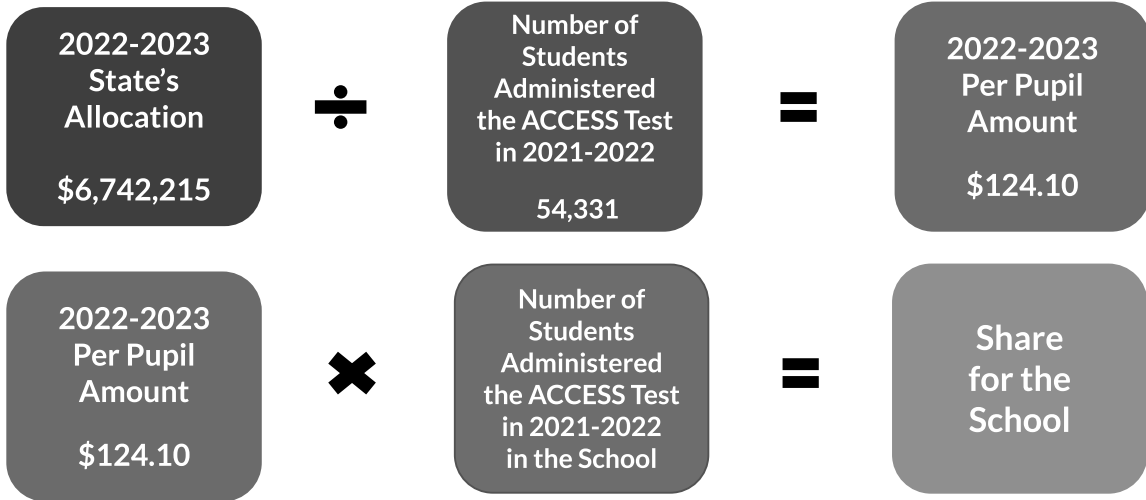
Private School A

78 Students * \$61.2224 = \$4,775.35

Private School B

169 Students * \$61.2224 = \$10,349.58

Share for Title III



Needs Assessment

Needs Assessment

ESEA funding must be used to support students with academic needs and support the private school in meeting these needs

- Required part of the consultation process
- Determine the educational needs of private school students, their teachers, and families
- Use results to identify the services that will provide the most benefit to the private school students

Collecting Assessment Data

Private schools may not have the same data available as the LEA. Focus on the types of data *available*, which may include:

- Scores on standardized tests (e.g., Forward Exam, IOWA, STAR, PALS, etc.)
- Classroom assessments, including formative and summative (e.g., iReady, MAPS, etc.)
- Portfolio of student work
- Writing samples
- Teacher recommendations
- Input from families
- Report card grades

Data from private schools can and may be different from the data collected and used in the assessment process for the LEA's public schools.

Determining Educational Need for Title I

The LEA and private school must select multiple criteria to determine educational need, which:

- Helps identify students who are at risk of failing to meet the academic standards
- Allows eligible students to be ranked in these areas of greatest need and really prioritize those who should receive services
- Ensures services align with the actual needs of the students

ESEA sections 1115(a), 1115(c)(1)(B), and 1117(a)(3)(A)

Determining Educational Need for Title I

The areas of greatest need identified for the private school students may vary from those identified for the public-school students in the LEA.

This may result in Title I services varying between the public school and even between different private schools.

A student receiving Title I services must:

- Reside in a participating public school attendance area, AND
- Have a need for services identified through the needs assessment

Determining Needs for other ESEA Titles

Review available data for *all* students to prioritize areas of greatest need for the students at the school

- **Title II** - Targeted professional development for teachers and instructional staff
- **Title III** - Review ACCESS test results, as well as available data for each EL student. *Direct instruction for EL students should always be considered first.*
- **Title IV** - Services and benefits covered under well-rounded education, safe and healthy schools, and effective use of technology

Working Together for Impact

Title I-A: Supporting students with the greatest academic needs through

- Instructional services
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Title III-A: Supporting English learners & immigrant students through

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- Well-rounded education
- Healthy & safe environment
- Effective use of technology



Planning for Services



Factors to Consider

- Needs assessment data
 - The amount of available funding
 - The number of identified eligible private school students
 - Services to be provided
 - Location of private school compared to LEA's public schools
 - When, how, by whom, and where the services will be provided
 - Preferences of private school participants
 - How services provided can be evaluated for effectiveness
 - An evaluation of the prior year's services (what worked, what didn't)
- 

Title I Services

Direct services that support eligible students in core subjects, as well as other areas that impede a student's academic achievement such as:

- Reading, math, science, social studies, behavioral health, socio-emotional health, etc.

Other services may include:

- Professional development to support Title I students' needs, family engagement activities for families of Title I students, and any necessary materials, supplies, or equipment to support the services.

** Simply providing materials and supplies is not considered a viable TI program and is not sufficient to meet equitable participation requirements.*

Title I Services

Allowed costs include:

- Teachers and paraprofessionals supporting the eligible students with the greatest academic needs
- Before or after school programming for Title I students
- Supplies and instructional materials for Title I services
- Family engagement activities for students receiving Title I services

Direct instruction for eligible students should always be considered first.

TI Services Across LEAs

Under Title I, the LEA where a student resides (Student Resident LEA) is responsible for ensuring eligible students receive services.

When consulting with private schools, an LEA must:

- Identify students who reside in an outside LEA, then
- Inform that LEA and provide them with enrollment, including poverty, data.

LEAs should contact neighboring LEAs to confirm whether they have any resident students in private schools.

Title I Services Across LEAs

If an LEA has resident students in a private school outside the LEA:

- **Determine the services that will be provided and how by considering the following:**
 - Can the Student Resident LEA provide services?
 - Can the LEA where the private school is located provide services?
 - Will a third-party vendor provide services?
 - Does the private school have a preference when considering all the above options?
- **Ensure all necessary contracts are in place, if applicable.**
- **Confirm services are provided as planned.**

Title II Services

Support the greatest needs of all students in core subjects as well as other areas that impede students' academic achievement through high quality professional development provided to teachers and private school staff (including paraprofessionals, principals, and other school leaders).



Title II Services

Professional Development Must:

- Improve content knowledge or classroom practice or
- Address student behavior in the classroom and identify early interventions to help students with special needs

Allowed costs for professional developments include:

- Conference registration, transportation and lodging
- Stipends to Private School Staff in excess of staffs' contracted time
- Supplies, books, or instructional resources

Title III Services

Services to support English Learners (ELs) in core subjects, as well as other areas that impede a student's academic achievement through one or more of the following:

- Direct Instruction
- Professional Development
- Family Engagement

Title III Services

Allowed costs include:

- Teachers and paraprofessionals supporting the EL students
- Supplies and instructional materials for EL students
- Family engagement activities for EL students

Direct instruction for eligible students should always be considered first.

Title IV Services

Supplemental services that address one or more priorities of Title IV-A within the private school.

These supported priorities include:

- Well-Rounded Educational Opportunities
- Safe and Healthy Students
- Effective Use of Technology

Title IV Services

Allowed costs include:

- Staff and professional development to support the greatest academic needs
- Mental health counselors
- Supplies and instructional materials to support the greatest academic needs

Service Provision

- *How* and *when* will services take place?
- *Where* will services be provided?
- *Who* will provide the services?



ESEA section 1117(b)(3) and 8501(c)(1)

Evaluating Services

- How will the services be evaluated for effectiveness throughout the school year?
- What can be learned from any prior year services?
- What process is in place to modify services?



ESEA section 1117(b)(3) and 8501(c)(1)

Developing a Services Plan

Developing a Plan for Services

LEAs must document the plan for services during the consultation process. LEA will be required to submit such documentation to DPI for monitoring purposes.

- Document discussions when planning for services
- Document the final decisions
- Make the documentation accessible for both the public and private school officials



Developing a Plan for Services

Incorporate ongoing consultation and deadlines into the plan for services:

- **Schedule dates for the LEA and private school staff to connect**
- **LEAs have the authority to establish deadlines for a private school to meet equitable participation requirements:**
 - Discuss deadlines during initial consultation(s) and include them in the plan for services
 - Deadlines can help ensure requested data is provided or follow-up occurs in a timely manner, so as not to impede the application process and services

(Item B-31, USDE, Providing Equitable Services to Eligible Private School Children, Teachers, and Families Non-Regulatory Guidance, October 7, 2019)

Ensuring Services Are Provided

Delivery of Services

An LEA is responsible for ensuring the agreed upon services are provided and that funds are obligated in the fiscal year in which they are received

- **Active participation by the private school is necessary**
- **An LEA can help foster the active participation through:**
 - Ongoing consultation
 - Utilization of deadlines
 - Referencing written evidence of the services plan

ESEA section 1117(a)(4)(B) and 8501(a)(4)(A)

Obligation of Funds

- **LEA maintains all control of ESEA funds**
- **LEAs are responsible for obligating funds**
 - Private schools cannot enter into contracts for services
 - Invoices cannot be in the private school's name
- **LEAs cannot reimburse private schools for purchases**

ESEA section 1117(a)(4)(B) and (d)(1)

Universal Monitoring

LEAs that do not claim any funds for private school services for any Title during the prior year are identified for support

- **DPI staff and ESSA Ombudsman connect with LEA staff to discuss requirements and processes**
 - Written plan for services may be requested during these discussions
- **Terms and conditions are added to the grant subaward**
 - Example: Submit a claim for expenditures obligated and liquidated between July 2022 through Fall 2022

Targeted Monitoring (Pilot in FY23)

Removed requirements from ESEA Consolidated Monitoring process in 2022-23

12 LEAs were selected based on the following factors:

- 25 percent or less of the private share in one or more Title grant(s) being utilized,
- No private share funds being spent for one or more Title grant(s),
- Late submission of affirmation form(s), and
- Programmatic concerns identified through universal monitoring.

Targeted Monitoring (Pilot in FY23)

Requirements include:

- **Ongoing Consultation**
 - DPI is surveying private schools
- **Public Control of Funds**
- **Equitable Services Provided, including Evaluation**

Hyperlink to the ESEA Monitoring Guidance:

https://dpi.wi.gov/sites/default/files/imce/esea/pdf/2022-23_ESEA-Monitoring-Guidance-Document.pdf

ESSA Ombudsman

- **Monitors and enforces equitable participation of private schools in federal education programs covered by ESEA**
- **Provides technical assistance to LEAs and private schools in consultation for the goal of reaching agreement; and**
- **Engages with public and private stakeholders to determine how best to support their relationships.**

Equitable Participation Resources

- [Consultation Toolkit for Private School Equitable Participation](#)
- [USDE Providing Equitable Services to Eligible Private School Children, Teachers, & Families Non-Regulatory Guidance \(Title I\)](#)
- [ESEA Equitable Participation Webpage](#)
- [Providing Services for Equitable Participation Under the Federal Every Student Succeeds Act \(Roles and Responsibilities\)](#)
- [Equitable Participation: Important Facts Regarding Requirements for ESEA and CARES Act \(ESSER and GEER\)](#)
- [Equitable Participation in Title I for Private School Students](#)
- [Title I Services for Private School Students Attending a Private School Located in a Different LEA](#)
- [Title II Part A Webpage](#)
- [English Learners in Private Schools \(Title III\)](#)
- [Title IV Equitable Participation Webpage](#)
- [When a Private School Does Not Respond to an LEA's Attempts to Consult](#)

Contact Information

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