

Equitable Services to Private Schools Webinar Series

**Intent to Participate – Webinar
2 of 4**

November-December 2013



Brrrr...It's getting cold outside!

- It's November – time to contact private school officials and invite them to a consultation meeting!



Consultation – a definition

- LEA requirement to conduct annual “timely and meaningful” consultation:
 - Series of face-to-face meetings
 - Provide “a genuine opportunity for all parties to express their views and to have those views considered”
 - Occur before the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I
 - This means that all consultations need to be completed prior to planning the Consolidated Federal and State Grant Application (CFSGA)



It's time to contact private school officials

- Which private schools should be contacted?
 - Contact the private schools serving students who live in the LEA's Title I attendance zones
 - In some cases, private schools located outside the LEA must also be invited

Title I requires services for eligible private school students residing in the district regardless of where the private school is located – within the LEA's Title I attendance zone or in neighboring school districts.



Contacting Private School Officials

- Send a letter to the officials of the private schools within and outside the LEA. The letter should:
 - Provides basic information about the Federal programs for which the LEA participates, including the benefits the program could offer students;
 - Informs private school officials that enrolled students may be eligible for Title I assistance if they are educationally at-risk and live in one of the LEA's participating Title I attendance zones;
 - Informs officials that professional development activities for private school teachers and parent involvement activities for families may also be available;
 - Invites private school officials to an initial consultation meeting with district officials to learn more about Title I;
 - Provides a meeting date, place and time, as well as LEA contact information.



How does the LEA begin the consultation process?

- At the first face to face meeting:
 1. Thoroughly explain the intent of Title I and all the other Federal programs for which the LEA participates
 2. Explain the roles of public and private school officials in the process
 3. Provide opportunities for the private school officials to ask questions
 - Encourage and respond to questions about each program
 4. Explain the consultation process up through providing services
 5. Obtain a signed Intent to Participate form from each private school official
- It is not adequate consultation to merely send a letter to officials of the private schools explaining the intent of Title I and other Federal Programs.
- Consultation can be a group meeting or individual meetings with each private school.



First Consultation: Share information about Title I Services and other Federal Programs

- Purpose and intent of Title I
- Title I-A Types of services
 - Instruction outside the regular classroom
 - Extended learning time (before/after school and in the summer)
 - Family literacy
 - Early childhood
 - Counseling
 - Home tutoring



First Consultation: Share information about Title I Services and other Federal Programs

- Title I-A Types of services (Continued)
 - Take home computers
 - Computer-assisted instruction
 - Professional development activities

If funds allocated for private school children are not sufficient to provide instructional services, the funds may be used to provide other services, such as professional development.

*The LEA must measure the effect of the services on the academic achievement of participating children.



First Consultation: Share information about Title I-C Services

- Purpose and intent of Title I-C
- Basic Eligibility Factors
- Title I-C Types of services
 - identification and recruitment support
 - access to services
 - summer school services or PK support
 - Activities in the CFSGA



First Consultation: Explain the roles of the public and private school officials

- Role of the LEA official
 - Organizes consultations with private school officials
 - Determines the method or the sources of data to determine the fund allocation for equitable services
 - Identifies the needs of eligible private school children
 - Determines how and when the LEA will make decisions about the delivery of services
 - Determines the size and scope of the equitable services the LEA will provide



First Consultation: Explain the roles of the public and private school officials

- Role of the Private School official:
 - Informs the LEA of which private school officials should be included in the consultation process and their roles and authority;
 - Attends consultations and ask questions to ensure understanding;
 - Begins discussing topics such as how children’s needs will be identified, how to count low-income students residing in participating LEA attendance areas, how to select students to participate, which service delivery method should be used, and how results will be assessed;

LEA officials must give full consideration to the views and perspectives of private school officials, but in the end, **the LEA is responsible for making all final decisions about the most effective way to raise the academic performance of participating students.**



First Consultation: Explain the process and timeline

- Share the Next Steps...
 - Private school officials will sign an Intent to Participate form to participate or not to participate in Federal programs
 - Private school officials who sign the Intent to Participate form during the First Consultation meeting FOR services will be invited back to a 2nd consultation meeting after the first of the year



First Consultation: Explain the process and timeline

- Share the Next Steps... (continued)
 - Identify topics that will be discussed during the 2nd consultation
 - Refer to the *Second Consultation* handout saved with this PowerPoint
 - Affirmation of Consultation will be signed affirming agreement on consultation topics
 - Right of private school officials to complain if they feel their views are not adequately considered
 - Timeline for this preparation year and for implementation of services in the fall



Before the first consultation meeting ends or sometime soon after...

- The LEA obtains a signature from each private school official of the private school's intent to participate in any or none of the Federal programs
- The Intent to participate form is emailed to Lisa Paul at lpaul@sde.idaho.gov
- The LEA will invite all private school officials that signed an intent to participate in one or more of the Federal programs to a second meeting after the first of the year



Let's take a look at a sample Intent to Participate form...

SAMPLE
Intent to Participate and Private School Enrollment Form
For Allocating Funds for School Year 2013-2014
 (To be completed by each private school)

Private School Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

_____ **We do not wish to arrange to participate in federal Title programs shown below.** If this box is checked, please sign below and return to the local LEA.

_____ **We would like to participate.** If this box is checked, please complete the information below and place a check next to all programs in which you would like your students and teachers to take part.

Administrator's Signature: _____ Date Signed: _____

Private School Administrator: _____

Phone: _____ Fax: _____ E-mail: _____

Federal Education Programs Contact: _____

Phone: _____ Fax: _____ E-mail: _____

Enrollment: Pre-K _____ K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Total enrollment (grades K-12, as of March 1, 2013): _____

School Status: (Check appropriate designation) NON-PROFIT _____ FOR PROFIT _____

Below is a brief description of each federal Title program. (Private school students and teachers may receive benefits, services, and materials from these programs. Private schools do not receive direct funding from these programs. The LEA always maintains control of the funds.)

_____ **Title I, Part A - Improving Basic Programs Operated by LEAs (Regular & American Recovery & Reinvestment Act Funds)**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards and who live in participating public school attendance areas.

RETURN THIS FORM TO YOUR LOCAL SCHOOL DISTRICT OFFICE

SAMPLE
Intent to Participate and Private School Enrollment Form
For Allocating Funds for School Year 2013-2014
 (To be completed by each private school)

_____ **Title I, Part C - Migrant Education**

Migrant Education provides financial assistance to improve education for migrant children.

_____ **Title II, Part A - Preparing, Training and Recruiting High Quality Teachers and Principals**

The Teacher and Principal Training and Recruiting Fund provides assistance for preparing, training, recruiting and retaining high quality teachers. Private school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that the LEA uses funds to provide for professional development, but at least to the FY 2001 levels for private school teachers' professional development.

_____ **Title II, Part B - Mathematics and Science Partnerships**

The Mathematics and Science Partnerships program provides funds to improve mathematics and science teaching through a variety of activities.

_____ **Title III, Part A - Language Instruction for Limited English Proficient and Immigrant Students**

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

If Title III, Part A is selected, please indicate the number of eligible ESL Students _____

_____ **Title IV, Part B - 21st Century Community Learning Centers**

The 21st Century Community Learning Centers (21st CCLC) program provides before- and after-school services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet State and local student performance standards in core academic subjects.

Note: Some of the programs listed above are discretionary programs and the LEA may not necessarily participate in them.

RETURN THIS FORM TO YOUR LOCAL SCHOOL DISTRICT OFFICE



Intent to Participate Form

- A copy of the Intent to Participate form is available at http://www.sde.idaho.gov/site/title_one/equitable.htm
- It is important that this form is revised to reflect the specific programs for which your district participates



Let's Recap so far...

- The purpose of the first consultation meeting is to give basic information about each of the Federal programs
 - It is not adequate consultation to just send a letter explaining each Federal program
- Encourage private school officials to ask questions in order to make informed decisions about participating
- Ensure that everyone understands each others' roles
 - Providing equitable services is the LEA's responsibility, and the LEA is the final decision maker in providing services



Let's Recap so far... (cont.)

- Explain the process and timeline for preparing this year for services to begin in the fall
- Obtain a signed and dated Intent to Participate form from each private school official indicating participation in or not participating in each of the Federal programs
- All consultations must be completed prior to the LEA completing its Title I-A allocation in the spring



Title II-A

- **When must an LEA consult with appropriate private school officials?**
 - To ensure timely and meaningful consultation, an LEA must consult with appropriate private school officials during the design and development of the proposed programs. It is important that attention be given to the timing of the consultation so that decisions that affect the opportunities of eligible private school teachers to participate in *Title II, Part A* program activities are made only after discussions have taken place. The quality of the consultative process will likely have an effect on the quality of services to private school teachers [Section 9501 (c)(3) and (4)].



Title II-A Cont.

- **Must an LEA contact the officials of all private schools every year, even when there have been no recent indications of a desire to participate in the *Title II, Part A* program?**
 - Yes. The LEAs are required to contact appropriate officials of all private schools within the boundaries of the school district *annually* to determine if they want their teachers to participate in the *Title II, Part A* program, regardless of whether or not those officials have recently indicated any interest in the program.



Title II-A Cont.

- **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 Cont.

- **Who may designate who will serve as the private school official representing the private school in timely and meaningful consultation?**
 - Most often, the principal of the private school is the designated representative for consultation.
 - The principal may designate another individual.
 - A group of principals may designate an individual to represent them.
 - A Catholic diocese may designate a diocesan official to represent their Catholic schools.



Title II-A Cont.

- **May private schools within the same district request that the LEA pool Title II, Part A funds?**
 - **Yes.**
 - Funds generated by students in private schools in the same LEA can be pooled.
 - Funds may **not** be pooled across LEAs.
 - Funds generated for services for private school teachers in an LEA may only be expended for services for those private school teachers in that LEA.
 - To accommodate the same professional development for teachers in different LEAs, a per-teacher cost could be used by an LEA or third party provider.



Title II-A Cont.

- **Must an LEA count all the students in participating private schools even if some of the students enrolled in the private schools reside in other districts?**
 - Yes. The LEA must provide equitable services based on the number of students who are enrolled in participating private school in the geographical area served by the school district.



Name of this Table goes here

A. Number of Students	Example A	Example B
A1. District Enrollment	960	960
A2. Participating Private School Enrollment	<u>+40</u>	<u>+40</u>
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)	<u>= \$20,000</u>	<u>= \$100,000</u>
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 \div 1000 = \40	$\$100,000 \div 1000 = \100
E. Equitable Services		
E1: Amount District must reserve for equitable services for participating private schools (A2 x D1)	$40 \times \$40 = \$1,600$	$40 \times \$100 = \$4,000$



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)	1,000	1,000
B. Title II, Part A Allocation To Be Used for Professional Development		
B1: District Allocation	\$150,000	\$150,000
B2: Indirects and Administration (for public and private programs) + Class Size Reduction + Recruitment Activities	-\$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)	\$40	\$100
E. Equitable Services		
E1: Amount District must reserve for equitable services for participating private schools (A2 x D1)	\$1,600	\$4,000

Title II-A Cont.

- **What resources are available to help me understand the Title II, Part A equitable services requirements?**
 - U.S. Department of Education *Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, Revised October 5, 2006* (see section G, pages 47-55).
 - U.S. Department of Education *Title IX Guidance on Equitable Services to Eligible Private School Students and Teachers.*



Providing Services to LEP Students in Private Schools under Title III



Title III Questions

Are English learner (EL) students in private schools eligible to receive Title III programs, services, and products?

Yes, when EL students are identified in an appropriate manner, when the local educational agency (LEA) and private school(s) within its jurisdiction have conducted meaningful and timely consultation, and when the LEA and private school have developed a plan, EL students in a private school may participate in programs and receive services and products funded by Title III (Title IX, Part E, Section 9501).



Title III Questions

How can "meaningful consultation" be ensured and what topics need to be addressed by the LEA with the private school in the design and development of Title III programs, services, and/or products to be provided?

To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program on issues such as:

- Proper student identification
- Services that will be offered
 - How, when, and by whom the services will be provided
 - How the services will be evaluated and how the results of the evaluation will be used to improve those services
 - What amount of funds available for those services will be
- A plan between the LEA and private school should be developed as a result of initial consultation and address these items. Subsequent meetings should be scheduled between the LEA and private school to assess services and determine areas and plans for improvement.



Title III Questions

What process should be used to identify eligible EL students in private schools?

The private school should administer a Home Language Survey (HLS) that is to be completed by the parent or guardian of private school students.

Private schools should use the same version of the HLS used by the LEA. If a language other than English is indicated on the HLS, the LEA is required to administer an initial, approved language assessment such as the Idaho English Language Assessment (IELA) to those students.

The LEA is responsible for costs and oversight of these assessments.

Once identified as EL, a private school may request that a student continue to receive Title III services in subsequent school years until the student attains English proficiency.



Title III Questions

How much of an LEA's Title III funds for EL students may be used to support programs, services, and products for ELs in private schools?

The Elementary and Secondary Education Act specifies that assistance to EL students in private schools should be equitable to that of EL students in public schools.

The recommended method to determine equity is to use the per pupil allocation of Title III LEP student funds as the basis for the cost of Title III products and services to be provided to the private school. The private school should receive an equivalent amount of products and services for each of the EL students served as the public school receives for each of its EL students according to the per pupil allocation.



Title III Questions

Do LEAs receive Title III funds for EL students served in private schools?

Yes. The SDE collects data on the number of EL students tested on the annual IELA . The SDE aggregates the data and adds this number to the number of EL students enrolled in public schools to determine funding amounts.



Title III Questions

Do Title III accountability measures apply to EL students in private schools?

No, private schools are not responsible for meeting the Title III accountability requirements. Private schools will not be included in the public school calculation to determine if the LEA has met its Annual Measurable Achievement Objectives.



Title III Questions

Does the Title III requirement on language qualifications of teachers also apply to teachers providing services to private school students?

Yes. All teachers providing Title III instructional services must be fluent in English and any other language used for instruction, including having written and oral communications skills. (Title III, Section 3116 (c)).



Title III Questions

Who maintains control of Title III materials and equipment?

The LEA maintains control of the federal funds used to provide services to private schools. It also maintains title to materials, equipment, and property purchased with those funds. LEAs may allow the private schools to keep the items from year to year, in accordance with approved activities specified in the plan.



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
 - cnavas@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, AND the questions will be featured at the beginning of webinar 3 of 4.

