



AN OVERVIEW OF THE PRIVATE SCHOOLS CONSULTATION PROCESS

Oklahoma State Department of Education

***ESEA AS REAUTHORIZED BY THE
NO CHILD LEFT BEHIND ACT OF 2001
PRIVATE SCHOOL STUDENT PARTICIPATION***

The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001*, provides benefits to private school students, teachers, and other education personnel, including those in religiously affiliated schools.

***ESEA AS REAUTHORIZED BY THE
NO CHILD LEFT BEHIND ACT
PRIVATE SCHOOL STUDENT PARTICIPATION***

FEDERAL EDUCATIONAL PROGRAMS

- Title IA – Improving the Academic Achievement of the Disadvantaged
- Title IC – Education of Migratory Children
- Title IIA – Preparing, Training and Recruiting High Quality Teachers and Principals
- Title II B - Mathematics and Science Partnerships
- Title III A- Language Instruction for Limited English Proficient (LEP) and Immigrant Children

EQUITABLE SERVICES REQUIREMENTS

- Engage in timely and meaningful consultation with private school officials;
- Provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school teachers and students;

CONSULTATION PROCESS



PRIVATE SCHOOL PACKET

Packet Contents

- Letter to District Superintendent
- State and Federal Requirements
- District Affirmation of Consultation
- Declaration of Intent to Participate form
- Statement of Assurances for Private Schools
- Family Income Eligibility Form
- Private School Students Who Reside in Another District form
- Private School Low-Income Student Count form
- Reading/Math Achievement Chart
- Calculating Equitable Services form and worksheet

Oklahoma State Department of Education
Janet Barresi
State Superintendent of Public Instruction

December 11, 2013

Dear Superintendent:

Under the *Elementary and Secondary Education Act of 2001* (ESEA), districts are required to annually contact officials from all accredited and registered private schools within the district or with private school students who are residents of the district. One *District Affirmation of Consultation with Private School Officials* form for each private school must be returned to the Titles I, IIA, VI, & X office. If the private school wishes for their students, teachers, and other educational staff to participate, the *Declaration of Intent to Participate in Federal Programs for Private Schools* pages 5-8, 10 must be completed for each private school participating and returned to the Titles I, IIA, III, VI, & X office.

The district is responsible for implementing equitable services for private school students, teachers, and other educational staff eligible to participate in federal programs. After consultation with each private school, please return the completed documents electronically to the Titles I, IIA, III, VI, & X office to Kristi Kretchmar, Kristi.Kretchmar@sde.ok.gov, no later than **Friday, February 7, 2014**.

If no private schools exist in the district or the district has no resident students attending private schools in another district, complete the form below and send electronically to Kristi Kretchmar, Kristi.Kretchmar@sde.ok.gov. Keep this private school packet for future reference. No further action is required.

For more information concerning providing equitable services to private school students, teachers, and other educational personnel, please refer to the State Department of Education Web site at <<http://www.sde.ok.gov>>. If you have any questions, please contact the Titles I, IIA, III, VI & X office at (405) 522-8960. Thank you for your assistance.

Sincerely,



Ramona Coats
Assistant State Superintendent
Titles I, IIA, III, VI, & X

RC

Enclosures

cc: State Superintendent Janet Barresi
Chief of Staff Joel Robison

Submit to Oklahoma State Department of Education (OSDE) by *Friday, February 7, 2014*.

Certification that (check one):

- No private schools exist in this district and none of our resident students attend a private school in another district.
- No private schools exist in this district and Page 10 of this packet is attached for any resident students attending a private school in another district.

District Name & Code

County Name & Code

Superintendent Signature

Date



Documentation Submitted to OSDE

- Page 5 – *District Affirmation of Consultation*- The LEA must contact every private school in their district each year whether they are accredited or not. If you have made numerous attempts to contact a private school with no success or response, keep a record of your attempts and return documentation on official letterhead with a statement that all of your efforts were unsuccessful. Include the dates and timeline of attempts to contact the private school officials.
- Page 6 –*Declaration of Intent to Participate Form*-Designates which programs the private school will participate in.
- Page 7-*Statement of Assurances*-If the private school meets the criteria outlined on page 7, but is not accredited, they may participate and the SDE will register them.
- Page 8–*Family Income Eligibility Form*-Determines low income student count.
- Page 10-*Private School Low-Income Student Count for Title I A Services*



Consultation Process

- **Timely and meaningful** consultation during the design and development of the programs between public and private school administrators should occur several times **throughout the year.**
- Consultations should **initially occur face to face.** Follow up meetings may be conducted by phone, email, written correspondence, etc.
- These discussions should provide an opportunity for school officials to focus on key issues which affect the **ability of eligible private school students to receive equitable services** in the Title programs.



Consultation Process (continued)

- **All** parties present should be able to **express their views**, have their views seriously considered, and **discuss viable options** for ensuring equitable participation of private school students, teachers, and other educational personnel.
- The **goal** of the consultation is to **design and implement** a program to meet the needs of those eligible students, teachers, and other educational personnel.
- Consultation should be **timely**, considering that services should start the same time that the public school students are served.



Topics Should Include:

- Participating federal programs
- How the children's **needs** will be identified
- What **services** will be offered
- How and when decisions about the **delivery** of services will be made
- **How, where, and by whom** services will be provided
- How district will **assess** services provided
- **Size and scope** of services



Topics Should Include: (continued)

- Method for **determining poverty** data and proportion of funds allocated.
- **Amount of funds** available to serve private school students.
- Equitable services to **teachers** and **families** of participants.
- Consideration of the views of the private school officials regarding the use of **third-party providers**.
- If the district disagrees with the private school on provision of services, district must provide the reason in **writing**.



ELIGIBLE SERVICES



Title I, Parts A & C, Title III, Part A

- Provide **supplemental educational services** for eligible public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging **State academic achievement standards*** and State academic **assessments**.
 - Help ensure children who are **LEP**, including immigrant children, **also attain English proficiency** in addition to meeting State academic achievement standards*.
- *Other more appropriate standards and/or assessments for private school Title I & III students as determined in consultation.



Selection Criteria for Title I and Title III Services (To be discussed during consultation)

- Reside in a Title I/Title III participating public school attendance area.
- Identified as failing or at risk of failing.
- Identified on multiple, educationally related, objective criteria (not low income; poverty is not a criterion to be eligible for services).
- LEAs may ask private school teachers for recommendations.
- LEAs may provide a ranking sheet to rate potential students' skills.
- Criteria must be objective and uniformly applied.
- LEA determines children to be served from a list of eligible students provided by the private school.
- Criteria for selection should be established in writing.



Title IA, Title IC, Title IIIA-Types of Services

- Specialized instruction outside the regular classroom provided by public school employees/third-party providers
- Extended learning time
(before or after school, Saturdays, or in the summer)
- Family literacy programs
- Home tutoring
- Computer-assisted instruction/Take-home computers
- Supplemental instructional materials and supplies
- T III-Administration of English language proficiency assessment for identification and/or evaluation of services
- Combination of services listed above



PROFESSIONAL DEVELOPMENT

Professional Development-Title IA



- LEAs must provide equitable services to private school teachers of Title I students from Title I funds **reserved** for professional development.
- Professional development should **reflect the needs** of the students, and the skills and knowledge needed by **private school** teachers of Title I students.

Professional Development-Title IIA

- Private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses Title IIA funds to provide professional development for teachers and other school personnel.
- **Activities for private schools** must be based on a review of scientifically based research and must be expected to **improve student academic achievement**.

Title IIA Professional Development Activities May Include:

- **Improving the knowledge** of teachers, principals, and other educational personnel in **core academic subjects** and **effective instructional strategies**, methods, and skills.
- Training in effectively **integrating technology** into curricula and instruction.
- Training in how to teach students with **different needs**.
- Training in methods of **improving student behavior**, **identifying interventions**, and **involving parents**.
- **Leadership development** for principals and superintendents that results in effective instruction that impacts student achievement.
- Training in **use of data and assessments** to improve instruction and student outcomes.



Professional Development- Title III A

- Private school teachers and staff may participate in **district-sponsored** professional development (PD), or
- PD organized specifically to **meet the needs** of the private school teachers and staff.
- PD **must be specifically focused** on the teaching and learning of **LEP** students.



THIRD PARTY CONTRACTS



Third Party Contracts

An LEA should establish a **committee** to help with the contracting process. The committee should include representation from:

- Third Party Vendor
- LEA Federal Program Officials
- General Counsel for LEA



Third Party Contracts

- Contract must be under **control and supervision** of the **LEA**.
- The LEA remains responsible.
- LEA remains in control of all **funds**.
- If the district disagrees with the views of the private school officials on the provisions of contracted services through potential third-party providers, the district must provide the private school the **reason in writing** as to why they disagree.

The Contract Should:



- Include a **detailed description** of services to be provided to the private school students.
- Detail when, where, and by whom services will be provided.
- Specify that services provided must be “secular, neutral, and non-ideological.”
- Show the break out of instructional and administrative costs (administrative costs must be taken from district set-aside amount.)
- All **invoices and purchase orders** should include details about services provided and the number of children served (date, time, duration of service, and names of students).
- Spell out criteria for termination of the contract.
- Provide for **frequent supervision, monitoring, and evaluation** by the LEA officials.



CALCULATIONS

Calculations: Title I

- The amount of Title I funding that is available for equitable services is determined by the number of low-income private school children who live in Title I participating attendance areas.
- Private school children generate the same per-pupil amount as they would have had they attended their neighborhood Title I public school.



Calculations: Title I

Funds are calculated from two areas:

- 1. **Non-public Equitable Service Reservation** is the proportional percentage from district set asides in parental involvement, professional development, and instructional services,
- 2. **Per pupil allocation** is the site per pupil amount multiplied by the number of non-public low-income children in an attendance area who are attending the private school.

Calculating Equitable Services for **Title I** on Low Income Step 4



District Set-Asides

- Private School Equitable Services amount will calculate based on the information on **Low Income Step 4** under Program Detail of the Title I application in the online Grants Management System (GMS) for proportional percentage of district set asides.
- **Worksheet** for calculating equitable share amounts is available under the *Instructions* link.

Per Pupil Amount

- Use the information provided for number of non-public low-income students and site per pupil amounts.
- Worksheet available on Federal Programs web page.
- Total per pupil allocation should be entered in the “Additional Private School Set aside” box on Step 4.

Calculating Equitable Services for District Set-Asides Worksheet



Calculating Equitable Services from District Set-Asides

Use the formulas below to determine the amount of Title I, Part A funds that need to be reserved for equitable services to eligible private school students. The final amounts for each of the three formulas will need to be entered on the private school site justification page in the Title I, Part A application.

1. **District Instructional Program(s) Reservation** (does not apply to preschool programs) Section 200.64 (a)(2)(i)(A) Title I Regulations

	÷		=		x	\$	=	\$
Number of private school children from low-income families residing in a participating public school attendance area		Total number of low-income public and private school students		Proportion of reservation		Reservation		Equitable Services

2. **Parental Involvement Reservation** under the *No Child Left Behind Act of 2001* (NCLB) Section 1118

	÷		=		x	\$	=	\$
Number of private school children from low-income families residing in a participating public school attendance area		Total number of low-income public and private school students		Proportion of reservation		Reservation		Equitable Services

3. **Professional Development Reservation** under *No Child Left Behind Act of 2001* (NCLB) Section 1119

	÷		=		x	\$	=	\$
Number of private school children from low-income families residing in a participating public school attendance area		Total number of low-income public and private school students		Proportion of reservation		Reservation		Equitable Services

Example of Allocating Funds for Private School Students



Allocation for Private School Students

The district allocates funds to public school attendance areas in rank order of poverty, from highest poverty percentage to lowest. The allocation of private school students is based on the number of low-income private school students who reside in a Title I-participating public school attendance area.

Example of Allocating Funds for Title I Instructional Services for Eligible Private School Children

Step 1: Determine the number of private school children from low-income families in each public school attendance area. The determinations are made on where each child resides and not on the address of the private school. In this example, Private School No. 1 has 20 children from low-income families residing in Attendance Area A; 20 children residing in Attendance Area B; and two children residing in Attendance Area D. Private School No. 2 has 13 children in Attendance Area C and 4 children in Attendance Area E.

Step 2: Multiply the number of low-income children by the per-pupil allocation (PPA) for each public school attendance area in which the private school children reside. In this example, in Attendance Area A, with a PPA of \$400, the 20 private school children from low-income families generate \$8,000 to be used for Title I instructional services. Attendance Area B's PPA is \$200; therefore, 20 private school children generate \$4,000. Attendance Area C's PPA is \$200; therefore, 13 private school children generate \$2,600. The private school children from low-income families in Attendance Areas D and E do not generate any funds for Title I instructional services because these areas are not participating Title I attendance areas (and, therefore, their PPAs are \$0).

Number of Private School Children From Low-Income Families by Public School Attendance Areas

Public School Attendance Area	Number of Low-income Children Attending Private School Number 1	Number of Low-income Children Attending Private School Number 2	Per Pupil Allocation (\$)	Funds Generated (\$)
Public School A (Title I Area)	20	0	\$400	\$8,000
Public School B (Title I Area)	20	0	\$200	\$4,000
Total Funds Generated by Children Attending Private School Number 1				12,000
Public School C (Title I Area)	0	13	\$200	\$2,600
Public School D (Non-Title I Area)	2	0	\$0	\$0
Public School E (Non-Title I Area)	0	4	\$0	\$0
Total Funds Generated by Children Attending Private School Number 2				\$2,600
Total Funds Generated by Children Attending Both Private Schools				\$14,600

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Example of Allocating Funds for Private School Students, continued



Step 3: After consultation with private school officials, the LEA determines which option it will use to fund the Title I programs for eligible private school children.

Option 1. School-by-School: Use funds generated by private school children from low-income families to provide Title I instructional services on a school-by-school basis to eligible private school children residing in participating public school attendance areas.

Private School No. 1
20 Low-income Residing in A = \$8,000
20 Low-income Residing in B = \$4,000
2 Low-income Residing in D = \$0

Total for services to eligible children
attending private school no.1 = \$12,000

Private School No. 2
13 Low-income Residing in C = \$2,600
4 Low-income Residing in E = \$0

Total for services to eligible children
attending private school no. 2 = \$2,600

Option 2. Pooling: Combine (pool) funds generated by all private school children from low-income families to be used to provide Title I instructional services to eligible children who reside in participating public school attendance areas and attend any private school.

Private School No. 1 = \$12,000
Private School No. 2 = \$2,600

Total for services to the eligible children in any private school = \$14,600

Source: U.S. Department of Education, Title I Equitable Services Toolkit, September 2006

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Grants Management System

Low Income Step 4



*** The Maximum amount of Indirect Costs that may be taken, if no transfer to the CAC is made, and no Property is budgeted will be \$79,297.46
 **** If your Allocation is over \$500,000 the LEA is required to set aside 1% of their CY allocation towards Parental Involvement. LEA's meeting this criteria may only keep 5% of the mandatory 1% at the District level. Please use one of the "other" set aside fields if the LEA would like to set aside additional parental involvement funding beyond this amount at the district level.

[Click here for Sliding Scale Guidance](#)

Set Asides			NonPublic Equitable Service Reservation
Click here for Instructions			
	Parental Involvement - District Level (5% of the LEA's Mandatory 1% set aside) ****	0.00	\$216.04
Administration (2540 and/or 2330) *	0.00	Parent Involvement (Site Level) is included in Total Distribution Amount below	
Salary Differential **	0.00	Total Available for Budgeting after Equitable Services Reservation (District/Site):	0.00 / 13,632.96
Describe use of Salary Differential and how it was calculated			
			\$0.00
	Professional Development (District Level)	0.00	
Homeless Children	13,849.00		
EA's with site(s) identified as Priority, Focus, or Targeted Intervention are required to set aside funds. Please review the Sliding Scale Guidance link above to assist in determining your set aside percentage	0.00	Extended Time Programs (District Level)	0.00
0.00 %			\$0.00
	Required NonPublic Equitable Share Service Reservation Total	216.04	
Other RTI Teacher and Trunaround Specialist	94,627.00	Additional Private School Setaside	15,566.59
Other Summer School	50,000.00	Indirect Cost ***	71,472.00
Other Choice	97,000.00	Indirect Cost from Budget Detail Page	71,472.00
Total District Set Asides and Equitable Service Reservation (this amount must be represented on the District Budget Page): 342,730.63			
Total Site Distribution Amount (Site Level Parent Involvement Included): \$981,424.89			
Minimum Per Pupil Amount (equal to 125% if applicable). 0			

Estimated Number of Students Who Will Participate Public 2522 NonPublic 40 Proportional Percentage 1.56 %

Site Name	Site Plan Last Updated Date	SWP	TAS	Not Served	Pre-K Served	Public Low Income	Non- Public Low Income	Low Income Percent	Site Allocation	Per Pupil Amount
25 - LINCOLN ES	05-22-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	446	3	100.22 %	173,559.49	\$389.15
50 - GARFIELD ES	05-22-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	270	3	94.74 %	105,070.50	\$389.15
20 - LIBERTY ES	05-22-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	250	3	94.34 %	97,287.50	\$389.15
30 - UNION ES	05-22-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	234	6	82.11 %	91,061.10	\$389.15
35 - ROOSEVELT ES	05-22-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	233	10	79.25 %	90,671.95	\$389.15

Private School Packet, page 13



District use only

Determining Per Pupil Site Calculations for Equitable Share

In the Grants Management System on *Low Income Step 4*, under the *Estimated Number of Students Who Will Participate* heading, use the information provided for each site to calculate totals. Use template below to determine total funds generated at the site level.

Estimated Number of Students Who Will Participate		Public	NonPublic		Proportional Percentage 1.56%				
Site Name	Site Plan Last Updated Date	SPM	TKL Not Served	Prm & Served	Public Low Income	Non-Public Low Income	Site Allocation	Per Pupil Amount	
221 - LINCOLN ES	09-25-12	11	12	2	146	3	202.21	151,596.45	6389.15
222 - GARFIELD ES	09-25-12	27	12	2	270	2	34.74	258,379.50	6389.15
223 - LIBERTY ES	09-25-12	17	12	2	200	3	34.24	17,287.50	6389.15
224 - UNION ES	09-25-12	17	12	2	224	6	82.11	91,861.25	6389.15
225 - ROOSEVELT ES	09-25-12	17	12	2	220	10	79.29	90,471.90	6389.15
227 - E. W. TROTT ES	09-25-12	17	12	2	180	4	25.64	64,421.40	6389.15
242 - WOODLAND ES	09-25-12	17	12	2	136	6	44.38	52,914.40	6389.15
243 - PONCA CITY EAST MS	09-25-12	17	12	2	266	5	73.28	123,513.40	6389.15
262 - PONCA CITY WEST MS	09-25-12	17	12	2	224	6	70.65	123,914.40	6389.15
292 - PONCA CITY HS	09-25-12	17	12	2	724	0	21.42	0.00	6389.15
Total					2461	40		696,424.90	
Difference								85.00	

Step 1: Per pupil amount and number of Non-Public Low Income children attending private schools needed for the table below can be located on the FY14 Grants Management System *Low Income Step 4*. See sample above.

Step 2: For each site the LEA is serving, multiply the *Non-Public Low Income* number by the *Per Pupil Amount*.

If additional rows are needed, insert rows before the row with the "Total."

Public School Attendance Area (List schools below)	Number of Non-Public Low-Income Children	Per Pupil Amount	Total (\$)
<i>Example - Lincoln Elementary</i>	3	\$389.15	\$1,167.45
<i>Example - Union Elementary</i>	6	\$389.15	\$2,334.90
Total Generated by Children Attending Private Schools			\$3,502.35

The *Per Pupil Amount* Total from example above, along with the district *Required Non-Public Equitable Share Service Reservation Total* from the District Set Asides, example on page 12, would equal the TOTAL Private School Set Aside, to be set aside on the District Budget Detail Page.



Calculations: Title IA

The **Per Pupil Amount** total, along with the district **Required Non-Public Equitable Share Service Reservation Total** from the District Set Asides on Low Income Step 4, would equal the **TOTAL Private School Set Aside**. This total amount should be budgeted on the District Budget Detail Page for the private school Title I program.



Calculations: Title IIA

- The requirement for the equitable participation of private school teachers and other educational personnel applies only to the LEA's Title II A funds to the extent that the LEA uses these funds for professional development of its teachers and other staff. (Title IIA Guidance Section G-4).
- Under the Eisenhower Professional Development and Class-Size Reduction Hold Harmless, the LEA must make available at least the amount it did in FY 2001 (Title IIA Guidance Section G-4).



Calculations: Title IIA

- LEA carryover, IDC, Administrative Costs, or CSR salaries and benefits are not included.
- Use the allocation amount after any transfer or CAC funds have been moved.(Exception: must reserve any amount required on Eisenhower FY2002 NPN Calculations table.) Section 9501(b)(3)(B)



Calculations: Title IIA

Transferability of Title IIA Funds

- Oklahoma's ESEA Flexibility Waiver allows for the transfer of up to 100% of Title IIA funds to Title IA.
- Equitable participation requirements may not be waived (*ESEA sections 6123(e)(2) and 9501.*)
- Sufficient funds must remain in Title IIA to provide for equitable services for participating private schools.



Calculations: Title IIA

The GMS system will automatically calculate Title IIA equitable service amount based on:

- Information the LEA provides on the TIIA Budget Detail page and the hold harmless amounts on the Eisenhower FY2002 PNP Calculations table for those districts to which this applies.
- The Private/Non-Profit Equitable Share tab under Program Detail will calculate the equitable share amount on Step 13.



Overview	Program Detail	Budget Pages	Professional Development Worksheet	Personnel	Job Descriptions	Class Size Reduction Worksheet	Page Lock Control
Teacher and Principal Quality				Private/Nonpublic Equitable Share			
Private/Nonpublic Schools Share							
<p>This Page will be available for LEA use when Title II-A Allocations are loaded. Until then, the Save Page button has been removed.</p> <p>The amounts at the beginning of each line are the values used in, and the results of, the calculations the last time this page was saved. The amounts displayed in the second boxes on lines 1 through 4 are the current values for each of these variables and are the values that will be used in the calculations the next time the page is saved. The two amounts on each of these four lines must be equal in order to pass the consistency check. This will ensure that the page truly reflects the effects of any changes made in program or budget.</p> <p>Enrollment and Participation Counts on lines 7 and 8 are obtained from data already provided by each LEA to OSDE in other collections. If you believe these counts are in error, please contact the OSDE Federal Programs Office.</p> <p>Although no fields are entered by the LEA on this page, you MUST save this page to recalculate the Equitable Share, based on Budget Details.</p>							
1.	<input type="text"/>	Amount available for public and private/nonpublic schools used in last save of this page.	Current Amount available:	<input type="text" value="2,496,134.00"/>			
2.	<input type="text"/>	Budgeted Administrative Costs (from Budget Detail page).	Current sum of Administrative Costs (Func Codes 2330 & 2540) on the Budget Detail page:	<input type="text" value="0.00"/>			
3.	<input type="text"/>	Budgeted Salaries for Class-Size Reduction (from Budget Detail page).	Current Salaries for Class Size Reduction (Func Code 1000) on the Budget Detail page:	<input type="text" value="0.00"/>			
4.	<input type="text"/>	Transfers from Title IIA to another program used in the last save of this page, which are already reflected in Line 1 amount.	Current Transfers from Title IIA to other Programs	<input type="text" value="0.00"/>			
5.	<input type="text"/>	Budgeted Indirect Cost amount (from the Budget Detail page).	Current Indirect Cost on the Budget Detail page:	<input type="text" value="0.00"/>			
6.	<input type="text"/>	Remaining funds for Professional Development (Line 1 - (Line 2 + Line 3 + Line5)) calculated only on Save).	Amount calculated with lines 1-3 and 5 current amounts:	<input type="text" value="2,496,134.00"/>			
7.	<input type="text" value="2,564.00"/>	Number of Participating private/nonpublic students.					
8.	<input type="text" value="49,238.00"/>	Public District Enrollment					
9.	<input type="text"/>	Sum of Public District and Private/Nonpublic Enrollments (Line 7 + Line 8 calculated only on Save)					
10.	<input type="text"/>	Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 7 / Line 9 calculated only on Save)					
11.	<input type="text"/>	Equitable Share (Line 10 X Line 6 calculated only on Save)					
12.	<input type="text" value="414,436.41"/>	Nonpublic Hold Harmless: Amount of services for which private/nonpublic schools were eligible in FY2002.					
13.	<input type="text"/>	Amount to be budgeted for private school services. (larger of lines 11 and 12 - determined on Save)					



FY2002 PNP Calculations					
Code	County	District	712 Spent	721 Spent	Total
07I072	Bryan	Durant	\$0.00	\$18,021.39	\$18,021.39
09I027	Canadian	Yukon	\$3,852.94	\$28,665.00	\$32,517.94
09I034	Canadian	El Reno	\$18,248.04	\$19,781.04	\$38,029.08
90I069	Canadian	Mustang	\$0.00	\$33,992.20	\$33,992.20
14I002	Cleveland	Moore	\$48,11.70	\$218,475.26	\$266,589.96
14I029	Cleveland	Norman	\$0.00	\$86,104.54	\$86,104.54
16I008	Comanche	Lawton	\$0.00	\$90,011.35	\$90,011.35
21I003	Deleware	Kansas	\$0.00	\$4,871.06	\$4,871.06
24I057	Garfield	Enid	\$0.00	\$36,182.33	\$36,182.33
36I071	Kay	Ponca City	\$0.00	\$41,162.13	\$41,162.13
37I007	Kingfisher	Kingfisher	\$0.00	\$8,389.47	\$8,389.47
37I105	Kingfisher	Okarche	\$9,381.37	\$0.00	\$9,381.37
42I001	Logan	Guthrie	\$0.00	\$31,027.37	\$31,027.37
51I020	Muskogee	Muskogee	\$300.00	\$50,855.55	\$51,155.55
55I001	Oklahoma	Putnam City	\$2,450.00	\$114,159.42	\$116,609.42
55I012	Oklahoma	Edmond	\$0.00	\$171,543.23	\$171,543.23
55I037	Oklahoma	Millwood	\$0.00	\$13,939.52	\$13,939.52
55I052	Oklahoma	MWC-Del City	\$0.00	\$84,217.27	\$84,217.27
55I088	Oklahoma	Bethany	\$0.00	\$8,609.71	\$8,609.71
55I089	Oklahoma	Oklahoma City	\$208,460.30	\$205,976.11	\$414,436.41
56I001	Okmulgee	Okmulgee	\$0.00	\$14,246.38	\$14,246.38
58I018	Ottawa	Commerce	\$0.00	\$7,367.90	\$7,367.90
66I001	Rogers	Claremore	\$0.00	\$13,245.08	\$13,245.08
72I001	Tulsa	Tulsa	\$178,557.42	\$360,744.67	\$539,302.09
72I003	Tulsa	Broken Arrow	\$0.00	\$51,476.28	\$51,476.28
72I005	Tulsa	Jenks	\$6,889.67	\$50,342.22	\$57,231.89
74I030	Washington	Bartlesville	\$20,050.36	\$32,121.73	\$52,172.09
75I009	Washita	Washita Heights	\$0.00	\$0.00	\$0.00





Calculations: Title III A

The GMS system will automatically calculate Title IIIA equitable service amount based on:

- Information the LEA provides on the TIIA budget detail page.
- Private/Nonprofit Equitable Share tab Step 8 will give the Equitable Share dollar amount.



COMPLAINT PROCEDURES



Complaint Procedures:

- By engaging in **timely and meaningful consultation** and developing **positive relationships** with private school officials, an LEA can minimize complaints and problems or, at a minimum, facilitate a cooperative environment for addressing them.
- If private school officials believe that timely and meaningful consultation has not occurred, they should first discuss this matter with the LEA official responsible for coordinating the consultation between the two entities.
- Private school officials may also contact the LEA superintendent or program director of the federally funded program to ask for assistance.



Complaint Procedures:

- If the response at the local level is not satisfactory, the private school official **may contact the OSDE** official responsible for ensuring that federal education programs are implemented at the local level.
- In the event the problem is not resolved, private school officials have the right to file a **formal written complaint** with the OSDE.
- The OSDE is required to resolve the complaint in writing within a reasonable period of time.

A Formal Written Complaint Must Include:

- A statement that the LEA has violated a requirement of a federal statute or regulation that applies to a program requiring equitable participation.
- The facts on which the statement is based and the specific statutory or regulatory requirement allegedly violated.
- The signature of the complainant (See 34 CFR 299.12).



The OSDE's resolution (or lack thereof within a reasonable period of time) may be appealed by the private school officials to the Secretary of the U.S. Department of Education.

- The appeal to the Secretary must be filed no later than 30 days following the OSDE's resolution of the complaint (or lack thereof within a reasonable time period).
- The Secretary investigates and resolves the appeal no later than 120 days after receipt of the appeal.



OSDE RESOURCES

OSDE Website Federal Programs



Private School Services Web Page

- Private School Packet
- Per Pupil Allocation Worksheet
- Private School Toolkit*
- Private School Webinar Power Point Presentation
- Title IX, Part E Equitable Services Guidance*
- USDE Webinar Series: Equitable Services to Private Schools

Title I, Part A Web Page

- Title I Services to Eligible Private School Children

Title II, Part A Web Page

- Title II, Part A Guidance

Title III, Part A Web Page

- Equitable Services Requirements-Services to LEP Students in Private Schools Webinar Power Point Presentation
- TIII, Part A English Language Enhancement and Academic Achievement and the Participation of Private School Students and Teachers



OSDE Website Federal Programs

- Recording of today's WebEx and power point presentation will be available soon.
- Information for accessing the WebEx will be provided via the Title I and Private School listserv.
- Power point will be posted on the Private School Services web page on OSDE web site.

USDE Equitable Services Webinar Series



- May 29-Title IIA and Equitable Services
- July 10-ESEA and Equitable Services
- August 14-Title I and Equitable Services
- August 21-Title III and Equitable Services

To view recorded webinars, access power points and transcripts, or to register for an upcoming webinar, see the link on the Private School Services page of the OSDE website.



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