



# PRIVATE SCHOOLS Webinar

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 I – Improving the Academic Achievement of the Disadvantaged
- Title II – Preparing, Training and Recruiting High Quality Teachers and Principals



# *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 5, 2012

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, and VI 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, and VI 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 packet to the Titles I, IIA, and VI office at the address below no later than **Wednesday, February 6, 2013**.

**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 fax it to (405) 522-2067 Attention Gloria. 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, and VI office at (405) 522-8960. Thank you for your assistance.

Sincerely,

Ramona Coats, Executive Director  
Titles I, IIA, & VI

RC  
Enclosures  
c: State Superintendent Janet Barresi

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Submit to Oklahoma State Department of Education (OSDE)  
Certification that no private schools exist in this district and none of our residents attend a private school in another district:

_____	_____
District Name & Code	County Name & Code
_____	_____
Superintendent Signature	Date



## *Declaration of Intent to Participate Form*

- Page 5 – If you have made numerous attempts to contact a private school with no success or response, keep a record of your attempts and return the front page of the *Declaration of Intent to Participate Form* with a statement that all of your efforts were unsuccessful.
- Page 6 – The LEA must contact every private school in their district each year whether they are accredited or not. If not accredited, and they meet the criteria outlined on page 7 of the *Declaration of Intent to Participate Form*, they may participate and the SDE will register them.
- Page 8 – If the LEA discovers a student from a private school within their district who resides in another district, it is the LEA's responsibility to contact that district and inform them of the student.



# *Consultation Process*



## *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 occur face to face.
- 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:*

- 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
- Size and scope of services
- Proportion of funds allocated
- Method for determining poverty data
- Equitable services to teachers and parents of participants
- How services will be assessed and improved based upon assessment results



## *Topics Should Include: (continued)*

- The amount of funds available to serve private school students
- Consideration of the views of the private school officials re: use of third-party providers
- Where an LEA disagrees with the views of the private school officials on the provision of services through a contract, the
- LEA must provide a written explanation of the reasons why the local educational agency has chosen not to use a contractor.
- Consultation meetings must continue throughout the implementation and assessment of services.
- Consultation shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate.



# *Title I, Part A*

## **Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

- Provides 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.

\*Other more appropriate standards and/or assessments for private school Title I students as determined in consultation.



## *Selection Criteria for Title I Services (To be discussed during consultation)*

- Reside in a participating school attendance area.
- Identified as failing or at risk of failing.
- Identified on multiple, educationally related, objective criteria (not low income).
- 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.



## *Selection Criteria for Title I Services (To be discussed during consultation)*

- Poverty is NOT a criterion
- District chooses children to be served from the list that the private school provides of eligible students.



## *Title I, Part A -Types of Services*

- Specialized instruction outside the regular classroom
- Extended learning time (before and after school and in the summer)
- Family literacy
- Early childhood
- Home tutoring
- Take home computers
- Computer-assisted instruction
- Combination of services listed above



## *Professional Development-Title I*

- 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.
- LEA assessment should include review of student test scores.

# *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.
- Training in use of data and assessments.



# *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 Title I 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.

# *The Contract Should:*



- Include a detailed description of Title I 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 nonideological.”
- 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 by the LEA officials



# *Calculations*



## *Calculations: Title I*

- Equitable services must be reserved from instructional services, parental involvement, and professional development from the LEA set-asides.

# Calculating Equitable Services for District Set-Asides

## 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
<b>Total Funds Generated by Children Attending Private School Number 1</b>				<b>12,000</b>
Public School C (Title I Area)	0	13	\$200	\$2600
Public School D (Non-Title I Area)	2	0	\$0	\$0
Public School E (Non-Title I Area)	0	4	\$0	\$0
<b>Total Funds Generated by Children Attending Private School Number 2</b>				<b>\$2,600</b>
<b>Total Funds Generated by Children Attending Both Private Schools</b>				<b>\$14,600</b>

# 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
<a href="#">Click here for Instructions</a>			
		Parental Involvement - District Level (5% of the LEA's Mandatory 1% set aside) ****	0.00
Administration (2540 and/or 2330) *	0.00	Parent Involvement (Site Level) is included in Total Distribution Amount below	13,849.00
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
		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
<b>Total District Set Asides and Equitable Service Reservation</b> (this amount must be represented on the District Budget Page): 342,730.63			
<b>Total Site Distribution Amount</b> (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  NonPublic  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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	233	10	79.25 %	90,671.95	\$389.15

### FY2014 Title I Application Information

The information needed for the table below can be obtained from the FY14 online Grants Management System, *Low Income Step 4*. See screen shot.

Calculating Equitable Services from District Set-Asides	
Number of private school children from low-income families residing in a <b>participating</b> public school attendance area.	
Number of low-income public school students	
Total number of low-income public and private school students	
Proportion of reservation for private school	

In the Grants Management System on *Low Income Step 4*, under the *Set Asides* heading, the *Non-Public Equitable Service Reservation* and the *Required Non-Public Equitable Share Service Reservation Total* are pre-calculated for the LEA. This calculation will reflect information that will be prepopulated based on district reporting of 2012 Low Income data and Private School Low Income student count obtained from this FY2013 Private School Packet.

**Low Income Step 4**

**Set Asides**

Set Aside	Amount	Non-Public Equitable Service Reservation
Administrative (2040 and/or 2300) *	0.00	0.00
Salary Differential ***	0.00	0.00
Professional Development (District Level)	13,844.00	0.00
Extended Time Programs (District Level)	0.00	0.00
<b>Required Non-Public Equitable Share Service Reservation Total</b>		<b>26,04</b>





## *Calculations: Title II-A*

- Do not include LEA carryover, IDC, Administrative Costs, or CSR salaries and benefits.
- Use the allocation amount after any transfer or CAC funds have been moved.



## *Calculations: Title II-A*

### *Transferability of Title IIA Funds*

- Oklahoma's ESEA Flexibility Waiver allows for the transfer of up to 100% of Title II A funds to Title I A.
- 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 II-A*

- The GMS system will automatically calculate Title IIA, equitable service amount based on:
  - Information the LEA provides on the budget page.
  - Information identified using the hold harmless amounts on the Eisenhower FY2002 PNP Calculations table.



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**

**This Page will be available for LEA use when Title II-A Allocations are loaded. Until then, the Save Page button has been removed.**

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.

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.

**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.**

- Amount available for public and private/nonpublic schools used in last save of this page. Current Amount available:
- Budgeted Administrative Costs (from Budget Detail page). Current sum of Administrative Costs (Func Codes 2330 & 2540) on the Budget Detail page:
- Budgeted Salaries for Class-Size Reduction (from Budget Detail page). Current Salaries for Class Size Reduction (Func Code 1000) on the Budget Detail page:
- 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
- Budgeted Indirect Cost amount (from the Budget Detail page). Current Indirect Cost on the Budget Detail page:
- 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:
- Number of Participating private/nonpublic students.
- Public District Enrollment
- Sum of Public District and Private/Nonpublic Enrollments (Line 7 + Line 8 calculated only on Save)
- Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 7 / Line 9 calculated only on Save)
- Equitable Share (Line 10 X Line 6 calculated only on Save)
- Nonpublic Hold Harmless: Amount of services for which private/nonpublic schools were eligible in FY2002.
- 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





# *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 Packet
- Private School Toolkit
- Private School Webinar Power Point Presentation
- Title IX, Part E Equitable Services Guidance
- Title I Services to Eligible Private School Children



# OKLAHOMA STATE DEPARTMENT CONTACT

**Dr. Gloria Bayouth**

**Executive Director**

**Titles I, IIA/B, VI, & X**

**(405) 522-3249**

**or email**

**Gloria\_Bayouth@sde.ok.gov**

**Kristi Kretchmar**

**Program Specialist**

**Titles I, IIA/B, VI, & X**

**(405) 522-5309**

**or email**

**Kristi.Kretchmar@sde.ok.gov**