

**AN OVERVIEW OF
THE PRIVATE
SCHOOLS
CONSULTATION
PROCESS**

December 7, 2015

NO CHILD LEFT BEHIND ACT OF 2001, PRIVATE SCHOOL 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



TITLE I, PART A-IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES

- “The purpose of this title is 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.” (Title I, Part A, § 1001).



EXAMPLES OF ALLOWABLE TITLE I A EXPENDITURES

- Books, materials, and equipment necessary to implement the Title I program (The LEA retains title to the books, other materials, and equipment purchased with Title I funds);
- Materials, etc. purchased with Title I funds may be used only by Title I participants.
- Each item purchased with Title I funds must be labeled “Property of _____ School District.” The labels should not be either easily erased or removable.);
- Extended-day services;
- Summer programs;
- Saturday programs;
- Tutoring
- Computers and software products;



TITLE I, PART C-THE MIGRANT EDUCATION PROGRAM (MEP)

- "The purpose is to improve education programs for migratory children. These grants assist States in improving educational opportunities for migratory children to help them succeed in the regular school program, meet the same State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school." (Title I, Part C, § 1301)



TITLE II, PART A- IMPROVING TEACHER AND PRINCIPAL QUALITY

- The purpose of *Title II, Part A* is to increase the academic achievement of all students by helping schools and LEAs improve teacher and principal quality and ensure that all teachers are highly qualified and effective.” (Title II, Part A, § 2101)



EXAMPLES OF ALLOWABLE TITLE II A EXPENDITURES

- PD activities for core academic teachers, in one or more of the core academic subjects that teachers teach;
- PD activities for principals to become outstanding instructional leaders;
- Tuition reimbursement for:
 - Teachers - to help students achieve challenging State content and academic achievement standards(classes in core academic subjects);
 - Principals –to lead their school’s efforts towards increasing student academic achievement (instructional classes, not operational classes)



CORE ACADEMIC SUBJECTS

- “The term ‘core academic subjects’ means English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography.” *[Title IX, Part A, Sec. 9101(11)]*



TITLE II B, PART B

- *To improve academic achievement of students in the areas of mathematics and science through programs that:*
 - *Encourage institutions of higher education to assume greater responsibility for improving mathematics and science teacher education;*
 - *Focus on the education of mathematics and science teachers as a career-long process;*
 - *Bring mathematics and science teachers together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers;*
 - *Develop more rigorous mathematics and science curricula aligned with the Priority Academic Student Skills (PASS);*
 - *Improve and expand training of mathematics and science teachers, including technology integration*



TITLE III, PART A-ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

- “The purposes of this part are to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.” (Title III, Part A, § 3102).



SUPPLEMENT NOT SUPPLANT

- All services/materials provided with federal funds must be supplemental.
- There are 3 test criteria that will determine if supplanting has occurred:
 - 1) An LEA used Title I funds to provide services that the LEA was required to make available under Federal, State, or local law.
 - 2) An LEA used Title I funds to provide services that the LEA provided with non-Federal funds in the prior year(s).
 - 3) An LEA used Title I funds to provide services for children participating in a Title I program that the LEA provided with non-Federal funds to children not participating in Title I.

[Non-regulatory Guidance, Title I Fiscal issues, C. Supplement not Supplant 1-3]



COSTS

- All Federal Programs costs must be reasonable and necessary.
- Costs are considered **reasonable** to a grant project when the costs requested do not exceed the market prices for comparable goods or services.
- Costs are considered **necessary** to a grant project when they are recognized as ordinary and necessary to support the operation and/or performance of the grant.

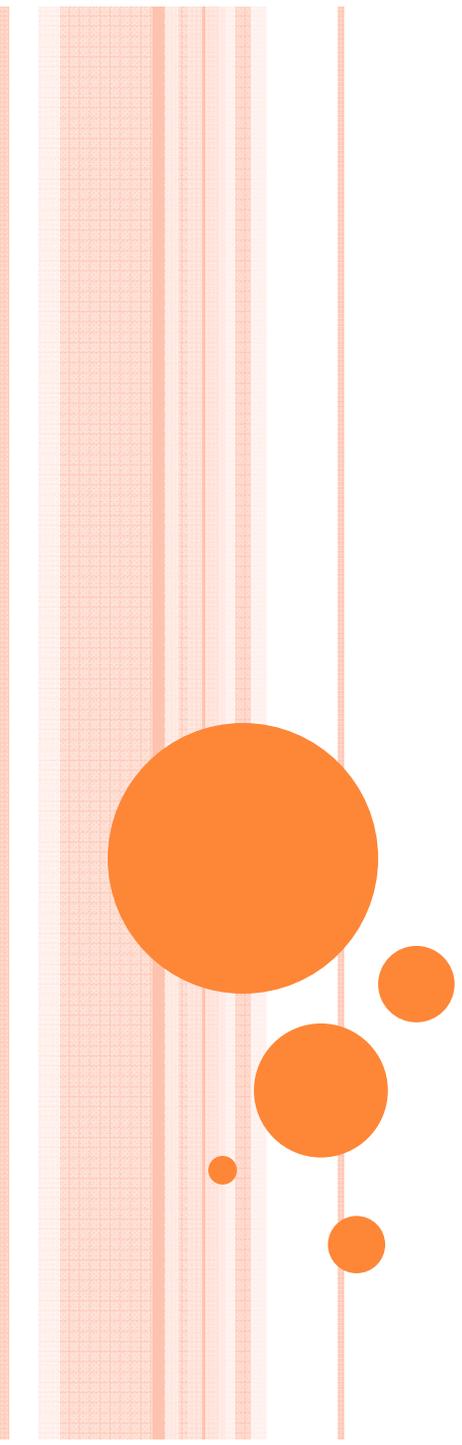


EQUITABLE SERVICES REQUIREMENTS

LEAs are required to:

- 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

Oklahoma State Department of Education
Joy Hofmeister
State Superintendent of Public Instruction

December 8, 2015

Dear Superintendent:

Under the *No Child Left Behind Act of 2001* (NCLB), districts are required to annually contact officials from all private schools **within the district**. In addition, if there are students who are residents within the district but attend a private school outside of the district attendance area, the district is required to contact those private school officials. If either of these scenarios apply, the district must submit a *District Affirmation of Consultation with Private School Officials* form (page 5), for each private school consulted, to the Office of Federal Programs. If, after consultation, 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* form (pages 6, 7, 8, and 10) must be completed for each private school participating and returned to the Office of Federal Programs.

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 Office of Federal Programs to [Rose Carlson@sde.ok.gov](mailto:Rose.Carlson@sde.ok.gov) with the following subject line: **Private School Packet**, typed exactly as shown, no later than **Friday, February 5, 2016**.

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 [Rose Carlson@sde.ok.gov](mailto:Rose.Carlson@sde.ok.gov) with the following subject line: Private School Packet, typed exactly as shown, no later than Friday, February 5, 2016. Keep this private school packet for future reference. No further action is required.

For more information concerning the provision of equitable services to private school students, teachers, and other educational personnel, please refer to the State Department of Education website at <http://www.sde.ok.gov>. If you have any questions, please contact the Office of Federal Programs at (405) 521-2846. Thank you for your assistance.

Sincerely,

Gloria Bayouth
Executive Director
Office of Federal Programs

Submit to Oklahoma State Department of Education (OSDE) by **Friday, February 5, 2016**.

Certification that no private schools exist in this district and none of our resident students attend a private school in another district:

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



DOCUMENTATION SUBMITTED TO OSDE

- **Page 5 – District Affirmation of Consultation**
Contact **every** private school in their district each year whether they are accredited or not. **Keep a record** of your contacts. Submit letter with documentation if your efforts are unsuccessful.
- **Page 6 –Declaration of Intent to Participate Form**
Which **programs** the private school will participate in
- **Page 7-Statement of Assurances**
Unaccredited private schools meeting the **criteria** outlined on page 7, may participate; must contact SDE to register
- **Page 8–Family Income Eligibility Form**
Determines low income **student count**
- **Page 10-Private School Low-Income Student Count for Title I A Services**
This information is entered on **Low Income Step 4** in GMS.



**District Affirmation of Consultation
With Private School Officials
For services to be provided School Year 2016-2017 (FY2017)**

(Duplicate form as needed and electronically submit to OSDE by Friday, February 5, 2016.)

Federal regulations require that timely and meaningful consultation occur between the local educational agency and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in federal programs. Consultation shall continue throughout the implementation and assessment of activities.

The following topics must be discussed during the ongoing consultation process:

- How the district will identify the needs of eligible private school children and teachers;
- What services the district will offer;
- How the decision of services delivered will be made;
- How, where, and by whom services will be provided;
- How the district will assess services to eligible private school students;
- Size and scope of equitable services;
- Method or sources of data that will be used to determine the number of private school children from low-income families residing in participating public school attendance area;
- Equitable services the district will provide to teachers and families of participating private school children; and
- If the district disagrees with the views of the private school officials on the provisions of services, the district must provide the private school the reason in writing as to why they disagree.

The following multiple, educationally related, objective criteria will be used to determine private school student eligibility for the Title I Part A program:

WE AGREE that timely and meaningful consultation occurred before the district made any decision that affected the participation of eligible private school children under NCLB.

WE AGREE that we have participated in meaningful and timely discussion on each federal program and have chosen to participate in the programs marked on the *Declaration of Intent to Participate in Federal Programs* form.

WE AGREE that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under NCLB on the following dates:

Public School Official Signature	Date	Public School District	County #	District #
Public School Address		Public School Phone Number		
Private School Representative Signature	Date	Name of Private School	Private School #	
Private School Address		Private School Phone Number		

Private School wishes to participate in Federal Programs: Yes No



**Declaration of Intent to Participate in Federal Programs
For Private Schools
For services to be provided School Year 2016-2017 (FY2017)**

(Duplicate form as needed and electronically submit to OSDE by Friday, February 5, 2016.)

For private school students, teachers, and other educational staff to be eligible to participate in federal programs administered by the local school district, pages 5 and 6 of this form must be completed, signed by the private school representative, and submitted to the OSDE by Friday, February 5, 2016. This form must be completed annually by the local district and each participating private school.

County: _____ Public School District: _____

Public School Contact Person: _____

Public School Contact Person Phone: _____ Fax: _____

Private school officials who desire their teachers and students to benefit from federal educational programs through collaboration with the local school district must be accredited either by the State Board of Education or by the Oklahoma Private School Accreditation Commission (OPSAC) which is an accreditation entity approved by the State Board of Education. *Registration with the State Department of Education is an alternative to accreditation.* Private schools that have students, teachers, and other educational staff who participate, must also have 501(c)(3) certification issued by the Internal Revenue Service.

Indicate (✓) the status of the private school. *Check only one:*

- (1) Accredited by the State Board of Education (SBE).
 (2) Accredited by the SBE through the Oklahoma Private School Accreditation Commission.
 (3) Our school is not accredited, but we wish to register with the State Department of Education.

Provide *all* information requested below for use by the OSDE in calculating federal program allocations for the district and each participating private school in the 2016-2017 school year. Tax exempt number must be provided.

I. Private School Name: _____ Phone: _____

Mailing address: _____

Private School Administrator: _____ Fax: _____

Private School Administrator email address: _____

II. Federal Tax Exempt Number (IRS Code Section 501(c)(3)): _____

III. Total enrollment in K-12 on October 1, 2015. Do not include preschool or homebound enrollment.

Total enrollment: _____

Total number of ELL students identified through English language proficiency testing: _____

Total number of Migrant students identified through a Certificate of Eligibility: _____

IV. Indicate (✓) each federal program in which the private school teachers, other educational staff, or students will participate in during 2016-2017. Federal funds will not be reserved for any private school students, teachers, and other educational staff if the school fails to indicate a choice.

- Title I Part A: Helping Disadvantaged Children
 Title I Part C: Education of Migratory Children
 Title II Part A: Teacher and Principal Training-
 Title II Part B: Mathematics and Science Partnerships
 Title III Part A: Language Instruction for Limited English Proficient and Immigrant Students

*If Title I Part A is checked for participation, the private school needs to complete the *Family Income Eligibility Form From Private School Officials* and return to the local public school. The local public school needs to complete the *Private School Low-Income Student Count for Title I Part A Services* form and return to OSDE.

** If Title II Part A is checked for participation, please verify that the private school is physically located within your LEA. If the private school is located within another LEA, please forward this information to the LEA in which the private school is located and remove the check mark.



STATEMENT OF ASSURANCES for PRIVATE SCHOOLS

For teachers, other educational staff, and students of private schools to be eligible to participate in federal programs, private schools must be organized according to the recognized patterns shown below.

MINIMUM CRITERIA FOR REGISTRATION

1. School will be in session for 180 days or 1080 hours. Five (5) days may be professional days. Student seat time is 1030 hours. If a private school is in session for less than 180 days, the school will be required to submit official documentation verifying the number of days in session to the LEA providing equitable services.
2. School will be in session six (6) hours per day exclusive of lunch time.
3. Adequate and appropriate facilities, supplies, and equipment will be provided to carry out the educational program.
4. A governing board will develop objectives and oversee program implementation.
5. Safe and sanitary conditions will be maintained in buildings where children receive instruction.
6. Compliance with Title VI of the Civil Rights Act, Title IX of Public Law 92-318, Family Education Rights and Privacy Act, Public Law 105-17 (IDEA), Section 504 of the Vocational Rehabilitation Act of 1973, and with the rules and regulations there under governing the programs and funds is assured.
7. School officials will meet with local school district administration to provide suggestions, ideas, program options, etc. that meet the needs of their participants to help the local school district in planning, implementing, and evaluating programs, services, and activities supported by federal program allocations.
8. Services, materials, and equipment provided for the benefit of participating private school students must be secular, neutral, and nonideological. Control of federal funds and the title to any equipment and materials must remain with the public agency, i.e., the local educational agency (LEA). No federal funds may be paid to any private school and the title to equipment and materials may not be transferred to any private school.
9. If a student is attending a private school in one district and residing in the attendance area of another district, the school officials of the district where the private school is located is responsible for notifying the district in which the student resides.

The Organizational Patterns of Schools as specified by the State of Oklahoma are listed below. Please check (✓) all that apply and enter enrollment figures. *Do not include preschool or homebound enrollment.*

Elementary School	Middle School / Jr. High	High School
<input type="checkbox"/> K-5 _____	<input type="checkbox"/> 5-9 _____	<input type="checkbox"/> 9-12 _____
<input type="checkbox"/> K-6 _____	<input type="checkbox"/> 6-9 _____	<input type="checkbox"/> 10-12 _____
<input type="checkbox"/> K-8 _____	<input type="checkbox"/> 7-9 _____	
	<input type="checkbox"/> 8-9 _____	

The state minimum school term length is 180 days. Indicate the length of your school term: _____

The state minimum school day length is six (6) hours. Indicate the length of your school day: _____

Private School Representative (signature)

Date

Private School Name



CONSULTATION PROCESS

- Timely and meaningful
- Throughout the year
- Initially face to face
 - Follow up meetings between the LEA and the private school may be conducted by phone, email, written correspondence, etc.
- Focus on key issues which affect the ability of eligible private school students to receive equitable services in the Title program(s).



CONSULTATION PROCESS (CONTINUED)

- **Open:** All parties should be able to express their views, have views seriously considered, and *discuss viable options* for ensuring equitable participation of private school students, teachers, and other educational personnel.
- **Goal:** Design and *implement a program* to meet the *needs* of eligible students, teachers, and other educational personnel.
- **Timely:** Private school services should start at the *same time* the public school students are served.



TOPICS SHOULD INCLUDE:

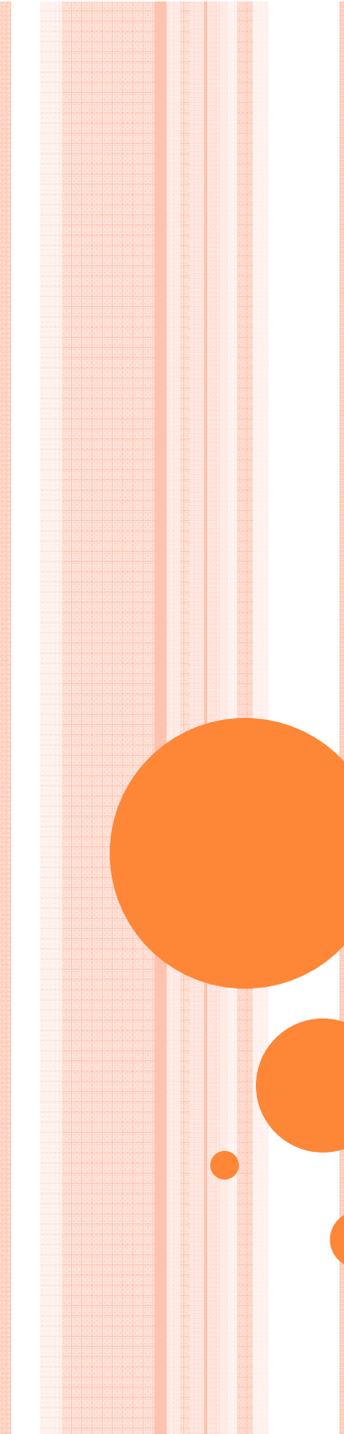
- Which federal programs will be participated in
- How the children's needs will be identified
- What services will be offered
- How and when decisions about the delivery of services will be made
- How, where, and by whom services will be provided
- How district will assess services provided
- Size and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



SELECTION CRITERIA FOR TITLE I AND TITLE III SERVICES (TO BE DISCUSSED DURING CONSULTATION)

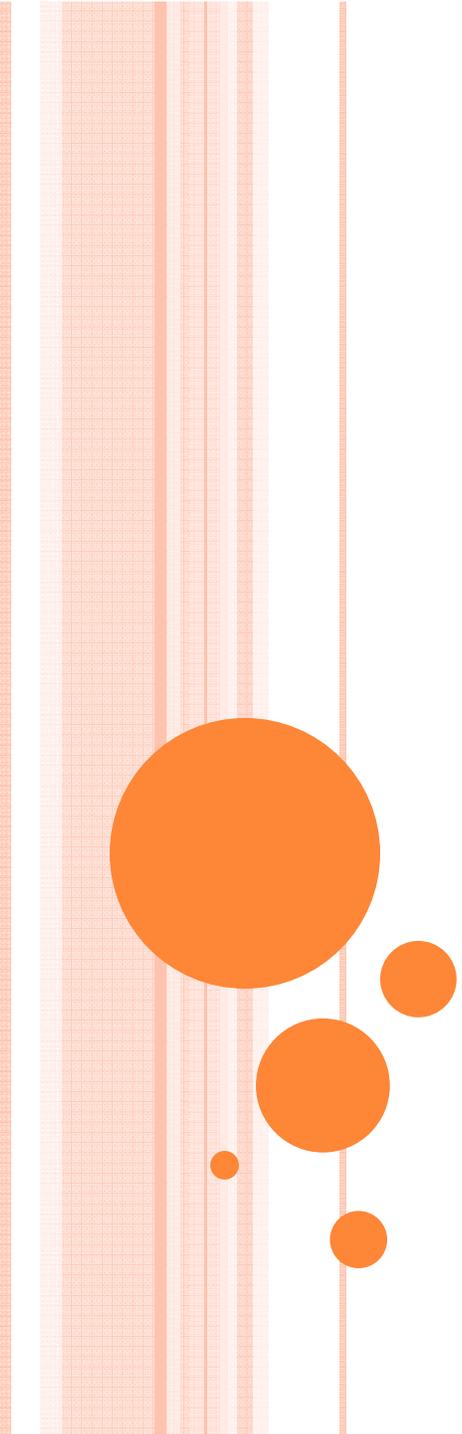
- LEAs may provide a ranking sheet to rate potential students' skills.
- Criteria must be **objective and uniformly** applied.
- Criteria for selection should be established in **writing**.
- **LEA** determines children to be served from a list of eligible students provided by the private school.



TITLE IA, TITLE IC, TITLE IIIA: TYPES OF SERVICES

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





PROFESSIONAL DEVELOPMENT

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- Private school teachers and staff may participate in **district-sponsored** professional development

OR

- PD designed **specifically** to meet the needs of the private school students, teachers and staff.



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 as district set asides.
- Professional development should reflect the **needs of the private school 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.**
- Must be based on a review of scientifically based research and must be expected to improve student academic achievement.



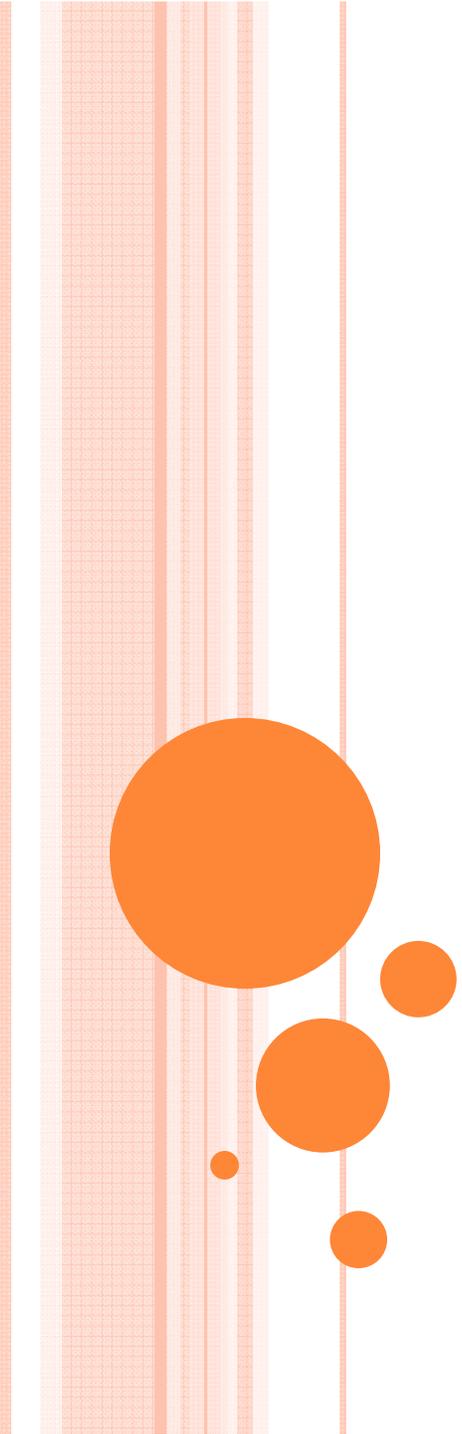
PROFESSIONAL DEVELOPMENT—TITLE IIA CONTINUED

- Improve knowledge in core academic subjects and effective instructional strategies; and
 - Training in:
 - Effectively integrating technology into instruction;
 - Teaching students with different needs, disabilities, and limited English proficiency;
 - Methods of improving student behavior, identifying early interventions, and involving parents;
 - Leadership development for principals and superintendents that results in effective instruction that impacts student achievement;
 - Use of data and assessments to improve student outcomes.
- 

PROFESSIONAL DEVELOPMENT—TITLE IIIA

- **Must be** specifically focused on the **teaching** and **learning** of **LEP** (Limited English Proficient) students.





THIRD PARTY CONTRACTS

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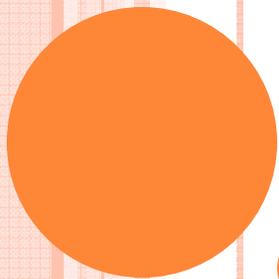
- An LEA should establish a **committee** to help with the contracting process. The committee should include representation from:
 - Third Party Vendor
 - LEA Federal Program Officials
 - General Counsel for LEA



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.





CALCULATIONS



CALCULATIONS: TITLE I

- Equitable services must be reserved from **instructional services, parental involvement, and professional development** from the LEA set-asides.
- The amount of Title I funding that is available for equitable services is determined by the number of low-income private school children who reside in Title I participating attendance areas.



CALCULATING EQUITABLE SERVICES FOR TITLE I 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)**.
- Data entered is from the Private School packet and autopopulates



GRANTS MANAGEMENT SYSTEM LOW INCOME

STEP 4

[Click here for Sliding Scale Guidance](#)

Set Asides				NonPublic Equitable Service Reservation
Click here for Instructions				
Administration (2540 and/or 2330) *	0.00	Parental Involvement - District Level (5% of the LEA's Mandatory 1% set aside) ****	2,375.65	\$254.43
Salary Differential **	125,000.00	Parent Involvement (Site Level) is included in Total Distribution Amount below	47,513.00	
Describe use of Salary Differential and how it was calculated		Total Available for Budgeting after Equitable Services Reservation (District/Site):	2,363.53 / 47,270.68	\$1,275.00
Homeless Children	47,513.00	Professional Development (District Level)	250,000.00	
LEA'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 <input style="width: 30px;" type="text" value="5.00"/> %		Extended Time Programs (District Level)	100,000.00	\$510.00
		Required NonPublic Equitable Share Service Reservation Total	2,039.43	
Other	District Instructional Coaches	525,000.00		
Other	District Coordinators	165,000.00	Indirect Cost ***	256,785.59
Other	30 District Paid FTE	1,575,000.00	Indirect Cost from Budget Detail Page	0.00
Total District Set Asides and Equitable Service Reservation (this amount must be represented on the District Budget Page): 3,284,482.05				
Total Site Distribution Amount (Site Level Parent Involvement Included): \$2,172,304.22				
Minimum Per Pupil Amount (equal to 125% if applicable). 0				

Estimated Number of Students Who Will Participate

Public

NonPublic

Proportional Percentage 0.51 %

Site Name	Site Plan Last Updated Date	SWP	TAS	Not Served	Consolidated Funds	Pre-K Served	Public Low Income	Non- Public Low Income	Low Income Percent	Site Allocation	Public Allocation	Per Pupil Amount	Non- Public Allocation	Budget Amount
540 - MAYFIELD MS	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	692	2	101.17 %	136,247.29	135,854.65	\$196.32	\$392.64	\$0.00
130 - WESTERN OAKS ES	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	635	5	98.15 %	125,645.90	124,664.30	\$196.32	\$981.60	\$0.00
105 - CENTRAL ES	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	600	2	96.77 %	118,185.68	117,793.04	\$196.32	\$392.64	\$0.00
120 - HILLDALE ES	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	688	4	96.36 %	135,854.63	135,069.35	\$196.32	\$785.28	\$0.00
135 - WINDSOR HILLS ES	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	660	2	96.35 %	129,964.98	129,572.34	\$196.32	\$392.64	\$0.00
110 - ARBOR GROVE ES	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	515	2	95.02 %	101,498.33	101,105.69	\$196.32	\$392.64	\$0.00
133 - WILEY POST ES	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	539	6	91.36 %	106,995.34	105,817.42	\$196.32	\$1,177.92	\$0.00
510 - JAMES L. CAPPS MS	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	822	6	91.23 %	162,554.39	161,376.47	\$196.32	\$1,177.92	\$0.00
550 - WESTERN OAKS MS	05/01/2015	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	616	2	90.59 %	121,326.83	120,934.19	\$196.32	\$392.64	\$0.00

CALCULATIONS: TITLE IIA & TITLE IIIA

- The **GMS** system will automatically calculate equitable services amount based on:
 - Information the LEA provides on the **budget page**.
 - Private/Nonpublic Equitable Share **tab** will give the Equitable Share dollar amount.



PRIVATE/NONPUBLIC EQUITABLE SHARE

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.

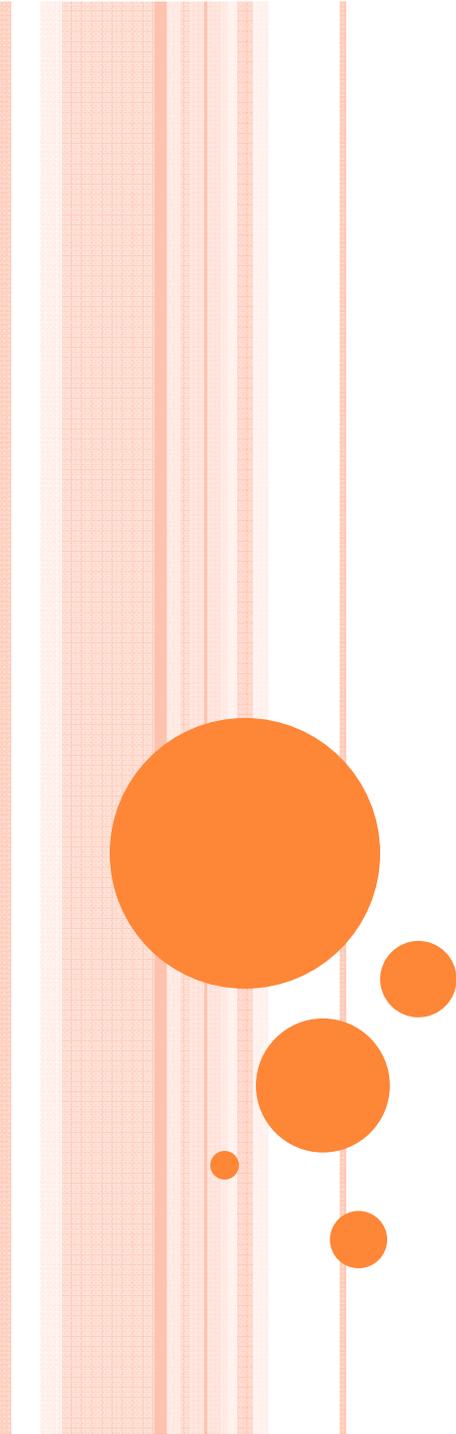
Although no fields are entered by the LEA on this page, you MUST save this page to recalculate the Equitable Share, based on Budget Details.

1. Amount available for public and private/nonpublic schools used in last save of this page. Current Amount available:
2. Budgeted Administrative Costs (from Budget Detail page). Current sum of Administrative Costs (Func Codes 2330 & 2540) on the Budget Detail page:
3. Budgeted Salaries for Class-Size Reduction (from Budget Detail page). Current Salaries for Class Size Reduction (Func Code 1000) on the Budget Detail page:
4. 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
5. Budgeted Indirect Cost amount (from the Budget Detail page). Current Indirect Cost on the Budget Detail page:
6. 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:
7. Number of Participating private/nonpublic students.
8. Public District Enrollment
9. Sum of Public District and Private/Nonpublic Enrollments (Line 7 + Line 8 calculated only on Save)
10. Proportion of Participating Private/Nonpublic School Enrollment Compared to Total Enrollment (Line 7 / Line 9 calculated only on Save)
11. Equitable Share (Line 10 X Line 6 calculated only on Save)
12. Nonpublic Hold Harmless: Amount of services for which private/nonpublic schools were eligible in FY2002.
13. Amount to be budgeted for private school services. (larger of Line 11 or Line 12 X Line 10 - determined on Save)

CALCULATIONS: TITLE IIA

- 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).





COMPLAINT PROCEDURES

COMPLAINT PROCEDURES

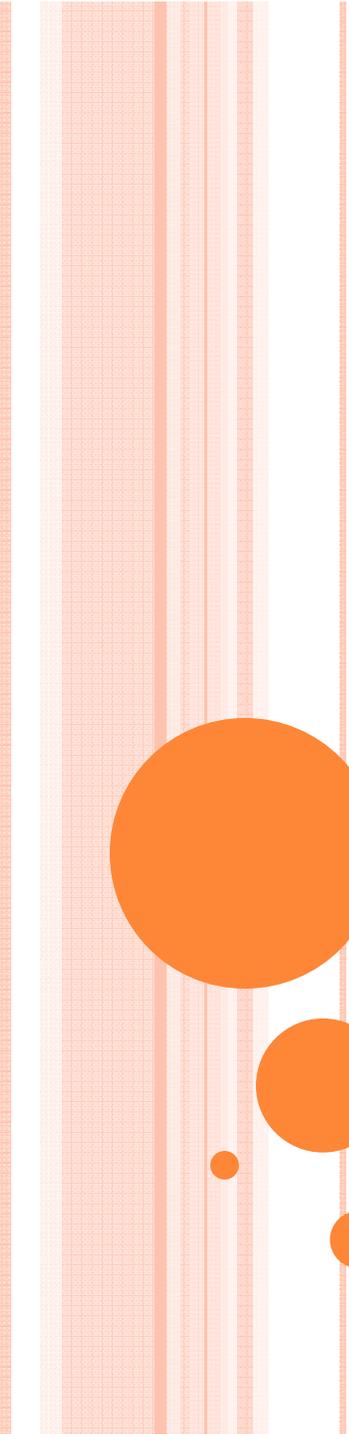
- Engaging in timely and meaningful consultation and developing positive relationships with private school officials, can minimize complaints and problems or, at a minimum, facilitate a cooperative environment for addressing them.



COMPLAINT PROCEDURES

- If private school officials believe that timely and meaningful consultation has not occurred, they should first discuss this matter with the LEA Superintendent or Program Director of the federally funded program to ask for assistance.
- If not resolved at the local level, the OSDE may be contacted.
- Private school officials may file a formal written complaint with the OSDE.
- The OSDE's resolution may be appealed to the USDE.





OSDE RESOURCES

OSDE WEBSITE FEDERAL PROGRAMS

Private School Services Web Page www.ok.gov/sde

- 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
- USDE Webinar Series: Equitable Services to Private Schools
- 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 Power Point



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