



Michelle Doyle
Educational
Consulting

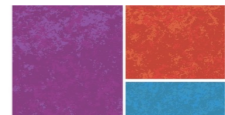


The Consultation Process: Getting a Handle on Funding

Winter 2018-19
Michelle Doyle

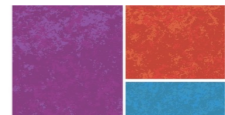
Consultation Process

- Previous webinar covered the consultation process under ESSA.
- Applicable to Titles I, IIA, III, IVA and IVB.
- Goal of consultation is to reach agreement on a program of services that provides equitable participation to meet the needs of eligible private school students.



Equitable Participation

- Elements of a program that provides “equitable participation:”
 - Assesses, addresses, and evaluates the needs and progress of public and private school students and educational personnel in the same manner;
 - Provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs;
 - **Spends an equal amount of funds to serve similar public and private school students and educational personnel;** and
 - Provides both groups of students and educational personnel equal opportunities to participate in program activities.
- These elements are listed on page 7 of the ESSA Toolkit.



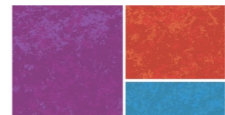
Funding Discussion

- The size and scope of the equitable services to be provided to eligible private school students, teachers, and other educational personnel; the proportion of funds allocated for those services; and how the proportional amount of funds is determined.
- For Title I: The method or sources of data that are used to determine the number of children from low-income families in participating public school attendance areas who attend private schools.



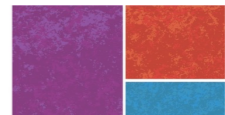
Other Funding Issues

- Funds allocated to the public school district for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.
- Whether to provide equitable services by creating a pool or pools of funds or based on the proportion of children attending private schools.
- The provision of services directly or through contracts with public and private agencies, organizations, and institutions.



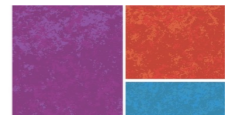
Counting Low-Income Children

- Same method;
- Survey, which can be extrapolated;
- Proportionality;
- Equated measures; or
- Comparable data.



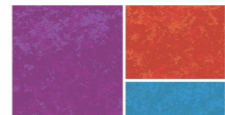
Same Method

- Free and reduced price lunch
 - Just free lunch
- Determined by collecting lunch forms
- Determined by Community Eligibility Program
- Combination of both methods depending on the school



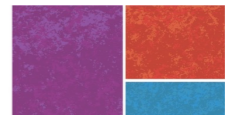
Community Eligibility Program (CEP)

- 40% of students must be directly certified to participate in CEP; all students receive free lunch.
- Directly certified x 1.6 = free and reduced price lunch count.



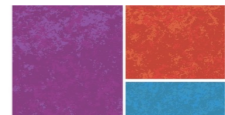
Survey

- No student names; only address and grade level. Family income qualifies for the measure used by the LEA—free lunch (140%), free and reduced (175%), poverty (100%).
- Time for surveys to be effectively sent out and collected.
- Can be extrapolated if all actual data not received.



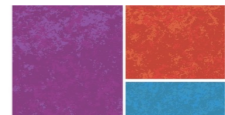
Extrapolation

- ESSA Toolkit Tool #9: EXAMPLE—
- Number of private school children residing in Title I attendance areas (150)
- Number of private school children submitting surveys (115)
- Number of low-income private school children from surveys (100)
- Extrapolation number of low income children attending the private school (130 ($100/115 = 87\%$ low income $\times 150 = 130$ students extrapolated as low income))



Proportionality

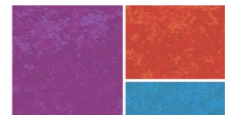
- ESSA Toolkit Tool #10
- Public school attendance area % low-income public school students (72%)
- # private school students residing in Title I attendance area (17)
- Multiply % by # (12)



Equated Measure

- ESSA Toolkit Tool #11
- TANF private school students/TANF public school students
- X/free and reduced private public school students
- 7000/38,000
- X/60,800
- X = 11,200 estimated private school students qualifying for free and reduced price lunch*

*Or whatever income level is being used to determine Title I count



Comparable Data

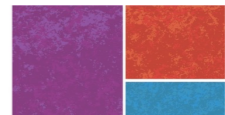
- Qualification for free and reduced price lunch* collected for E-Rate.
- Determine which of the E-Rate addresses are part of Title I attendance areas.
- This number is your Title I free and reduced price lunch count.

*Or whatever income level is being used to determine Title I count



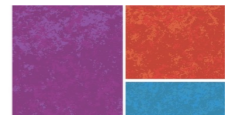
Funding Worksheets Title I

- ESSA Toolkit page 33
- Completed by LEA prior to consultation or worked on together during first consultation meeting.
- Complete for current school year and projected amounts for next school year.



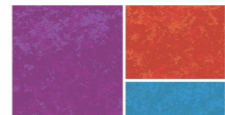
Elements in Worksheet

- Total LEA allocation + any carryover + transferred funds
- Number of low-income children in public schools and private schools residing in Title I attendance area; PPA
- Total allocation for private school students
- Administrative costs off the top
- 1% set aside for parental involvement
- Remaining funds (school or pool)



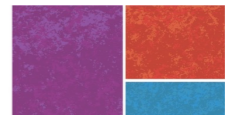
Worksheet Current

- Total LEA allocation : **\$15 million**
- Number of low-income children in public schools and private schools residing in Title I attendance area; PPA : **public count 23,077; private count 2307; PPA \$591**
- Total allocation for private school students : **\$1,363,260**
- Administrative costs off the top : **\$54,530 (4%)**
- 1% set aside for parental involvement : **\$13,633**
- Remaining funds (school or pool) : **\$1,295,097**



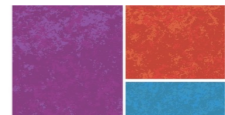
Worksheet Projected

- Total LEA allocation : **\$17 million**
- Number of low-income children in public schools and private schools residing in Title I attendance area; PPA : **public count 25,577; private count 2307; PPA \$610**
- Total allocation for private school students : **\$1,406,505**
- Administrative costs off the top : **\$56,260 (4%)**
- 1% set aside for parental involvement : **\$14,065**
- Remaining funds (school or pool) : **\$1,366,180**



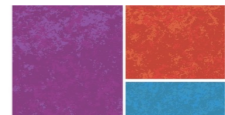
Title IIA Funding

- Funding based on proportional share of all funds received by district for Title IIA.
- All students are counted in the private school, regardless of where they reside.
- Look at total allocation + carryover +/- transferred funds.



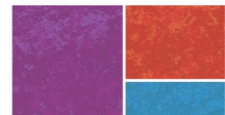
Title IIA Worksheet

- ESSA Toolkit Tool #23
- Total funding
- Number of public school students + Number of private school students = total students
- Students/funding = PPA
- PPA x # private school students = allocation to serve private school students



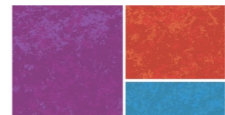
Title III Funding

- Funding based on proportional share of all funds received by district for Title III.
 - EL and immigrant children are both part of the weighted count.
- All students are counted in the private school, regardless of where they reside.
- Look at total allocation + carryover + transferred funds.



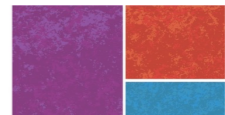
Title III Worksheet

- ESSA Toolkit Tool #25
- Total funding
- Number of private and public school EL students and number of private and public school immigrant children and youth
- Derive PPA
- $PPA \times \# \text{ of EL and immigrant children in private school} = \text{allocation}$



Title IVA Funding

- Funding based on proportional share of all funds received by district for Title IVA.
- All students are counted in the private school, regardless of where they reside.
- Look at total allocation + carryover +/- transferred funds.



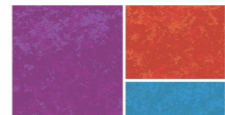
Title IVA Worksheet

- ESSA Toolkit Tool #30
- Total funding
- Number of public school students + Number of private school students = total students
- $\text{Students/funding} = \text{PPA}$
- $\text{PPA} \times \# \text{ private school students} = \text{allocation to serve private school students}$



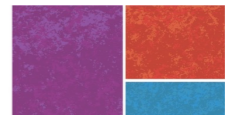
Expending Funds

- Ensure LEA uses the funds available to provide equitable services in the fiscal year for which the funds were appropriated. Ensure eligible students, teachers, and other educational personnel, and families receive services to which they are entitled in a timely manner.
- Reinforces requirement for timely and meaningful consultation to design appropriate services so that those services can begin at the beginning of the school year for which the funds are appropriated.



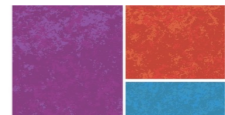
Carryover

- LEA must obligate the funds in the fiscal year in which they were appropriated.
- Extenuating circumstances in which the LEA is unable to obligate the funds within this timeframe in a responsible manner.
- The funds remain available for the provision of equitable services under the respective program during the subsequent school year.



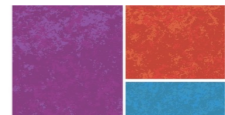
Pooling Funds

- Funds can be provided for eligible students within an individual school ~ or ~ funds can be combined in a pool or pools of funds that serve the students in the schools that are members of the pool (or pools). This applies to all programs providing equitable participation.
- In all cases, when Title I funds are insufficient to serve all eligible students, the most educationally needy children are served first.
- The decision on whether or not to pool is part of the consultation process.



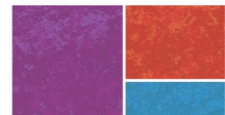
Third Party Contracting

- LEA may contract with a third party for the provision of services.
- Whether or not to do this is subject to the consultation process.
- If the LEA makes a decision that is contrary to the request of the private school officials regarding the use of a third party, it must provide a written explanation for why it made the decision it did.
- The discussion in consultation of the use of a third party must be timely so that contracting procedures in place in the district or state can be followed, and that the procedure for contracting does not negate the possibility of the use of a contractor.



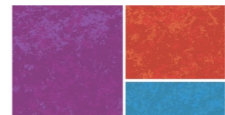
Resources

- ESSA Toolkit and ESSA Guidebook—available for purchase on MDEC website
- Follow up blog—posted on MDEC website
- www.equitable-services-mdec.com
- Future consultation webinars: educational need, strategies and safeguards



Future Webinars

- January 22, 2019: New ESSA Guidance, Part 1 (if available)
- February 12, 2019: New ESSA Guidance, Part 2
- March 12, 2019: The Consultation Process: Developing and Using a Needs Assessment Effectively
- April 9, 2019: The Consultation Process: Effective Use of ESSA Strategies and Safeguards to Ensure Equitable Participation
 - *All webinars are at 4 pm ET.*
 - www.equitable-services-mdec.com/events
 - Register to receive email notification: michelle.doyle.essa@gmail.com



Thank you for joining!



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