



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

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To: Federal Program Directors of School Districts in North Carolina

From: Federal Programs Monitoring and Support Division
North Carolina Department of Public Instruction

Date: March 23, 2021

Subject: **Setting the Agenda for Equitable Services Consultations (ESEA)**

Overview

Annual initial consultations regarding ESEA equitable services for the upcoming academic year should begin no later than April 21, 2021. Subsequently, based on notification from other districts, additional consultation may be required for out-of-district schools not already consulted. [Equitable Services Notification and Invitation to Private Schools, as Required by ESEA \(February 19, 2021\)](#) provides details and deadlines. This memo is meant to help districts set the agenda for the consultation meeting.

The purposes of the initial consultation are to identify needs and services, provide notification of the parameters for implementation and explain the proportionate share available for the services. Based on those considerations, private schools should be able to complete the *Affirmation of Notification, Invitation and Consultation for Equitable Services* during or shortly after the first meeting. (The *Affirmation* forms were provided to federal program directors as attachments in the March 5, 2021, FPMS Update.)

A district may choose to conduct the ESEA meetings simultaneously with meetings for other programs where outreach to private schools is required (e.g., Exceptional Children and Career and Technical Education). This is acceptable and encouraged, if the district adheres to the parameters set by DPI and ESEA. Because proportionate share calculations are needed for the CCIP application process, the district should set reasonable deadlines for the private schools to provide data and complete the *Affirmation* forms. These deadlines should be shared with the private schools throughout the consultations.

Identifying services based on need

ESEA cites “challenging State academic standards” as a basis for determining needs and measuring progress, but private schools in North Carolina set their own standards and are not legally held to *The North Carolina Standard Course of Study*. While they would not be expected to conduct the type of needs assessment required of a district’s Title I-A school, they should be

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prepared to describe, in measurable terms, the needs that can be addressed by the ESEA grants. During consultation, the private school and the district will determine how equitable services might address those needs. A memo regarding needs and services for each of the consolidated grants will be posted soon on [the DPI Equitable Services web page](#).

Parameters governing the use of equitable service funds

An essential component of the consultation is the [Summary of Topics & Assurances for Equitable Services to Private School Children Under ESEA](#). Districts should review this document with the private schools to ensure all parties understand the parameters that apply to equitable services. More details about these parameters will be provided on [the DPI Equitable Services web page](#).

Explaining proportionate share

Calculations of proportionate share to be spent in the upcoming year are based on allotments and various counts of students at public and private schools during the current year[‡]. Depending on when the consultations take place, these numbers may be estimated to facilitate private school decisions about accepting or declining services. However, by May 21, more precise district and private school data should be available so that the calculations can be finalized prior to the CCIP application process. The [Proportionate Share Calculator](#) requires three simple inputs and includes written directions about how to collect those inputs.

Districts must advise their local private schools attending consultations that a student may generate Title I-A funding from the district in which they reside, not from the one in which their school is located. Requirements for notifying other districts about possible inter-district students are described in the [February 19, 2021, memo](#).

The purposes of the *Affirmation* forms

The *Affirmation of Notification, Invitation and Consultation for Equitable Services* forms are intended to document that the school district has performed the required outreach and the consulting private schools have made informed choices. The form includes a stipulation that

[‡] Due to the COVID crisis, the state is using 2019-20 student data to determine allotments for the 2021-22 consolidated grants. Therefore, after consulting with the private schools, the district may use private school student counts from either 2019-20 or 2020-21, depending on reliability and accessibility.

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participating schools must be non-profit and will collaborate to support the district's implementation of accepted programs.

The *Affirmation* forms should be presented to schools when they consult and not as part of the invitations to consult. The "in-district" *Affirmation* form is for use with schools located in district lines, according to the addresses provided in the [directory](#). The "out-of-district" forms are used if districts consult with schools enrolling inter-district students who may generate Title I-A proportionate share funding.

District and private school administrators are advised to read the directions on the *Affirmation* form **very carefully** and verify that they are filled in correctly. More details about completing the forms and uploading them into CCIP will be provided in an upcoming memo on [the DPI Equitable Services web page](#).

For additional information about equitable services under the Elementary and Secondary Education Act, contact Talbot Troy at 984-236-2797 or talbot.troy@dpi.nc.gov.

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