

Deadlines and Critical Dates

DPI Guidelines for ESEA Equitable Services, Part 1

Well publicized deadlines, as recommended below, will enable districts to wrap up consultations prior to starting their CCIP applications for consolidated funding. **Within reason, districts may set earlier deadlines than those listed below.** However, the deadlines should provide private schools ample time **during the spring** to learn about the programs and make decisions about participation.

- March 21: The district sends the first invitations to private schools within its attendance areas for the annual initial consultations. If a second invitation is required for a non-responsive school, it should be sent a week to ten days after the first invitation. See *Part 2* of these *Guidelines*.
- April 15: Private schools must respond to the invitations.
- April 21: Annual initial consultations should be conducted. See *Part 3* for more information about the agenda. Follow-up consultations may be needed to clarify details and facilitate private school decisions, but these should be done as soon as practical after the first consultation and are also subject to reasonable deadlines set by the district. Ongoing consultations for the implementation of services will be conducted as needed throughout the school year.
- April 30: *THIS DEADLINE IS REQUIRED BY DPI.* The district must notify other districts if, during initial consultations with its local private schools, it learns of inter-district students who may affect the other districts' Title I-A proportionate share calculations. The notification must identify the private schools where the inter-district children are enrolled and the contact information for those schools. The other district (where the student resides) is responsible for providing consultation and collecting any needed low-income counts. See *Part 2* for more information.
- May 21: Private schools that intend to participate in equitable services must provide all necessary information to the district(s) for determining proportionate share and complete the appropriate (in-district and/or out-of-district) *Affirmation* form(s). See *Part 7*.
- May 30: All proportionate share calculations, based on planning allotments, should be complete for the upcoming school year, per *Part 6*. The district should have all the equitable services information necessary to complete its application in CCIP.

In addition to the above deadlines, the following considerations should guide district administrators in announcing critical dates for equitable services:

- *Collection of data and feedback for monitoring effectiveness.* This should be ongoing with defined periodic timelines, such as beginning-of-year, middle-of-year and end-of-year dates, as applicable.

- *Scheduling of activities and expenditures, particularly those near the end of the school year.* Confirming critical dates prevents scheduling conflicts and helps the district use the funds as intended during the year for which they are allocated.
- *District fiscal policies and deadlines.* While private school staff are not allowed to encumber federal funds, they should be aware of how the district's fiscal requirements will affect the timelines for implementation, particularly towards the end of the school year.

Participating private schools intending to continue with equitable services during the upcoming year should be reminded that consultation will include timelines for collecting the following information:

- *Low-income counts that will be used for Title I-A proportionate share calculation.* NOTE: This is not the same as identification of students for Title I services.
- *Counts of English learners and immigrant students for the calculation of Title III-A proportionate share.* Students identified during consultation may also be considered eligible for Title III services at the start of the upcoming year.
- *K-through-12 enrollments.* These numbers will be used to calculate proportionate share for Titles II-A and IV-A.

More details about the timelines and requirements listed above are explained in the subsequent parts of these *Guidelines*.

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.