

Deadlines and Critical Dates

DPI Guidelines for ESEA Equitable Services, Part 1

Districts should finish initial consultations and calculate proportionate shares prior to starting the Consolidated applications in CCIP. To support this, DPI recommends that districts set and publicize deadlines for themselves and private schools. **Within the parameters listed below, districts must determine deadlines** that give private schools time to make informed decisions about participation.

No later than February 28

The district should send the first invitations to private schools in its attendance area for the initial consultations. If a second invitation is required for a non-responsive school, it should be sent a week or two after the first invitation. See the [DPI Equitable Services Web page](#) for a *Sample Invitation* (in the NCDPI Resources tab) and *Part 2* regarding invitations (in the Guidelines tab).

No later than March 22

This deadline is set by the district for private schools to respond to the invitations, in accordance with clear directions provided by the district. See [Sample Invitation and Part 2 of these Guidelines](#).

No later than April 19

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 initial consultation and are also subject to reasonable deadlines set by the district. Ongoing consultations to guide implementation will take place as needed throughout the school year.

No later than April 26 (**REQUIRED by DPI due to impact on other districts**)

The district must notify other districts if, during initial consultations with in-district 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 students reside) is responsible for offering consultation (for Title I only) and collecting any low-income counts needed. See [Part 2](#) for more information about these requirements.

No later than May 21

This deadline is set by the district for the private schools that intend to participate in equitable services to complete the in-district or out-of-district Affirmation forms ([Part 7](#)) and provide all necessary information to the district(s) for determining proportionate share.

No later than 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 for entry into CCIP, even if the specific budget codes in a given program's budget have not yet been determined or are subject to likely revision when the school year starts.

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 specific periodic deadlines, 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.

Currently 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 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.