

## **DPI Guidelines for ESEA Equitable Services Table of Contents**

### Part 1 - Deadlines and Critical Dates

- Invitations, RSVPs and consultation dates
- Collecting information from schools
- Notifying other districts
- Completing Affirmation Forms
- Scheduling activities
- Fiscal deadlines

### Part 2 - Notification and Invitation to Private Schools

- Directory of private schools
- In-district invitations
- Notifying other districts about “inter-district” students
- Inter-district students and out-of-district schools (for Title I-A only)
- Contents of invitations
- Responses from private schools
- Nonresponses or insufficient responses

### Part 3 - Setting the Agenda for Initial Consultation

- Purpose of consultations
- Topics to be covered

### Part 4 – Overarching Considerations for Planning and Implementation

- Restrictions on Availability of Services for Certain Schools
- Evaluation of Effectiveness
- Private school responsibilities
  - Identifying needs
  - Providing student counts
  - Assisting with implementation

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#### Part 4 – Overarching Considerations for Planning and Implementation (continued)

- Lack of Cooperation from a Private School
- District Responsibilities
- Options for Pooling
- Public Control of Funds and Assets
  - All fiscal functions performed by district
  - No fiscal responsibility delegated to private schools
  - No funds turned over to private schools
- Materials, Equipment and Online Resources
- District Staff and Contractors: Hiring, Supervising and Compensation
- Certification of Staff and Contractors
- Professional Development Costs
- Budgets, site code 860
- Reasonable Administrative Costs
- Remaining Funds and Repurposed Funds

#### Part 5 - Eligible Students and Allowable Services within Each Grant

- Title I-A
  - Eligibility for services versus generation of proportionate share funds
  - Criteria for at-risk identification
  - Sub-groups descriptors for identification
  - Types of allowable services
  - Parent and Family Engagement
- Title II-A
  - Appropriate ways to provide PD for private schools
  - Allowable versus unallowable activities at private schools
- Title III-A
  - Identification of multi-lingual learners (MLs) for eligibility for services (PRC 104)
  - Services for ML students
  - Identification of immigrant students for eligibility for services (PRC 111)

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#### Part 5 - Eligible Students and Allowable Services within Each Grant (continued)

- Title I-C
  - Identification of migrant students
  - Working with DPI MEP staff
- Title IV-A
  - Types of activities per USED guidance
  - 20% and 15% spending parameters for overall PRC, not for proportionate share
- Title IV-B
  - Outreach to private schools as described in 21st Century Learning Center application
  - Working with DPI 21st Century staff

#### Part 6 – Counting Students and Calculating Proportionate Share

- Updated Calculations Based on Planning and Actual Allotments
- Keeping Private Schools Informed
- Transferring and Repurposing of Funds
- The Timing of Private School Student Counts
- Title I-A: Counting Low-Income Students
- Title I-A: Formulas and Examples
- Titles II-A, III-A and IV-A: Formulas and Examples

#### Part 7 – Sharing and Completing the *Affirmation* Form

- In-district form versus out-of-district form
- Descriptions of the sections and who fills them in
- Allowing private school more time to complete the form

#### Part 8 – Providing *Affirmation* Forms and Equitable Services Information in CCIP

- Outreach Information in Title I-A Grant Details
- Count of Private School Fund Generating Students in Title I-A Building Eligibility Page
- Student Counts and Administrative Costs for non-Title I-A grants

*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](mailto:talbot.troy@dpi.nc.gov).*