

Deadlines and Critical Dates

DPI Guidelines for ESEA Equitable Services, Part 1

To ensure a timely consultation process, DPI recommends five deadlines, as described below, that districts should set for themselves and private schools. In addition, DPI requires two deadlines, also described below. The deadlines are intended to keep districts from having to wait for private school information that can be shared in the spring. They will also ensure that private schools are provided with enough information, prior to summer, so they may incorporate equitable services into their overall planning for the upcoming school year.

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 20

Private schools should 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 10

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 24 (**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 which private schools the inter-district children are enrolled in and provide contact information for those schools. The other district (where the students reside) is responsible for offering consultation (for Title I-A only) and collecting any low-income counts needed. See [Part 2](#) for more information about these requirements.

No later than May 8

All private schools that intend to participate in equitable services should complete the in-district or out-of-district *Affirmation* form ([Part 7](#)) and provide all necessary student counts to the district(s) for determining proportionate share.

No later than May 29

All proportionate share calculations, based on planning allotments and springtime student counts, should be complete for the upcoming school year, as described in [Part 6](#). The district should have all the equitable services information for entry into CCIP, even if the specific budget line items have not yet been determined or are subject to revision when the school year starts.

No later than June 19 (**REQUIRED by DPI due to impact on private schools**)

The district must provide the following information to each participating private school:

- *The tentative funding amounts available for district expenditure at the school for the upcoming year.* To support this, the NCDPI resources tab of the [DPI Equitable Services web page](#) now includes an optional roster-based proportionate share calculator that indicates these individual amounts.
- *A plan (at least a draft) for what services the district will provide and when.* This information will allow private schools to plan other activities around their equitable services participation.

In addition to the above, district administrators should set deadlines and communicate promptly with private schools regarding the following:

- *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, determined by the district, 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 for the calculation of Title III-A proportionate share.* Students identified during consultation may also be eligible for Title III services at the start of the upcoming year, because the criteria for determining who generates proportionate share and who receives services are the same. NOTE: The proportionate shares calculation for PRC 111 (Immigrant Students) may be delayed depending on when the planning allotments for that grant are announced by DPI.
- *K-through-12 enrollments.* These numbers will be used to calculate proportionate share for Titles II-A and IV-A.

Districts should provide ample reminders to private schools about all deadlines to ensure that implementation is not delayed.

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.