



**Equitable Services
Statewide Initial
Consultation
Meeting**

Before we begin...

- Sign-in
- Pick up an agenda, Form A and Form B
- Complete a name tent with the name of your LEA, Private School, Organization or Agency (GaDOE)



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Housekeeping

- Restroom locations
- Break from 10:40-10:50
- Phones
- Kudos
- Acronyms
- Parking lot questions

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Agenda- Session 1

- 9:00-9:10- Welcome & Introduction
- 9:10-9:25- Updates, Overview and Role of State Ombudsman
- 9:25-9:50- Title IA
- 9:50-10:05- Title IC
- 10:05-10:25- Title IIA
- 10:25-10:40- Title IIIA
- 10:40-10:50- Break
- 10:50-11:15- Title IVA
- 11:15-11:30- Title IVB
- 11:30-11:55- Private Schools and LEAs (Discussion)
- 11:55-12:00- Closing and Adjourn (Session 1)

Welcome & Introductions

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Welcome

- Private Schools/Organizations- name, private school/organization you represent, Title, number of different LEAs your students live in
- LEA- name, LEA, Title, Federal programs you work with in your role, number of private schools your district works with for Equitable Services
- GaDOE- name, division at the GaDOE, Title, programs you work with in your role

Updates & Overview

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Updates and Overview

- Initial Meetings
 - Same information- overview
 - Some private schools, particularly in METRO, work with multiple LEAs, some up to 12
- Consistent message across Georgia
- Improve Equitable Services across Georgia
- Provide professional learning to both private schools and LEAs
- Display the Online Platform
- Reduce potential findings

Overview

- How many private schools serve Georgia students?
- How many private schools outside of Georgia serve Georgia students?
- What is the process for starting a private school in Georgia?
- Who oversees private schools in Georgia?
- How does a private school know to submit a DE1111?

DE1111

- **What is the DE1111?**
- **Who submits the DE1111?**
- **To whom is the DE1111 submitted?**
- **How often is the DE1111 submitted?**

DE1111

- Required by State Law each year
- Must be updated by private school each month if a student enrolls or withdraws
- Federal programs should be communicating with the Superintendent's office to stay updated on the numbers (recommend to have a procedure in place for collecting and communicating this information)
- Who signs off on the DE1111? Recommend only one person in the district



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DE1111

- Try to use the date specific to data collections (FTE date- First Tuesday in October)
- Does not have to be submitted on the form on the GaDOE website
- Private schools do not send information to State Charters
- LEAs should have procedures in place for collecting the DE1111

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PRIVATE SCHOOL REPORT OF STUDENTS ENROLLED

Georgia law (O.C.G.A. § 20-2-690) provides “within 30 days after the beginning of each school year, it shall be the duty of the administrator of each private school to provide to the school superintendent of each local public school district which has residents enrolled in the private school a list of the name, age, and residence of each resident so enrolled. At the end of each school month, it shall be the duty of the administrator of each private school to notify the school superintendent of each local public school district of the name, age, and residence of each student residing in the public school district who enrolls or terminates enrollment at the private school during the immediately preceding school month.

NAME OF PRIVATE SCHOOL: _____

TOTAL ENROLLMENT: _____ GRADES: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

TELEPHONE: _____

PUBLIC SCHOOL SYSTEM TO WHICH SUBMITTED:

INSTRUCTIONS:

1. If you are reporting students enrolled this year, provide names, ages, and addresses.
2. If you are reporting students who have withdrawn after having been enrolled this year, write a “W” with the date or withdrawal in the column headed E/W and send the form to the appropriate school superintendent.
3. If you are reporting students who have entered after you have submitted the report to the school superintendent, provide student information and write an “E” with date of entry in the column headed E/W and send the form to the appropriate school superintendent.

E/W	NAME OF STUDENT(S)	AGE	GRADE LEVEL	RESIDENCE	CITY/STATE



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Private Schools- Is your school on the list?



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List of Private Schools for FY2019

#	Private School Name	Address	City	State	Zip	County	Non-Profit Sch Flag	Telephone	Email	Web Address
1	A Unique Learning Center	7290 Covington Hwy.	Lithonia	GA	30058	DeKalb	N	7704848226	thegiftedchild@bellsouth.net	none
2	A+ Preparatory Academy	100 Dudley Drive	Ellenwood	GA	30294	Henry	N	7703890173	friendapreparatory@att.net	APREPATORYLEARNINGACADEMY.COM
3	A.A.I.M.S. Montessori School	3665 Swiftwater Park Drive, Bldg. #1A	Suwanee	GA	30024	Gwinnett	N	6785467700	soldier_mini@yahoo.com	https://aaimsschool.com/index.html
4	A.W. Spalding Elementary	4820 University Drive	Collegedale	TN	37315	Catoosa	Y	4233962122	mengle@gccsda.com	NONE
5	ABC Montessori Academy for the Brilliant Child	483 Walker Dr.	McDonough	GA	30253	Henry	N	7709579998	admin@montessori.us	abc-montessori.org
6	ABLE Christian School	78 Old Jackson Rd	McDonough	GA	30252	Henry	N	8882351230	none@none.none.none	http://www.ableschool.net/
7	Abbeville Christian Academy	258 M.L. Tillis Drive	Abbeville	AL	36310	Out Of State	N	3345855100	melanie.carlisle@acagenerals.org	acagenerals.org
8	Academics Plus	717 Industrial Pk. Dr.	Evans	GA	30809	Columbia	N	7063643169	acplus1@aol.com	www.academicplusofevans.com
9	Academy of Double H Ranch	4206 N Arnold Mill Rd	Woodstock	GA	30188	Cherokee	Y	7706304996	barrysinger4@gmail.com	
10	Academy of Innovation	1399 Thompson Bridge Rd	Gainesville	GA	30501	Hall	Y	7705366898	frontoffice@aoiga.com	wherelearningtakesflight.com
11	Academy of the Oaks	146 New Street	Decatur	GA	30030	DeKalb	Y	4044052173	patriciak@acedemeatlanta.org	NONE
12	Action Academy	1075 Canter Rd NE	Atlanta	GA	30324	Fulton	N	0000000000	None@none	NONE
13	Adamsburg Christian Academy	5008 County Road 78	Fort Payne	AL	35967	Chattooga	N	0000000000	None@none	NONE
14	Advance Academy	7135 Hodgson Memorial Drive, Suite 10-B	Savannah	GA	31406	Chatham	Y	9123559098	pvictor@matthewreardon.org	http://www.matthewreardon.org/
15	Advance Learning Center	3451 Charlie Smith Sr Hwy	St. Marys	GA	31558	Camden	N	9128825327	advancelearning@tds.net	advancelearningcenter.org
16	Ahayah Academy	7254 Parks Trail	Fairburn	GA	30213	Fulton	Y	8558226942	admin@ahayahacademy.org	www.ahayahaacademy.org
17	Al-Falah Academy	4805 Lawrenceville Hwy Suite 220	Lilburn	GA	30047	Gwinnett	Y	6785027211	info@alfalahacademy.com	Alfalahacademy.com
18	Alexsander Academy	1090 Powers Pl	Alpharetta	GA	30009	Fulton	Y	4048395910	smith@alexsanderacademy.org	NONE
19	Alleluia Community School	2819 Peach Orchard Rd.	Augusta	GA	30906	Richmond	Y	7067932346	office@alleluiaschool.org	alleluiaschool.org

Federal Programs

- **What are Equitable Services?**
- **Who can receive Equitable Services?**
- **What services are allowable under Title IA and Title VIII?**
- **What is needed for private schools to get started participating in Equitable Services?**



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Private School Equitable Services Participation

- Federal programs are supported by tax dollars, so children and teachers of nonprofit schools are eligible for Equitable Services.
- Services should be equitable to the public school, not necessarily identical, and designed to meet the needs of the private school students and teachers.
- Services for private school students should begin at the same time as the public schools.

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Private School Equitable Services Participation

- Private schools must provide proof on nonprofit status (not the same as tax exempt status)
- LEAs must verify the physical location of the school
- Schools receive services, not actual funds
- Services should be supplemental

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Equitable Services Title IA & Title VIII

- Title IA- Improving Basic Programs Operated by Local Educational Agencies (LEAs)
- Title IC- Education of Migratory Children
- Title IIA- Supporting Effective Instruction
- Title IIIA- English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IVA- Student Support and Academic Enrichment
- Title IVB- 21st Century Community Learning Centers

Equitable Services Title IA & Title VIII



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Program	
Title IA	Can go outside the district and the state- follows the student regardless of the location of the private school
Title IC	Stays within the district
Title IIA	Stays within the district
Title IIIA	Stays within the district
Title IVA	Stays within the district
Title IVB	Stays within the district- (possible non-LEA exception)

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Website for Equitable Services

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Common Equitable Services Requirements Under Titles I and VIII

New Requirement: Ombudsman To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B).)

What are the roles and responsibilities of an ombudsman?

An ombudsman should serve as an SEA's primary point of contact for addressing questions and concerns from private school officials and LEAs regarding the provision of equitable services under Titles I and VIII. In addition, the ombudsman is required to monitor and enforce the equitable services requirements under Titles I and VIII and, thus, should have a significant role in the State's monitoring process. Furthermore, the ombudsman should ensure that private school officials know how to contact the ombudsman. The following are examples of activities the ombudsman could undertake in fulfilling the roles and responsibilities of the position:

- Serve as a general resource regarding equitable services requirements for both LEAs and private school officials, which may include conducting initial outreach to define the contours of the ombudsman's responsibilities.
- Develop, in partnership with other relevant SEA staff, monitoring protocols applicable to the provision of equitable services and participate in a sample of any monitoring activity.
- Provide technical assistance regarding equitable services requirements for SEA staff administering applicable programs, LEA staff, and private school officials.
- Establish a process for receiving documentation of agreement from LEAs consistent with the consultation requirement that the results of such agreement shall be transmitted to the ombudsman. (ESEA section 1117(b)(1).)
- Participate in the State's Title I Committee of Practitioners (ESEA section 1603(b)) and, as applicable, nonpublic schools working group.

What specific responsibilities does an ombudsman have with respect to monitoring and

Contact Information

Shaun Owen
Director of Consolidated Federal Initiatives
State Ombudsman
404-971-0096
sowen@doe.k12.ga.us

Statewide Meetings

Statewide Initial Consultation Meetings for Equitable Services FAQs

Participating Private Schools 2018-2019

Completed Statewide Meeting Registrations (As of 10-19-2018)

Sample Template Initial Consultation Invitational Letter to Private Schools (9-13-2018)

Statewide Initial Consultation Meeting Registration

Updates

Equitable Services Updates 10-9-18

Forms

Equitable Services Consultation Specifics 2018

Equitable Services (Title I and VIII) Complaint, Resolution and Appeal Process

Role of the Ombudsman

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Ombudsman

Statute - New Requirement

To help ensure that private school children, teachers, and other educational personnel receive services equitable to those in public schools, State educational agencies (SEAs) must designate an ombudsman to monitor and enforce Title I and Title VIII equitable services requirements.

ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B)

FAQs N-1 through N-5

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Ombudsman

Guidance - Roles and Responsibilities

The ombudsman should:

- Serve as an SEA's primary point of contact for addressing questions and concerns from private school officials and LEAs regarding the provision of equitable services under Titles I and VIII.
- Monitor and enforce the equitable services requirements under Titles I and VIII and, thus, should have a significant role in the State's monitoring process.
- Ensure that private school officials know how to contact the ombudsman.

Ombudsman

Guidance - Monitoring and Enforcement

- The primary responsibilities of an ombudsman are to monitor and enforce the equitable services requirements in Titles I and VIII.
- An ombudsman should work with SEA staff administering Title I and programs covered under Title VIII to develop monitoring protocols applicable to the provision of equitable services under each program.
- The ombudsman should also serve as the primary point of contact for responding to and resolving any complaints regarding equitable services that the SEA receives under its ESEA complaint procedures.

Dispute Resolutions and Complaints

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**Complaint Form for Equitable Services for Title I and Programs Covered under Title VIII
to Private School Students and Teachers
Office of the State Ombudsman**

Name of person filing complaint Title/position of person filing complaint Name of private school Street address of private school Email Phone number	
Name of Local Educational Agency (LEA) complaint is against Street address of LEA Contact name Email Phone number	

Title II and VIII programs (ESEA section 1117 and 8501):

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – English language acquisition, language enhancement, and academic achievement
- Title IV, Part A – Student support and academic enrichment grants
- Title IV, Part B – 21st Century Community Learning Centers

What federal statutory or regulatory requirements that apply to equitable services do you feel have been violated? (Please attach any supporting documentation.)



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-45 days for SEA to respond to complaint
-30 days for private school to appeal
-90 days for USDE to respond to appeal





Please describe the issue(s), including dates; and any steps you have taken and people you have contacted from the LEA to resolve the issue and their response(s). Please attach any supporting documentation.

Please describe the solution or the action you feel would resolve this problem.

Are you willing to participate in the mediation process to try to resolve your concerns?

Yes

	Click here to enter a date.
--	---

By typing your name, this serves as your electronic signature.

Date



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This form must be signed and submitted to the Georgia Department of Education and a copy to the local school system.
In lieu of mailing, you can email to Shaun Owen @ sowen@doe.k12.ga.us.

Georgia Department of Education
Office of the State Ombudsman
1866 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334

Change to Existing Requirement: Complaint Process for Participation of Private School Children – Time Limit
The timeframe that an SEA has for responding to a complaint from parents, teachers, or other individuals concerning violations of ESEA section 8501 regarding the participation by private school children and teachers is 45 days. In addition, the Secretary must investigate and resolve an appeal of an SEA's resolution of a complaint within 90 days.
(ESEA section 8503.)

Changes to Existing Requirement: Consultation

The topics subject to consultation have been expanded to include the following:

- How the proportion of funds allocated for equitable services is determined.
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity or third-party contractor.
- Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- When, including the approximate time of day, services will be provided.
- Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under section 8501(b) to provide services to eligible private school children in participating programs.
- The written affirmation that consultation has occurred must provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

(ESEA section 1117(b)(1).)

Relevant Statutory, Regulatory, and Guidance References

- [Title IX, TITLE IX, PART E UNIFORM PROVISIONS SUBPART 4—PRIVATE SCHOOLS Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel Non-Regulatory Guidance](#), Section H and sample form J-16
- 34 C.F.R. §299.12
- ESSA Sections 1117(b)(6); 1117(c)2; and 8501(c)6

For internal use only-

Date of receipt of form: [Click here to enter a date.](#)

Completion of complaint process: [Click here to enter a date.](#)



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Title IA

- What services are provided through Title IA?
- How are allocations determined?
- What is required from private schools for participation in Title IA?

Title IA- Program Overview



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- Services provided to students that **RESIDE WITHIN** the district's geographical boundaries, but they can follow the student outside the district and/or state
- The students attending private schools **must reside in a Title I attendance zone** (The student would attend a Title I school in the public school zone)
- Allocations are based on **student poverty** but services (no direct funding) are delivered to **only students most at risk** (eligible students) based upon **multiple objective, academic selection criteria**

Title IA- Program Overview



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- Services are only for the eligible students, their teacher(s) that teach those eligible students, and the parents of those eligible students
- The Title I equitable services at private schools are the **full responsibility of the LEA**
- All equitable service decisions are to be reached **collaboratively** through **on-going consultation** between the LEA and private school
- Private school equitable services are run like a **targeted assistance program**

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Title IA- Program Overview



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- Some form of evaluation of student progress must be included (pre/post test, current assessment data, achievement growth on a norm referenced test, etc.) and agreed upon during consultation
- Instructional interventions must be **evidence-based** and **developed in consultation** between the LEA and the private school
- Services should **complement the instructional program** of the private school and should **not be a separate instructional program**

Collaboration during consultation is the key!

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Title IA- Requirements



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- **List of all the students attending the private school that reside in the LEA with street addresses by grade level**
- **Poverty data earns Title I funds** and must be gathered
 - Use the same poverty measure the LEA uses from the free/reduced lunch forms (the USDA form cannot be used, but the poverty measure can)
 - Use comparable poverty data from a survey of families
 - Use comparable poverty data from a different source such as a scholarship application
 - Proportionality – apply the Title I school's poverty percentage to the private school students residing in the attendance zone of Title I schools

Title IA- Services



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Examples of Title IA Allowable Equitable Services

- **Extended learning time** during the school day
- **Supplemental professional** learning for eligible teachers
- **Technology/Equipment** to implement initiatives
- **Engage eligible parents** in their children's learning (through communication initiatives and **building parent partnerships**)
- **Extended day services, counseling** programs, **tutoring** (before/after school, at home, or on Saturdays)
- **Simply providing a school with instructional materials is not allowable**- supplies alone would not be a viable program

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Title IA- Services



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Services are only for the **eligible students**, the **teacher(s)** that teach the eligible students, and the **parents** of the eligible students

- Services must be reasonable and necessary
- Evidence-based
- Need to demonstrate effectiveness over time

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Title II, Part A

- What is the general purpose of Title II, Part A?
- How are Title II, Part A allocations determined?
- What other considerations are there for Private Schools participating in Title II, Part A?

Title II, Part A - Overview



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- Purpose: To improve student achievement through effective teachers and leaders
 - particular focus on historically underserved populations
 - Minority, Economically Disadvantaged, Low Achieving
- Governed by specific use of funds listed in the law
 - Professional Learning Activities
 - Pedagogy, Content and Student Support
 - Career Advancement
 - Recruitment and Retention Activities
- Eligible Participants: all teachers (P-12), principals and other school leaders unless otherwise specified by a use of fund in Section 2103
 - Other School Leader defined as individuals in charge of daily instructional and managerial operations in a school

Title II, Part A- Parameters



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- Provision of Equitable Services is governed by:
 - Federal Law, Regulations, Non-Regulatory Guidance
 - State Guidance
- Each funded activity/intervention must:
 - Align to grant purpose (focus on poverty/minority/low academic achievement), Section 2103 Use of Funds and Section 8101 Definitions
 - Adhere to laws and regulations
 - Address the needs of individual students and not the students in general or perceived needs of teachers
 - Reflect consultation conversations between schools and districts
(This may vary LEA to LEA and School by School)
- Each funded activity/intervention should supplement and complement the instructional program of the private school

Title II, Part A- Allocations



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- Allocations for the state are based on Census Bureau Data released annually. Data is based on reports from previous years. All students (public and private school) are included in data that generates allocations for states. Data is usually released in June.
- The Title II, Part A Allocation to LEAs is detailed in law and non-regulatory guidance.
- The Title II, Part A Allocation to private schools is detailed in law and non-regulatory guidance.
 - Per Pupil after deducting administrative costs
 - Administrative costs cover both public and private admin
 - GA restricts to 10% unless a justification can be provided showing costs that exceed 10% are reasonable and necessary.

Title II, Part A- Allocations



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- The state is required to notify private schools of allocations. GA posts Title II, Part A allocations on the Ombudsman webpage. Because budgets are not approved until after this notification, the allocations listed are NOT final.
- LEAs submit an Equitable Services worksheet with private school allocations based on actual budget. Allocations are not final until budget is approved with actual administrative costs established.
 - During consultation leading up to the allocation LEAs:
 - Must establish geographic location and nonprofit status
 - Must determine private school enrollment K-12 on same day as public school FTE count
 - Must discuss administrative costs
 - Must establish the individual needs of students
 - Must confer on the nature of activities/interventions selected to meet the individual needs of students

Title II, Part A- Other Considerations



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- LEAs should share budget and equitable services information upon request.
- GaDOE recommends that the private school leader or designee involved in consultation have instructional knowledge and access to individual student data and teacher information
- Activities and Interventions may be allowable but may not be reasonable and necessary
- Private Schools must follow LEA travel policy – this may vary across LEAs
- Evidence base for applicable PL activities/strategies (Strong, Moderate, Promising, Demonstrates a Rationale) must be established but is not restricted by level

Title II, Part A- Other Considerations



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- Consultation should occur before and during equitable services
- LEA must work with Private School to demonstrate effectiveness of Title II, Part A funded activities/interventions over time and discuss it every year
 - Source documentation will vary LEA by LEA, School by School and by activity/intervention
 - Did it impact teacher/leader practice?
 - Did it impact needs of individual students?
 - Did it impact recruitment and retention outcomes?
- LEAs may not restrict allowable use of funds that align with student needs, etc (equipment, stipends, etc)

Title II, Part A- Other Considerations



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- Professional Learning can be prorated
 - Based on availability of funds
 - Based on activities or topics
 - Cannot fund religious activities or topics
 - Cannot fund social activities
- Professional Learning should be ongoing and sustained
 - This may impact ability to fund conferences/meetings
- Professional learning could be completed independently at school or jointly with LEAs
- Funds can be strategically coordinated or leveraged
- Best practices include sharing private school staff lists, public and private school calendars, LEA policies and procedures

Title II, Part A- Other Considerations



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- Title II, Part A is most often selected by private schools and most often transferred by LEAs into other grant funds to meet student needs. If transferred, the LEA does not have Title II and private schools do not have Title II. This must be shared in consultation, but is not subject to agreement. GA has discussed the impact of this with USDE.

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Title II, Part A- Other Considerations



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- Consultation varies by LEA, procedures vary by LEA, needs vary by student. GaDOE cannot regulate for all scenarios. We place a strong emphasis on effective consultation for ensuring practices meet the needs of students and are in compliance with the law. Both LEAs and private schools should acknowledge that practices are unique, but should work towards common understanding and agreement in order to best meet the needs of students.
 - Example: A technology conference may be allowable for one school, partially allowable for another and unallowable for another
 - ESSA states explicitly that professional development is not stand-alone, one day or short-term workshops. Professional Learning must be sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused.

Title II, Part A- Resources

- Federal Law: ESSA
- Federal Regulations: EDGAR
 - Focus on 2 CFR Part 200 and 34 CFR Part 76
- Federal Non-Regulatory Guidance:
 - 2016 Fiscal Changes and Equitable Services under NCLB
- State Guidance:
 - Federal Programs Overarching Handbook
 - Title II, Part A Handbook
- Webpages:
 - Federal Programs, Ombudsman and Title II, Part A

Title IC

- **What services are provided through Title IC?**
- **How are allocations determined?**
- **What is required from private schools for participation in Title IC?**

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Title I Part C- Program Overview



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- *Title I Part C*: requires SEAs that receive MEP funds to provide special educational services or other benefits on an equitable basis to eligible migrant children who are enrolled in private schools, and teachers located in the geographic area served by the LEA. This must be done after timely and meaningful consultation with appropriate private school officials.
- The allocation are determined on a per pupil basis.
- The SEA and local operating agency have the discretion to determine what number of eligible migrant students attending a private school is too few to serve, so long as this determination is made on an equitable basis.

Title I Part C- Services

- Student academic and enrichment opportunities
- Homework assistance
- Test preparation
- Supplies, materials and resources
- Instructional software
- Professional learning
- Evidence-based supplemental academic support such as before, during, after-school hours, and weekends
- Summer school opportunities through a school facility based or home base model
- Academic support for preschoolers and out of school youth and drop out students

Title I Part C- Requirements



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- The LEA and/or the SEA identifies and recruit eligible migrant children and youth.
- The LEA identifies the academic needs of their migrant participants (preschool, K12 and out of school youth and or drop out students) through the local CNA.
- Must meet the academic needs of Priority of Service students first.
- The LEA and participating private school must work together to collect and report academic and support services data.

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**Title I Part C:
Education
of
Migratory
Children**

Slides to
supplement
other Federal
Programs

Title I, Part A: Family-School
Partnership Program

Title IX, Part A – McKinney-Vento
Education for Homeless Children
and Youth

Title IV, Part B, 21st Century Community
Learning Centers Program

Title III: Language Instruction for English Learners
and Immigrant Students

Title I, Part A - Improving the Academic Achievement of the
Disadvantaged

CONTACT US



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Title IIIA

- **What services are provided through Title IIIA?**
- **How are allocations determined?**
- **What is required from private schools for participation in Title IIIA?**

Title IIIA- Program Overview



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- Educational services and benefits (not funds) designed & implemented by the LEA in consultation with private school officials, to meet the English language needs of identified K-12 English Learner and Immigrant students, their teachers or other educational personnel, in non-profit nonpublic schools located in the geographic area served by the LEA.

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Title IIIA- Services

- Participation of teachers of ELs (or other educational personnel) in LEA-sponsored professional learning (PL) opportunities or PL organized specifically to meet the needs of private school teachers
- Supplemental English language development-focused instruction, including tutoring for EL students (before, during, after-school hours, weekends, summer school)
- Participation of ELs in LEA English language development (ELD) summer school for ELs

Title IIIA- Services



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- Purchase of supplemental ELD instructional materials/supplies (LEA maintains on LEA-Title IIIA inventory)
- Administration of ELP assessment for identification and/or evaluation of effectiveness of services.
- An LEA in consultation with private school officials, determines the appropriate Title III-A services based on the needs of the identified private school EL students, their teachers or other educational personnel, and the amount of funds available for such services.



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Title IIIA- Services

- Services should be designed to meet the language needs of the EL students and to supplement the educational services provided by the private school. If needs are different from those of public school students, the LEA, in consultation with private school officials, must develop a separate program design that is appropriate for their needs.
- Services may be provided directly by the LEA or by a third-party contractor who is independent of the private school and any religious organization.

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Title IIIA- Requirements

- Administration of English language proficiency (ELP) assessment for identification and/or for the purpose of annually evaluating the effectiveness of services (may include testing materials, teacher testing training, and stipends to teacher to administer assessments).
- LEAs will be provided with a list of *ELP Assessment Options* from which to choose to use with private school potential and identified ELs, which will include the WIDA MODEL assessment, though not the WIDA ACCESS for ELLs[®] 2.0.

Break Time

Take a break.
You deserve it!



Title IVA

- What services are provided through Title IVA?
- How are allocations determined?
- What is required from private schools for participation in Title IVA?

Dawna Hatcher

Title IV, A Education Program Specialist
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404-293-1490

Georgia Department of Education



1
Provide all students
with access to a well-
rounded education
(WR)

2
Support safe and
healthy students
(SH)

3
Support the effective
use of technology to
improve academic
achievement and
digital literacy for all
students
(ET)

Focus Areas

Title IV, A as a funding source



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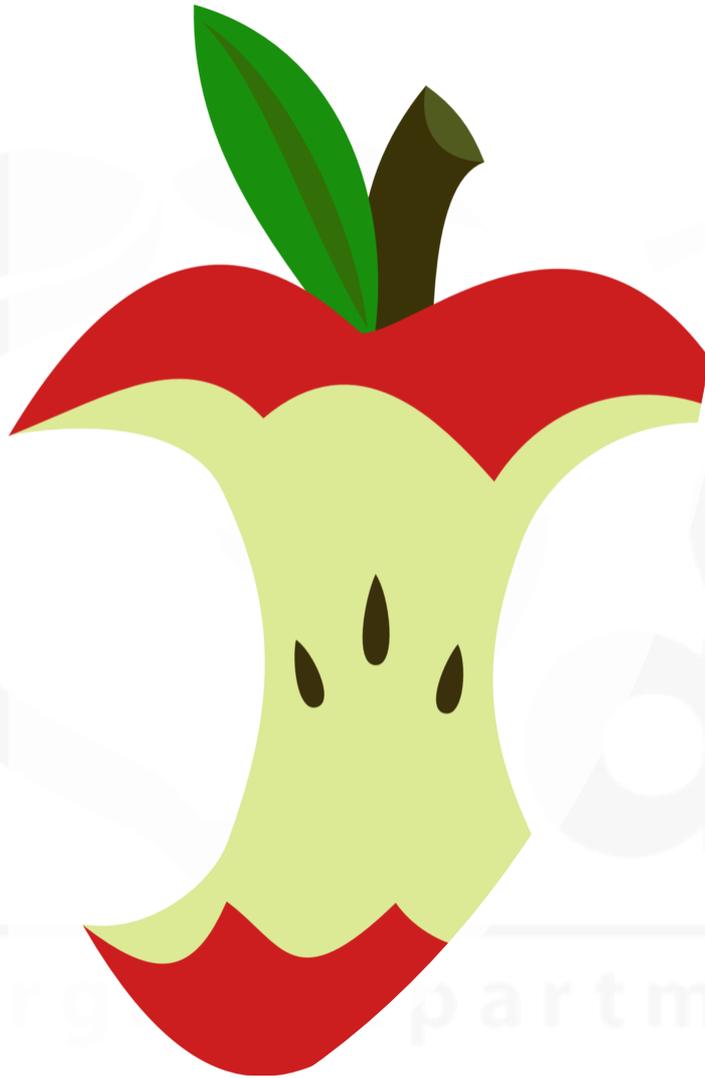
LEA receives **\$30,000 or more**, must budget –

- ≥ 20% for activities to support **well-rounded educational opportunities**
- ≥ 20% for activities to support **safe and healthy students**
- A portion of funds for activities to support **effective use of technology** (≤15% rule on technology infrastructure as described in ESSA section 4109(b))

ESSA, Title IV-A, Section 4106 (e)(2)(C-E)



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Title IV, A
Well-Rounded
Education

**More than
the core**

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Title IV, A

Well-Rounded Education

ELA
Reading
Writing

Fine Arts
(Dance, Media Arts, Music, Theatre, Visual Arts)

CTAE

College and Career Planning

Social Emotional Learning

History
Geography

Civics
Government
Economics

Foreign Language

Environmental Education

Out of School Programming

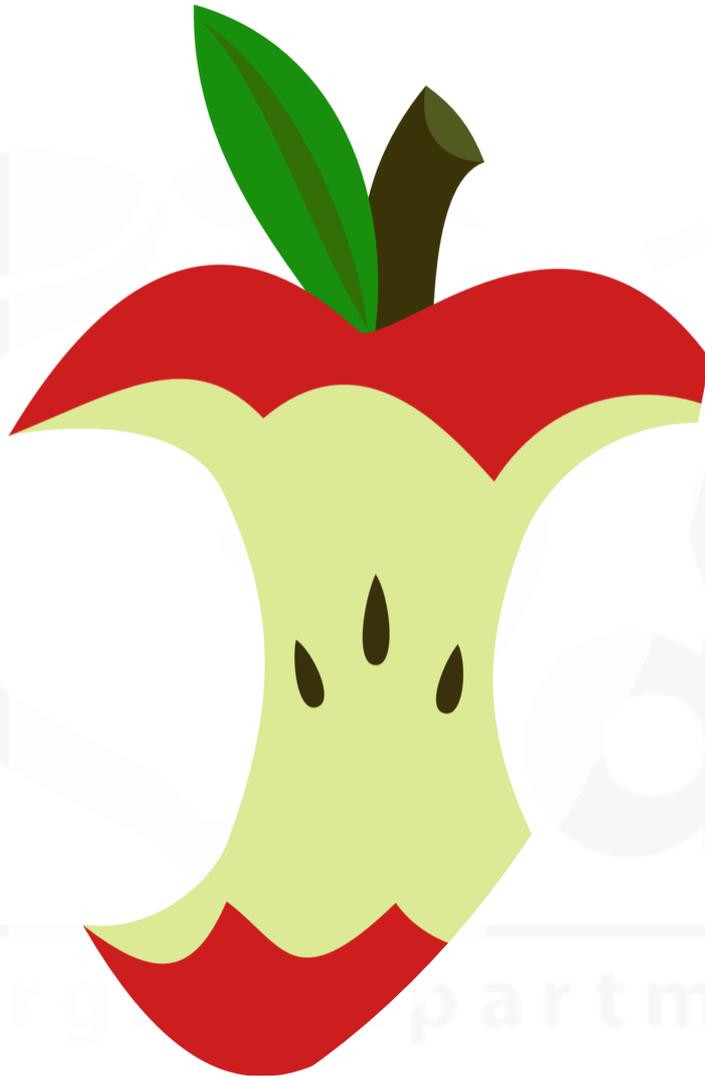
Computer Science

Health and Physical Education

STEM
STEAM

Promoting Volunteerism

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Title IV, A
Safe and Healthy
Students

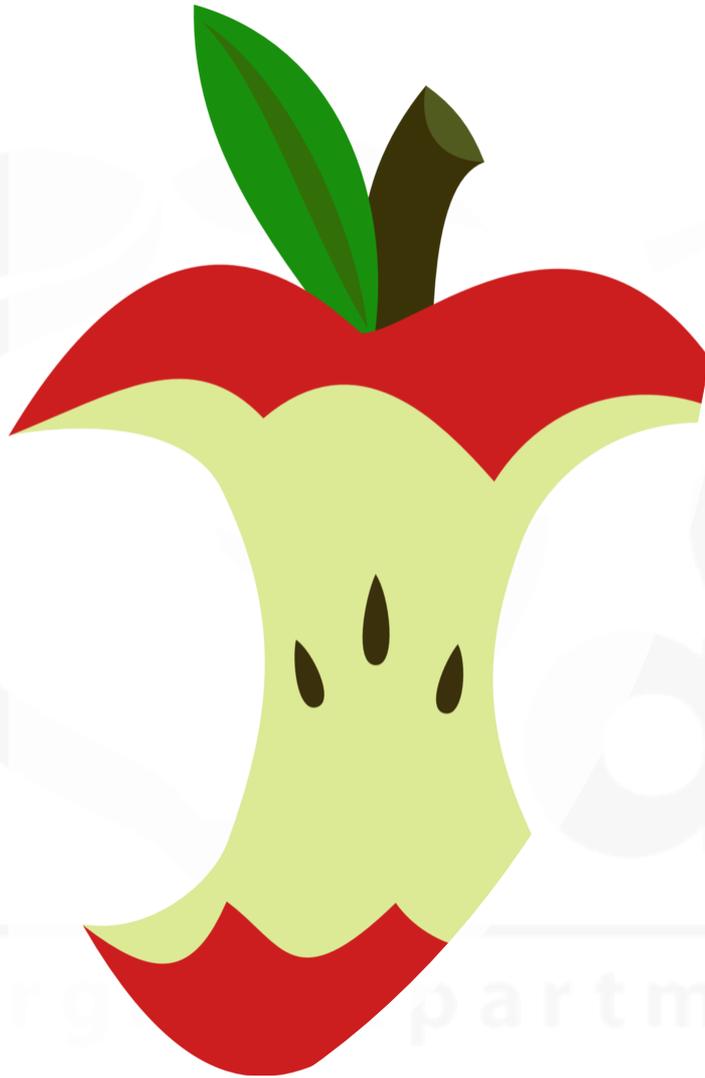
**More than
the core**



Title IV, A

Safe and Healthy Students **Improving school conditions for student learning.**

SSAE program funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff.



Title IV, A
Effective Use of
Technology

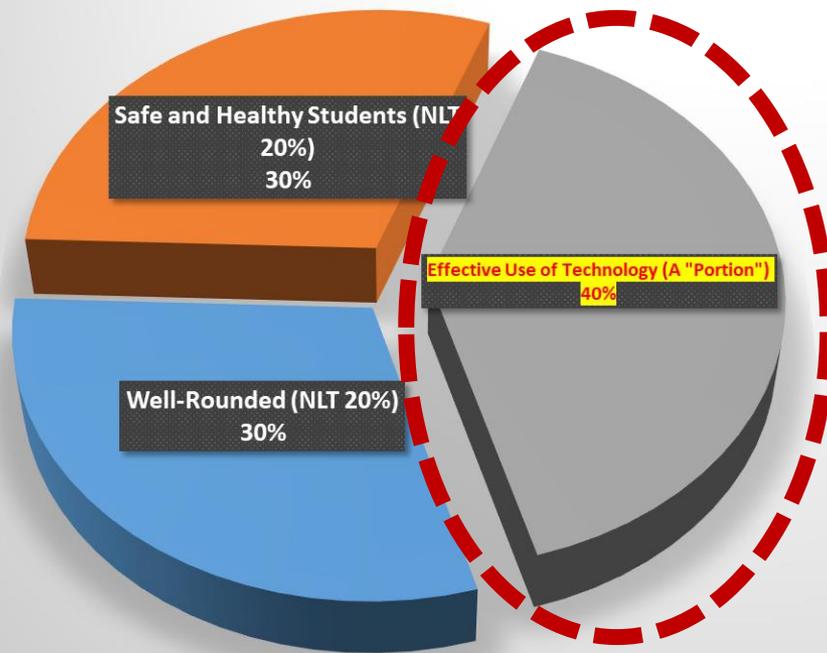
**More than
the core**

Effective Use of Technology

Increasing effective use of technology to improve academic achievement, academic growth and digital literacy

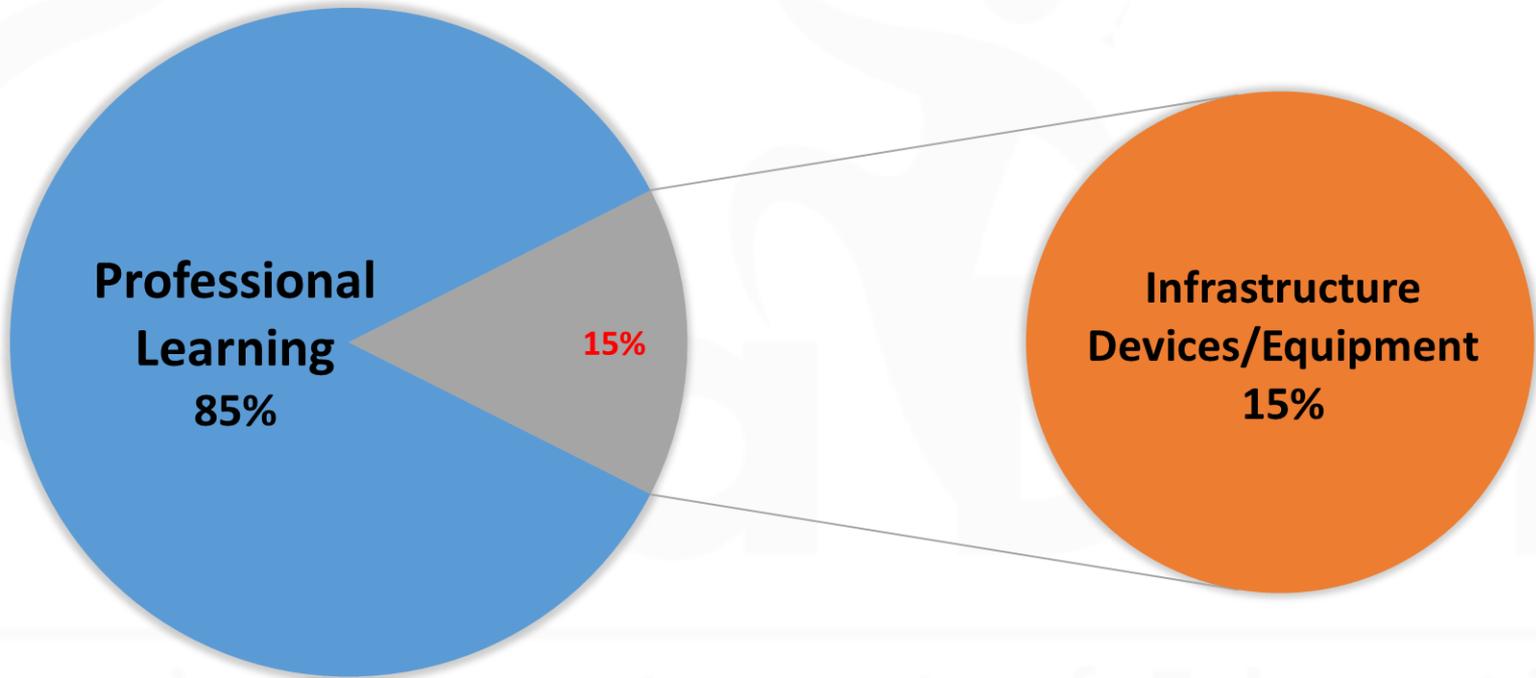
- **Expand growth opportunities to disadvantaged students via equity of access to--**
 - High quality learning materials
 - Field experts
 - Personalized learning
 - Tools for planning future education
- **Increase capacity for educators to--**
 - Create blended learning programs*
 - Have access to content/resources
 - Utilize tech to increase engagement of EL and communicate with parent/caregiver who lack English proficiency
- **Professional Development for educators**
 - Sustained/Intensive/Collaborative/Job-embedded/Data Driven/Classroom focused
 - Learning to use tech effectively (includes STEM/STEAM activities)
 - Support and mentoring for tech users
- **Infrastructure****
 - Devices/Equipment
 - Computers/laptops/handheld/printers/keyboards/mice/headphones/etc.

Total Title IV A Allocation to LEA



- Well-Rounded (NLT 20%)
- Safe and Healthy Students (NLT 20%)
- Effective Use of Technology (A "Portion")

THE "PORTION" FOR EFFECTIVE USE OF TECHNOLOGY
\$\$ BUDGETED IN ET(85%) X .15 = \$\$ ALLOWABLE TO USE FOR PURCHASING INFRASTRUCTURE



Collaboration and Coordination

- Title IV A services provided to students attending a private school WITHIN the district's geographical boundaries
- Allocations are earned on each student in the school (minus pre-k)
- Budgeted line items MUST allow district to maintain statute minimum requirements and spending caps
- Follow Budget descriptive narrative requirements
 - Correctly identified in appropriate Focus Area (WR/SH/ET)
 - Evidence-Based level annotation (**Logic Model)
 - Name of Activity/program/event/service
 - List of supplies/materials/resources
 - Expected time of delivery



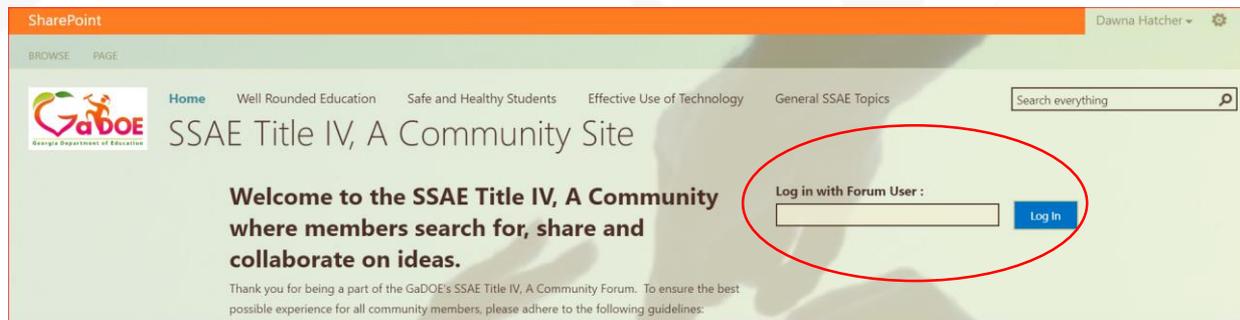
October 2018

Examples

Needs-based and Supplemental

- Professional Training/Development
- Conferences
- Travel
- Fees
- Substitutes
- Resource Materials
- Supplies
- Instructional Software
- Screeners
- Coaches
- Contracted Services
- Train the Trainer
- Guest Speakers
- Tutoring Services

SSAE Title IV, A Community Site Online Forum



- Log into the community forum using your official school email address.
- Adhere to posted guidelines.
- If you have questions/comments or are unable to log in, please contact Dawna Hatcher.

<http://ssae.gadoe.org>

Title IVB

- What services are provided through Title IVB?
- How are allocations determined?
- What is required from private schools for participation in Title IVB?

Title IVB- Program Overview



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- Funded through the US Department of Education (US ED)
- Managed by the Georgia Department of Education
- 21st CCLC Programs consist of local school districts, schools, Non-LEAs (Local Educational Agencies); such as public or private organizations, faith- and community-based organizations
- Reimbursable grant
- 21st CCLC Programs will initiate and manage consultation with private schools within the geographical area of the service school
- Private school can participate in services offered but will not receive an allocation
- Transportation is not provided
- Five years grant period contingent upon the availability of continued funding and evidence of growth and progress as documented in the annual evaluation report and the 21st CCLC Annual Performance Reporting (APR) system

Title IVB- Program Overview



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Provide federal funds to establish or expand community learning centers that operate during **out-of-school hours** and that have **three** required specific purposes:

- 1) To provide opportunities for academic enrichment and tutorial services to help students meet academic standards;
- 2) To offer students a broad array of additional services, programs, and activities that reinforce and complement the regular academic program; and
- 3) To offer families of 21st CCLC students opportunities for active and meaningful engagement in their child's education

Title IVB- Services

- Student academic and enrichment; tutoring
- Homework assistance
- Test preparation; Credit recovery
- Technology
- Archery, physical activities, sports, art, painting, field trips
- Healthy life styles; nutrition
- STEM/STEAM such as Lego robotics
- Family engagement activities such as parental involvement and family literacy
- Drug and violence prevention programs and counseling programs;
- Career readiness skills
- Summer school

Title IVB- Requirements



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Private Schools should:

- Actively participate in the consultation meetings initiated and managed by 21st CCLC programs
- Provide the names of the private school officials who should be included in the consultation process along with their roles and levels of authority.
- Provide input in the development of a timeline for consultation; offer suggestions regarding program design, implementation, and evaluation.
- Provide documentation to identify students who are eligible. Such documentation might include, but not be limited to, data indicating the academic needs of students.
- Complete any appropriate forms needed to ensure the delivery of equitable services.



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Title IVB

- Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation.
- Private school subgrantees must provide equitable access to the program for all public school students and their families who reside in the specific attendance zone of the public school to be served by the proposed program.
- The application FY20 Request for Proposal (RFP) can be found on the GaDOE 21st CCLC website under the 'FY20 Request for Proposal (RFP)' tab (<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx>).
- Application submission deadline: January 30, 2019 at 5:00 PM.



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Agenda- Session 2

- 1:00-1:30- Administrative caps, Transferability, W-9 and 1099, Carryover, Timelines, Due Dates
- 1:30-2:00- Ongoing Consultation (Before, During, After)
- 2:00-2:15- Break
- 2:15-2:45- Resource for Equitable Services
- 2:45-3:25- Scenarios- Equitable Services
- 3:25-3:50- Online Platform
- 3:50-4:00- Wrap Up and Close Session 2

Administrative Costs and Caps

- What are administrative caps?
- Which programs have administrative caps?
- When are administrative costs and caps discussed?
- What are some of the services provided by administrative costs?



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Administrative Caps

ESSA Program	Maximum Percentage for Administration
Title I, Part A – Improving the Academic Achievement of the Disadvantaged	≤ 10%
Title I, Part C – Education of Migratory Children	≤ 2%
Title II, Part A – Supporting Effective Instruction	≤ 10%
Title III, Part A – Language Instruction for English Learners and Immigrant Students	≤ 2%
Title IV, Part A – Student Support and Academic Enrichment	≤ 2%
Title IV, Part B – 21 st Century Community Learning Center (CCLC)	≤ 10%

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Administrative Costs

- Meeting regarding the CNA and planning
- Ongoing consultation
- Collecting and analyzing student poverty calculations and academic data
- Program planning and evaluation
- Submitting CLIP, Con App reports and budget calculations for approval
- Recruiting and hiring PS staff
- Scheduling staff
- Payroll reports
- Ongoing monitoring of program (instructions PI and family engagement)

Administrative Costs

- Conducting staff evaluations
- Selection of evidence based interventions and materials
- Processing POs and contractual agreements following procurement polices and internal controls
- Purchasing, dissemination and maintaining an inventory of resources, equipment and materials
- Attending GaDOE training specific the PS programs
- Secretarial and bookkeeping support
- Ongoing communication with Private school staff and parents
- Parent, staff and student surveys

Transferability

- **What is transferability?**
- **Which programs can be transferred?**
- **When is transferability discussed?**
- **How can transferability impact Equitable Services?**

Website



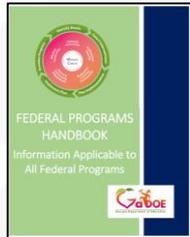
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Resources

- Nonprofit Status and Equitable Services
- Overarching Requirements for All Federal Programs - Pages 40-42 and 52-69
- The Use of the W9 and 1099
- **Transferability**
- Private School Data Collections - Includes the Following Resources:
 - DE1111 Form - Updated 9/18/17
 - Private School Directions
 - Private School Data Collection Webinar - 9/15/17
- Private Schools
- Title IVA
- FY18 Title IIA Planning for Funding Essential Questions

DOE
Education

Transferability of Funds Between Federal Programs

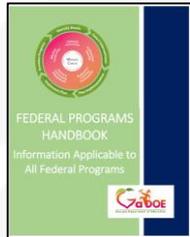


Page 57 of the Federal Programs Handbook

Under ESSA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address local needs.

The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred.

Transferability of Funds Between Federal Programs



Page 57 of the Federal Programs Handbook

An LEA may transfer funds, to better address local identified needs, from the following programs:

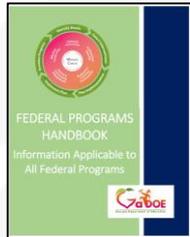
- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants

ESEA section 5103(b)(2)

Transferability of Funds Between Federal Programs



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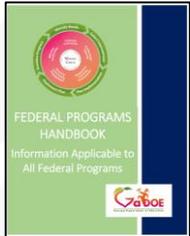
Page 57 of the Federal Programs Handbook

An LEA may transfer funds, to better address local identified needs, to the following programs:

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education

ESEA section 5103(b)

Transferability...Impact on Equitable Services

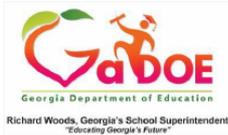


Page 57 of the Federal Programs Handbook

- Can impact the allocations of private schools
- Can impact the services provided to private schools
- Proportionate share can not be held out for Equitable Services
- LEA and private schools must mirror regarding transferability

W-9 and 1099

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The Use of the W-9 and 1099 in the Provision of Equitable Services to Private Schools

In the course of providing equitable services to private schools, LEAs may need to issue payments, including reimbursements, to private school employees who are not employees of the LEA. In alignment with ESSA allowable use of funds, this may include, but is not limited to, professional learning stipends, additional compensation for providing mentoring services, professional learning registration reimbursement, and travel reimbursement.

In accordance with questions F-5 and F-6 of USED's *2009 Non-Regulatory Guidance on Title IX, Part E Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel*, LEAs "must always maintain control of the program funds" and "only the LEA may obligate and expend federal funds on behalf of private school students and teachers." LEAs may not reimburse a private school.

Payments, including reimbursements, to any non-employee require a tax identification number. For individuals, this is a social security number. Further, many financial accounting systems require the input of a tax identification number prior to any payment. Some LEAs collect this information from individuals requiring payment through a Form W-9; others collect it through a local form that requests the same information.

The IRS 2016 *Publication 535* defines a "reasonable period of time" for a travel reimbursement as "60 days after the expenses were paid or incurred." Each individual LEA should have written procedures for processing reimbursements. In these procedures, LEAs must establish at which point the LEA will classify and report the reimbursement as taxable income using the Form 1099-MISC. Procedures may vary LEA to LEA.

LEAs should have established procedures regarding reimbursements (including travel reimbursements) that are applied consistently to federal and non-federal funds, and that are inclusive of employees and non-employees such as private school employees. When developing procedures, LEAs should consider the provision of equitable services to ensure procedures are reasonable in nature. LEAs should also consult their local board attorney(s), human resources department, and/or finance office when developing these procedures.

LEAs are charged with maintaining the confidentiality of data such as social security numbers under *The Privacy Act of 1974* (5 U.S.C. § 552a) and O.C.G.A. § 50-18-72(a). LEAs must protect all personally identifiable information collected, including information obtained from private school employees.

The Use of the W-9 and 1099 in the Provision of Equitable Services to Private Schools

Scenario: W-9 and 1099

GaDOE received an inquiry asking for clarification as to whether or not W-9 can be required of private school teachers. There was concern both about protecting personally identifiable information (PII), and about how this might influence private school audits.

Key Take-aways

- What is the purpose of both forms?
- How do LEAs protect personally identifiable information?
- What does the GaDOE guidance say?
- What should LEAs take away as next steps?

State Ombudsman

Common Equitable Services Requirements Under Titles I and VIII

New Requirement: Ombudsman To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B).)

What are the roles and responsibilities of an ombudsman?

An ombudsman should serve as an SEA's primary point of contact for addressing questions and concerns from private school officials and LEAs regarding the provision of equitable services under Titles I and VIII. In addition, the ombudsman is required to monitor and enforce the equitable services requirements under Titles I and VIII and, thus, should have a significant role in the State's monitoring process. Furthermore, the ombudsman should ensure that private school officials know how to contact the

Contact Information

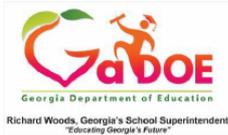
Shaun Owen

Director of Consolidated Federal Initiatives
State Ombudsman
404-971-0096
sowen@doe.k12.ga.us

Updates

Overarching Requirements for All Federal Programs - Pages 50-66

The Use of the W9 and 1099
Transferability



The Use of the W-9 and 1099 in the Provision of Equitable Services to Private Schools

In the course of providing equitable services to private schools, LEAs may need to issue payments, including reimbursements, to private school employees who are not employees of the LEA. In alignment with ESSA allowable use of funds, this may include, but is not limited to, professional learning stipends, additional compensation for providing mentoring services, professional learning registration reimbursement, and travel reimbursement.

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LEAs are charged with maintaining the confidentiality of data such as social security numbers under *The Privacy Act of 1974* (5 U.S.C. § 552a) and O.C.G.A. § 50-18-72(a). LEAs must protect all personally identifiable information collected, including information obtained from private school employees.

The Use of the W-9 and 1099 in the Provision of Equitable Services to Private Schools

Federal Regulations - 2 CFR §200.474(b)

The LEA must have written travel procedures and a method for ensuring that charges are reasonable and consistent with the written travel policies. In the absence of LEA procedures, Federal rates and policies apply. The purpose of travel must be allowable.

O.C.G.A. § 20-2 -167(b),(c); 20-2- 272(b) SBOE Rule 160-5-2-.23

(1) REQUIREMENTS. (a) Local units of administration shall comply with procedures prescribed in the Financial Management for Georgia Local Units of Administration , copies of which are available from the department. (b) Local units of administration shall adhere to generally accepted governmental accounting principles.

Financial Management for Georgia Local Units of Administration Section V – Other Information Statewide Travel Regulations

“Annually the Governor’s Office of Planning and Budget and the State Accounting Office conduct a review of statewide travel regulations that all state employees must follow. In addition, personnel from local units of administration (LUAs) must follow these regulations. "Personnel" as used in these regulations is defined as persons governed by the rules and regulations of LUAs.”

Statewide Travel Policy – Updated 11.16.17 (pg. 8)

D. Internal Revenue Service Requirements

In order for travel advances and reimbursements of travel expenses to be excluded from a traveler's taxable income, the State's travel policies must meet the Internal Revenue Service (IRS) requirements for an "Accountable Plan". In general, the Statewide Travel Policy has been developed with the IRS Regulations as its primary payment framework. Accordingly:

- Advances and reimbursements must be reasonable in amount, must be made for travel only, must be in line with actual costs incurred and must be within Policy limitations. Expenses that do not comply with Policy guidelines will be the obligation of the individual that incurred the expense.

State policy requires that travelers submit expenses via the TTE system (or via manual expense reimbursement forms if not using the TTE system) substantiating the amount, date, use and business purpose of expenses, ideally within 10 days, **but no later than 45 calendar days** after completion of the trip or event. Expenses submitted in excess of 60 calendar days may not be reimbursed. (See Section 7.2 for further guidance.) Expenses submitted more than 60 calendar days after completion of the trip or event, if reimbursed, should be included in the traveler's IRS Form W-2 as taxable income.

Carryover

- **What is carryover?**
- **What are the changes in carryover related to Equitable Services?**

Carryover

- *8501(a)(4)(B); Title VIII Fiscal Changes (2016) N-6, N-7*
- **New Requirement: Obligation of Funds**
- Funds allocated to an LEA for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families must be obligated in the fiscal year for which the funds are received by the LEA.
- (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).)
- However, there may be extenuating circumstances in which an LEA is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LEA must consult with appropriate private school officials.

Timeline

Georgia Department of Education

FY19 Private School Participation



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• Action Steps and Timeline

- **Phase 1 (Fall):** Completion of prior year's program; begin current year's program; Initial Consultation & Notification of Intent for the following year
- **Phase 2 (Spring):** Monitor current year's program planning & program development, ongoing consultation sessions
- **Phase 3 (School Year):** Implementation and evaluation with ongoing consultation sessions
- **Phase 4 (End of Grant):** Final feedback – Confirmation of receipt of satisfactory equitable services that began at the time requested and which were agreed upon by both parties

FY19 Private School Participation



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- **Action Steps and Timeline, *continued***

- **August** – Begin private school services for **FY19** (Services Already planned in **FY18**)
- **September 30** – The end of the **FY18** grant period 2018; The private school confirms receipts of equitable services for **FY18**- program evaluation
- **Mid-Late Fall 2018** – The District contacts all private schools eligible for equitable services in FY20
- **Late Fall-Winter 2018** – The District/State hosts an information session about equitable services and begins consultation process for **FY20**

FY19 Private School Participation



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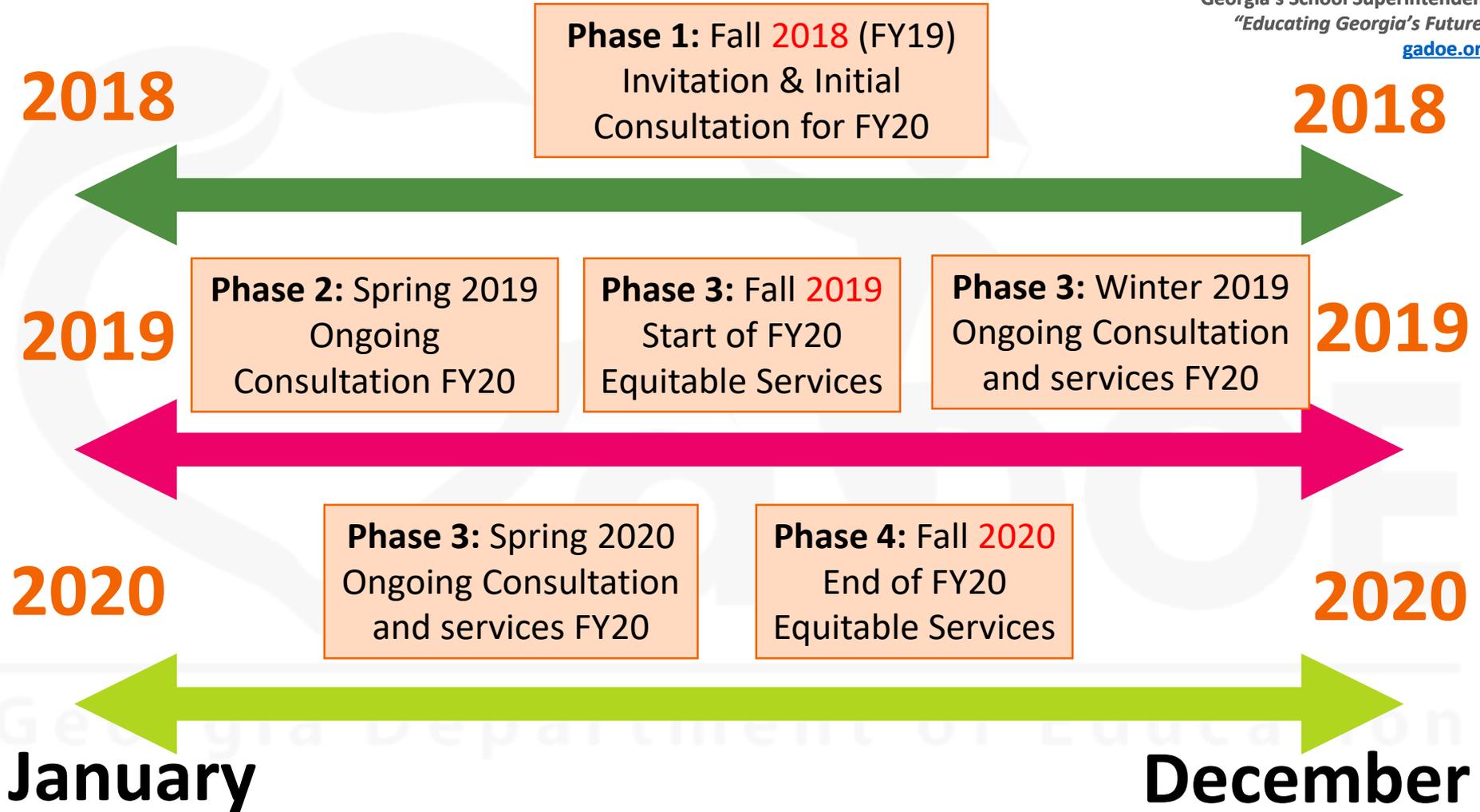
- **Action Steps and Timeline, *continued***

- **Spring-Summer 2019** – The District and participating private school engage in ongoing consultation to determine needs and develop a program for the provision of equitable services in **FY20**
- Private School Proportionate Share Calculations are provided by GaDOE
- **The following school year 2019-2020** – The District and participating private school engage in ongoing consultation to monitor program implementation and effectiveness (adjusting as needed). The **FY20** private school program should start at the same time as the public school

FY20 Equitable Services Planning & Provision of Services



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Due Dates

- What are the due dates for Equitable Services?
- What are the changes in due dates for Equitable Services?

All LEAs

Georgia Department of Education

Previous Due Dates

- **12/15/17**- Private school Intent to Participate for the 2018-2019 school year
- **12/15/17**- Private school allocation numbers-
 - Title IA- Poverty numbers
 - Title IIA- Total number of students minus pre-K
 - Title IIIA- English Learners
 - Title IVA- Total number of students minus pre-K
- **7/31/17**- Form B- Part 1: Timely and Meaningful Consultation Affirmation – Ongoing Consultation
- **10/1/18**- Form B- Part 2: Equitable Provision of Services

3 Data
Collection
Periods

Paper
Forms

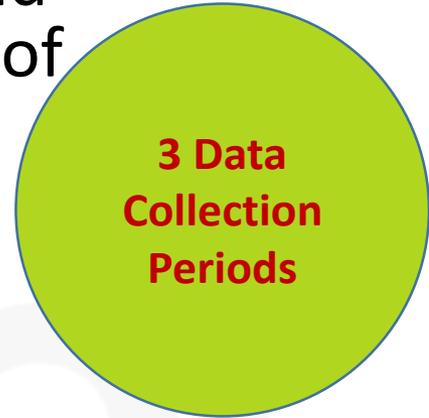
Participation information
due 8 months prior to the
start of school.

Due Dates



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- **6/30/19-** Private School Initial Consultation and Notification of Intent for 2019-2020 Provision of Services (Oct 2020)
 - Submit one form for each private school that will be participating
 - OR
 - Submit one form that states no private schools will be participating
- **6/30/19- IF** private schools will be participating in equitable services, submit data for each participating private schools



Form A for the 2019-2020 School Year



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Private School Initial Consultation and Notification of Intent for 2019-2020 Provision of Services Affirmation of Initial Consultation and Intent Notification

Local Education Agency (LEA)	_____
Private School	_____
Private School Address	_____
Private School Phone	_____ Email: _____
Private School Official	_____
LEA Federal Program Official	_____ Phone: _____

Federal Program(s) offering services to Private Schools (Place an "X" in each program where the Private School listed above intends to consult with the LEA on possible services):

Title I A Title II A Title III A Title I C Title IV A Title IV B

Directions: Both School Officials (private and public) must initial under either YES or NO for each statement. Both School Officials must also sign and date this document, which must then be scanned and attached to the Consolidated Application in the Portal no later than **June 30, 2018** (even if no private school participation – See Part 2 below).

Part 1: Timely and Meaningful Consultation Affirmation – Initial Consultation

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			The initial consultation for the 2019-2020 school year has occurred between the LEA and Private School. Date <input type="text"/> (Should take place prior to December 15 th) Consultation addressed: <ul style="list-style-type: none"> • How the proportion of funds allocated for equitable services is determined, including administrative costs for implementing equitable services. • Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, or entity, or through a third-party contractor. • Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis. • When, including the approximate time of day, services will be provided. • Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under section 8501(b) to provide services to eligible private school children in participating programs.
Public School			





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Form A for 2019-2020

NOTE- For the 2019-2020 School Year, GaDOE will be switching to an online platform for entering information and participation related to Equitable Services. This form will be used for private schools to notify LEAs of their interest to participate in Equitable Services. Final participation and allocation numbers will be entered into the online platform with the date being moved from December 15, 2018 to June 30th, 2019. Do not submit this form into the Con App as has been the process the past two years.

Form A for the 2019-2020 School Year



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Part 2: Notification of Intent to Participate in 2019-2020 Services

This checked box indicates that the LEA has no private schools participating in equitable services in 2019-2020.

Official	Yes	No	Intent Notification (ESSA Section 1117 and 8501)
Private School			The Private School intends to continue consultation and participate in 2019-2020 equitable services. It is the responsibility of the LEA to design, develop, and implement the services provided to the private school students, after on-going consultation with the private school.
Public School			

Signature Private School Official _____
 Printed Name and Title of Private School Official _____
 Date _____

Signature Public School Official _____
 Printed Name and Title of Public School Official _____
 Date _____

Comments:



LEAs with Participating Private Schools

Cross-Functional Monitoring

- **What is Cross-Functional Monitoring?**
- **What is monitored for Equitable Services?**

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1. Source documentation verifying stakeholder involvement in SWP/LEA plans

3. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

1. ESSA:
 a. Evidence that the LEA provides for the equitable provision of services to eligible private school children, their teachers, principals and other school leaders
 b. Evidence that LEA provided initial consultation to private schools on their participation
 c. Evidence that participating private schools engage in ongoing consultation around the equitable provision services
ESEA: Sec. 1117 and 1120; Sec. 2102(b)(2)(E); Sec. 8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); Sec. 8501(a)(5); Sec. 8501(c); 34 CFR Part 200.62-200.67; 34 CFR Part 200.77 (f)
USDE Non-Regulatory Guidance Title IX, Part E (2009): D-11 Consultation Documentation; D-12 Consultation Meeting Notes; D-16 Program Design; D-17 Timely and Meaningful; D-18 Ongoing Consultation; E-2 Private School Status

1. ESSA – evidence shall include:
 a. Copies of all DE1111 forms submitted to LEA for the FY18 and FY19 school years (Title I, Part A and Title III, Part A)
 b. Copies of private school invitations for FY18 and FY19 inviting private school participation. (All Federal Programs)
 1. Title I – Invitations to schools serving students whose residence is within Title I eligible attendance areas
 2. Title II, Title III and Title IV – Invitation to schools whose physical location is within geographic boundaries
 c. Evidence that initial consultation has occurred between the LEA and private school officials or its representatives regarding services for private school children prior to the LEA making any decision. (All Federal Programs)
ONLY FOR LEAs WITH PARTICIPATING PRIVATE SCHOOLS
 d. The written affirmation and documentation of on-going consultation from officials of private school or a representative. (All Federal Programs). In addition to the required affirmation form(s), consultation documentation may include:
 1. Meeting agendas and/or minutes w sign-in rosters
 2. Results of assessment of private school student, teacher and leader needs
 3. Evidence of planning and budgeting
 4. Provision of services, programs, materials and resources
 5. Evaluation of programs and services for effectiveness
 6. If applicable, evidence of adequately addressing problems and complaints raised by private school officials
 e. Evidence that the LEA regularly supervises the provision of Title I, and Title VIII (IC, IIA, IIIA, IVA, IVB) services to private schools.
 f. Evidence that the LEA has documentation that each participating private school has non-profit status.

3. The LEA has procedure(s) to ensure that it meets reservation requirements annually.
ESEA: Sec. 1113; 34 CFR Sec. 200.70; 200.71

3. Evidence shall include:
 a. The LEA has procedures to ensure that it has correctly calculated the amount of funds for the following required set-asides: Parent and Family Engagement, Homeless, Neglected and Delinquent, Private School Proportionate Share.
 b. Written Procedures for calculating Parent and Family Engagement Carryover and accompanying calculation worksheet (if applicable).

Timely and Meaningful Ongoing Consultation

- **What is Ongoing Consultation?**
- **When should Ongoing Consultation begin?**
- **What are the components of Timely and Meaningful Ongoing Consultation?**

Consultation- Ongoing



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- (A) how the children's needs will be identified;**
- (B) what services will be offered;**
- (C) how, where, and by whom the services will be provided;**
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;**
- (E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;**

Consultation- Ongoing



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- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools; (Title IA only)
- (G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

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Consultation- Ongoing



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- (H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;**
- (I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;**

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Consultation- Ongoing



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(J) whether to provide equitable services to eligible private school children—

(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or

(ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

Georgia Department of Education

Break Time

Take a break.
You deserve it!



Resources

- **What resources are available for Equitable Services?**
- **Where are these resources located?**

Updates

- **Have you been receiving Equitable Services updates?**
- **If not, please contact Shaun Owen.**



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Updates

State Ombudsman

Common Equitable Services Requirements Under Titles I and VIII

New Requirement: Ombudsman To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B).)

What are the roles and responsibilities of an ombudsman?

An ombudsman should serve as an SEA's primary point of contact for addressing questions and concerns from private school officials and LEAs regarding the provision of equitable services under Titles I and VIII. In addition, the ombudsman is required to monitor and enforce the equitable services requirements under Titles I and VIII and, thus, should have a significant role in the State's monitoring process. Furthermore, the ombudsman should ensure that private school officials know how to contact the ombudsman. The following are examples of activities the ombudsman could undertake in fulfilling the roles and responsibilities of the position:

- Serve as a general resource regarding equitable services requirements for both LEAs and private school officials, which may include conducting initial outreach to define the contours of the ombudsman's responsibilities.
- Develop, in partnership with other relevant SEA staff, monitoring protocols applicable to the provision of equitable services and participate in a sample of any monitoring activity.
- Provide technical assistance regarding equitable services requirements for SEA staff administering applicable programs, LEA staff, and private school officials.

Contact Information

Shaun Owen

Director of Consolidated Federal Initiatives
State Ombudsman
404-971-0096
sowen@doe.k12.ga.us

Statewide Meetings

[Statewide Initial Consultation Meetings for Equitable Services FAQs](#)

[Participating Private Schools 2018-2019](#)

[Completed Statewide Meeting Registrations \(As of 10-19-2018\)](#)

[Sample Template Initial Consultation Invitational Letter to Private Schools \(9-13-2018\)](#)

[Statewide Initial Consultation Meeting Registration](#)

Updates

[Equitable Services Updates 10-9-18](#)





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Equitable Services Updates

Contact- Shaun Owen (sowen@doe.k12.ga.us 404-971-0096)
October 9, 2018

- Statewide Initial Consultation Meetings
 - *Change-* the Statewide Initial Consultation location for Houston County on 11-8-18 has changed from Perry to Warner Robins
 - See the [map](#) for more information.
 - To register for a meeting, please click on the [link](#).
 - The meetings focus on Equitable Services for Title IA and VIII (IC, IIA, IIIA, IVA, IVB). Private schools interested in participating in Equitable Services can begin the planning process with LEAs for the 2019-2020 school year.
 - For LEAs working with private schools from multiple districts, the requested [registration information](#) for private schools and the locations their representatives will attend, minus the registrants' information, is updated each week and posted on the Equitable Services [website](#).
 - Statewide Initial Consultation Meetings for Equitable Services [FAQs](#)

-Statewide Initial
Consultation Meeting
Information



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Updates

- Reminders for LEAs
 - Check the nonprofit status of all private schools participating in Equitable Services.
 - Check the physical address of the school. Title IA can go outside of the district. Title VIII stays within the district.
 - For districts with participating private schools for the 2017-2018 school year, we will not collect Form B via the Con App. That information will be collected via the online platform which will be explained at the Statewide Initial Consultation Meetings and in webinars.
 - The Data Cleanse for Private Schools runs from August 28, 2018 to June 28, 2019.
 - The Data Collection for Private Schools runs from November 6, 2018 to November 28, 2018.
 - Please work with your Superintendent's Office to ensure you are receiving up-to-date information regarding changes in private school location, student enrollment, new private schools and private schools that have closed.
- Reminders to Private Schools
 - Georgia law (O.C.G.A. § 20-2-690) provides, "Within 30 days after the beginning of each school year, it shall be the duty of the administrator of each private school to provide to the school superintendent of each local public school district which has residents enrolled in the private school a list of the name, age, and residence of each resident so enrolled. At the end of each school month, it shall be the duty of the administrator of each private school to notify the school superintendent of each local

-Reminders to private schools and LEAs

Updates



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public school district of the name, age, and residence of each student residing in the public school district who enrolls or terminates enrollment at the private school during the immediately preceding school month."

- The form mentioned above is referred to as the [DE1111](#). If a private school has students that reside in 7 different districts, the form should be sent to all 7 districts.

- Allocations for Private Schools Participating in Equitable Services (2018-2019 school year)

- [Title IA Allocations](#)
- [Title IC Allocations](#)
- [Title IIA Allocations](#)
- [Title IIIA Allocations](#)
- [Title IVA Allocations](#)
- [Title IVB Allocations](#)

- FY20 21st Century Community Learning Centers Request for Proposal

- Information can be found on the 21st Century Community Learning Centers [website](#).
- All proposal applications must be received by January 30, 2019 at 5:00 p.m. EST.

-DE1111 information
-Allocations
-21st CCLC grant

Forms for Equitable Services

Georgia Department of Education

Website



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State Ombudsman

Forms

Equitable Services Consultation Specifics 2018

Equitable Services (Title I and VIII) Complaint,
Resolution and Appeal Process

Complaint Form

Form A - Initial Consultation for the 2019-2020
School Year

Form B - Participating Private Schools for the 2017-
2018 School Year

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Education

Consultation Components- 1117

Private School-Equitable Services Consultation Specifics

CONSULTATION— Title IA (ESSA 1117)

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;
- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- (G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- (H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;
- (I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- (J) whether to provide equitable services to eligible private school children—
 - (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- (K) when, including the approximate time of day, services will be provided; and
- (L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

Consultation Components- 8501

CONSULTATION— Title VIII (IC, IIA, IIIA, IVA, IVB) (ESSA 8501)

(1) IN GENERAL.—To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as—

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;
- (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and
- (G) whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and
- (H) whether to provide equitable services to eligible private school children—
 - (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.

Website



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State Ombudsman

Forms

Equitable Services Consultation Specifics 2018

Equitable Services (Title I and VIII) Complaint,
Resolution and Appeal Process

Complaint Form

Form A - Initial Consultation for the 2019-2020
School Year

Form B - Participating Private Schools for the 2017-
2018 School Year



Complaint, Resolution, and Appeal Process



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Equitable Services (Title I and VIII) Complaint, Resolution and Appeal Process

Statutory Requirement

Pursuant to §§ 1117 and 8501 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), a private school official has the right to file a written complaint with the state education department ombudsman asserting that a school district did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school, or did not make a decision that treats private school students equitably.

The Georgia Department of Education (GaDOE) has established the following Complaint, Resolution and Appeal Process for nonprofit private officials, school students, teachers and families ("complainant").

If the complainant believes that timely and meaningful consultation has not occurred, and the complainant has discussed their concerns with the LEA's point of contact responsible for coordinating the consultation and provision of services between the two entities, the complainant has the right to file a formal written complaint with GaDOE.

Complaint

To file a formal complaint with GaDOE, the complainant should complete and submit the [Complaint Form](#) to the State Ombudsman at ombudsman@doe.k12.ga.us.

1. Complainants should ensure that the complaint and all supporting documentation are complete before submitting a complaint. No additions or corrections may be made to the written complaint once the complaint has been submitted unless requested or agreed to by GaDOE.
2. Upon receipt of a complaint, the written complaint will be promptly acknowledged and investigated. GaDOE will send a copy of the complaint to all parties involved, including the LEA. Those entities will be allowed to respond to the complaint in writing within fifteen (15) calendar days of receipt.
3. Appropriate program staff, including the State Ombudsman, will conduct a review of the complaint. If necessary, an on-site review may be conducted. If appropriate, additional information may be gathered and forwarded to other appropriate offices or organizations. If additional information is needed, the complainant and the LEA will be contacted.

Resolutions

Listed below are possible resolutions to the complaint:

1. The GaDOE may require the LEA to take actions necessary to bring the LEA in compliance with ESSA's equitable services requirements.
2. The GaDOE may identify issues that hinder the delivery of services. The State Ombudsman will meet with the parties to resolve the issues and develop a plan to ensure timely and meaningful delivery of services. All parties will be informed of required actions and timelines.
3. The GaDOE may determine the LEA is compliant with the equitable services provisions of ESSA.
4. The State Ombudsman, along with a review team comprised of Title I and VIII State Educational Agency (SEA) program managers/specialists, may determine direct delivery of services should be provided.
 - a) If determined, GaDOE will provide equitable services for the fiscal year to the eligible complainant through third-party contracts with public or private agencies, organizations, or institutions [ESSA Section 1117(b)(6)(C)].
 - b) Once direct services have been provided for the fiscal year, GaDOE shall invoice the LEA involved for the services provided, including any administrative fees.
 - c) GaDOE will provide technical assistance to the LEA involved to ensure that the LEA meets the requirements of the ESSA Sections 1117 and 8501 in subsequent years.

Appeal

If the complainant does not feel that the issue has been resolved through the GaDOE complaint process or GaDOE fails to resolve the complaint within the forty-five (45) day time limit, the complainant can appeal to the U.S. Secretary of Education.

- a. The complainant can appeal the decision by filing an appeal with the U.S. Secretary of Education within thirty (30) calendar days after the resolution of the complaint. If the forty-five (45) day time limit for response by the State Ombudsman has passed without a decision, the deadline for filing an appeal is thirty (30) calendar days after the forty-five (45) day deadline.
- b. The appeal to the U.S. Secretary of Education must be accompanied by a copy of the resolution by the State Ombudsman and a complete statement of the reasons for an appeal.
- c. The U.S. Secretary of Education shall investigate and resolve the appeal no later than ninety (90) calendar days after receipt of the appeal.

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State Ombudsman

Forms

Equitable Services Consultation Specifics 2018

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Education

Complaint Form



Georgia Department of Education
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**Complaint Form for Equitable Services for Title I and Programs Covered under Title VIII
to Private School Students and Teachers**
Office of the State Ombudsman

Name of person filing complaint	
Title/position of person filing complaint	
Name of private school	
Street address of private school	
Email	
Phone number	
Name of Local Educational Agency (LEA) complaint is against	
Street address of LEA	
Contact name	
Email	
Phone number	

Title II and VIII programs (ESEA section 1117 and 8301):

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – English language acquisition, language enhancement, and academic achievement
- Title IV, Part A – Student support and academic enrichment grants
- Title IV, Part B – 21st Century Community Learning Centers

What federal statutory or regulatory requirements that apply to equitable services do you feel have been violated? (Please attach any supporting documentation.)



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Please describe the issue(s), including dates; and any steps you have taken and people you have contacted from the LEA to resolve the issue and their response(s). Please attach any supporting documentation.

Please describe the solution or the action you feel would resolve this problem.

Are you willing to participate in the mediation process to try to resolve your concerns?

Yes

	Click here to enter a date.
--	-----------------------------

By typing your name, this serves as your electronic signature.

Date

Complaint Form



This form must be signed and submitted to the Georgia Department of Education and a copy to the local school system.
In lieu of mailing, you can email to Shaun Owen @ sowen@doe.k12.ga.us.

Georgia Department of Education
Office of the State Ombudsman
1866 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334

Change to Existing Requirement: Complaint Process for Participation of Private School Children – Time Limit
The timeframe that an SEA has for responding to a complaint from parents, teachers, or other individuals concerning violations of ESEA section 8501 regarding the participation by private school children and teachers is 45 days. In addition, the Secretary must investigate and resolve an appeal of an SEA's resolution of a complaint within 90 days.
(ESEA section 8503.)

Changes to Existing Requirement: Consultation

The topics subject to consultation have been expanded to include the following:

- How the proportion of funds allocated for equitable services is determined.
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity or third-party contractor.
- Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- When, including the approximate time of day, services will be provided.
- Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under section 8501(b) to provide services to eligible private school children in participating programs.
- The written affirmation that consultation has occurred must provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

(ESEA section 1117(b)(1).)

Relevant Statutory, Regulatory, and Guidance References

- [Title IX TITLE IX, PART E UNIFORM PROVISIONS SUBPART 4—PRIVATE SCHOOLS Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel Non-Regulatory Guidance](#), Section H and sample form J-16
- 34 C.F.R. §299.12
- ESSA Sections 1117(b)(6); 1117(c)(2); and 8501(c)(5)

For internal use only-

Date of receipt of form: [Click here to enter a date.](#)

Completion of complaint process: [Click here to enter a date.](#)

- 45 days for SEA to respond to complaint
- 30 days for private school to appeal
- 90 days for USDE to respond to appeal

Website



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State Ombudsman

Forms

Equitable Services Consultation Specifics 2018

Equitable Services (Title I and VIII) Complaint,
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Form A- All LEAs- Online- Due 6/30/19



Form A for the 2019-2020 School Year

Private School Initial Consultation and Notification of Intent for 2019-2020 Provision of Services Affirmation of Initial Consultation and Intent Notification

Local Education Agency (LEA) _____
 Private School _____
 Private School Address _____
 Private School Phone _____ Email: _____
 Private School Official _____
 LEA Federal Program Official _____ Phone: _____

Federal Program(s) offering services to Private Schools (Place an "X" in each program where the Private School listed above intends to consult with the LEA on possible services):

Title I A Title II A Title III A Title I C Title IV A Title IV B

Directions: Both School Officials (private and public) must initial under either YES or NO for each statement. Both School Officials must also sign and date this document, which must then be scanned and attached to the Consolidated Application in the Portal no later than **June 30, 2018** (even if no private school participation – See Part 2 below).

Part 1: Timely and Meaningful Consultation Affirmation – Initial Consultation

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			The initial consultation for the 2019-2020 school year has occurred between the LEA and Private School. Date _____ (Should take place prior to December 15 th) Consultation addressed: <ul style="list-style-type: none"> How the proportion of funds allocated for equitable services is determined, including administrative costs for implementing equitable services. Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, or entity, or through a third-party contractor. Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis. When, including the approximate time of day, services will be provided. Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under section 8501(b) to provide services to eligible private school children in participating programs.
Public School			

NOTE- For the 2019-2020 School Year, GaDOE will be switching to an online platform for entering information and participation related to Equitable Services. This form will be used for private schools to notify LEAs of their interest to participate in Equitable Services. Final participation and allocation numbers will be entered into the online platform with the date being moved from December 15, 2018 to June 30th, 2019. Do not submit this form into the ConApp as has been the process the past two years.



Form A for the 2019-2020 School Year

Part 2: Notification of Intent to Participate in 2019-2020 Services

This checked box indicates that the LEA has no private schools participating in equitable services in 2019-2020.

Official	Yes	No	Intent Notification (ESSA Section 1117 and 8501)
Private School			The Private School intends to continue consultation and participate in 2019-2020 equitable services. It is the responsibility of the LEA to design, develop, and implement the services provided to the private school students, after on-going consultation with the private school.
Public School			

Signature Private School Official _____
 Printed Name and Title of Private School Official _____
 Date _____

Signature Public School Official _____
 Printed Name and Title of Public School Official _____
 Date _____

Comments:

-For Participation in
the 2019-2020 School
Year

Website

State Ombudsman

Forms

Equitable Services Consultation Specifics 2018

Equitable Services (Title I and VIII) Complaint,
Resolution and Appeal Process

Complaint Form

Form A - Initial Consultation for the 2019-2020
School Year

Form B - Participating Private Schools for the 2017-
2018 School Year



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Form B- Participating Private Schools-Online- Due 12/15/18



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Form B for the 2017-2018 School Year

Private School Participation in the 2017-2018 School Year
Affirmation of Timely/Meaningful Ongoing Consultation and Equitable Services

Local Education Agency (LEA) _____
Private School _____
Private School Address _____
Private School Phone _____
Private School Official _____
LEA Federal Program Official _____ Phone: _____

Federal Program(s) offering services to Private School (Place an "X" in each program where the Private School intends to consult with the LEA on possible services):
Title I A **Title II A** **Title III A** **Title I C** **Title IV A** **Title IV B**

(Title IA- Improving basic programs operated by LEAs) (Title IIA- Supporting effective instruction)
 (Title IIIA- English language acquisition, language enhancement, and academic achievement) (Title IC- Education of migratory children)
 (Title IVA- Student support and academic enrichment) (Title IVB- 21st Century Community Learning Centers)

Directions: Both School Officials (private and public) must initial under either YES or NO for each statement. Both School Officials will initial, sign, and date this document following the ongoing consultation AND the equitable services implementation. This document must be scanned and attached to the Consolidated Application by the due dates listed for Part 1 and Part 2 below.

Part 1: Timely and Meaningful Consultation Affirmation – Ongoing Consultation – Due date: December 15, 2018

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Timely and meaningful consultation occurred regarding the needs and services of eligible children and their teachers and families. Consultation Dates _____
Public School			
Private School			The local education agency gave due consideration to the views of the private school official.
Public School			
Private School			The program design/provision of services agreed upon by the local education agency and private school is equitable.
Public School			

Part 2: Equitable Provision of Services (If equitable services were then provided in FY18, the due date for Part 2 is by **December 15, 2018**, after the 2017-2018 grant period.)

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Services began at the time requested and agreed upon by the private school official. Date _____
Public School			
Private School			The local education agency gave due consideration to the views of the private school official.
Public School			
Private School			Satisfactory services were provided during the school year.
Public School			

Signature Private School Official Part 1: _____ Part 2: _____
 Printed Name and Title of Private School Official Part 1: _____ Part 2: _____
 Date Part 1 Date: _____ Part 2 Date: _____
 Signature Public School Official Part 1: _____ Part 2: _____
 Printed Name and Title of Public School Official Part 1: _____ Part 2: _____
 Date Part 1 Date: _____ Part 2 Date: _____

-For Private Schools that Participated in Equitable Services in 2017-2018

Form B for the 2017-2018
School Year



Private School Participation in the 2017-2018 School Year

Affirmation of Timely/Meaningful Ongoing Consultation and Equitable Services

Local Education Agency (LEA) _____
 Private School _____
 Private School Address _____
 Private School Phone _____
 Private School Official _____
 LEA Federal Program Official _____ Phone: _____

Federal Program(s) offering services to Private School (Place an "X" in each program where the Private School intends to consult with the LEA on possible services):

Title I A Title II A Title III A Title I C Title IV A Title IV B

(Title IA- Improving basic programs operated by LEAs) (Title IIA- Supporting effective instruction)
 (Title IIIA- English language acquisition, language enhancement, and academic achievement) (Title IC- Education of migratory children)
 (Title IVA- Student support and academic enrichment) (Title IVB- 21st Century Community Learning Centers)

Directions: Both School Officials (private and public) must initial under either YES or NO for each statement. Both School Officials will initial, sign, and date this document following the ongoing consultation AND the equitable services implementation. This document must be scanned and attached to the Consolidated Application by the due dates listed for Part 1 and Part 2 below.

Part 1: Timely and Meaningful Consultation Affirmation – Ongoing Consultation – Due date: December 15, 2018

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Timely and meaningful consultation occurred regarding the needs and services of eligible children and their teachers and families. Consultation Dates _____
Public School			
Private School			The local education agency gave due consideration to the views of the private school official.
Public School			
Private School			The program design/provision of services agreed upon by the local education agency and private school is equitable.
Public School			

Part 2: Equitable Provision of Services (If equitable services were then provided in FY18, the due date for Part 2 is by **December 15, 2018**, after the 2017-2018 grant period.)

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Services began at the time requested and agreed upon by the private school official. Date _____
Public School			
Private School			The local education agency gave due consideration to the views of the private school official.
Public School			
Private School			Satisfactory services were provided during the school year.
Public School			

Signature <u>Private School</u> Official	Part 1: _____	Part 2: _____
Printed Name and Title of <u>Private School</u> Official	Part 1: _____	Part 2: _____
Date	Part 1 Date: _____	Part 2 Date: _____
Signature <u>Public School</u> Official	Part 1: _____	Part 2: _____
Printed Name and Title of <u>Public School</u> Official	Part 1: _____	Part 2: _____
Date	Part 1 Date: _____	Part 2 Date: _____



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-For Private Schools
that Participated in
Equitable Services in
2017-2018

Website

State Ombudsman

Forms

Equitable Services Consultation Specifics 2018

Equitable Services (Title I and VIII) Complaint,
Resolution and Appeal Process

Complaint Form

Form A - Initial Consultation for the 2019-2020
School Year

Form B - Participating Private Schools for the 2017-
2018 School Year



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Nonprofit Status

Georgia Department of Education

Website

State Ombudsman

Resources

- Nonprofit Status and Equitable Services
- Overarching Requirements for All Federal Programs - Pages 40-42 and 52-69
- The Use of the W9 and 1099
- Transferability
- Private School Data Collections - Includes the Following Resources:
 - DE1111 Form - Updated 9/18/17
 - Private School Directions
 - Private School Data Collection Webinar - 9/15/17
- Private Schools
- Title IVA
- FY18 Title IIA Planning for Funding Essential Questions



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IRS- Applying for Tax Exempt Status

<https://www.irs.gov/charities-non-profits/applying-for-tax-exempt-status>

The screenshot shows the IRS website's navigation bar with the IRS logo, a search bar, and links for 'Charities & Nonprofits' and 'Tax Pros'. Below the navigation bar are tabs for 'File', 'Pay', 'Refunds', 'Credits & Deductions', and 'Forms & Instructions'. The main content area is titled 'Applying for Tax Exempt Status' and includes a breadcrumb trail: Home > Charities and Non-Profits > Charitable Organizations > Applying for Tax Exempt Status > Applying for Tax Exempt Status. A sidebar on the left lists 'Charitable Organizations' with sub-links for 'Applying for Tax Exempt Status', 'Annual Reporting & Filing', 'Revoked? Reinstated? Learn More', and 'EO Select Check'. The main content area contains a paragraph: 'Once you have followed the steps outlined on this page, you will need to determine what type of tax-exempt status you want.' Below this are two sections: 'Charitable, Religious and Educational Organizations (501(c)(3))' with links for 'Form 1023-EZ', 'Interactive Form 1023', and 'Form 1023 (Instructions)'; and 'Social Welfare Organizations (501(c)(4) organizations)' with links for 'Form 8870 - Notice of Intent to Operate Under Section 501(c)(4)' and 'Form 1024-A'. An image of a keyboard with a yellow sticky note that says 'Your Feedback Matters!' is also visible.

-Tax Exempt versus
Nonprofit
-Umbrella Nonprofit
Status

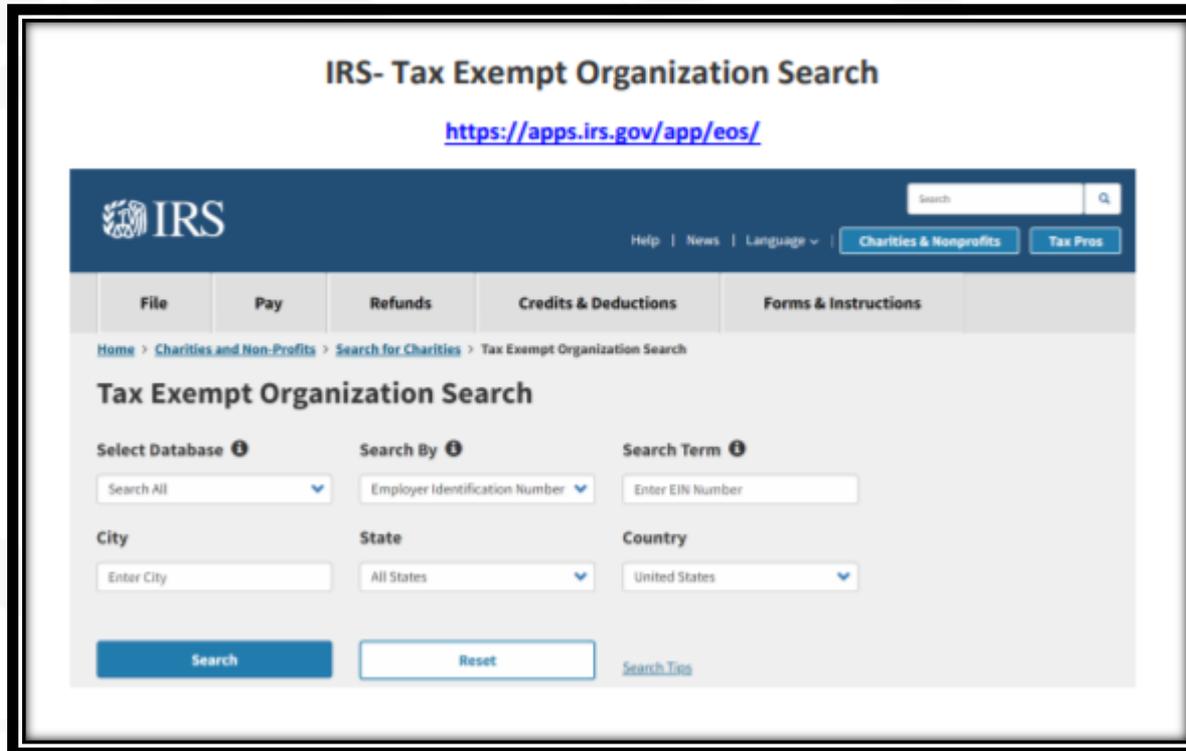
Georgia- Tax Exempt Organization Information

<https://dor.georgia.gov/tax-exempt-organizations-income-tax-faq>

The screenshot shows the Georgia Department of Revenue website. The header includes the Georgia state seal, the text 'Department of Revenue', and a search bar. Below the header is a navigation bar with tabs for 'Taxes', 'Motor Vehicles', 'Forms', 'Alcohol & Tobacco', 'Rules & Policies', 'Local Government', and 'Help'. The main content area is titled 'Tax Exempt Organizations (Income Tax) - FAQ' and contains a list of frequently asked questions: 'I want to start a non-profit organization. What do I do?', 'I have received a determination letter from the IRS. What do I do for Georgia?', 'Will form 3605 get me an exemption from sales tax also?', 'We are a tax exempt organization. What do we file with the Georgia Department of Revenue?', 'We are filing form 990, 990EZ or 990PF with the IRS. What do we file with Georgia?', 'We are filing form 990-T with the IRS (unrelated business income tax return). What do we file with Georgia?', 'Our pension plan/employee benefit plan is filing form 5500 with the IRS. What do we file with Georgia?', 'What is the mailing address for form 3605 and the Georgia copies of forms 990 and 5500?', and 'We are a Homeowners Association. What do we file with Georgia?'.

IRS- Tax Exempt Organization Search

<https://apps.irs.gov/app/eos/>

A screenshot of the IRS Tax Exempt Organization Search page. The page has a dark blue header with the IRS logo on the left and a search bar on the right. Below the header is a navigation menu with tabs for 'File', 'Pay', 'Refunds', 'Credits & Deductions', and 'Forms & Instructions'. The 'Charities & Nonprofits' and 'Tax Pros' buttons are also visible. The main content area is titled 'Tax Exempt Organization Search' and contains several search filters: 'Select Database' (set to 'Search All'), 'Search By' (set to 'Employer Identification Number'), 'Search Term' (with a text input field for 'Enter EIN Number'), 'City' (with a text input field for 'Enter City'), 'State' (set to 'All States'), and 'Country' (set to 'United States'). At the bottom, there are 'Search' and 'Reset' buttons, and a 'Search Tips' link.

Federal Programs Handbook

Georgia Department of Education

Website

State Ombudsman

Resources

- Nonprofit Status and Equitable Services
- Overarching Requirements for All Federal Programs - Pages 40-42 and 52-69
- The Use of the W9 and 1099
- Transferability
- Private School Data Collections - Includes the Following Resources:
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 - Private School Directions
 - Private School Data Collection Webinar - 9/15/17
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- Title IVA
- FY18 Title IIA Planning for Funding Essential Questions



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Chapter 5: Equitable Services for Private Schools

Under the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), there are a number of programs that require the equitable participation of private school students, teachers, principals and other school leaders. The ESSA requires LEAs to provide services to private school students, teachers, principals and other school leaders that are equitable to those provided to students, teachers, principals and other school leaders in the LEA.

Participating programs include:

- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part C - Education of Migratory Children
- Title II, Part A - Supporting Effective Instruction
- Title III, Part A - English Language Acquisition and Language Enhancement
- Title IV, Part A - Student Support and Academic Enrichment Grant
- Title IV, Part B - 21st Century Community Learning Centers

The following guidance provides information to LEAs about private school participation and the resources that are available in determining appropriate use federal funds.

This chapter includes the following sections:

- Private Schools: Provision of Equitable Services
- Private Schools: Notification Requirements
- Private Schools: Consultation and Planning
- Private Schools: Determining Allocations
- Private Schools: Carryover
- Private Schools: Eligible Activities
- Private Schools: Program Implementation
- Private Schools: Record Keeping
- Private Schools: Complaints
- Private Schools: Role of the Ombudsman
- Private Schools: Applicable Federal Guidance
- Private Schools: Equitable Services for Private Schools for the IDEA



FEDERAL PROGRAMS
HANDBOOK

Information Applicable to
All Federal Programs



Handbook

Carryover

Eligible
Activities

Program
Implementation

Determining
Allocations

Record
Keeping

Role of Ombudsman

Consultation &
Planning

Complaints

Notification
Requirements

W-9 and 1099

Georgia Department of Education

Website



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Resources

- Nonprofit Status and Equitable Services
- Overarching Requirements for All Federal Programs - Pages 40-42 and 52-69
- The Use of the W9 and 1099
- Transferability
- Private School Data Collections - Includes the Following Resources:
 - DE1111 Form - Updated 9/18/17
 - Private School Directions
 - Private School Data Collection Webinar - 9/15/17
- Private Schools
- Title IVA
- FY18 Title IIA Planning for Funding Essential Questions

DOE
Education

Transferability

Georgia Department of Education

Website



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Resources

- Nonprofit Status and Equitable Services
- Overarching Requirements for All Federal Programs - Pages 40-42 and 52-69
- The Use of the W9 and 1099
- **Transferability**
- Private School Data Collections - Includes the Following Resources:
 - DE1111 Form - Updated 9/18/17
 - Private School Directions
 - Private School Data Collection Webinar - 9/15/17
- Private Schools
- Title IVA
- FY18 Title IIA Planning for Funding Essential Questions

DOE
Education

Private School Data Collections (DE1111)

Georgia Department of Education

Website

State Ombudsman

Resources

-
- Nonprofit Status and Equitable Services
 - Overarching Requirements for All Federal Programs - Pages 40-42 and 52-69
 - The Use of the W9 and 1099
 - Transferability
 - Private School Data Collections - Includes the Following Resources:
 - DE1111 Form - Updated 9/18/17
 - Private School Directions
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 - Title IVA
 - FY18 Title IIA Planning for Funding Essential Questions



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FY2018 Private School Data Collection

Each district superintendent is required to report the total number of students who are living within their county but attending a private school.

FY2018 Private School Data Collection Resources

- Private School DE Form 1111 (Updated 9/18/2017)
- Private School Instructions
- Private School Data Collectoin webinar (9/15/2017)

Prior year Private School resources

DE1111

- **What is the difference between the Data Collection and the Data Cleanse?**
- **When do each begin/end?**



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FY2018 Private School Data Collection

Each district superintendent is required to report the total number of students who are living within their county but attending a private school.

FY2018 Private School Data Collection Resources

- Private School DE Form 1111 (Updated 9/18/2017)
- Private School Instructions
- Private School Data Collectoin webinar (9/15/2017)

Prior year Private School resources

Data Collections
11/6/18-11/28/18

Data Cleanse
8/28/18-6/28/29

Trainings

- **What future trainings would benefit you in your role related to Equitable Services?**
- **Would you prefer webinar, face-to-face or both?**

Website

State Ombudsman



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gadoe.org

Allocations and Proportionate Share

- FY19, Title I, Part A Proportionate Share for Equitable Services
- FY19, Title I, Part A Method for Determining Proportionate Share
- FY19, Title I, Part C Private School Proportionate Share
- FY19, Title I, Part C Method for Determining Proportionate Share
- FY19, Title IIA, Private School Proportionate Share and Methodology
- FY19, Title III, Part A Method for Determining Proportionate Share
- FY19, Title III, Part A Private School Proportionate Share
- FY19, Title IV, Part A Private School Proportionate Share
- FY19, Title IV, Part A Method for Determining Proportionate Share
- [FY19, Title IV, Part B Method for Determining Proportionate Share](#)

- Title IVA
- FY18 Title IIA Planning for Funding Essential Questions

Trainings

Equitable Services Overview and Updates (April 2018)

- Spring 2018 Webinar
- Spring 2018 PPT

Equitable Services to Private School Children - Training for Private School Staff

- Video in MP4 format
- PPT File in PDF format

Private Schools and ESSA- Focus on Title I

- Video in MP4 format
- PPT File in PDF format

Private Schools and ESSA- Focus on Title II, Part A

- Video in MP4 format
- PPT File in PDF format

Allocations & Proportionate Share Archive

- FY18 Allocations and Proportionate Share

Allocations & Methodology

Georgia Department of Education

State Ombudsman

FY19

Allocations and Proportionate Share

- FY19, Title I, Part A Proportionate Share for Equitable Services
- FY19, Title I, Part A Method for Determining Proportionate Share
- FY19, Title I, Part C Private School Proportionate Share
- FY19, Title I, Part C Method for Determining Proportionate Share
- FY19, Title IIA, Private School Proportionate Share and Methodology
- FY19, Title III, Part A Method for Determining Proportionate Share
- FY19, Title III, Part A Private School Proportionate Share
- FY19, Title IV, Part A Private School Proportionate Share
- FY19, Title IV, Part A Method for Determining Proportionate Share
- FY19, Title IV, Part B Method for Determining Proportionate Share

Website

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Allocations and Proportionate Share

- FY19, Title I, Part A Proportionate Share for Equitable Services
- FY19, Title I, Part A Method for Determining Proportionate Share
- FY19, Title I, Part C Private School Proportionate Share
- FY19, Title I, Part C Method for Determining Proportionate Share
- FY19, Title IIA, Private School Proportionate Share and Methodology
- FY19, Title III, Part A Method for Determining Proportionate Share
- FY19, Title III, Part A Private School Proportionate Share
- FY19, Title IV, Part A Private School Proportionate Share
- FY19, Title IV, Part A Method for Determining Proportionate Share
- [FY19, Title IV, Part B Method for Determining Proportionate Share](#)

FY18

- Title IVA
- FY18 Title IIA Planning for Funding Essential Questions

Trainings

Equitable Services Overview and Updates (April 2018)

- Spring 2018 Webinar
- Spring 2018 PPT

Equitable Services to Private School Children - Training for Private School Staff

- Video in MP4 format
- PPT File in PDF format

Private Schools and ESSA- Focus on Title I

- Video in MP4 format
- PPT File in PDF format

Private Schools and ESSA- Focus on Title II, Part A

- Video in MP4 format
- PPT File in PDF format

Allocations & Proportionate Share Archive

- FY18 Allocations and Proportionate Share

E
tion

Website



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Allocations & Proportionate Share

FY18, Title I, Part A Private School
Proportionate Share

FY18, Title I, Part A Method for Determining
Proportionate Share

FY18, Title I, Part C Method for Determining
Proportionate Share

FY18, Title I, Part C Private School
Proportionate Share

FY18, Title II, Part A LEA Allocations

FY18, Title II, Part A Private School
Proportionate Share

FY18, Title II, Part A Method for Determining
Proportionate Share

FY18, Title III, Part A Private School
Proportionate Share

FY18, Title III, Part A Method for Determining
Proportionate Share

FY18, Title IV, Part A LEA Allocations

FY18, Title IV, Part A Private School
Proportionate Share

FY18, Title IV, Part A Method for Determining
Proportionate Share

FY18, Title IV, Part B Method for Determining
Proportionate Share

FY18

OE
Education



Title IA

FY18 Title I, Part A Private School Proportionate Share (For LEAs with Participating Private Schools)

LEA	Title I FY18 Allocation	Total # of Participating Private Schools in FY18	Private Schools Total # Students of Poverty	LEA's Total # Students of Poverty	Total Poverty Count of Private School and LEA	Proportionate Percentage	Proportionate Share Amount
Atlanta Public School	\$ 27,925,760	8	121	32,150	35,271	0.34%	\$ 94,948
Bibb County	\$ 12,585,083	4	184	19133	19317	0.95%	\$ 119,558
Camden County	\$ 1,711,165	1	14	4209	4223	0.33%	\$ 5,647
Chatham County	\$ 12,744,389	8	218	16334	16552	1.32%	\$ 168,226
Clarke County	\$ 7,049,648	2	68	6087	6155	1.10%	\$ 77,546
Clayton County	\$ 22,092,303	10	188	49466	49654	0.38%	\$ 83,951
Cobb County	\$ 21,554,808	3	35	31369	31404	0.11%	\$ 23,710
DeKalb County	\$ 39,380,660	16	553	65111	65664	0.84%	\$ 330,798
Dougherty County	\$ 8,442,279	1	29	9392	9421	0.31%	\$ 26,171
Fayette County	\$ 1,428,912	1	7	2157	2164	0.32%	\$ 4,573
Floyd County	\$ 2,367,590	1	10	2664	2674	0.37%	\$ 8,760
Fulton County	\$ 21,502,816	6	98	31841	31939	0.31%	\$ 66,659
Glynn County	\$ 4,079,477	1	18	5868	5886	0.31%	\$ 12,646
Gwinnett County	\$ 37,885,492	7	126	65431	65557	0.19%	\$ 71,982
Henry County	\$ 7,194,381	2	5	11054	11059	0.05%	\$ 3,597
Jones County	\$ 870,975	1	1	2572	2573	0.04%	\$ 348
Lee County	\$ 763,796	1	2	2664	2666	0.08%	\$ 611
Marietta City	\$ 2,318,039	1	31	5342	5373	0.58%	\$ 13,445
Monroe County	\$ 685,624	1	1	1498	1499	0.07%	\$ 480
Muscogee County	\$ 11,424,262	3	69	16414	16483	0.42%	\$ 47,982
Oconee County - Private School Declined	\$ 430,264	0	0	522	523	0.19%	\$ 818
Richmond County	\$ 14,916,021	1	29	9000	9029	0.32%	\$ 47,731
Rome City	\$ 2,496,936	2	29	3773	3802	0.76%	\$ 18,977
Terrell County	\$ 1,081,052	1	2	1099	1101	0.18%	\$ 1,946
TOTALS	\$ 262,931,732	82	1838	395150	399989	0.46%	\$ 1,231,110

Title IA Methodology

Title I, Part A: Determination of Proportionate Share of Title I, Part A Funds for Private Schools

Under the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) Section 1117(4)(A)(ii), the proportional share of Title I funds for private schools shall be determined based on the total amount of Title I, Part A funds received by the local education agency (LEA) prior to any allowable expenditures or transfers by the LEA.

The steps to determine the **Proportionate Share formula** is calculated as follows:

1. The LEA determines the participating public attendance school areas **of Title I schools only**.
2. The LEA determines the number of children from **low-income families** residing in each participating area **(Title I schools)** who attend public and private schools.
3. The LEA determines proportion of children from low-income families residing in each participating area **(Title I schools)** who attends private schools.
4. The LEA applies the private school proportion to the LEA's total Title I allocation to determine the equitable services proportionate shared.

An example of the above calculation:

Step 1: An LEA named All Georgia School System **has a total of ten schools, but only six** are Title I schools, which are comprised of three elementary, two middle, and one high school. **These six Title I schools** are the participating public attendance school areas **in Title I funds**.

Step 2: The total student enrollment for these six Title I schools is 4,278 and their total number of students from low-income families is 3,251. The All Georgia School System has four private schools participating in the LEA's Title I funds. These four private schools have a total of 36 students who reside within the six Title I schools' attendance zones. Of these 36 students attending private schools, only 12 of the students are from low-income families. Therefore, the total count of students from low-income families is 3,263 (3,251 from the LEA's Title I schools, plus 12 from the private schools who reside in Title I schools' attendance zones).

Step 3: The private school proportionate share is determined by dividing the total private school students from low-income families (12) by the total students from low-income families at the private schools and the LEA (3,263). Therefore, $12/3,263$ equals .0037 rounded to four decimal places.

Step 4: If the All Georgia School System received a Title I, Part A allocation totaling \$4,080,250, the four private schools' proportionate share would be \$15,097 ($\$4,080,250 \times .0037$). The LEA would have \$15,097 to provide equitable services of eligible private school students who reside in the LEA's attendance areas.



Public School Title I Attendance Areas for the All Georgia School System (LEA)	Number of Public School children from Low-Income Families at Title I schools	Number of Private School children from Low-Income Families residing in the All Georgia School System's Title I Attendance Zones	Total Number of children from Low-Income Families
High School	750	3	753
Middle School	600	2	602
Middle School	500	2	502
Elementary School	500	2	502
Elementary School	450	2	452
Elementary School	451	1	452
TOTAL	3251	12	3263
PROPORTIONATE SHARE of the All Georgia School System's Title I allocation of \$4,080,250	.9963	.0037	
	\$4,065,153 (LEA's share)	\$15,097 (Private Schools' Share)	



Scenarios & Best Practices

- Discuss real life scenarios related to Equitable Services.
- Discuss best practices related to Equitable Services.

Scenario: W-9 and 1099

GaDOE received an inquiry asking for clarification as to whether or not W-9 can be required of private school teachers. There was concern both about protecting personally identifiable information (PII), and about how this might influence private school audits.

Key Take-aways

- What is the purpose of both forms?
- How do LEAs protect personally identifiable information?
- What does the GaDOE guidance say?
- What should LEAs take away as next steps?

Scenario: How do you solve this reimbursement issue?



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

GaDOE received an inquiry about reimbursement. A private school requested to send two staff members to a conference. The staff members did not have personal wealth; the private school does have a church funded account from which they take care of such operations. In order to attend the conference they withdrew money, purchased a pre-paid debit card and paid for flights. The private school is now requesting reimbursement. Can the LEA reimburse the church account?

Georgia Department of Education

Scenario: How do you solve this reimbursement issue? (continued)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Key Take-aways:

- What does current OMB Regulations and USDE Non-Regulatory Guidance say about controls of funds?
- How would your current internal controls address this scenario?
- What do GaDOE and USDE Recommend?
- What should LEAs take away as next steps?

Georgia Department of Education

Scenario: It's all about the reimbursement.....



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

GaDOE received several more inquiries about reimbursement:

- A private school teacher does not have the personal funds to pay for a trip out of pocket. Another teacher not attending the conference paid for the teacher.

Who gets reimbursed?

- A private school teacher does not have the personal funds to pay for a trip out of pocket. The principal pays for the conference with a school card with the principal's name on it.

Who gets reimbursed?

Scenario: It's all about the reimbursement.....



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

GaDOE received several more inquiries about reimbursement:

- A groups of private school teachers attend a conference with their principal. The principal pays for the conference lodging, meals, rental car and mileage out of pocket.

Who gets reimbursed?

What documentation is needed?

- An approved private school teacher is scheduled to attend a conference. The participant's registration is prepaid by the LEA. The teacher gets sick and the school sends another private school employee, not allowable under grant funds.

Can the LEA ask for reimbursement?

Scenario: Keep calm and mediate

GaDOE received an inquiry about allowability. Title II, Part A allowability has changed under ESSA, but some private schools want to continue their same spending habits. How can LEA coordinators help ensure that, through consultation, the law, regulations, and guidance are followed?

Key Take-aways

- What resources can LEAs pull from?
- What successful practices have some LEAs put in place?

Online Platform

- What is the purpose of the online platform?
- What was the previous process for submitting forms related to Equitable Services?
- What is the functionality of the online platform?

Previous Process

- What is the purpose of the online platform?
- What was the previous process for submitting forms related to Equitable Services?
- What is the functionality of the online platform?



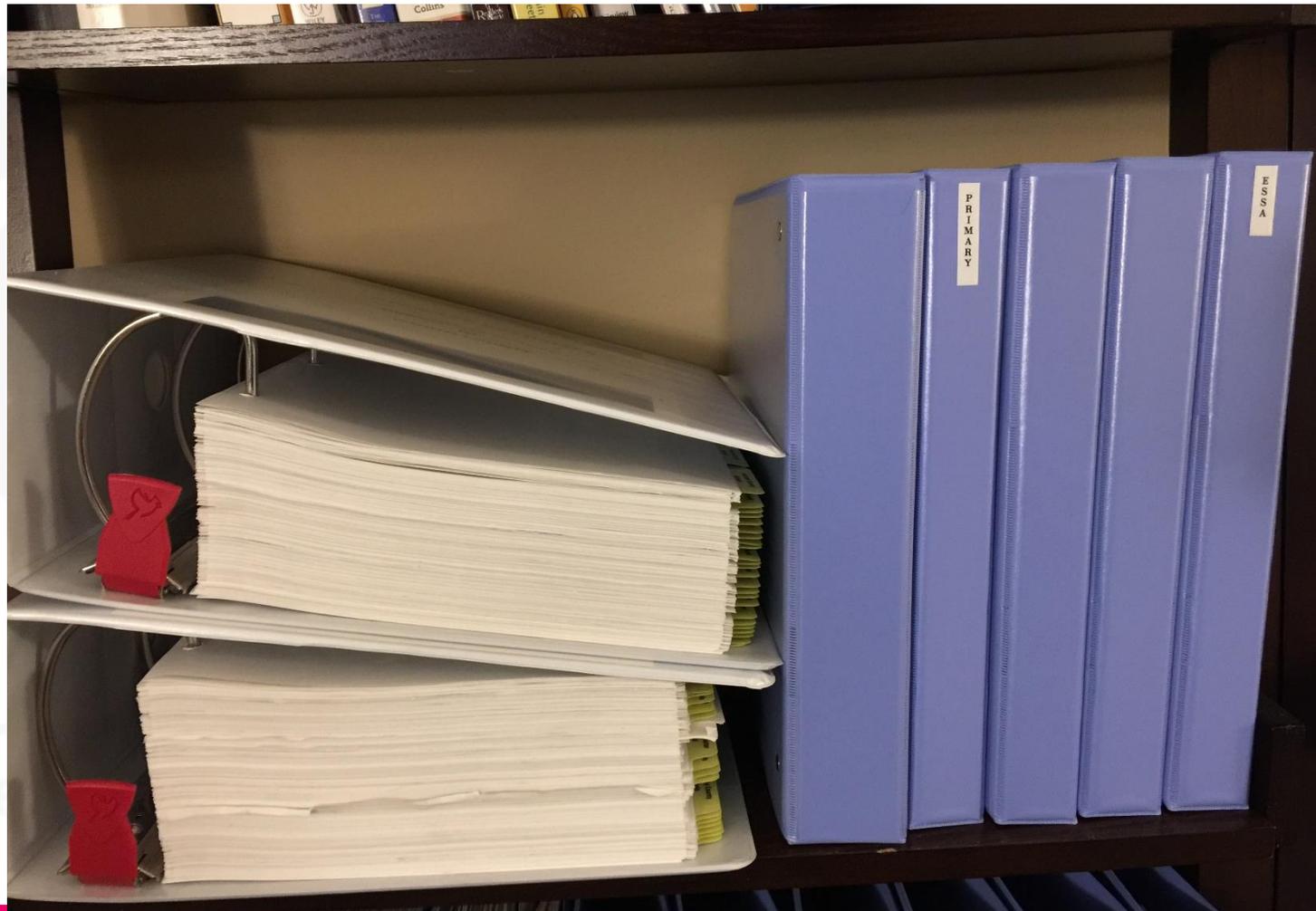
Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Purpose

- Greater efficiency- incomplete forms will not be able to be submitted, thus will not be returned
- Reduced travel for form sign-offs and submissions
- Greater speed for submitting, processing and reviewing forms
- Greater functionality- Invitation Letters and correspondence with private schools
- More up-to-date database- pulls directly from the DE1111 submissions
- Reminders, missing submissions and bounce-back notifications to LEAs

Georgia Department of Education

Previous Process



ES4PS Demo

Equitable Services for Private Schools



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin ▾

School Year: District: Jackson County You are logged in as: District User

Invitation Summary	
Total Invitation Sent:	4
Invitation Not Opened:	0
Invitation Accepted:	0
Percentage Invitation Accepted:	0%

Form A Summary	
Total Form A Sent:	2
Form A Completed:	0
Form A Signed Off:	2
Percentage Signed Off:	100%

Form B Summary	
Total Form B Sent:	0
Form B Completed:	0
Form B Signed Off:	0
Percentage Signed Off:	0%

 **Equitable Services 4 Private Schools (ES4PS)**

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin ▾

School Year: District: Jackson County You are logged in as: District User

Add New Schools Association

District Name	School Name	Address	School Contact	Phone Number	Email	Actions
Bulloch County	Bibleway Royal Christian Academy(1161)	220 Cone Street,Statesboro	Johnson,Cierra	(912) 678-7273	brcastatesboro@gmail.com	Edit Delete Association
Jackson County	Braselton Christian Academy(942)	401 Zion Church Rd.,Braselton	Hooper,Laura	(706) 824-9943	info@braseltonchristianacademy.com	Edit Delete Association
Bulloch County	Bulloch Academy(79)	873 Westside Rd.,Statesboro	Collins,Becky	(912) 764-0715	None@none.com	Edit Delete Association
Cobb County	Carmen Adventist School(91)	1330 Cobb Pkwy N,Marietta	Cummings,Calvin	(770) 424-0606	info@caschool.org	Edit Delete Association
Jackson County	Excellence Placed First Private School(205)	531 Ridgewood Dr.,Pendergrass	Smith,Stephanie	(678) 579-2929	www.brightday@windstream.net	Edit Delete Association
Dundee	GA School(0800)	dfdfdfd,fgfgfgf	fgfgf,tests	(232) 323-2323	AGiri@doe.k12.ga.us	Edit Delete Association
Fulton County	Kings Ridge Christian School(863)	2765 Bethany Bend,Alpharetta	Vaughn,Susan	(770) 754-5738	tet@gmail.com	Edit Delete Association

1 - 7 of 7 items

Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin

School Year: 2018 - 2019 District: Jackson County

You are logged in as: District User

Add New Schools Association

District Name	School Name	Actions
Bulloch County	Bibleway Royal Christian Academy(1161)	
Jackson County	Braselton Christian Academy(942)	
Bulloch County	Bulloch Academy(79)	
Cobb County	Carmen Adventist School(91)	
Jackson County	Excellence Placed First Private School(205)	
Dundee	GA School(0800)	
Fulton County	Kings Ridge Christian School(863)	

School Association

Search By:

<p>All Private Schools</p> <ul style="list-style-type: none"> Atlanta Public Schools - Atlanta Speech School Atlanta Public Schools - Atlanta Youth Academy <li style="border: 2px solid red; padding: 2px;">Atlanta Public Schools - Bright Futures Academy Atlanta Public Schools - Christ the King Atlanta Public Schools - Galloway School (The) Atlanta Public Schools - Lovett School 	<p>Private Schools Associated to your district</p> <ul style="list-style-type: none"> Bulloch County - Bibleway Royal Christian Academy Bulloch County - Bulloch Academy Cobb County - Carmen Adventist School Dundee - GA School Fulton County - Kings Ridge Christian School Jackson County - Braselton Christian Academy Jackson County - Excellence Placed First Private School
--	---

Add/Delete School Association

Email	Actions
brcastatesboro@gmail.com	Edit Delete Association
info@braseltonchristianacademy.com	Edit Delete Association
None@none.com	Edit Delete Association
info@caschool.org	Edit Delete Association
www.brightday@windstream.net	Edit Delete Association
AGiri@doe.k12.ga.us	Edit Delete Association
tet@gmail.com	Edit Delete Association



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin

School Year: 2018 - 2019 District: Jackson County

You are logged in as: District User

Add New Schools Association

District Name	School Name	Address	School Contact	Phone Number	Email	Actions
Bulloch County	Bibleway Royal Christian Academy(1161)	220 Cone Street, Statesboro	Johnson, Cierra	(912) 678-7273	brcastatesboro@gmail.com	Edit Delete Association
Jackson County	Braselton Christian Academy(942)	401 Zion Church Rd., Braselton	Hooper, Laura	(706) 824-9943	info@braseltonchristianacademy.com	Edit Delete Association
Atlanta Public Schools	Bright Futures Academy(963)	1300 Joseph E. Boone, Blvd1, Atlanta	Martinez, Andrea	(404) 963-6804	amartinez@bfatl.org	Edit Delete Association
Bulloch County	Bulloch Academy(79)	873 Westside Rd., Statesboro	Collins, Becky	(912) 764-0715	None@none.com	Edit Delete Association
Cobb County	Carmen Adventist School(91)	1330 Cobb Pkwy N, Marietta	Cummings, Calvin	(770) 424-0606	info@caschool.org	Edit Delete Association
Jackson County	Excellence Placed First Private School(205)	531 Ridgewood Dr., Pendergrass	Smith, Stephanie	(678) 579-2929	www.brightday@windstream.net	Edit Delete Association
Dundee	GA School(0800)	dfdfdf, fgfgfg	fgfg, tests	(232) 323-2323	AGiri@doe.k12.ga.us	Edit Delete Association
Fulton County	Kings Ridge Christian School(863)	2765 Bethany Bend, Alpharetta	Vaughn, Susan	(770) 754-5738	tet@gmail.com	Edit Delete Association

10 items per page 1 - 8 of 8 items





Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager**
- Form A Manager
- Form B Manager
- Admin ▾

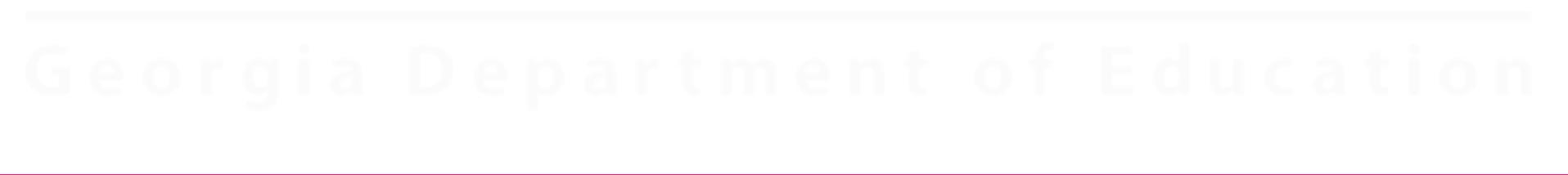
School Year: 2018 - 2019 ▾ District: Jackson County

You are logged in as: District User

- Create Invitations
- Manage Invitation Template

<input type="checkbox"/>	District Name	School Name	Last Invitation Sent Date	Last Invitation Sent By	Invitation Status	Actions
<input type="checkbox"/>	Bulloch County (616)	Bibleway Royal Christian Academy (1161)	10/15/2018 12:54 PM	,	Sent	View History Resend
<input type="checkbox"/>	Jackson County (678)	Braselton Christian Academy (942)	10/15/2018 12:55 PM	,	Sent	View History Resend
<input type="checkbox"/>	Bulloch County (616)	Bulloch Academy (79)	10/15/2018 12:57 PM	,	Sent	View History Resend
<input type="checkbox"/>	Cobb County (633)	Carmen Adventist School (91)				Create History
<input type="checkbox"/>	Jackson County (678)	Excellence Placed First Private School (205)				Create History
<input type="checkbox"/>	Dundee (645)	GA School (0800)	10/15/2018 09:10 AM	,	Sent	View History Resend
<input type="checkbox"/>	Fulton County (660)	Kings Ridge Christian School (863)				Create History

10 items per page 1 - 7 of 7 items



 Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin

School Year: 2018 - 2019 District: Jackson County

You are logged in as: District User

- Create Invitations
- Manage Invitation Template

<input checked="" type="checkbox"/>	District Name	School Name	Last Invitation Sent Date	Last Invitation Sent By	Invitation Status	Actions
<input checked="" type="checkbox"/>	Bulloch County (616)	Bibleway Royal Christian Academy (1161)	10/15/2018 12:54 PM	.	Sent	View History Resend
<input checked="" type="checkbox"/>	Jackson County (678)	Braselton Christian Academy (942)	10/15/2018 12:55 PM	.	Sent	View History Resend
<input checked="" type="checkbox"/>	Atlanta Public Schools (761)	Bright Futures Academy (963)				Create History
<input checked="" type="checkbox"/>	Bulloch County (616)	Bulloch Academy (79)	10/15/2018 12:57 PM	.	Sent	View History Resend
<input checked="" type="checkbox"/>	Cobb County (633)	Carmen Adventist School (91)				Create History
<input checked="" type="checkbox"/>	Jackson County (678)	Excellence Placed First Private School (205)				Create History
<input checked="" type="checkbox"/>	Dundee (645)	GA School (0800)	10/15/2018 09:10 AM	.	Sent	View History Resend
<input checked="" type="checkbox"/>	Fulton County (660)	Kings Ridge Christian School (863)				Create History

10 items per page 1 - 8 of 8 items

Equitable Services 4 Private Schools (ES4PS)

Home School List Invitation Manager Form A

School Year: 2018 - 2019 District: Jackson Cou

Create Invitations Manage Invitation Template

<input checked="" type="checkbox"/>	District Name
<input checked="" type="checkbox"/>	Bulloch County (616)
<input checked="" type="checkbox"/>	Jackson County (674)
<input checked="" type="checkbox"/>	Atlanta Public Schoo
<input checked="" type="checkbox"/>	Bulloch County (616)
<input checked="" type="checkbox"/>	Cobb County (633)
<input checked="" type="checkbox"/>	Jackson County (674)
<input checked="" type="checkbox"/>	Dundee (645)
<input checked="" type="checkbox"/>	Fulton County (660)

Preview Invitations

Select Invitation Template

DefaultTempate

Preview Invitation

Template Details
Jackson County Template Details

Send Invitations

Actions
View History Resend
View History Resend
Create History
View History Resend
Create History
Create History
View History Resend
Create History

Equitable Services 4 Private Schools (ES4PS)

Home School List Invitation Manager Form A

School Year: 2018 - 2019 District: Jackson County

Create Invitations Manage Invitation Template

<input checked="" type="checkbox"/>	District Name
<input checked="" type="checkbox"/>	Bulloch County (616)
<input checked="" type="checkbox"/>	Jackson County (674)
<input checked="" type="checkbox"/>	Atlanta Public Schools (675)
<input checked="" type="checkbox"/>	Bulloch County (616)
<input checked="" type="checkbox"/>	Cobb County (633)
<input checked="" type="checkbox"/>	Jackson County (674)
<input checked="" type="checkbox"/>	Dundee (645)
<input checked="" type="checkbox"/>	Fulton County (660)

Preview Invitations

Select Invitation Template

DefaultTemplate

Preview Invitation

Template Details

School Name: Excellence Placed First Private School

Subject: Invitation to School

Details: Jackson County Template Details

please click below link

Click Here

Send Invitations

Actions
View History Resend
View History Resend
Create History
View History Resend
Create History
Create History
View History Resend
Create History

10 items per page

1 - 8 of 8 items

Equitable Services 4 Private Schools

- Home
- School List
- Invitation Manager
- Form A

School Year: 2018 - 2019 District: Jackson Co

- Create Invitations
- Manage Invitation Template

<input checked="" type="checkbox"/>	District Name
<input checked="" type="checkbox"/>	Bulloch County (616)
<input checked="" type="checkbox"/>	Jackson County (674)
<input checked="" type="checkbox"/>	Atlanta Public School
<input checked="" type="checkbox"/>	Bulloch County (616)
<input checked="" type="checkbox"/>	Cobb County (633)
<input checked="" type="checkbox"/>	Jackson County (674)
<input checked="" type="checkbox"/>	Dundee (645)
<input checked="" type="checkbox"/>	Fulton County (660)

Invitation Emails

Are you sure you want to send Invitation Emails to 8 schools

Send Invitations No

Select Invitation Template

DefaultTempate

Preview Invitation

Template Details

School Name: Excellence Placed First Private School

Subject: Invitation to School

Details:
Jackson County Template Details

please click below link

[Click Here](#)

Send Invitations



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin

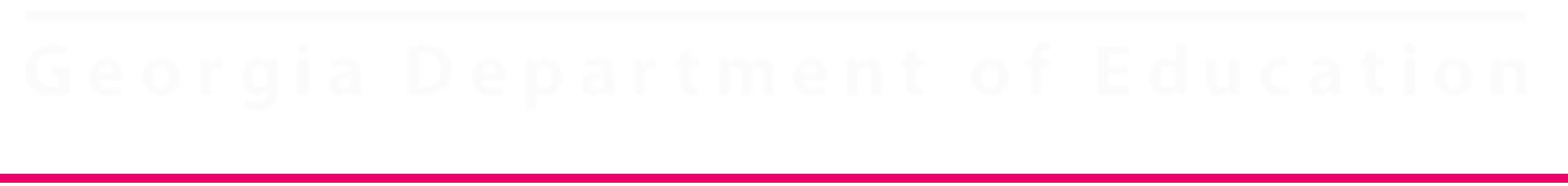
School Year: 2018 - 2019 District: Jackson County

You are logged in as: District User

- Create Invitations
- Manage Invitation Template

	District Name	School Name	Last Invitation Sent Date	Last Invitation Sent By	Invitation Status	Actions
<input type="checkbox"/>	Bulloch County (616)	Bibleway Royal Christian Academy (1161)	10/15/2018 12:54 PM	,	Sent	View History Resend
<input type="checkbox"/>	Jackson County (678)	Braselton Christian Academy (942)	10/15/2018 12:55 PM	,	Sent	View History Resend
<input type="checkbox"/>	Bulloch County (616)	Bulloch Academy (79)	10/15/2018 12:57 PM	,	Sent	View History Resend
<input type="checkbox"/>	Cobb County (633)	Carmen Adventist School (91)				Create History
<input type="checkbox"/>	Jackson County (678)	Excellence Placed First Private School (205)				Create History
<input type="checkbox"/>	Dundee (645)	GA School (0800)	10/15/2018 09:10 AM	,	Sent	View History Resend
<input type="checkbox"/>	Fulton County (660)	Kings Ridge Christian School (863)				Create History

10 items per page 1 - 7 of 7 items





Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin ▾

School Year: 2018 - 2019 ▾ District: Jackson County

You are logged in as: District User

Add Invitation Template

Template Name	Template Description	Template Subject	Last Updated Date	Last Updated by	Actions
DefaultTemplate	DefaultTemplateForJacksonCounty	Invitation to School	09/28/2018 02:44 PM		Edit Delete
test	sdf	asdfasd			Edit Delete
sadf	asdf	afds	10/03/2018 09:31 AM	656LASTNAME , 656FIRSTNAME	Edit Delete
ddfd	fdfd	dfdfd	10/03/2018 09:48 AM	,	Edit Delete

10 items per page 1 - 4 of 4 items

Add Invitation Template

Template Name	Template Description
DefaultTemplate	DefaultTemplate
test	sdf
sadf	asdf
ddfd	fdfd

Create Invitation Templates

Template Name

Template Description

Invitation Subject

Default Template

Yes No

Invitation Detail

Format **B** *I* U      



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin ▾

School Year: District: Jackson County You are logged in as: District User

Add Invitation Template

Template Name	Template Description	Template Subject	Last Updated Date	Last Updated by
DefaultTempate	DefaultTemplateForJacksonCounty	Invitation to School	09/28/2018 02:44 PM	
test	sdf	asdfasd		
sadf	asdf	afds		656LASTNAME , 656FIRSTNAME
ddfd	fdfdf	dfdfd	10/03/2018 09:48 AM	
T	T	T		

Invitation Template Creation ✕

Invitation Template Created Successfully!..



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin

School Year: 2018 - 2019 District: Jackson County

You are logged in as: District User

[Add Invitation Template](#)

Template Name	Template Description	Template Subject	Last Updated Date	Last Updated by	Actions
DefaultTemplate	DefaultTemplateForJacksonCounty	Invitation to School	09/28/2018 02:44 PM		Edit Delete
test	sdf	asdfasd			Edit Delete
sadf	asdf	afds	10/03/2018 09:31 AM	656LASTNAME , 656FIRSTNAME	Edit Delete
ddfd	fdfd	dfdfd	10/03/2018 09:48 AM	,	Edit Delete

10 items per page 1 - 4 of 4 items

Add Invitation Template

Template Name	Template Description
DefaultTemplate	DefaultTemplate
test	sdf
sadf	asdf
ddfd	fdfd
T	T

Update Invitation Template

Template Name
DefaultTemplate

Template Description
DefaultTemplateForJacksonCounty

Invitation Subject
Invitation to School

Default Template
 Yes No

Invitation Detail

Format **B I U** [List Icons] [Link Icon] [Image Icon] [Table Icon]

Jackson County Template Details

Update Cancel



Thu 10/11/2018 8:12 AM

ES4PSnotifications@doe.k12.ga.us

Test2

To  Amruta Giri

School Name:First Baptist Church Kindergarten
Test2

please click below link

[Click Here](#)

School Name: Monroe Country Day School
School Address: 603 S. Broad Street
Official:Rita

District Name: Charlton County
LEA Official:abarar

Invitation Questions

Participate Federal Programs

Do you wish to participate in initial consultation?

- Yes
- No
- Not Known Yet

Initial Counseling

Do you wish to participate in federal programs?

- Yes
- No
- Not Known Yet

Submit

 Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin ▾

School Year: 2018 - 2019 ▾

District: Jackson County

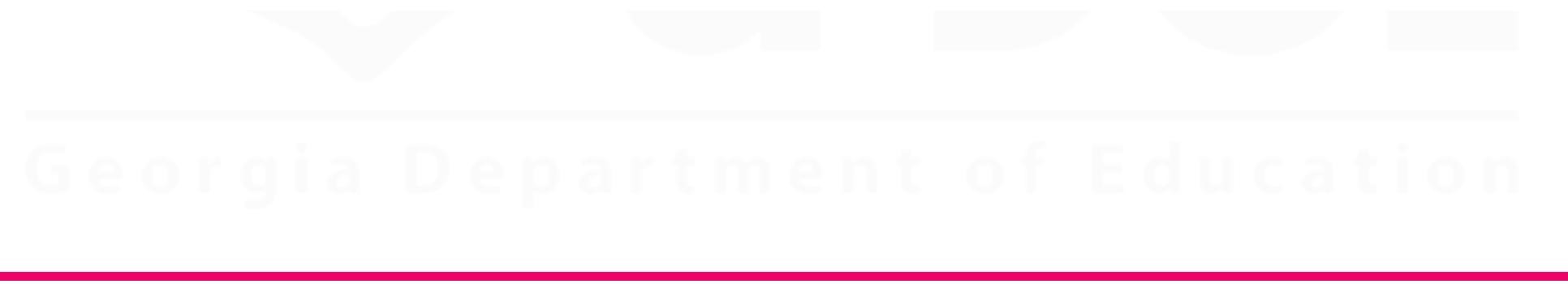
You are logged in as: District User

District Name	School Name	Form A Sent Date	Form A Sent By	Form A District Sign Off	Form A School Sign Off	Created Date ↑	Actions
Atlanta Public Schools	Bright Futures Academy(963)	N/A	N/A	N/A	N/A	N/A	Create Form
Fulton County	Kings Ridge Christian School(863)	N/A	N/A	N/A	N/A	N/A	Create Form
Jackson County	Braselton Christian Academy(942)	N/A	N/A	N/A	N/A	N/A	Create Form
Jackson County	Excellence Placed First Private School(205)	N/A	N/A	N/A	N/A	N/A	Create Form
Bulloch County	Bulloch Academy(79)	10/12/2018 2:09PM	637LASTNAME , 637FIRSTNAME	Completed	N/A	10/12/2018 2:09PM	View Form Send Form A Reject
Bulloch County	Bibleway Royal Christian Academy(1161)	10/12/2018 2:10PM	637LASTNAME , 637FIRSTNAME	N/A	N/A	10/12/2018 8:41AM	View Form Send Form A
Cobb County	Carmen Adventist School(91)	N/A	N/A	N/A	N/A	10/13/2018 2:44PM	View Form Send Form A Reject

10 items per page

1 - 8 of 8 items

[Submit all forms to State](#)





Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager

School Year: 2018 - 2019 District: Jackson County

District Name	School Name	Form Date
Atlanta Public Schools	Bright Futures Academy(963)	N/A
Fulton County	Kings Ridge Christian School(863)	N/A
Jackson County	Braselton Christian Academy(942)	N/A
Jackson County	Excellence Placed First Private School(205)	N/A
Bulloch County	Bulloch Academy(79)	10/12
Bulloch County	Bibleway Royal Christian Academy(1161)	10/12
Cobb County	Carmen Adventist School(91)	N/A

10 items per page

Create Form A

FY 2018 Private School Initial Consultation and Notification of Intent for FY 2018 Provision of Services

School Name: Bright Futures Academy
School Address:1300 Joseph E. Boone, Blvd1, Atlanta, GA, 30314
Official:Martinez, Andrea
District Name: Jackson County
LEA Official:testing,test

Please select programs that the Private School listed above intends to consult with the LEA on possible services*

Title I A Title II A Title III A Title I C Title IV A Title V A

District Information

Timely and Meaningful Consultation Affirmation

Has the initial consultation for the 2018-2019 school year occurred between the LEA and Private School?*

Yes
 No

Initial Consultation date:

Comments

Notification of Intent to Participate in 2018-2019 Services

Does the Private School intended to continue consultation through FY 2018 and participate in FY 2019 equitable services?*

Yes
 No

Comments

Created Date	Actions
N/A	Create Form
10/12/2018 2:09PM	View Form Send Form A Reject
10/12/2018 8:41AM	View Form Send Form A
10/13/2018 2:44PM	View Form Send Form A Reject

1 - 8 of 8 items

[Submit all forms to 9](#)



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager

School Year: 2018 - 2019 District: Jackson County

District Name	School Name	Form Date
Atlanta Public Schools	Bright Futures Academy(963)	N/A
Fulton County	Kings Ridge Christian School(863)	N/A
Jackson County	Braselton Christian Academy(942)	N/A
Jackson County	Excellence Placed First Private School(205)	N/A
Bulloch County	Bulloch Academy(79)	10/12
Bulloch County	Bibleway Royal Christian Academy(1161)	10/12
Cobb County	Carmen Adventist School(91)	N/A

10 items per page

Create Form A

District Name: Jackson County
LEA Official:testing,test

Please select programs that the Private School listed above intends to consult with the LEA on possible services*

Title I A
 Title II A
 Title III A
 Title I C
 Title IV A
 Title V A

District Information

Timely and Meaningful Consultation Affirmation

Has the initial consultation for the 2018-2019 school year occurred between the LEA and Private School?*

Yes
 No

Initial Consultation date:

Comments

Notification of Intent to Participate in 2018-2019 Services

Does the Private School intended to continue consultation through FY 2018 and participate in FY 2019 equitable services?*

Yes
 No

Comments

Save
 Cancel

Created Date	Actions
N/A	Create Form
10/12/2018 2:09PM	View Form Send Form A Reject
10/12/2018 8:41AM	View Form Send Form A
10/13/2018 2:44PM	View Form Send Form A Reject

1 - 8 of 8 items

Submit all forms to State



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin

School Year: 2018 - 2019 District: Jackson County

You are logged in as: District User

District Name	School Name	Form A Sent Date	Form A Sent By	Form A District Sign Off	Form A School Sign Off	Created Date	Actions
Atlanta Public Schools	Bright Futures Academy(963)	N/A	N/A	N/A	N/A	N/A	Create Form
Fulton County	Kings Ridge Christian School(863)	N/A	N/A	N/A	N/A	N/A	Create Form
Jackson County	Braselton Christian Academy(942)	N/A	N/A	N/A	N/A	N/A	Create Form
Jackson County	Excellence Placed First Private School(205)	N/A	N/A	N/A	N/A	N/A	Create Form
Bulloch County	Bulloch Academy(79)	10/12/2018 2:09PM	637LASTNAME , 637FIRSTNAME	Completed	N/A	10/12/2018 2:09PM	View Form Send Form A Reject
Bulloch County	Bibleway Royal Christian Academy(1161)	10/12/2018 2:10PM	637LASTNAME , 637FIRSTNAME	N/A	N/A	10/12/2018 8:41AM	View Form Send Form A
Cobb County	Carmen Adventist School(91)	N/A	N/A	N/A	N/A	10/13/2018 2:44PM	View Form Send Form A Reject

View Form Send Form A
Reject

10 items per page

1 - 8 of 8 items

Submit all forms to State



Equitable Services 4 Private Schools (ES4PS)

- Home
- School List
- Invitation Manager
- Form A Manager
- Form B Manager
- Admin

School Year: 2018 - 2019

District: Jackson County

You are logged in as: District User

District Name	School Name	Form A Sent Date	Form A Sent By	Form A District Sign Off	Form A School Sign Off
Bulloch County	Bibleway Royal Christian Academy(1161)	10/12/2018 2:10PM	637LASTNAME , 637FIRSTNAME	N/A	N/A
Jackson County	Braselton Christian Academy(942)	N/A	N/A	N/A	N/A
Atlanta Public Schools	Bright Futures Academy(963)	10/15/2018 2:27PM	,	N/A	N/A
Bulloch County	Bulloch Academy(79)	10/12/2018 2:09PM	637LASTNAME	N/A	N/A
Cobb County	Carmen Adventist School(91)	N/A	N/A	N/A	N/A
Jackson County	Excellence Placed First Private School(205)	N/A	N/A	N/A	N/A

Form A Invitation [X]

Form A Invitation Sent Successfully!..



Form A Invitation - Message (HTML)

FILE MESSAGE McAfee E-mail Scan

Ignore Delete Reply Reply All Forward Meeting IM More

Move to: ? Team Email Reply & Delete To Manager Done Create New

Move Rules Actions Move Assign Policy Mark Unread Categorize Follow Up

Translate Find Related Select Editing Zoom

Thu 10/11/2018 12:05 PM
ES4PSnotifications@doe.k12.ga.us
Form A Invitation
To Amruta Giri

Form A Invitation
please click below link
<https://uatmsweb09.doe.k12.ga.us/ES4PSWeb/FormAManager/PrivateSchoolFormA?Guid=d5207023-9e20-4588-8ad2-37802fbdbaf2>



FY 2018 Private School Initial Consultation and Notification of Intent for FY 2018 Provision of Services

School Name: Charlton Christian Academy
School Address:55 Reynolds Rd., Folkston, GA, 31537
Official:Albritton, Spike
District Name:
LEA Official:

Please select programs that the Private School listed above intends to consult with the LEA on possible services*

Title I A Title II A Title III A Title I C Title IV A Title V A

School Information

Timely and Meaningful Consultation Affirmation

Has the initial consultation for the 2018-2019 school year occurred between the LEA and Private School?*

- Yes
 No

Initial Consultation date*:

10/15/2018

Comments

Notification of Intent to Participate in 2018-2019 Services

Does the Private School intended to continue consultation through FY 2018 and participate in FY 2019 equitable services?*

Yes
 No

Comments

Sign Off

School Comments*

School Official Name:

Title: Principal

Date*: 

District Information

Timely and Meaningful Consultation Affirmation

Has the initial consultation for the 2018-2019 school year occurred between the LEA and Private School?*

- Yes
- No

Initial Consultation date*:

10/15/2018

Comments

Notification of Intent to Participate in 2018-2019 Services

Does the Private School intended to continue consultation through FY 2018 and participate in FY 2019 equitable services?*

- Yes
- No

Comments

TEST COMMETNS

Notification of Intent to Participate in 2018-2019 Services

Does the Private School intended to continue consultation through FY 2018 and participate in FY 2019 equitable services?*

- Yes
- No

Comments

TEST COMMETNS

Sign Off

District Comments*

SIGNED OFF

LEA Official Name: abarar,Hohn

Title:

Date*:

10/15/2018



Save

Sign Off

 **Equitable Services 4 Private Schools (ES4PS)**

- Home
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- Form A Manager
- Form B Manager
- Admin ▾

School Year: District: Atlanta Public Schools

You are logged in as: District User

District Name	School Name	Form A Sent Date	Form A Sent By	Form A District Sign Off	Form A School Sign Off	Created Date	Actions
Atlanta Public Schools	Christ the King(110)	10/22/2018 12:17PM	THOTAKURA , ARAVIND	Completed	Completed	10/22/2018 12:37PM	View Form Send Form A
Dundee	GA School(0800)	10/22/2018 12:17PM	THOTAKURA , ARAVIND	Completed	Completed	10/22/2018 12:34PM	View Form Send Form A
Dundee	Georgia Military College Prep.(248)	10/22/2018 12:17PM	THOTAKURA , ARAVIND	Completed	Completed	10/22/2018 12:16PM	View Form Send Form A

10 items per page

1 - 3 of 3 items

[Submit all forms to State](#)

Thank you!



Georgia Department of Education

The Every Student Succeeds Act (ESSA) established a new grant, Title IV, Part A, Student Support and Academic Enrichment (SSAE). SSAE supports three major strategies:



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Strategy A	Strategy B	Strategy C
Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
Allowable Activities	Allowable Activities	Allowable Activities
<ul style="list-style-type: none"> - Improving access to foreign language instruction, arts, music education, physical education and health education - Supporting college and career counseling, including providing information on opportunities for financial aid through the early Free Application for Federal Student Aid (FAFSA) - Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups - Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools - Strengthening instruction in American history, civics, economics, geography, government education, and environmental education 	<ul style="list-style-type: none"> - Promoting community involvement - Promoting parent engagement in schools - Providing school-based mental health services and counseling - Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline - Establishing or improving dropout prevention - Supporting re-entry programs and transition services for justice-involved youth - Implementing programs that support a healthy, active lifestyle (nutritional and physical education), e.g., increase in PE time, physical activity programs before and after school, physical activity during the school day - Implementing systems and practices to prevent bullying and harassment, such as social and emotional learning strategies - Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse, e.g., implementing a comprehensive health education curriculum such as the Michigan Model for Health - Establishing community partnerships, e.g., establishing a school wellness team with community partners 	<ul style="list-style-type: none"> - Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement and increase student engagement - Building technological capacity and infrastructure (LEAs may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases) - Carrying out innovative blended learning projects - Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities - Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

