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Privates Schools: Collaboration for Equitable Services Continues to Flourish

Georgia Department of Education

Georgia's Systems of Continuous Improvement



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This session will include:

- The importance of meaningful, on-going consultation throughout the year. Where are we now? Where do we need to go?
- Success stories with private school equitable services in GA.
- Federal program updates and reminders related to data collection, monitoring the program, inventory review, affirmation of services, program evaluation, and planning for next year.

What should be happening now?



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- Ongoing consultation – planning for next year
- Have you meet with your private school(s) to plan?

CONSULTATION TOPICS – have you addressed...

- 1. How the LEA will identify private school students' needs.**
- 2. What services will be offered.**
- 3. How, where, and by whom the services will be provided.**
- 4. How the services will be academically assessed and how the results of that assessment will be used to improve the Title I program.**

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CONSULTATION TOPICS (cont.) – have you addressed...

5. **The size and scope of the equitable services to be provided, and the proportion of funds that is allocated for these services and how that proportion of funds is determined.**
6. **The method and sources of data that will be used to determine the number of children from low-income families in participating school attendance areas who attend private schools, including whether data will be extrapolated if a survey is used (needed for Title I).**
7. **How and when the LEA will make decisions about the service delivery mechanism that the LEA will use to provide equitable services. This discussion must allow for thorough consideration and analysis of private school officials' view on the provision of services through a third-party provider.**

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CONSULTATION TOPICS (cont.) – have you addressed...

- 8. How, if the LEA disagrees with the private school officials about the provision of services through a contractor, the LEA will provide the private school officials a written analysis of its reasons for the decision.**
- 9. Whether the LEA will provide service directly, or through a separate government agency, consortium, entity, or third-party contractor.**
- 10. Whether to provide services to eligible private children under a pool arrangement or to individual schools, based on the number of eligible children from each school.**
- 11. When, including the approximate time of day, services will be provided.**
- 12. Whether to consolidate and use Title I funds for equitable services with other ESEA programs.**

What should be happening now?



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- **Have you checked if the private school is physically located in your geographic area (needed for Title II)**
- **Ensure you have each private school's enrollment data from a 2018 October count (needed for Title II)**
- **Have you obtained evidence of non-profit status for each participating private school**

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- **What private schools outside your geographic area have students who reside in Title I attendance zones (needed for Title I)**
- **Obtain a list of students who reside in Title I attendance zones and attend participating private schools (needed for Title I)**
- **Ensure you have each private school's poverty data on eligible students from a 2018 October count (needed for Title I)**

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- **For current equitable services taking place in FY19...**
 - **Are you checking your expenditures to ensure you are staying within budget**
 - **Do you need a budget amendment**
 - **Are you going to spend 100% of your funds for equitable services**

- **For current equitable services taking place in FY19...**
 - **Have you had an on-site visit to monitor the equitable services and check inventory**
 - **What documentation are you collecting on the equitable services being provided**

Common Errors



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The following are the most often-cited compliance findings uncovered during recent federal Title I monitoring visits:

- **Affirmation forms**: School districts are frequently cited for failing to have signed and dated affirmation forms on file, or for failing to submit the forms to SEA officials.
- **Timing of consultation**: Private school officials in several districts reported consultation took place after design and development of the Title I program was completed, rather than before, as required by the regulations.
- **Right to complain**: Private school officials reported not having been informed of their right to complain to the SEA if they found consultation was not timely and meaningful, or if they were not satisfied that their views were given due consideration.
- **Failure to consult on all elements**: Officials did not provide documentation of consultation with private school representatives on all required topics, as described above.

Private School SLDS Platform



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Overview of the SLDS Platform for Private Schools



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Best Practices from LEAs



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Chatham County

Clayton County

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