



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

June 3, 2019

Dear Private School Stakeholder,

In accordance with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), the Office of the State Superintendent of Education (OSSE), which serves as the District of Columbia's state education agency (SEA), is responsible for exercising oversight of the implementation of ESEA's equitable services provisions.

The ESEA requires SEAs and local education agencies (LEAs) to provide equitable services to eligible private school students, teachers, and other educational personnel.^[1] Specifically, services for eligible private school students, teachers, and other school personnel must be: 1) appropriately funded in accordance with allocation requirements, and 2) developed in consultation with officials of the private schools. In addition, families of eligible private school students must be allowed to participate, on an equitable basis, in the parent and family engagement activities of ESEA Title I, Part A.

The purpose of this letter is to provide you with information regarding the amount of funds allocated for equitable services under Title I, Part A, Section 1117 and each covered program under Section 8501(b) determined to be available for eligible private school students, teachers and other educational personnel, and families. Final allocations will be determined in accordance with the ESEA methodology and distributed to the District of Columbia Public Schools (DCPS) once DCPS has submitted an approvable application for federal funds.

To support appropriate planning, OSSE is notifying District of Columbia Public Schools (DCPS) and private school officials of the projected amount of funding under each covered program that will be made available for eligible private school students, teachers and other educational personnel, and families in the below table. Please note that the fiscal year 2019 (FY19) allocations listed below should be used for the purposes of consultation and planning for FY20 until such time as preliminary allocations are made available during the consolidated application process for ESEA formula grants. These allocations are not final and will be adjusted once final allocations are made in accordance with the requirements of ESSA.

^[1] In the District of Columbia, the DC School Reform Act exempts DC charter schools that are LEAs from equitable services requirements.

ESEA Covered Program	2018-19 DCPS Allocation	2018-19 Equitable Services Amount
Title I, Part A: Improving Basic Programs	\$28,868,518.77	\$1,801,991.99
Title I, Part A: Equitable Services/Parent/Family Engagement Activities	\$288,685.19	\$19,487.42
Title II, Part A: Preparing, Training and Recruiting Teachers, Principals or Other School Leaders	\$5,615,544.64	\$657,935.43
Title III, Part A: English Learners and Immigrant Students	\$814,470.04	\$31,853.85
Title IV, Part A: Student Support and Academic Enrichment	\$3,108,177.70	\$209,814.63

Equitable Services Calculation Methodology

The proportionate share for equitable services under Title I Part A must now be calculated BEFORE any allowable expenditures and transfers by the LEA. (Section 1117(a)(4)(A)(ii)). The general formula is the same as in previous years.

DCPS shall determine its equitable services reservation using the following data sources: per pupil allocation based on the number of private school students from low-income families, as measured by Free and Reduced Price Meal (FARM) data/proportionality, who reside in Title I participating public school attendance areas. The number of low-income students attending private schools is added to the total count of low-income students served by DCPS, as DCPS is responsible for fulfilling the equitable services provisions of Title I, Part A (ESEA Section 1117). DCPS must determine the number of low-income private school students in accordance with ESEA (Section 1117(c)).

In accordance with ESEA, DCPS must calculate the Title I, Part A reservation on the basis of the total amount of Title I, Part A funds received by DCPS, prior to any allowable expenditures or transfers. This includes all reservations previously taken “off the top” of the Title I allocation, including reservations for administration, parental involvement, and district-wide initiatives. (Section 1117(a)(4)(A)(ii)). The reservation is based on a per-pupil formula determined by dividing the available funding by total number of low-income students served by DCPS plus the total number of low-income students residing in the applicable attendance area. Detailed guidance regarding the allocation of funding is readily available online at the following link: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>.

For Title II, Part A, the amount set aside to provide equitable services for private school teachers and other educational personnel is based on a per-pupil formula that ensures that the amount reserved is proportionate to the number and percentage of private school students enrolled in participating private elementary and secondary schools served by DCPS (regardless of a student’s residency), taking into consideration the number and needs of the children, their teachers and other educational personnel to be served.

Similarly, in calculating the Title III, Part A and Title IV, Part A equitable services reservations, DCPS's methods must reflect the relative number and educational needs of the private schools (Section 8501(a)(4)). In calculating the per-pupil Title III allocation, DCPS should use the number of students eligible for Title III services (i.e., those students who have been identified as English learners under the ESEA). Title IV, Part A funds are allocated to DCPS in an amount that is proportionate to the total amount DCPS received under Title I, Part A for the preceding fiscal year (Section 4105(a)(1)). As with other decisions affecting services to private school students, DCPS should consult with private school officials on the method for determining Title III and Title IV equitable services expenditures, and the resulting methodology should reasonably reflect the relative number and educational needs of the private school students.

Should you have any questions and concerns or should you require technical assistance in understanding and implementing equitable services, please do not hesitate to contact me or Ms. Whitney Meagher at (202) 741-5095 or Whitney.Meagher@dc.gov.

Best regards,

Tanisha

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