



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

***Sent via Electronic Mail***

July 11, 2017

Dear Private School Stakeholder,

In accordance with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (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 all elements of ESSA, including the full implementation of the equitable services provisions in the 2017-18 school year.

The ESEA requires SEAs and local educational agencies (LEAs) to provide equitable services to eligible private school students, teachers, and other educational personnel. 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 several key updates regarding the implementation of equitable services in DC.

#### **DC Equitable Services Ombudsman**

ESSA requires that SEAs appoint an equitable services ombudsman. OSSE has designated Sheryl Hamilton, director, Community Learning and School Support, to serve as the equitable services ombudsman to monitor and enforce requirements under Title I and Title VIII of ESEA (ESEA sections 1117(a)(3)(B) and 8501 (a)(3)(B)). In accordance with requirements, Ms. Hamilton will serve as OSSE's primary point of contact for:

- Addressing questions and concerns from private school officials and program offices, including the provision of technical assistance in understanding and implementing equitable services;
- Consulting with private schools, ensuring all equitable services requirements are met; and
- Addressing complaints regarding consultation and/or service provisions.

Ms. Hamilton will be the primary point of contact for SEAs, LEAs, and private school officials on issues and questions concerning the provision of equitable services under applicable programs. In her current role as director, Ms. Hamilton oversees multiple ESEA programs, supports private school and homeschool programming, and manages OSSE's k-12 parent and community initiatives. Ms. Hamilton also has historically supported the District with implementing equitable services requirements and is well versed in the requirements of the law. Her expertise will allow her to serve as a neutral third-party to the consultation process in this new capacity.

Effective immediately, Ms. Hamilton will serve as OSSE's primary liaison to ensure that equitable services are fully implemented in the 2017-18 school year for the following ESEA programs:

- Title I, Part A: Improving Basic Programs;
- Title II, Part A: Preparing, Training and Recruiting Teachers, Principals or Other School Leaders;
- Title III, Part A: English Learners and Immigrant Students;
- Title IV, Part A: Student Support and Academic Enrichment Grants; and
- Title IV, Part B: 21st Century Community Learning Centers.

Please direct any questions or concerns you may have regarding equitable services to Ms. Hamilton using the following contact information:

**Sheryl Hamilton**

Director, Community Learning and School Support (CLASS) Unit  
Office of Elementary, Secondary and Specialized Education (ESSE)  
Office of the State Superintendent of Education (OSSE)  
Government of the District of Columbia  
810 First Street, NE, Eighth Floor  
Washington D.C. 20002  
(202) 741-6404 (office)  
[Sheryl.Hamilton@dc.gov](mailto:Sheryl.Hamilton@dc.gov)

**Equitable Services Allocations**

In accordance with ESEA, OSSE is also required to provide information annually on the amount of funds, by program, 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 methodology established by ESEA and distributed to DCPS once DCPS has submitted an approvable application for federal funds.

To support appropriate planning, OSSE is notifying 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 2016-and 2017 allocations listed below should be used for the purposes of consultation and planning 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.

| Program   | 2016-2017 DCPS Allocation | 2016-2017 Equitable Services Amount |
|---|---------------------------|-------------------------------------|
| Title I, Part A: Improving Basic Programs   | \$26,562,817.36           | \$1,442,665.94                      |
| Title II, Part A: Preparing, Training and Recruiting Teachers, Principals or Other School Leaders | \$6,205,652.44            | \$843,237.05                        |
| Title III, Part A: English Learners and Immigrant Students  | \$589,627.90              | \$28,845.00                         |
| Title IV , Part A: Student Support and Academic Enrichment  | \$1,164,459.36*           | \$63,243.51*                        |

\* The Title IV, Part A projected allocation is based upon the share of Title IV, Part A funds that is proportionate to the amount of funding received by DCPS in the 2016-17 school year and the amount of that funding that was reserved for equitable services.

### **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.

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 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:

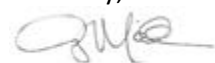
<https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

For Title II, Part A, the amount set aside for 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’ methods must reflect the relative number and educational needs of the private school (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 expenditures, and the resulting methodology should reasonably reflect the relative number and educational needs of the private school students.

Please feel free to contact Ms. Hamilton with any questions.

Sincerely,



Amy Maisterra  
Assistant Superintendent