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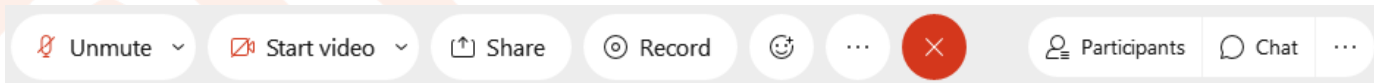
Please keep your microphone on **MUTE** unless otherwise directed.

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This provides a list of participants on the right side of the screen.

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OFFICE OF THE
Deputy Superintendent

**2021-2022 Equitable
Services
Informational Session**





Overview & Purpose

- Federal grants are awarded to the State Educational Agency (SEA) = Hawai'i State Department of Education (HIDOE)
- Providing Equitable Services to Eligible Non-public Schools
- Elementary and Secondary Education Act of 1965, reauthorized as the Every Student Succeeds Act (ESSA)



Equitable Services

ESSA includes provisions governing equitable services for eligible non-public school students, teachers, and other educational personnel. Such educational services and other benefits provided shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.



Equitable Services

Equitable services requirements for non-public schools apply to programs under Sections 1117 and 8501:

- Title I, Part A Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Education of Migratory Education
- Title II, Part A Supporting Effective Instruction
- Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A Student Support and Academic Achievement
- Title IV, Part B Nita M. Lowey 21st CCLC



Equitable Services

Educational services or other benefits, including materials, and equipment shall be secular, neutral, and nonideological.

- ESSA Sections 1117(a)(2) and 8501(a)(2)

Educational services or other benefits must be reasonable and necessary.

- 2 CFR Part 200 Sections 200.403 and 200.404

Applies to all equitable services programs.



Title I Part A





Title I Part A Purpose

**Improving the Academic
Achievement of the
Disadvantaged**



Title I Part A

Menu of Title I Part A Services:

- Supplemental Academic Programs for identified students
- Family Engagement Activities for families of identified students
- Professional Development for teachers of identified students



Title I Part A

Students identified as Title I students:

1. Reside in a Title I attendance area
2. Are Academically At-Risk



Title I Part A

Students identified as Title I students:

1. Reside in a Title I attendance area
2. Are Academically At-Risk



Title I Part A

- Services must be supplemental; not replacing the school's core curriculum



Title I - Process for Participation

1. Indicate Interest.
2. Participate in an individual Title I Consultation.
3. Submit student data.
4. Title I services, employees, and materials will be provided.



Contact Information

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Title I Part C





Migrant Education

- Started in 1966 as part of President Johnson's "War on Poverty" after the challenges of migrant families were featured in the documentary film "Harvest of Shame".
- Under NCLB and ESSA the program is known as "Title I Part C – Education of Migratory Children".
- Hawai'i's Migrant Education program began in 1999 and currently supports 2,847 students in 16 schools on Hawai'i Island and 4 on Kaua'i.



Purpose of the Program

Funds support high quality education programs for migratory children and help ensure that **migratory children** who move among the states **are not penalized in any manner by disparities among states** in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are **provided with appropriate education services (including supportive services)** that address their special needs, but also that such children **receive full and appropriate opportunities** to meet the same challenging state academic content and student academic achievement standards **that all children are expected to meet.**



Program Definition of a Migratory Agricultural Worker and Migratory Child

- **“Migratory Agriculture Worker”** is an individual who made a qualifying move in the preceding **36 months** and, after doing so:
 - engaged in **new temporary or seasonal employment** or personal subsistence in agriculture
 - OR **actively sought such employment** soon after the move **and** has a **recent history of moves** for temporary or seasonal employment
- **“Migratory Child”** is a child or youth who made a qualifying move in the preceding 36 months:
 - **As a migratory agricultural worker** or a migratory fisher; or
 - **With, or to join, a parent/guardian or spouse who is a migratory agricultural worker** or a migratory fisher.
- **“Qualifying Move”** is a move due to **economic necessity**:
 - From one residence **to another residence**; and
 - From one school district to another school district or in the case of Hawaii which is a single school district: **from one administrative area to another** within such district.



Allocation of Funds

- Schools receive subgrant funds to support one or more of the areas of need identified in the Hawai'i MEP Comprehensive Needs Assessment (CNA).
 - Student achievement in Reading/ English Language Arts
 - Student achievement in Mathematics
 - School Readiness and Family Involvement/Family Literacy
 - Graduation from High School
- Program is intended to be supplemental to other existing programs



Migrant Education Program Process for Participation

1. Interested schools should contact the MEP office.
2. MEP office will provide the school with the Parent Work Surveys.
3. Parents will be interviewed to determine student(s) eligibility.
4. Schools with a minimum of 10 certified eligible students may apply for the annual MEP Subgrants. Applications are due in September 2021.
5. Please contact the MEP office for further details.



Contact Information

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Title II Part A





Title II Part A - Supporting Effective Instruction

Purpose:

- Increase student achievement,
- Improve the quality and effectiveness of teachers, principals, and other school leaders, and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.



Title II A - Services for Private Schools

- Professional Development opportunities for teachers/school leaders.
- Activities increase student achievement by increasing the quality and effectiveness of teachers/school leaders.
- Supplemental and not supplant



Title II A - Process for Participation

1. Indicate Interest
2. Participate in the Consultation - 8/6/2021*
3. Submit a Needs Assessment
4. Request for Services

**Tentative date. Schools that indicate interest will be sent an invitation. Meeting will be held virtually via Webex.*



Contact Information

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Title III Part A





Title III Part A

Title III, Part A is to benefit English Learners (ELs) and Immigrant Children and Youth (ICY) by attaining English proficiency and academic achievement.



Definitions

English Learners (ELs):

- First acquired language is not English,
- Language Most Often Spoken at Home is not English,
- Language Most Often Used by the Student is not English, and
- Language has significant impacts on participation in school or society.

Immigrant Children & Youth (ICY):

- Ages 3-21; not born in the U.S, and
- Has not attended school in the U.S. for 3 (three) years.





Title III

- HIDOE maintains Title III funds,
- Funds are supplemental to core services provided to EL students
- Funds are per student:
 - ✓ Approximately \$128 per EL student, and
 - ✓ Approximately \$89 per ICY student.



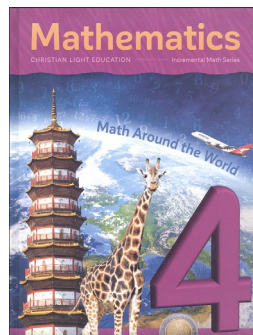
Title III, types of allowable activities (examples)

- Participation in district-sponsored professional development (PD)
- Supplemental Services to students during non-school hours
- Supplemental instructional materials and/or software
- Support of parent engagement activities and sessions (may be provided by 3rd party provider)



Title III, Not allowed (restrictions)

- Reimbursement for materials or services that were purchased by the private school without prior permission from the HIDOE
- Requiring the private school to implement the same program and services as the public school
- Instructional materials used in the regular classroom (e.g., math textbooks used by all students)





Title III - Process for Participation

1. Schools indicate interest after group presentation.
2. Schools will receive an email from HDOE Title III Specialist.
3. Schools will consult with the OSSS Title III Specialist.
4. Schools and OSSS Title III Specialist will draft allocation plan.
5. OSSS Title III Team will provide services based on the allocation plan.



Contact Information

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Educational Specialist, Title III

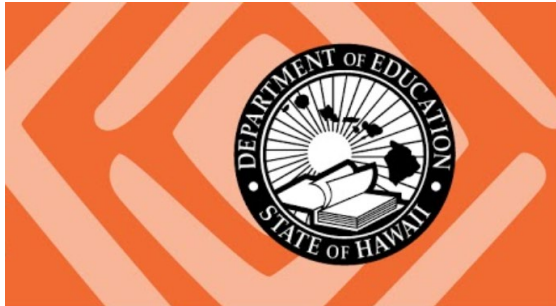
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Title IV Part A





Title IV Part A

Student Support and Academic Achievement

Intended to improve students' academic achievement by increasing the capacity of States, schools, and local communities to:

- Provide all students with access to a well-rounded education,
- Improve school conditions for learning, and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students



Title IV-A - Process for Participation

1. Indicate Interest.
2. Participate in Consultation.
3. Submit needs assessment.
4. Request for services.



Contact Information

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Ombudsman

Office of the Deputy Superintendent

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Title IV Part B





Nita M. Lowey 21st Century Community Learning Centers (CCLC)

- Title IV, Part B:
 - ✓ Purpose: *“To create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high poverty and low-performing schools”,*
 - ✓ Funds are awarded through a competitive grant, and
 - ✓ Lead Sub-Grantees can be internal DOE (Schools, Complexes, Complex Areas) or public/private organizations.



Intent of Funds

- **Funds can be used for out-of-school time activities (before, after, evenings, weekends, holidays, intercession, summer) to advance student achievement.**
- **Activities are limited to:**
 - ✓ Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
 - ✓ Mathematics and science education activities;
 - ✓ Arts and music education activities;
 - ✓ Entrepreneurial education programs;
 - ✓ Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
 - ✓ Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
 - ✓ Recreational activities;
 - ✓ Telecommunications and technology education programs;
 - ✓ Expanded library service hours;
 - ✓ Programs that promote parental involvement and family literacy;
 - ✓ Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
 - ✓ Drug and violence prevention programs, counseling programs, and character education programs.



Services to Private Schools

- A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private school students in the area served by the grant.
- Sub-Grantees must consult with private school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered.



Resources

- 21CCLC Resources

- ✓ <http://www.hawaiipublicschools.org/ParentsAndStudents/SupportForStudents/21stCCLC/Pages/default.aspx> (HIDOE)
- ✓ <https://www2.ed.gov/programs/21stcclc/index.html> (USDE)
- ✓ <https://www2.ed.gov/programs/21stcclc/guidance2003.pdf> (USDE Non-Regulatory Guidance)



Title IV Part B - Process for Participation

Equitable Services for Private School Participation Form

Private School Consultation Form
(To be completed by all applicants. Duplicate as needed.)

Students who attend state recognized private schools in the area to be served by the proposed program are eligible to participate. If any state recognized private schools are located in the area to be served, the applicant is expected to consult with the state recognized private school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to state recognized private school students.

If state recognized private schools are located in the area that could be served by the proposed program, did any decline participation in the program? (Check one)

<input type="checkbox"/> Yes. There are state recognized private schools located in the proposed program area that declined participation.
<input type="checkbox"/> No. All state recognized private schools located in the proposed program area have agreed to participate.
<input type="checkbox"/> No. There are no state recognized private schools located in the proposed program area.

List all private schools that were consulted regarding the opportunity to have their students participate. In the second column, print the name, title and phone number of the school that was consulted. In the third column, provide the date(s) and type(s) of consultation (e.g., face-to-face meeting, e-mail, fax, telephone call, letter and videoconference). In the fourth column, indicate whether the school accepted (A) or declined (D); if declined (D), indicate the reason(s).

Private School Name	Print Name, Title & Phone Number of School Official	Date(s) and Type(s) of Consultation	Private School Accept (A) or Decline (D) Invitation to Participate. Indicate reason if they Declined (D)

1. 21st CCLC applicants (i.e., public/charter schools and/or approved CBOs) will contact private schools within targeted geographic areas served.
2. 21st CCLC applicants will be required to include these private schools in developing program proposals, implementation and data tracking.
3. After consultation/collaboration, 21st CCLC applicants will complete the form and submit, as required.



Contact Information

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Ombudsman

To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, the SEA must designate an ombudsman to monitor and enforce ESSA equitable services requirements under both Title I and Title VIII.

- ESSA Sections 1117(a)(3)(B) and 8501(a)(3)(B)



Equitable Services Resources

- Equitable Services Webpage

www.hawaiipublicschools.org > Connect with Us >
Equitable Services

<https://www.hawaiipublicschools.org/ConnectWithUs/Equitable%20Services/Pages/home.aspx>



Reminder

Due date for decision to participate in services is **Friday, May 7, 2021.**

If you have any questions, please contact Jacy Yamamoto, Ombudsman, Monitoring and Compliance Branch, at jacy.yamamoto@k12.hi.us or via phone at (808) 307-3600.



Equitable Services

Any Questions?