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

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This provides a chat window on the right side of the screen. Please post questions and comments here.

This provides a list of participants on the right side of the screen.
2023-2024 ESEA Equitable Services
Informational Session
Participant Outcomes

- Learn about the various equitable services programs for non-public schools.
- Learn about the process for participation.
- Learn who to contact for questions.
Overview & Purpose

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

- ESEA 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
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
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
- Services must be secular, neutral, and non-ideological.
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

Nainoa Campbell  
Educational Specialist  
School Transformation Branch (STB)  
(808) 784-6256  
Nainoa.Campbell@k12.hi.us
Title I Part C
Migrant Education
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 15 schools on Hawai‘i Island and 4 on Kaua‘i.
Purpose of the Program

Funds help to ensure that migratory children are provided with appropriate educational services (including supportive services) that address their many challenging needs. Migratory children receive full and appropriate opportunities to meet the same rigorous state academic achievement standards that all children are expected to meet.


“Migratory Child” - A child or youth who made a qualifying move in the preceding 36 months:
- As a migratory fishing/agricultural worker; -OR-
- With, or to join, a parent/guardian or spouse who is a migratory fishing/agricultural worker.

“Migratory Fishing/Agriculture Worker” - 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 fishing or agriculture; -OR-
- Actively sought such employment soon after the move **and** has a recent history of moves for temporary or seasonal employment.

“Qualifying Move” - A move due to **economic necessity**:
- From one residence to another residence (Min. 48 Hrs.); 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 can receive MEP 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 State 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 be eligible for funding to provide their own supports for their school’s MEP students. Applications are due in September 2023.
5. Please contact the State MEP Office for further details.
Contact Information

Bruce Kawachika
Educational Specialist
Office of Student Support Services (OSSS)
(808) 349-5003
Bruce.Kawachika@k12.hi.us
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 - Menu of Services

- Professional Development opportunities for teachers/school leaders for activities that increase student achievement by increasing the quality and effectiveness of teachers/school leaders.
  - Workshops, presentations, conferences, classes/courses
Title II A - Process for Participation

1. Indicate Interest
2. Participate in the Consultation - 8/11/2023*
3. Submit a Needs Assessment
4. Request for Services

*Virtual meeting tentative date. Will send an invitation to interested schools.
Contact Information

Carol Tenn
Personnel Specialist
Office of Talent Management (OTM)
(808) 441-8485
(808) 265-2274
Carol.Tenn@k12.hi.us

Aileen Okamura
Personnel Specialist
Office of Talent Management (OTM)
(808) 441-8488
(808) 369-6653
Aileen.Okamura@k12.hi.us
Title III
Part A
Title III, Part A benefits English Learners (ELs) and Immigrant Children and Youth (ICY) in ensuring that both (ELs and ICY) attain English language proficiency and meet state academic standards.
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
- Have not attended school in the U.S. for 3 (three) years.
Title III

- HIDOE maintains control of Title III funds
- Services are supplemental to core services provided to EL students
Title III, types of allowable activities (examples)

- Reimbursement for participation in selected Professional Development opportunities (PDs)
- Supplemental Services to students (before, after, and in some cases, during the school day)
- 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
- 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 HIDOE 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

Kathleen Grondin
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Office of Student Support Services (OSSS)
(808) 305-9625
kathleen.grondin@k12.hi.us
Title IV Part A
Student Support and Academic Achievement Grants
Title IV Part A
Student Support and Academic Achievement Grants

The purpose of this subpart is to improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

(1) provide all students with access to a well-rounded education;

(2) improve school conditions for student learning; and

(3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

(ESEA Sec.4101)
What is Title IV-A?

**Well-Rounded Education**

Provide an enriched curriculum and education experiences to all students.

Promote a diverse set of learning experiences that engages students across a variety of courses, activities, and programs.

**Safe and Healthy Students**

Improve school conditions for student learning.

Foster safe, healthy, supportive, and drug-free school environments.

**Effective Use of Technology**

Accelerate, amplify, and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy environments, and enable well-rounded educational opportunities.

HAWAII STATE DEPARTMENT OF EDUCATION
HawaiiPublicSchools.org
Well-Rounded Educational Opportunities

- World languages
- Fine arts and music
- STEM
- Social Studies
- Environmental Education
- Service Learning
- Integrated Curriculum
- College and career counseling
- Advanced Placement (AP), International Baccalaureate (IB) programs, and dual credit

(ESEA section 4107)
Safe and Healthy Students

- Health and Physical Education
- Supportive School Climates
- Parent and Community Involvement
- School Based Mental Health
- Reducing Suspension, Expulsion, and Dropout
- Bullying Prevention
- Developing Relationship Skills
- Drug and Violence Prevention
- Abuse Awareness and Prevention
- Serving Justice-Involved Youth

(ESEA section 4108)
Effective Use of Technology

- Professional development to support personalized learning and improve academic achievement
- Innovative blended learning projects
- Specialized or rigorous academic courses and curricula delivered using technology
- Resources for students in rural, remote, and underserved areas to benefit from high-quality digital learning opportunities
- Building technological capacity and infrastructure

(ESEA section 4109)
Funding Requirements

- **Well-Rounded Education**: At least 20 percent of funds for activities to support well-rounded educational opportunities.

- **Safe and Healthy Students**: At least 20 percent of funds for activities to support safe and healthy students.

- **Effective Use of Technology**: A portion of funds must go to effective use of technology, however, no more than 15 percent of this bucket can be used for purchasing technology infrastructure, including devices, equipment, and software applications.
Allowable uses of funds for the SSAE program under each of the three content areas may include, but are not limited to:

- direct services for students,
- professional development for teachers and administrators,
- salaries of personnel to carry out identified programs and services, and
- supplemental educational resources and equipment.

Federal funds may not pay for religious instruction.
Administration of Funds

1. Express interest in participation
2. Schedule a consult
3. Complete proposal
4. Work with coordinator to complete affirmation form during procurement process

- Funds must supplement, not supplant
- Costs must be reasonable, necessary, and in proportion to the benefits of the good/service.
- All goods and services will be procured by HIDOE and are subject to Hawai‘i state procurement guidelines.
Contact Information

Lauren Kaupp
Title IV-A State Coordinator
Office of Strategy, Innovation and Performance
(808) 953-5657
lauren.kaupp@k12.hi.us
Title IV Part B
Nita M. Lowey
21st Century Community Learning Centers
Nita M. Lowey 21st Century Community Learning Centers (21CCLC)

- 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” during non-school hours or during periods when school is not in session,
  - ✔ Funds are awarded through a competitive grant, and
  - ✔ Lead Sub-Grantees can be internal HIDOE (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.
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)

Title IV Part B - Process for Participation

1. 21CCLC applicants (i.e., public/charter schools and/or approved CBOs) will contact private schools within targeted geographic areas served.

2. 21CCLC applicants will be required to include these private schools in developing program proposals, implementation and data tracking.

3. After consultation/collaboration, 21CCLC applicants will complete the form and submit, as required.
Contact Information

Community Engagement Branch
(808) 305-0698

Elizabeth Higashi
Director
elizabeth.higashi@k12.hi.us
21cclc@k12.hi.us

Marissa Akui
Out of School Time Network Coordinator
marissa.akui@k12.hi.us
The ESEA requires HIDOE to consult with private school officials on issues such as:

- How the children’s and educators’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children and educators and the amount of funds available for those services, and how that amount is determined;
- 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 contract services through potential third-party providers;
Public Control of Funds: The control of funds used to provide services, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

- ESEA Sec. 1117(d) and 8501(d)
The Department must follow Hawaii State Procurement guidelines.
Reimbursements to non-public schools were allowable under two Federal Coronavirus Relief programs

- Coronavirus Aid, Relief, and Economic Security (CARES) Act
- Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)
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 ESEA equitable services requirements under both Title I and Title VIII.

- ESEA 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 12, 2023**.

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

Any Questions?