

WebEx/Virtual Meeting Reminders

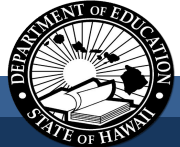
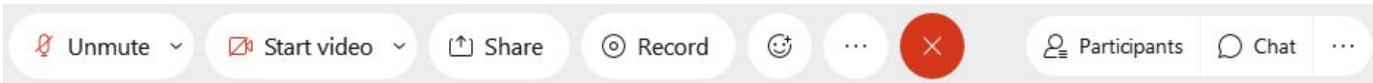
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Click the this microphone icon to start or change your audio connection.

Also please turn off your video to improve bandwidth.

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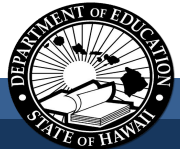
This provides a list of participants on the right side of the screen.



2024-2025 Equitable Services Informational Session

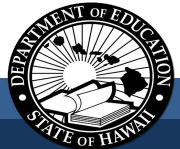
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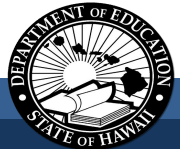
Participant Outcomes

- Learn about the various equitable services programs for private 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)
- Individuals with Disabilities Education Act (IDEA)
- Providing Equitable Services to Eligible Non-public Schools



ESEA Equitable Services

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.



ESEA Equitable Services

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

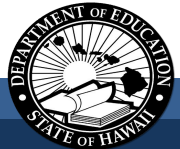
- Title I, Part A Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Education of Migratory Children
- Title II, Part A Supporting Effective Instruction
- Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A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



Characteristics of ESEA Equitable Services

- Services or other benefits, including materials, and equipment shall be secular, neutral, and non-ideological.
- Services must be supplemental in nature; they may not supplant what the private school would otherwise provide absent the federal education services.
- The services must be allowable, reasonable and necessary in meeting the needs of private school students and teachers.

(ESEA Sections 1117(a)(2) and 8501(a)(2); 34 CFR 299.8; and 2 CFR Part 200)



Title I Part A



Title I Part A Purpose

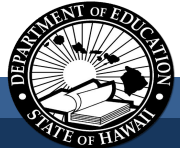
Improving the Academic Achievement of the Disadvantaged



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

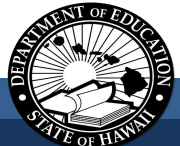
Students identified as Title I students:

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



Title I Part A

- Services must be supplemental; not replacing the school's core curriculum
- Services must be secular, neutral, and non-ideological.



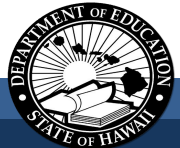
Title I - Process for Participation

1. Indicate Interest.
2. Participate in an individual Title I Consultation.
3. Submit student data.
4. Title I student services, educator professional development, and parent-family engagement services will be provided.



Contact Information

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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 (MEP) began in 1999 and currently supports 2,545 students in 15 schools on Hawai‘i Island and 4 on Kaua‘i.



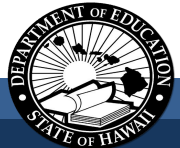
Purpose of the Program

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.**



Basic Program Definition(s)- Fishing and Agricultural Migratory Worker/Child

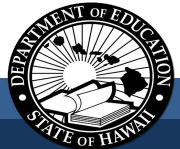
- ❖ “Migratory Child” -
 - A child or youth who made a qualifying move in the preceding 36 months.
- ❖ “Migratory Fishing/Agriculture Worker” -
 - Engaged in **new temporary or seasonal employment in agriculture** or personal subsistence in fishing
- ❖ “Qualifying Move” - A move due to **economic necessity**:
 - 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

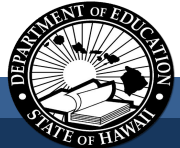
- ❖ Schools can receive MEP funds to support one or more of the Hawaii State Migrant Education (4) Goal Areas:
 - English Language Arts and Mathematics
 - School Readiness
 - Graduation/Completion of a High School Diploma
 - Non-Instructional Support Services

- ❖ 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 2024.
5. Please contact the State MEP Office for further details.



Contact Information

Bruce Kawachika

Educational Specialist

Office of Student Support Services (OSSS)

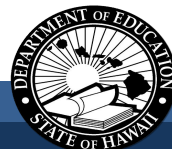
(808) 349-5003

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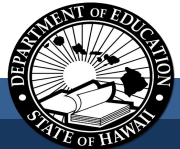
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Title II Part A



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 - Menu of Services

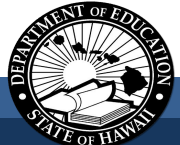
- Professional Development opportunities for teachers/school leaders for activities that increase student achievement by increasing the quality and effectiveness of teachers/school leaders.
 - Workshops, presentations, conferences, classes/courses



Title II A - Process for Participation

1. Indicate Interest
2. Participate in the Consultation - 8/9/2024*
3. Submit a Needs Assessment
4. Request for Services

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



Contact Information

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Personnel Specialist

Office of Talent Management (OTM)

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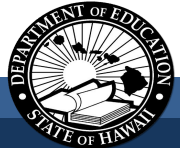
(808) 369-6653

Aileen.Okamura@k12.hi.us

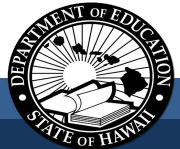
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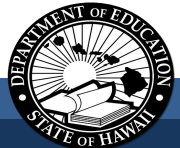


Title III Part A



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.

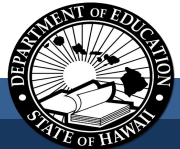
Immigrant Children & Youth (ICY):

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



Title III

- HIDOE maintains control of Title III funds
- Services are supplemental to core services provided to EL students



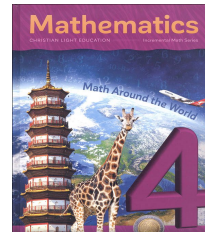
Title III, types of allowable activities (examples)

- 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)



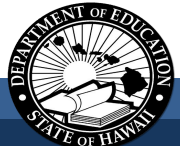
Title III, Not allowed (restrictions)

- 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

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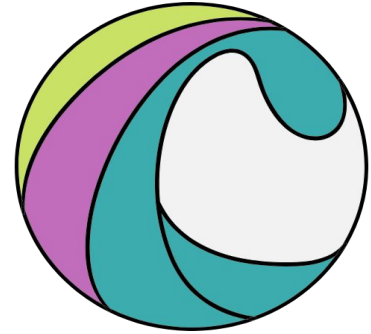
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Title IV Part A

**Student
Support and
Academic
Enrichment
Grant**

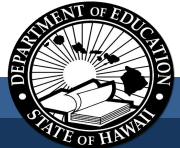
**Bipartisan Safer
Communities
Act -
Stronger
Connections
Grant Program**



**BSCA
SCG**

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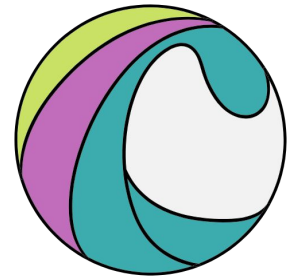


Title IV Part A

Student Support and Academic Enrichment

*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**.

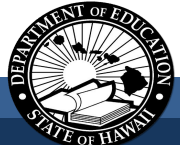
Effective Use of Technology

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.

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Well-Rounded Educational Opportunities

Well-Rounded Education

- 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



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

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

Data

**Identify
Needs**

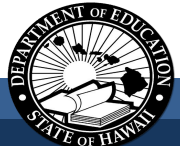
**Analyze
Needs**

**Address
Needs**

Plan

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Funding Requirements

Of overall budget...



At least 20 percent



At least 20 percent



At least a portion



Funding Requirements



**Effective Use
of
Technology**

No more than 15 percent of EUT can be used for **technology infrastructure**: general technology* devices, equipment, software, subscriptions

At least 85 percent of EUT must be used for **building capacity**: professional development, coaching, planning, work groups, collaboration, course design

**Not all devices, equipment, software are EUT!
May be WRE or SHS based on plan and purpose!*



Use of Funds

Yay!



- Direct services for students
- Professional development for teachers and administrators
- Contracts to carry out identified programs and services
- Supplemental educational resources and equipment
- Following all HIDOE and state procurement guidelines

Nay



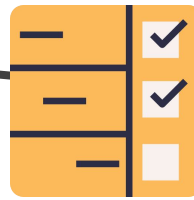
- Paying for something you would have paid for or have already paid for with school funds (supplanting)
- Goods or services that are unnecessary, unreasonable, or disproportionate to their benefit relative to the determined needs
- Transfer of funds to schools, reimbursements, teacher salaries
- Religious instruction



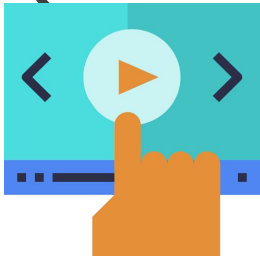
Process



Receive Information



Indicate Interest



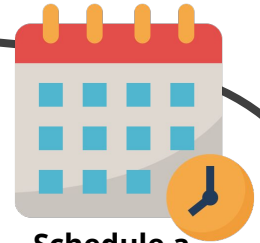
Watch the Overview Video



Read the Supporting Documentation



Proposal Tabs 0-4



Schedule a Consultation



Finish the Proposal



Engage in Continuing Conversation



Receive Final Approval



Implement Activities

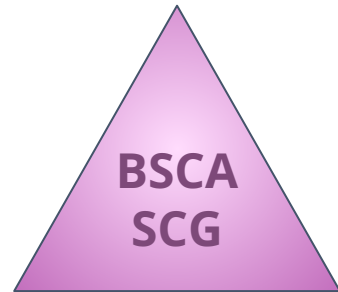
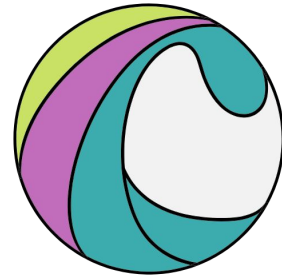
Title IV Part A

Bipartisan Safer Communities Act – Stronger Connections Grant Program

*Congress authorized...funding under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) to State educational agencies (SEAs) to **provide students with safer and healthier learning environments.***

When young people feel connected to school and to school staff, they are less likely to engage in risky behaviors, be absent from school, or experience emotional distress and are more likely to earn higher grades. Recent research has also begun to identify specific strategies, such as those that teach pro-social behaviors, that can improve school performance and reduce violence in the community at large

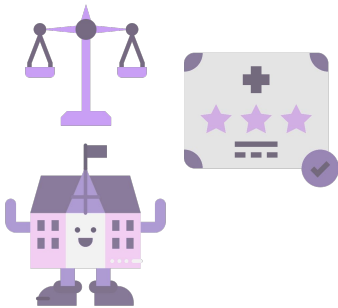
SEAs must award these funds...to fund activities allowable under section 4108 of the ESEA.



Key Differences to Regular Title IV-A



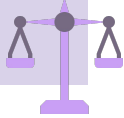
**BSCA
SCG**



- ▲ **One time discretionary grant**
- ▲ **Encumbered by 9/30/2025**
- ▲ Must be allowable under **Safe and Healthy Students** section of Title IV-A statute
- ▲ **Activities must align to identified focused topics and subtopics**
 - **Gender Equity** in Schools and Out of School Time Programs
 - School Community **Emergency Planning and Response**
 - **Welcoming and Inclusive Campus Environments**



Gender Equity in Schools and Out of School Time Programs



- ▲ School and out-of-school time staff training
- ▲ Inclusive student activities and supports
- ▲ Data collection and analysis
- ▲ Policy development, updates, or dissemination

Promoting and Supporting	Preventing
Inclusive academic and co-curricular programs	Sexual harassment and violence
Athletics access/participation	Bullying/cyberbullying
	Gender-based discrimination



FACT SHEET

Hate Speech and Bullying

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

Types of bullying:

- Physical (use of physical force)
- Verbal (oral or written bullying)
- Social/relational (behavior designed to harm reputation/relationships)
- Property damage (theft or alteration of property)
- Cyber/electronic (uses mobile devices or the Internet)

Research shows that positive school discipline practices that create and maintain identity-safe, inclusive, and stable learning environments for all students are more effective than punitive discipline or zero-tolerance approaches. In fact, punitive, exclusionary discipline is linked to lower academic achievement, higher dropout rates, and higher likelihood of juvenile justice involvement in students.





Timeless School Safety Strategies

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

Overview of 10 Timeless School Safety Strategies

The 10 strategies outlined in this fact sheet are unique because they are foundational and timeless and serve as the building blocks for a comprehensive school safety program. These timeless strategies directly support the prevention, protection, mitigation, response, and recovery practices as outlined in the *School Guide* and the *District Guide* in support of school emergency preparedness efforts. Although you will likely recognize many of these proven strategies from previous REMS TA Center training courses or publications, it is important to embrace these strategies from a fresh perspective as you work to implement them in your school environment:

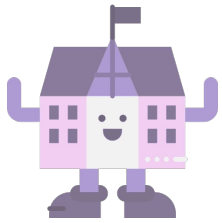
1. Partner with your local first responder agencies.
2. Focus on "all hazards" emergency planning in all places.
3. Conduct site assessments.
4. Improve overall visitor management strategies.
5. Revisit EOPs and procedures.
6. Conduct trainings for all faculty and staff.
7. Improve how you conduct exercises.
8. Establish a behavioral threat assessment and management team and have student reporting methods.
9. Conduct emergency and safety equipment checks and tests.
10. Create a culture of safety.

School Community Emergency Planning and Response



- ▲ Emergency Planning
- ▲ Training
 - First aid (including for severe trauma)
 - Mental health first aid
 - CPR/AED
 - Water safety
 - Infection prevention/control
 - Conflict deescalation
 - Natural hazards
- ▲ Emergency Equipment for trained users





Welcoming and Inclusive Campus Environments

▲ Student/Community Projects

- Public/student art
- Community campus beautification

▲ Design and Creation of Welcoming Campus Spaces

- School gardens
- Sensory spaces
- Flexible classrooms/gathering spaces



FACT SHEET

Crime Prevention Through Environmental Design: Enhancing the Security of Your K-12 School Using an All-Hazards Approach

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

TERRITORIAL REINFORCEMENT STRATEGIES

Use design features to provide cues about who belongs in a space and what they are allowed to do:

- Separate spaces from one another with hedges, furniture, or indoor and outdoor plants. Use changes in elevation (steps, ramps) or variations in paving or flooring materials to define transitions from public to private spaces.
- Personalize areas by adding gardens, artwork, and furniture to individualize spaces and demonstrate that they are cared for and used.

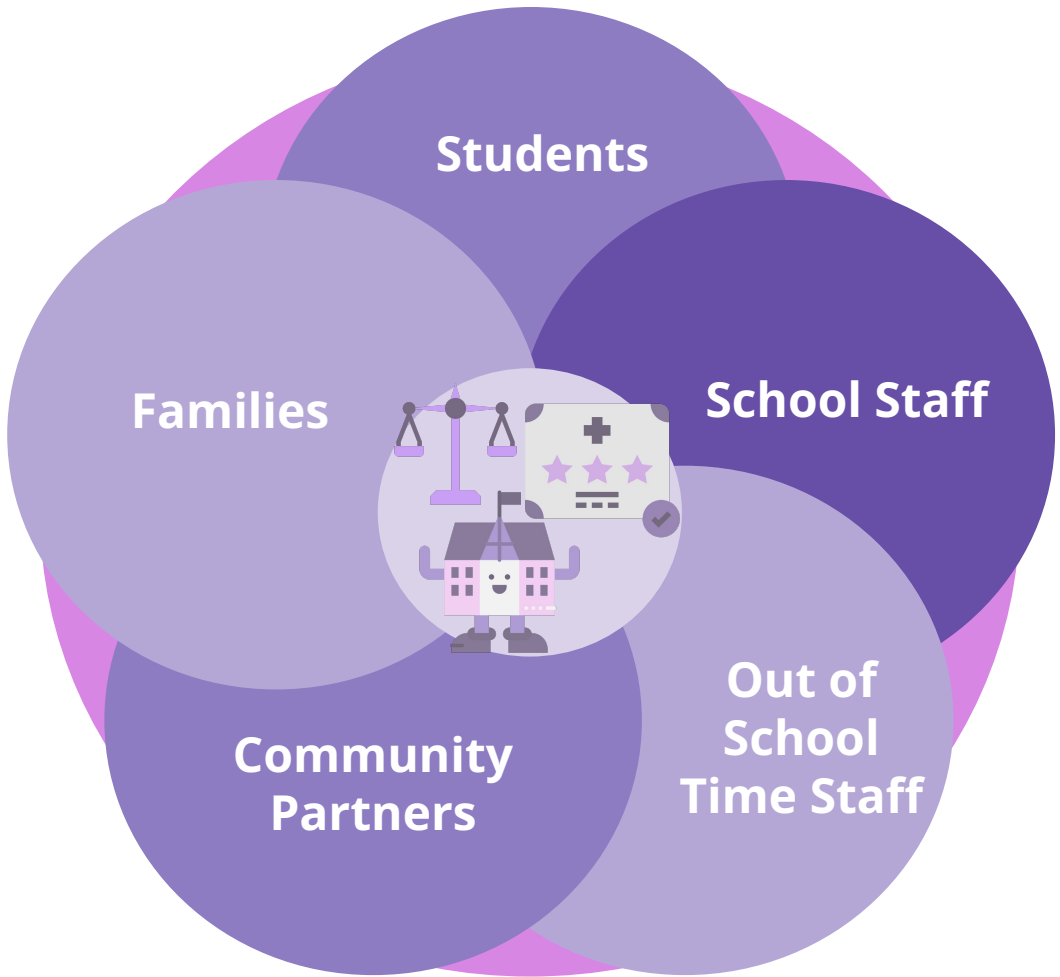


FACT SHEET

Integrating Neurodivergent K-12 Students and Staff Into School Emergency Management Planning



READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

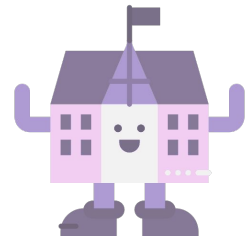
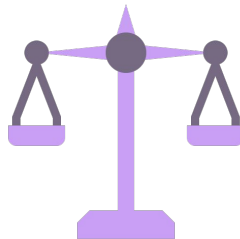
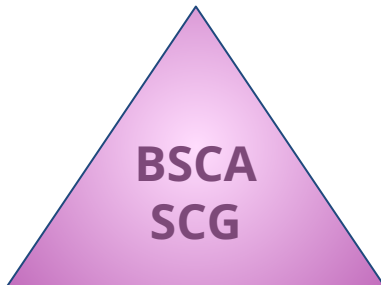
- **Set up a sensory-friendly space.** Anticipate that students may require unique supports after an event has occurred, especially with transitioning back to a typical school day. While individual student needs should be considered, schools can create a quiet, sensory-safe room in which neurodivergent students can recover from the stimulus of the emergency.



Special Considerations

▲ All regular Title IV-A provisions apply AND...

Yay! 	Nay 
<ul style="list-style-type: none">• Plan and track separately from regular Title IV-A funds• Align to focused topics and subtopics	<ul style="list-style-type: none">• Use BSCA-SCG to meet compliance with state or Federal laws, including meeting terms of a monitoring finding or legal settlement

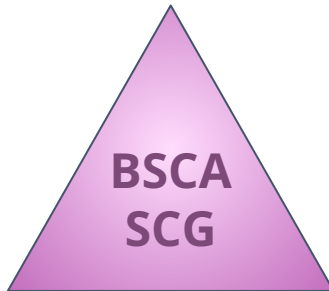
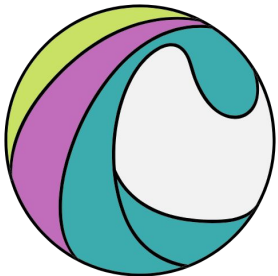


Contact Information

Office of Strategy, Innovation and Performance

Elizabeth Higashi
Interim Assistant Superintendent
elizabeth.higashi@k12.hi.us

Lauren Kaupp
Title IV-A State Administrator
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Mahalo!

HAWAII STATE DEPARTMENT OF EDUCATION
HawaiiPublicSchools.org

DOE



**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

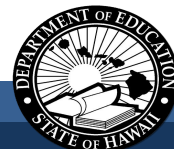
- **Funds can be used for out-of-school time activities (before, after, evenings, weekends, holidays, intersession, summer) to advance student achievement.**
- **Activities are limited to:**
 - ✓ Academic enrichment learning programs, mentoring program, tutoring services and remedial education activities that are aligned to improving student academic achievement;
 - ✓ Literacy education programs, including financial literacy and entrepreneurial education programs;
 - ✓ Well-rounded educational activities to include but limited to, cultural awareness community service learning, art and music and youth leadership;
 - ✓ Programs that build skills in science, technology, engineering and mathematics (STEM) to include activities that foster innovation in learning;
 - ✓ Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
 - ✓ Recreational activities; to include activities that support a healthy and active lifestyles
 - ✓ 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.



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)



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.



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)

Yes. There are state recognized private schools located in the proposed program area that declined participation.

No. All state recognized private schools located in the proposed program area have agreed to participate.

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. 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



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Director

elizabeth.higashi@k12.hi.us
21cclc@k12.hi.us



Catie Tejada
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Evan Shigemura
Program Specialist, 21CCLC
evan.shigemura@k12.h.us

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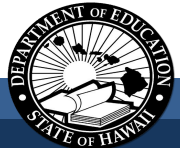


IDEA

Private School Participation Project (PSPP)

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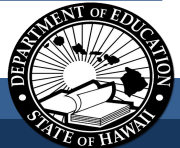
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FEDERAL AND STATE REQUIREMENTS

34 C.F.R. §300.111;
HAR §8-60-10

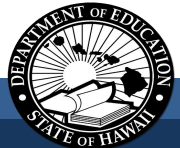
The State must have in effect policies & procedures to ensure that ALL children with disabilities residing in the State, including children with disabilities who are homeless children or wards of the state, and **children with disabilities attending private schools**, regardless of the severity of their disability, and who are in need of special education and related services, are **identified, located and evaluated...**



PSPP Eligible

Students eligible for IDEA-PSPP:

1. Voluntarily enrolled in a private school by parent
2. Identified by the HIDOE as having a disability and in need of special education and related services



Eligible for Special Education Services

- **Prong 1: Disability**

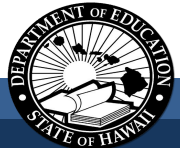
Is the student a student with a disability?

- **Prong 2: Adverse Effect**

Is the disability adversely affecting the student's involvement and progress in general education?

- **Prong 3: Need**

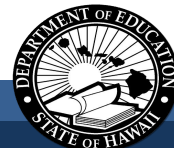
Does the student **need** special education and related services as a result of the disability?



Student must be evaluated by the Hawaii Department of Education
And found to be eligible for one of the eligibility categories

IDEA eligibility categories under which a child may be eligible for special education and related services [300.8](#)

1. Autism
2. Deafness
3. Deaf-blindness
4. Developmental delay
 - a. DD (3-5)
 - b. DD (6-8)
5. Emotional disturbance
6. Hearing impairment ([Hard of Hearing](#))
7. Intellectual disability
8. Multiple disabilities
9. Orthopedic impairment/[Orthopedic Disability](#)
10. Other health impairment/[Other Health Disability](#)
11. Specific learning disability
12. Speech or language impairment/[Speech or language disability](#)
13. Traumatic brain injury
14. Visual impairment, including blindness/[Visual disability including blindness](#)



Medical diagnosis



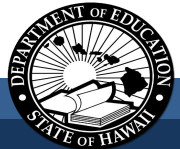
Eligibility for special
education



Private School Participation Project: Consultation

HAWAII STATE DEPARTMENT OF EDUCATION
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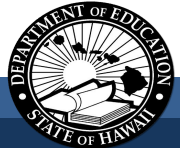
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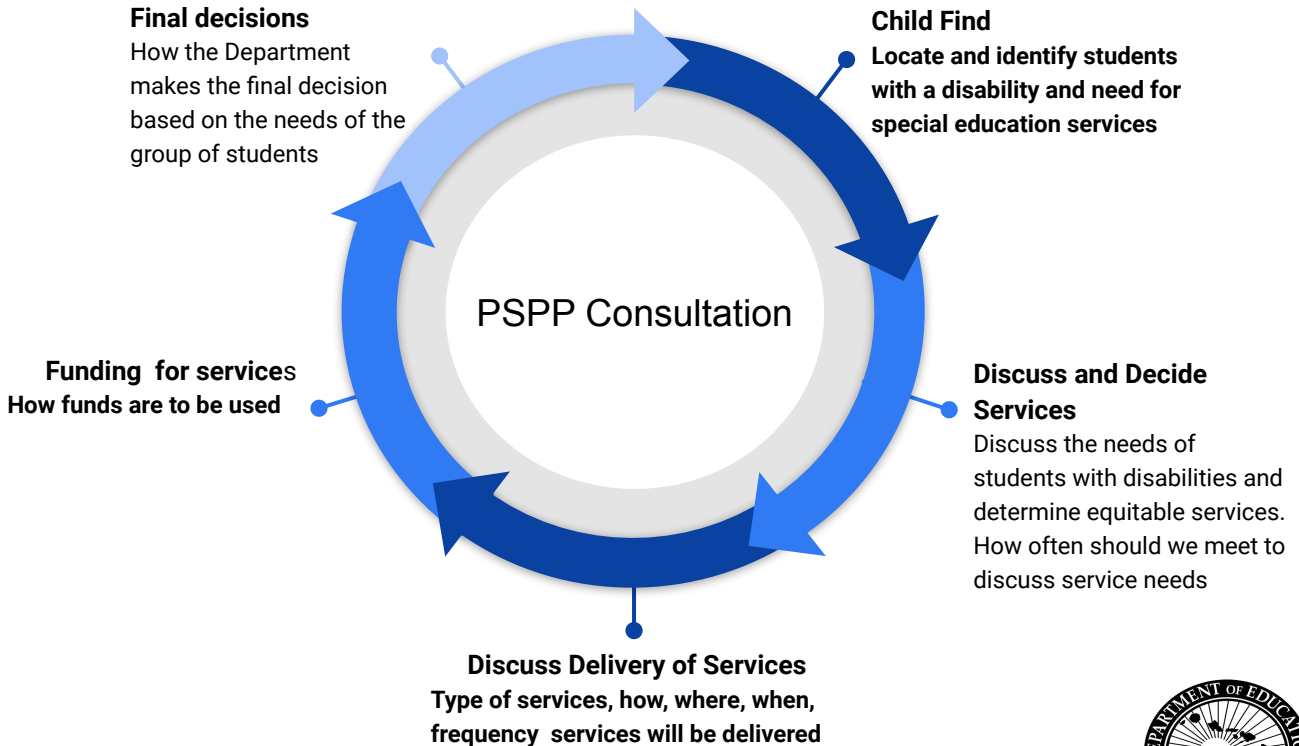


PSPP Procedures: Consultation with private schools

The IDEA requires HIDOE to consult with private school officials on issues such as:

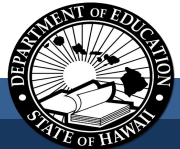
- Child Find Obligations: How children are identified
- Review data and determine equitable services to be provided to the eligible private school children and educators
- How, where, and by whom the services will be provided
- The amount of funds available for those services, and how that amount is determined;
- How and when the Department will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school representatives and parents of students with disabilities on the provision of services





Equitable Services

- After timely and meaningful consultation, the Department makes the determination of services to be provided to the **group** of parentally placed private school children (PPPSC).
- No PPPSC has an individual right to receive some or all related services they would receive if enrolled in a public school.
- Equitable services are special education and related services determined through consultation to be provided to PPPSC.



PSPP Services

PSPP Services are developed for the group of students with disabilities voluntarily enrolled in private schools by their parents.

Some examples...

- Direct Services to student
- Indirect services/Consultation to teacher/parent
- Professional Development
- Programs or equipment



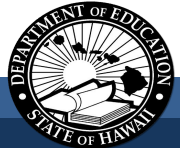


Contact Information

Verna Chinen, Administrator,
Exceptional Support Branch, Special Education Section
verna.chinen@k12.hi.us

Interested in participating in the Consultation?

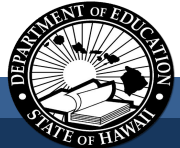
- Click on this link [PSPP google form](#) and submit by 5/31/24
- A meeting date will be determined
- Interested schools will receive an invitation to the meeting



Equitable Services Funds

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.

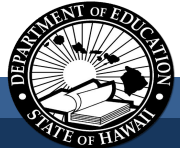
- ESEA Sec. 1117(d) and 8501(d); 34 CFR Sec. 300.144



Equitable Services Consultation

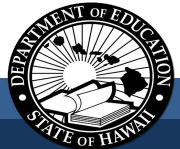
The ESEA requires HIDOE to consult with private school officials on issues such as:

- 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;



Procurement

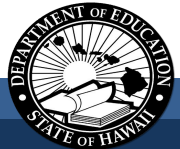
The Department must follow Hawaii State Procurement guidelines.



Reimbursements

Reimbursements to non-public schools were allowable under two Federal Coronavirus Relief programs

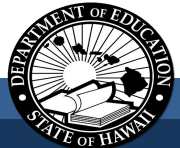
- Coronavirus Aid, Relief, and Economic Security (CARES) Act
- Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)



ESEA 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 ESEA equitable services requirements under both Title I and Title VIII.

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

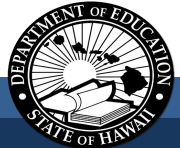


Equitable Services Resources

- Equitable Services Webpage

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

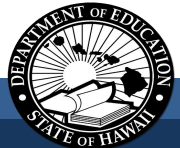
<https://www.hawaiipublicschools.org/ConnectWithUs/Equitable%20Services/Pages/home.aspx>



Reminder

Due date for decision to participate in services is **Friday, May 31, 2024.**

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?

