



**ARCHDIOCESE
of PHILADELPHIA
SCHOOLS**

AMERICA'S FIRST CATHOLIC SCHOOLS

GOVERNMENT PROGRAMS

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GENERAL PRINCIPLES REGARDING GOVERNMENT FUNDS

- Money is not given to the school directly
 - Your school gets **services** through outside agencies such as
 - Intermediate Units (Bucks, Chester, Delco, Montco, Philadelphia)
 - School District
 - Third Party Providers, Catapult, Cora, Elwyn
 - Amount of money is based on need your students have from some sort of data gathering event. We use surveys.
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OVERVIEW TWO MAJOR BUCKETS



Federal



State



OVERVIEW

Federal Programs

- Special Education/IDEA
- Title funds –ESSA
 - Title I
 - Title II
 - Title III
 - Title IV



OVERVIEW

State Funds

❖ State Programs

- Act 89
- Act 195/90/30



TITLE I

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

- ❖ All states receive federal funding to assist low achieving students.
- ❖ A student must reside within the attendance area of a participating public school located in a low income area and be failing or at the risk of failing to meet student academic standards.
- ❖ The amount of Title I funds allocated to each participating public school attendance area is determined mainly on the basis of the total number of low income students residing in each area.
- ❖ Title I services for private school students must be developed in consultation with officials from public school districts.



TITLE I PROGRAM

- ❖ **Supplemental** instruction based upon instructional needs of academically needy students regardless of grade level
 - “Supplemental vs. supplant”
- ❖ Instruction by highly qualified staff
- ❖ Parents of Title I students must be informed by letter that their child is eligible for Title I services and give permission to receive these services by signing for said services.
- ❖ A special Title I Parent Meeting must be planned at the opening of the school year to explain what the benefits of Title I will be to their child.



TITLE I SERVICES CAN INCLUDE THE FOLLOWING:

- ❖ Books, materials, equipment that may only be used by Title I eligible students
- ❖ Extended day services
- ❖ Summer School Program (e.g. STEM Academy, Summer 2019; Summer Bridge)
- ❖ Computer Assisted Instruction
- ❖ Computer and software packages
- ❖ Educational need: direct instruction
- ❖ Instructional Coaches
- ❖ Family Connections



LEA CONTROL OF SERVICES

- LEA oversees all aspects of Non-public services
- LEA plans, designs and implements the Non-public program
- LEA controls all funds, title to materials, equipment and property purchased
- LEA regularly monitors the provision of Title I services to non-public students
 - LEA monitors third party contractor
 - Per UG Procurement requirement

Sec. 1117(d)

PDE Non-Public School Skype Meeting July 2019



ELIGIBILITY FOR TITLE I

- ❖ Philadelphia: National School Lunch Program (NSLP), Community Eligibility Provision: (CEP) new tool to count students eligible for free and reduced price meals
- ❖ Low-income Surveys (Returned to OCE)
- ❖ Direct certification (TANF)
- ❖ All other School Districts (SDs) or Local Education Agencies (LEAs) send out low income surveys with information to all parents. Parents are asked to complete the surveys, and schools return the completed forms to the school districts.
- ❖ All SDs or LEAs hold consultation meetings and Equitable Participation meetings for principals. Philadelphia SD holds bi-monthly meetings with OCE directly.



DELIVERY OF EQUITABLE SERVICES

Who gets served?

Just because a particular student **generates** the amount to be set-aside for equitable services, it **does not mean that student will be served**. To serve students, the following questions must be addressed:

1. Does the student show an academic need based on assessments for service? (same as targeted assistance school Section 115(c) criteria)
 2. Does the student attending the non-public school live in a Title IA attendance area?
- If the answer to both questions is “**yes**,” then the student can be served.

PDE Non-Public School Skype Meeting July 2019



NEW ESSA EQUITABLE SERVICES REQUIREMENT

❖ **Ombudsman**- To help ensure that private school children, teachers, and other educational personnel receive services equitable to those in public schools. State educational agencies (SEAs) must designate an ombudsman to monitor and enforce all Federally funded programs.



NEW ESSA EQUITABLE SERVICES REQUIREMENT

❖ **Consultation**- the goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children.

Questions to ask during consultation

- ❖ How the children's needs will be identified
- ❖ What services will be offered
- ❖ How the services will be assessed and how the results of the assessment will be used to improve those services



PRE-CONSULTATION REQUIREMENTS

NON-PUBLIC SCHOOL INTENT TO PARTICIPATE FORM Title I, Part A 2018-2019 School Year Enrollment Data (To be used for 2019-2020 allocations)

The Title I program provides supplemental educational services so that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Generally, to qualify for assistance under Title I, a student must reside within the attendance area of a participating public school located in a low-income area and be failing, or at risk of failing, to meet student academic achievement standards.

Expenditures for equitable services to eligible non-public school children, teachers and other educational personnel, and families must be equal to the proportion of funds allocated to participating public school attendance areas based on the number of children from low-income families who reside in those attendance areas and attend non-public schools. ESEA section 1117(s)(4)(A)

The Title I services for non-public school students are developed in consultation with designated officials of the non-public schools.

Section A – Intent to Participate

Title I, Part A – Improving Basic Programs

Do You Intend to Participate? Please check one of the following YES NO

If you have checked "yes" to participating in the Title I, Part A, program, you must have income eligible non-public students who would have attended an LEA's participating Title I school, and you will be required to provide specific student eligibility data

Section B - Certification

Non-public school Name:	
Address:	
Officials Name and Title:	
Phone:	Email:
Signature:	Date:

Please return this form by [insert due date] to:
[insert LEA contact name]
[insert LEA phone and fax numbers]
[insert LEA e-mail address]

Please note: Failure to reply by the due date listed above may result in eligible students at your school(s) not receiving Title I services for the upcoming [insert SY date] school year.

- Annually, the LEA invites the eligible non-public school(s) to participate.
- The LEA will follow up to non-responsive non-public schools with a phone call, email or certified letter.
 - The district must set a reasonable deadline,
 - provide clear and sufficient notice of the deadline,
 - identify potential consequences for not meeting the deadline.
- If there is no response, the district is under no obligation to proceed further.
- LEA MUST maintain documentation of attempted outreach to NP officials.
 - The deadline must be reasonable.



TITLE II

PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

- ❖ The purpose is to improve student achievement by elevating teacher and principal quality through professional development initiatives.
- ❖ The focus is on enhancing teacher knowledge and skills in the content areas.

Professional Development is given through each IU, Catapult (in Philadelphia), and the Archdiocese of Philadelphia.



TITLE II- PROGRAM

Various IU Trainings

- ❖ Regional trainings done by individual Intermediate Units through Title II contracts.
- ❖ Some schools come together for a common professional development initiative.
- ❖ There are also individual school projects; local presenters may go to a school site for presentations.

Regional Trainings

- ❖ Eligible non-public school teachers & administrators register online for specific training.
- ❖ Each IU has its own web site for available workshops.



TITLE III

ENGLISH LANGUAGE LEARNERS & IMMIGRANT STUDENTS

- ❖ The purpose of Title III is to ensure that limited English proficient (LEP) students including immigrant children and youth that are identified as LEP students, develop English proficiency and meet the same academic content and achievement standards.
- ❖ Non-public students qualify for Title III funding and should be given Title III services through the School District. Districts are responsible for students in any nonpublic school within the district's geographic boundaries.
- ❖ A survey should be sent in early September.



ENGLISH LANGUAGE LEARNERS (ELL)

- ❖ Non-public schools must contact public school district where non-public school is located for an assessment of ELL student. Host public school district assesses for ELL eligibility.
- ❖ District of residence provides service for eligible ELL students, but not transportation.



TITLE IVA

21ST CENTURY SCHOOLS

- ❖ Title IVA, Part A is Student Support and Academic Enrichment Grant
- ❖ The purpose of Part A is to improve students' academic achievement by increasing the capacity of states, LEAs, and non-public schools to provide all students with access to:
 1. A well-rounded education;
 2. Improve school conditions for student learning;
 3. Improve the use of technology

Transferability of these funds can occur, depending upon the individual school district.



TRANSFERABILITY

Transferability

- Transferability is part of the nonpublic consultation.
- If funds are transferred into Title I, Part A, do you include the transferred amounts in the equitable services calculation?
 - YES, funds are calculated post transfer
 - Follow the rules under which program funds are transferred ESEA Section 5013
- LEA has final transferability decision *after* consultation with non-publics

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AFFIRMATION

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

The goal of reaching agreement between an LEA and appropriate private school officials is grounded in timely, meaningful, and open communication between the LEA and the private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers and other education personnel, and families in ESEA programs.

LEA INFORMATION

NAME OF LEA:	TELEPHONE NUMBER:
NAME OF SUPERINTENDENT/LEA AUTHORIZED REPRESENTATIVE:	EMAIL ADDRESS:

PRIVATE (NON PUBLIC) SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:	TELEPHONE NUMBER:
PRIVATE SCHOOL AUTHORIZED REPRESENTATIVE:	EMAIL ADDRESS:

Consultation must cover the following topics:



AFFIRMATION

Title programs throughout the duration of the school year.	
PRIVATE SCHOOL PARTICIPATION BY TITLE PROGRAM (Check off to indicate nonpublic school program participation as applicable)	Title I Part A <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III <input type="checkbox"/> Title IV (SSAEG) <input type="checkbox"/>
LEA AUTHORIZED REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL AUTHORIZED REPRESENTATIVE SIGNATURE:	DATE:
(Check box / sign below ONLY if in disagreement with the LEA)	
<input type="checkbox"/> By checking this box and signing within you are indicating that you believe the timely and meaningful consultation HAS NOT occurred or the program design is not equitable with respect to eligible private school children.	
PRIVATE SCHOOL AUTHORIZED REPRESENTATIVE SIGNATURE:	DATE:
THE SCHOOL DISTRICT MUST MAINTAIN A COPY OF THIS FORM IN ITS RECORDS FOR PROGRAM MONITORING REVIEW / ALSO PROVIDE A COPY TO THE PENNSYLVANIA DEPARTMENT OF EDUCATION VIA EGRANTS UPLOAD with CONSOLIDATED APPLICATION*	
The results of agreement following consultation must be * transmitted to the SEA's equitable services ombudsman (ESEA section 1117)(b)(1).)	



SPECIAL EDUCATION

- ❖ The *Individuals with Disabilities Education Act* (IDEA) is a law ensuring services to children with disabilities throughout the nation.



ACT 89- AUXILIARY SERVICES

- ❖ Auxiliary Services to students includes:
 - Guidance
 - Counseling and testing services
 - Psychological services
 - Visual services
 - Speech and hearing services
 - Remedial services
 - Services for improvement of educational disadvantage
 - ELL services

 - ❖ Act 89 is not special education and therefore, cannot provide any special education services. Act 89 programs are legally distinct from Special Education Programs.

 - ❖ Unlike IDEA, identified non-public students have no individual entitlement to Act 89. Services are supplemental.
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ACT 89- AUXILIARY SERVICES

Act 89 Services

- ❖ Intermediate Units are designated as public agencies for providing Act 89 services.
- ❖ Each IU establishes a program of services for eligible non-public students.

Intermediate Units

- ❖ The Archdiocese of Philadelphia is served by five Intermediate Units to provide Act 89 Services.
 - Philadelphia
 - Bucks
 - Chester
 - Delaware
 - Montgomery



ACT 90/195/30 SERVICES FOR NON-PUBLIC

- ❖ Section 973 of PA School Code provides that the Department of Education shall have the power and duty to loan textbooks, instructional materials and equipment to children **residing** in PA who are enrolled in K-12 non-public schools.
- ❖ A per pupil allotment is set by the state. The allocation is given to the Archdiocese.
- ❖ Certificates of Individual Request for Loan of Textbooks, Instructional Materials and Equipment are required for all families enrolled in the non-public school. This must be done on a yearly basis. The certificates **MUST** be retained in your building for **seven years**.



ACT 90/195 PROCEDURES

- ❖ The amount of funding for the school is calculated by multiplying the enrollment number of PA resident students in Grades K-12 as of October 1, 2019 by per pupil amount. The form is due to OCE on October 1.
- ❖ Individual school allotments are uploaded to NPIS (Non-public Information System) for each school based on the per pupil amount after the State budget has passed and been enacted. In addition, OCE must wait until NPIS sends the final allotment figure. The bulk of the funds comes in July, while reallocations are done in late January, early February.
- ❖ Textbooks and materials from Act 90/195 for school may be purchased.

No paper orders.

- ❖ All purchases are done on line, through the NPIS (Non-public Information System) site.
- ❖ You must first get a quote from the vendor, upload the quote and create an invoice. Once submitted, I will approve your invoice. The state then reviews and submits purchase order to the company.



OVERVIEW

Special Funds 2020-2021

- ❖ **Federal Program**
 - **ESSER/CARES**
Monies to be spent by
June 30, 2021.



ESSER/CARES CAN INCLUDE THE FOLLOWING:

- (1) Any activity authorized by the ESEA of 1965 , including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners , racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.



ESSER/CARES CAN INCLUDE THE FOLLOWING (CONT.):

- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures , including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware , software , and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and **students with disabilities , which may include assistive technology or** adaptive equipment.
- (11) Providing mental health services and supports .
- (12) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (13) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.



OVERVIEW

Special Funds 2020-2021

❖ State Programs

- COVID-19 Targeted Grants (PCCD)
Monies to be spent by
June 30, 2021.
- Safe Schools Grants (PDE Office of
Safe Schools)
Monies to be spent by
June 30, 2021.



COVID-19 TARGETED GRANTS

- Because of the overwhelming number of applications, the PA Commission on Crime and Delinquency (PCCD) reduced the amount of the award by 15%.
- Each school has received a grant.
- Procurement Procedures have been established and communicated to your schools.
- You may **not change** any items that you listed in the grant application.
- You may, however, change the vendor or the quantity due to the lower amount of the grant.
- **Monies must be expended by June 30, 2021.**



SAFE SCHOOLS GRANTS 2020—2021

- ❖ State grant offered through the PDE Office of Safe Schools.
- ❖ Your respective IU submitted the application(s) on behalf of your school.
- ❖ Funds can be used to purchase:
 - Equipment Grant: Up to \$25,000.00.
 - Program Grant: Up to \$20,000.00.



SAFE SCHOOLS GRANTS 2020—2021

- ❖ They are Competitive Grants:
 - Those schools who did not receive a grant last year will be given first consideration.
 - Those who have the highest number of low poverty students.
 - A school may apply for one or both grants.
- ❖ The Grant period begins July 1, 2020 and ends on June 30, 2021 .
- ❖ Funds must be expended by June 30, 2021.
- ❖ Award of Grants will be announced in October 2020



RESOURCES

- ❖ Council for American Private Education (CAPE).
 - ❖ *Elementary and Secondary School Emergency Relief Fund*.
 - ❖ Equitable services guidance:
<https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>
 - ❖ ESSA Toolkit *Your guide to getting the most out of the Every Student Succeeds Act* Michelle Doyle, MDEC, LLC Fall 2016:
<http://www.catholiccincinnati.org/wp-content/uploads/2016/11/ESSA-Toolkit-Fall-2016.pdf>
 - ❖ Intermediate Unit #26: Non Public School Programs—School District of Philadelphia.
 - ❖ Office of Non-Public Education: <https://innovation.ed.gov/what-we-do/non-public-education/>
 - ❖ PA Non-Public Federal Program Directors. (July 2020). Zoom.
 - ❖ Pennsylvania Catholic Conference (PCC).
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QUESTIONS...?





THANK YOU!