

## Charter Schools & ESEA

Charter schools are eligible to participate in federal Elementary & Secondary Education Act (ESEA), as amended. Charter Schools that have been in existence for one school year will have registered their students into the State Data System which will generate the data needed to calculate their ESEA grant allocations. New charter schools that will be established during a school year, need in writing 120 days before the opening of their school to send to the Commissioner of Education a letter of intent declaring their desire to participate in ESEA during their initial year. In this letter they have to agree to provide the student data needed to determine their grant allocations.

Funding for each of the ESEA Program Titles IA, IIA, III and VI is based on student data and the components of each grant formula.

Title IA funding is based on the number of students below the poverty level or meeting eligibility for free-lunch.

Title IIA Teacher Quality Grant, the October enrollment count and federal poverty index determines the funding level for the next school year.

For Title III eligibility, the charter school would need to have a significant English Learners (EL) population (around 90 EL students) or have a large enough EL population to join a consortium with other public school SAUs and charter schools.

For Title VI Rural Education Grants, the charter schools need to be located in a rural location, meet any poverty guidelines and report their Average Daily Attendance from the beginning of the school year until December 1 to the State in January for the determination of their next school years grant.

Guidance for charter schools participation in ESEA can be found in EDGAR Part 76.788- 76.799, Improving Teacher Quality (Title IIA) State Grants Non-Regulatory Guidance and Basic Disadvantaged (Title IA) State Grants Non-Regulatory Guidance.

As with all other public school systems, charter schools need to abide by all the rules and regulations that govern ESEA grants such as EDGAR and the Compliance Circulars. Their students must participate in the state assessment system, provide student data to the statewide data system and have teachers that meet the guidelines for Highly Qualified Teachers (HQT). The Charter School must identify a McKinney-Vento Homeless Liaison and submit the person's name to the State Homeless Coordinator.

Charter Schools will submit their consolidated applications and performance reports through the GEM Systems as do all other public school systems and be subject the State monitoring program.

- Developed for Spring 2013 Onsite Regional Paperwork and Program Update Meeting
- Powerpoint with notes used to record posted webinar to NCLB Regional Meeting website.
- Emailed to Charter Schools once Dennis Kunces called them in spring 2013

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(Developed 5/2013)