



Equitable Services Panel

Nicolle Tanner

Equitable Services
Ombudsman



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The Panel

- Dr. Mary R. Conage, Director of Special Projects, Pinellas County Public Schools
- Dr. Jacquelyn Flanigan, Associate Superintendent, Office of Catholic Schools Diocese of Orlando
- Dr. Maria Longa, Senior Director, Federal Programs and Grants Management, Polk County Public Schools
- Pam Tapley, M.Ed., Head of School, Pace Brantley School (Member of the Florida Council Independent Schools)

Discussion

- **Purpose:** Understanding each program's purpose.
- **Processes:** Creating transparency by understanding statutory required processes and school district processes.
- **Connection:** Creating a collaborative environment that builds connections.

Understanding the “what” What is the purpose of these programs?

- What is the purpose of consultation?
- What is the purpose of these federal programs?
 - Title I, Part A
 - Title I, Part C
 - Title II, Part A
 - Title III, Part A
 - Title IV, Part A
 - Title IV, Part B (21st Century)

The impact of understanding the “what”

- Provides knowledge as to what services are available and applicable to private school children, teachers and families.
- Encourages input and discussion.
- Provides additional meaning to the consultation meeting.



Table Talk

How do you ensure that all participants understand the purpose of all applicable title programs?

Understanding the “why” Why this process?

- Outline processes in a handbook:
 - Streamline and consistent
 - Timelines
 - Forms
- Share Request for Application (RFA).
- Florida Department of Education and U.S. Department of Education guidance.

The impact of understanding the “why”

- Creates:
 - Transparency
 - Clear private school expectations
- Builds relationships.
- Develops plan that are compliant with federal, state and district requirements.
- Utilizes allocations.



Table Talk

What have you done in the past to increase transparency while implementing equitable services?

Understanding the “how” How to create a collaborative environment?

- Builds upon the previously mentioned “what” and “why”.
- Student focused: My vs. Our Students.
- Fostering connections.
- Dedicated individual to work with private schools.
- Consultation needs to be continuous and real – useful, transparent and accessible.

The impact of understanding the “how”

Building meaningful connections with collaborative environments leads to the successful implementation of equitable services.

- Use district as a resource.
- Serve the students.
- Foster openness to provide feedback.



Table Talk

What activities have assisted you in the creation of a collaborative environment that build connections?



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Thank you to our Panel



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