Enrollment Survey Guidelines

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SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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Introduction

Purpose

The purpose of the Enrollment Survey (ES) is to consolidate identification tools for the federal programs housed within the Student Advocacy, Access and Support (SAAS) team within the Office of Federal and State Accountability (OFSA). These programs include Title I, Part A Foster Care, Title I, Part C Migrant Education, the McKinney-Vento Education of Homeless Children and Youth (EHCY), and Title III, Part A Multilingual Learner Program (MLP). The Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, mandates identification for each of these subgroups of students in accordance with Title I, Part A §1111(g)(1)(E), Title I, Part C §1308(b); 42 U.S.C §11432(g)(6)(A)(i); and Title I, Part A §1112(e)(3), respectively.

Identification of student subgroups is an imperative first step to increasing access to educational opportunities and providing wrap-around services to the most vulnerable subgroups of students in South Carolina. The ESEA of 1965 and the McKinney-Vento Homeless Assistance Act, as amended, authorize specific entitlement funding and rights for eligible foster care, migratory, homeless, immigrant children and youth, and multilingual learners (MLs). However, in the absence of effective, multi-faceted identification methods, vulnerable subgroups of students may not receive the rights, services, and support to which they are entitled.

Finally, consolidation of identification tools will streamline identification processes as well as data collection, entry, and reporting for SAAS federal programs at both the local and state levels. The consolidation of identification tools and improved data collection methods for SAAS student subgroups also affords Local Educational Agencies (LEAs) and federal program offices with a better opportunity to analyze data, allowing for deeper consideration of students' needs and overlapping areas of concern.

Guidance

Completion of the Enrollment Survey

The ES is completed by the parent/guardian (or, in the case of an unaccompanied youth, the youth) when a student is enrolling in a South Carolina school district (3- and 4-year-old preschool programs through grade twelve) for the first time (i.e., no previous enrollments in South Carolina). Section II of the ES must not be purged and must remain with the student file for the entirety of their educational career in K–12 public schools. It is expected that the form is completed even if certain sections are not applicable.

To assist districts, the South Carolina Department of Education (SCDE) SAAS team provides a paper version of the ES (in multiple languages) for districts that need an ES to implement or are not utilizing an electronic version. See Appendix D. Each school district is obligated to ensure that all documents are provided in a language that is accessible and understandable to the family, along with any necessary accessibility accommodations, unless such provisions are already supplied by the state.

The student information, Right to Translation and Interpretation Services, Title I, Part A Foster Care, Title I Part C Education of Migratory Children & Youth, and McKinney-Vento sections (i.e., Section I) are completed as part of each student's annual school registration and accounts for potential changes to home communication language, a student's primary nighttime residence, involvement with foster care, or migratory status that can occur beyond the year of initial enrollment in a South Carolina school district. The Prior Education questions are also part of Section I. However, such questions are only administered upon first-time enrollment and are not completed annually. The Title III, Part A Home Language Survey section (i.e., Section II) is also only administered upon first-time enrollment and is not completed annually.

The ES must be embedded with all enrollment processes, including online registration, per each LEA. The ES may be administered online rather than paper for districts that offer online registration. The ES is intended to be completed once enrolled in a South Carolina school district thus districts with online registration will need to set parameters within their online registration system to display the entire ES to only populate if the parent/guardian indicates that the student is enrolling for the first time in a South Carolina school district. If the student is enrolling in the district from another South Carolina school district, the Title III, Part A section should not be included in the annual registration process. Districts should review the student's records, and if the original ES is not included, the receiving district must request the original ES from the previous school district.

If the district wishes to include the ES within an online registration system, the following requirements must be true:

- The ES must be easily accessible in the case of federal program monitoring and/or for easy retrieval when students transfer;
- At the minimum, Section II of the online form must be printed and placed in the student file. Districts must ensure that the student information, date, and parent/guardian signature are transferred onto the printed form;
- The online form captures the exact language of the ES, and in a language the family understands;

- The online form has parameters in place to ensure that the Title III, Part A section does not populate for students who have been previously enrolled in a South Carolina school; and
- The parent/guardian signature on the Title III, Part A section is captured or printed.

Districts may choose to include the updated SCDE seal logo, a district or school seal, or no logo at all, provided the above criteria are met.

Students who transfer from a South Carolina school district should have the original ES on file beginning the start of the 2022–23 school year per each LEA (or earlier if the district began piloting the ES in January of 2022). Before this date, student files should contain the previously used HLS. When a student transfers without the original HLS or ES on file, the district should contact the previous school to request that they send or fax the original document within the first 30 calendar days of school or within 14 calendar days of a later enrollment. The new district should make at least three attempts to obtain the original documentation. If the district has not received the original document within the designated timeline and at least three varied communication attempts (e.g., phone call, email, fax, etc.) are documented, the receiving district may complete a new complete ES. The completion of a new ES should be a last resort, and all attempts to obtain the original document should be fully documented (i.e., methods of contact with details, name of person(s) making the attempts, dates and times of attempts, result or communication with the transferring school district) and kept in the student file.

Student Enrollment

Enrollment procedures must be intentionally structured to eliminate unnecessary delays or barriers, ensuring that all students—including foster care, migrants, students experiencing homelessness, MLs, immigrant children and youth, and other diverse populations—have access to begin school promptly. Schools and districts are required to adhere to SCDE guidance and all applicable legal mandates regarding minimum documentation, thereby upholding every student's right to a free public education.

Enrollment staff must implement procedures that are compliant with state and federal laws, including the McKinney-Vento Act, Title I, Title III, and the Office of Civil Rights (OCR) requirements. All enrollment practices should reflect a commitment to access and timely entry into school. Districts must ensure that any local policies or practices do not conflict with SCDE guidance or create barriers for students and families.

Section I

Student Information

The student information portion of the ES must be completed for all students upon first-time enrollment in South Carolina public schools and at registration each year.

Information collected within the ES is strictly for educational and program purposes. A LEA must comply with the Family Educational Rights and Privacy Act (FERPA) guidelines. Under federal law, all children, regardless of their citizenship or residency status, are entitled to equal access to free public education.

The top section of the ES contains the student's full name, date of birth, and the date the ES is completed. Districts must ensure that the student information, date, and parent/guardian signature are transferred onto the printed form, especially if Section II is the only portion being printed for student records.

Right to Translation and Interpretation Services

All families have the right to information about their student's education in a language they understand. An interpreter or translated documents must be provided by the district, free of charge, when needed.

The parent/guardian will complete the oral and written communication fields to determine which language(s) they prefer. These languages may be updated by the parent/guardian at any time. It is important to note that some families may need support in making this information accessible to their needs.

When LEAs embed this section of the ES into online enrollment processes, a comprehensive list of languages must be included. The option of 'other' should be available for parents/guardians to select and fill in to ensure language needs are met. Additionally, language names should be listed in native written form (e.g., Español, русский, 普通话) for language accessibility purposes.

Depending on the online platform a district uses, specific components may or may not be feasible. In those cases, a district must be proactive in meeting language needs of families.

Title I, Part A: Foster Care

The educational stability provisions in Title I, Part A are designed to promote educational stability for students in foster care. Consistent with Title IV, Part E of the Social Security Act, "foster care" means 24-hour substitute care for children placed

away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. (45 C.F.R. § 1355.20(a)).

Note: The response to this question does not automatically identify a student as foster care, as the question is for screening purposes only. Final coding in PowerSchool is determined by the LEA Foster Care Point of Contact in collaboration with the Department of Social Services.

Question: "*Using the definition of "foster care," which best describes where the student resides now?*

This includes the options of "Not Applicable (not in Foster Care)," "Foster Family Home," "Foster Home of Relative (Formal Kinship Care)," "Biological Parent(s)," "Group Home," "Residential Facility" or "Other." The purpose of this question is to further clarify the status of the student in foster care.

The screener question is followed by a list of possible foster care placements. Contact information for students who have checked any box other than 'Not Applicable' or left blank should be shared with the LEA Foster Care Point of Contact for further eligibility evaluation. If the student is deemed Foster Care eligible, the LEA point of contact or other appropriate staff member should mark the student as Foster Care in PowerSchool. The student maintains this identification in PowerSchool for the remainder of the school year, even if they are placed back into custody with their parent or guardian prior to the end of the school year.

For questions regarding the Foster Care section of the ES, please contact Kimberly Humphrey, the Foster Care State Point of Contact, khumphrey@ed.sc.gov.

Title I, Part C: Education of Migratory Children and Youth

The Title I, Part C Education of Migratory Children and Youth section assists the South Carolina Migrant Education Program (SCMEP) in the identification of students who may be migratory by implementing two questions that screen for core eligibility criteria, including students' mobility and current or previous agricultural work performed by any member of the family unit, including the student.

Question One: *"In the last three (3) years, has anyone in your family moved from another school district, state, city, or country?"*

The first screener question is to be answered as "Yes" or "No" by the person completing the survey. The purpose of this question is to identify students' potential eligibility based on the federal definitions of migratory child (34 CFR §200.81(g)) and

migratory agricultural worker (34 CFR §200.81(f)), both of which require a qualifying move to have taken place in the preceding 36 months.

Question Two: *"In the past six (6) years, has anyone in your family worked in any of the following occupations? This includes work related to logging, timber planting/growing, harvesting, food processing plant (such as poultry, pork, beef, or vegetable), packing houses (fruits and vegetables), dairy farms, or other general farm work not listed.*"

The second screener question is answered as "Yes" or "No" by the person completing the survey. The purpose of this question is to identify students' potential eligibility based on the engagement of qualifying work, previous or current, by the students themselves or by the parent/guardian.

The question includes written examples of qualifying agricultural work; however, respondents may also indicate "Yes" for agricultural activity that is not listed on the survey. In addition, the survey intentionally utilizes pictures and illustrations of qualifying agricultural work to accommodate families who are pre-literate.

No immediate action is needed from the district after entering the Title I, Part C Education of Migratory Children and Youth responses into PowerSchool. The SCMEP State Data Specialist will queue students for whom at least one of the responses is indicated as "Yes" and refer the student to a regional SCMEP recruiter for an eligibility interview. If the student is found to be eligible for SCMEP, the appropriate district staff will be notified to properly code the student in PowerSchool for migratory status.

Please note that in accordance with 34 CFR §200.89(c)(3) and Title I, Part C §1304(c)(7), migratory student eligibility is determined and approved by the SCMEP program office. However, school and community referrals are critical components to the identification process. Lists of eligible migratory students are now securely transferred to districts via the District Technology Coordinator ADT folder. Title I, Part C and Title I, Part A Coordinators as listed in the South Carolina Department of Education (SCDE) District and Entity Information Management (DEIM) portal will receive notification of the quarterly eligible migratory student list transfers.

For questions regarding the Title I, Part C Education of Migratory Children and Youth section of the ES, please contact Emily Williams, EWilliams@ed.sc.gov, or James Cornelius, SCMEP Data Specialist, jcornelius@ed.sc.gov, or 803-734-1485.

McKinney-Vento (MV)

The SCDE-administered McKinney-Vento Education for Homeless Children and Youth

Program (MV) is funded by the U.S. Department of Education (USED). Part of the program's responsibility, at both the state and district level, is to ensure all children and youth experiencing homelessness are identified. The purpose of this question is to identify students' potential eligibility based on the McKinney-Vento Act definition of homeless children and youth (42U.S.C. § 11434a(2)).

Note: Responses to this question do not automatically qualify a student as experiencing homelessness under McKinney-Vento, as the question is for screening purposes only. Final eligibility is determined on a case-by-case basis by the McKinney-Vento District Liaison or the appropriate persons designated by the McKinney-Vento Liaison.

Question One: *"What best describes where you live now?"*

The screener question is followed by a list of McKinney-Vento eligible primary nighttime residences, along with "Single Family House/Apartment/Trailer," which may not meet the eligibility criteria. Parents/guardians/unaccompanied homeless youth are to check the box that best fits their primary nighttime residence at the time of enrollment. Contact information for students who have checked any box other than "Single Family House/Apartment/Trailer" should be forwarded to the McKinney-Vento Distinct Liaison for further eligibility evaluation and needs assessment.

If the student is deemed McKinney-Vento eligible, the district liaison or other appropriate staff member should mark the student as McKinney-Vento by indicating their Primary Nighttime Residence in PowerSchool. Once a student is identified as McKinney-Vento, the student maintains eligibility for the remainder of the school year, even if the student transfers to another district or attains permanent housing. McKinney-Vento eligibility is reassessed at the beginning of each new school year.

The McKinney-Vento Act requires both state departments of education and school districts to review and revise laws, regulations, practices, or policies that may act as a barrier to the identification of, or the enrollment, attendance, or success in school, of homeless children and youth. (42 U.S.C. § 11431(2)). While the district's MV liaison is given the responsibility and authority to identify MV students and determine eligibility, the identification process is to be accomplished through outreach and coordination with all school personnel and outside entities and agencies. Other staff members can determine eligibility only to the extent the liaison has delegated that authority to them. Ultimately, the district is responsible for ensuring the identification of all homeless students (42 U.S.C. §11432(g)(6)(A)).

For questions regarding the McKinney-Vento Education for Homeless Children and Youth Program section of the ES, please contact the State MV Team at mckinneyvento@ed.sc.gov.

Prior Education

The Prior Education questions are only administered upon first time enrollment and are not completed annually. This section collects additional information about previous education and services before enrolling into a South Carolina school. This information does not inquire about immigration status of the student or family in accordance with *Plyler v. Doe*. This information is essential for determining appropriate services and potential funding to support the child and their needs.

Question One: *"Has the **student** received English language development support in a previous school?"*

The first question is to be answered as "Yes," "No," or "Don't Know" by the person completing the survey. The purpose of this question is twofold. First, it is helpful to have a general idea if MLP services were provided for transferring students to aid in the identification process and obtaining previous records. Second, the SCDE must track the number of years in MLP services, whether in South Carolina or a transferring state. This data is reported to USED on an annual basis. No matter the response, the student file should be reviewed to determine if services were provided and the date MLP services first occurred as applicable.

Question Two: *"In what country was the **student born?"***

The second question is answered with the name of the country the student was born in by the person completing the survey. The purpose of this question is to assist in identifying immigrant children and youth. The LEA could potentially receive additional Title III, Part A – Immigrant funding if there is a significant increase in immigrant children and youth within the district.

Question Three: "*If born outside of the United States, District of Columbia, or the Commonwealth of Puerto Rico, when did the **student** first attend a school in the United States?"*

The third question is answered with the date the student first attended school in the United States. The purpose of this question is to assist in identifying immigrant children and youth. The LEA could potentially receive additional Title III, Part A – Immigrant funding if there is a significant increase in immigrant children and youth within the district. The US School Entry Date should only be completed in PowerSchool if there is a birth country outside of the United States, District of Columbia, or the Commonwealth of Puerto Rico. Otherwise, the US School Entry Date field in PowerSchool must be left blank.

Questions two and three are both used to determine immigrant status. Immigrant children and youth are individuals who:

- are aged 3 through 21;
- were not born in any State; *and*
- have not been attending one or more schools in any one or more States for more than three full cumulative academic years.

Note that "State" is defined in Section 3201(13) of the ESEA to include the 50 states, the District of Columbia, and Puerto Rico.

Students who meet these criteria would be considered immigrants and will be in the immigrant count when determining the district's eligibility for Title III, Part A – Immigrant funding allocations. This report is pulled by the SCDE, and no action is needed from the district after entering the Prior Education responses into PowerSchool.

Section II

Title III, Part A: Multilingual Learner Program (MLP)

This portion of the ES must be completed for all students upon first-time enrollment in South Carolina public schools and is <u>not</u> administered annually at registration.

The MLP complies with Title III, Part A of the ESEA, as amended by ESSA. The MLP provides various educational services to MLs, previously known as English learners (ELs) or Limited English Proficient (LEP) and immigrant children and youth who speak languages other than English. This program is free to all eligible students and provides support for language acquisition.

The HLS is embedded within the ES as the first step to provisionally identify MLs. School districts and charter schools are required to determine the language(s) spoken in each student's home to identify their specific language needs. The purpose of the HLS is to determine the primary or home language of the student and is given to all students one time at initial enrollment in a South Carolina public school district or charter school and must remain in the student's permanent record.

Previously, the HLS required a personnel signature to ensure the HLS was understood by the family before completing the survey. Now, a "family-friendly" statement replaces the need for a personnel signature. However, personnel must answer additional questions or provide clarification as needed when requested by the parent/guardian.

Home Language Survey Statement

Information about the student's language helps identify students who qualify for free support to develop the English language skills necessary for success. English language proficiency (ELP) testing is necessary to determine if the student is eligible for language support if a language other than English is recorded for any of the three HLS questions below. If the student qualifies, they will be entitled to services as an ML and will be assessed annually to determine their ELP until the proficiency criteria have been met.

Families must fully understand the purpose and intent of the HLS and MLP. If there are any questions, the parent should contact the district's Title III/Multilingual Learner Program Coordinator (MLPC) or the school's Multilingual Learner Program Specialist/Teacher (MLPS) before completing the HLS. Districts may update the contact information on the HLS as applicable to ensure families know who to contact.

The following three HLS questions have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) in their compliance work under Title VI of the 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974. Typically, one language is listed on each line; however, it is acceptable for multiple languages to be listed.

1. What is the language(s) that the **student** first acquired?
2. What language(s) is spoken most often by the **student**?
3. What is the **primary language(s) used in the home**, regardless of the language(s) spoken by the student?

If a language other than English is recorded for any of the three HLS questions, an ELP assessment will be administered to determine if the student qualifies for additional MLP support. Districts should follow ELP screening guidelines found in the *Multilingual Learner Program Guiding Principles* document.

Special circumstances may arise with students transferring from within South Carolina districts or other states. Prior to filling out the ES, districts should request this form from previous South Carolina school districts to avoid having families complete a new ES upon enrollment. Refer to the *Multilingual Learner Program Guiding Principles* document for additional information, or contact the SCDE Title III/MLP Team.

Parent Signature

A parent signature must be obtained for the Title III portion of the ES. The signature certifies the parent has read the Title III information and provided the information to the

best of their knowledge.

For questions regarding the Title III, Part A/MLP, please contact the Title III/MLP Team at TitleIIIMLP@ed.sc.gov.

Enrollment Survey Amendments

At times, amendments may arise with the original ES. Use the Enrollment Survey Amendment Form as documentation to make amendments to the original ES. Attach the Enrollment Survey Amendment Form to the original ES; keep it with the student file, and do not purge the original ES. If simple data entry mistakes were made in PowerSchool, those errors can simply be corrected to reflect the ES in PowerSchool without an amendment form.

The ES Amendment Form is divided into three parts:

- Enrollment Survey Section I Amendment Form
- Home Language Survey (ES Section II) Exception (SCDE approval is not required)
- Home Language Survey (ES Section II) Amendment (SCDE approval is required)

Amendments to the ES Section I may be made without prior approval from the SCDE, provided districts use the Enrollment Survey Section I Amendment Form. This form serves as a way for districts to document the required changes and ensure they are properly maintained within the student record.

- Student Information;
- Right to Translation and Interpretation Services;
- Title I, Part A Foster Care
- Title I, Part C Education of Migratory Children & Youth;
- McKinney-Vento; and
- Prior Education.

On the form, select the section(s) that need amending. Provide a detailed description of the necessary amendments. Lastly, obtain a parent/guardian signature and school/district personnel signature. If there are no amendments to the HLS portion of the ES, make amendments in PowerSchool and attach the ES Section I Amendment Form to the original ES in the student file. The SCDE approval is not required for the ES sections above the HLS portion.

The Home Language Survey (ES Section II) Amendment Form is used sparingly as federal law stipulates that once identified, all MLs must be served (*Lau v. Nichols 1974; Castaneda v. Pickard 1981; Plyler v. Doe 1982; Sec. 1111(b)(1) of ESEA 2001*). If simple data entry mistakes were made in PowerSchool, those errors can simply be

corrected to reflect the original ES in PowerSchool without an amendment form. Likewise, if there are simple exceptions such as the ones listed below, the situation can be documented and kept in the student file without the need for SCDE approval.

Home Language Survey (ES Section II) Exception Form (SCDE approval is not required)

Situations, such as those noted below, may lead to an exception in at least one of the HLS guidance requirements. The South Carolina Title III/MLP team advises the exception to be corrected and documented accordingly in the student's record.

Exception Examples:

- Question(s) 1-3 were left blank or were marked with quotation marks " " to indicate "same as above." A copy of the ES was provided to the parent or guardian to complete the answers to the HLS portion.
- The date or parent signature was missing. A copy of the ES was provided to the parent or guardian to sign and/or date.
- An ES was filled out upon registration at a new school, but an earlier ES form was completed either within South Carolina or received by the new LEA. All other versions dated after the initial ES are placed behind the original ES and kept in the student's file.
- Other (describe the correction in full detail and ensure it does not need SCDE approval).

Ensure the selected correction has been made to guarantee compliance with the *South Carolina Multilingual Learner Program Guiding Principles* regarding use of the HLS as part of the process to determine ML eligibility status. In this case, the HLS process had an anomaly and the original will always remain intact and a copy of the original will reflect the corrective action.

Finally, obtain a parent/guardian signature and school/district personnel signature. If there are no amendments (not exceptions) to the HLS portion of the ES, attach the completed Enrollment Survey Amendment Form to the original ES in the student file. SCDE approval is not required for the above ES sections.

Home Language Survey (ES Section II) Amendment Form (SCDE approval is required)

The Home Language Survey (ES Section II) Amendment Form cannot be filled out to simply remove a student from the MLP. The Home Language Survey (ES Section II) Amendment Form is used sparingly as federal law stipulates that once identified, all

multilingual learners (MLs) must be served (Lau v. Nichols 1974; Castaneda v. Pickard 1981; Plyler v. Doe 1982; Sec. 1111(b)(1) of Elementary and Secondary Education Act of 1964 (ESEA), as amended). Contact your district Title III/MLP Coordinator for additional information regarding amendment processes.

The HLS is a legally binding document that is designed to be completed once. Parents/guardians cannot change their original answers or submit an HLS Amendment to simply remove a student from the MLP.

Language code information depends on the language(s) listed on the original HLS portion of the ES when the student first enrolled in a South Carolina school district. LEAs need to reference the original HLS section of the ES when making language code change requests. If a non-English language is listed for any of the three required HLS questions, then the non-English language is reported in PowerSchool.

HLS Amendment Examples:

- Responses to Questions 1–3 on the Home Language Survey that reflect a language other than the one intended by the parent due to an error in dropdown menu selection during the completion of the Enrollment Survey in the student's initial year of enrollment and the student was not yet screened for MLP.
- The student was identified for MLP based on a language other than English indicated in the HLS. The parent later claims the selection was made in error, but the student's screener scores confirm eligibility for services and support has already begun.
- A parent requests to change the original responses to Questions 1–3 on the Home Language Survey, but the student has a qualifying MLP score on the English Language Proficiency (ELP) screener and summative assessment (WIDA ACCESS or WIDA Alternate ACCESS) and is currently receiving MLP services based on the original responses.
- A student transfers from another district or state with an HLS indicating a language other than English. The receiving district receives updated documentation or a parent request suggesting the original HLS was incorrect. However, the student's prior screener scores or summative assessment results support ML identification and services, and the parent disputes the original responses.

When submitting this form, the following items **must** be included:

- the original ES from when the student first enrolled,
- all pertinent information requested that is available (i.e., ELP screener

and annual assessment data),
- the parent/guardian's signature, and
- the district Title III/MLP Coordinator (MLPC)/Federal Program Director's signature.

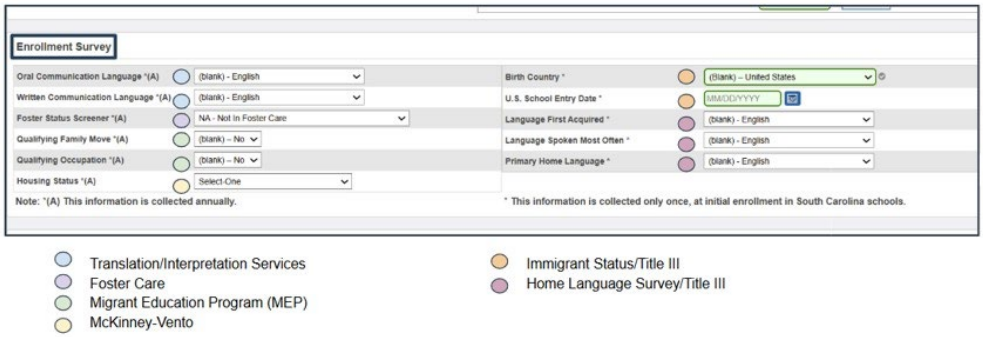
The MLPC (or Federal Program Director) and parent/guardian signatures ensure that the form and the effects of a language code change have been explained. The HLS portion of the Enrollment Survey Amendment Form must be accompanied by the original ES/HLS and parent signature for an amendment to be considered. HLS Amendments must be submitted through the Home Language Survey (HLS) Amendment Submission Form. Districts are required to upload the amendment and all supporting documentation as a single, consolidated file. Submission of the Enrollment Survey Amendment Form does not guarantee that a change will be approved; the SCDE Title III/MLP team will review all submitted information and will contact the submitting district of the approval/denial via email.

Complete the following information on the form:
- Student PowerSchool ID,
- Date,
- School District,
- School,
- Contact Person Email,
- Previous School/District(s),
- Date of Original ES/HLS,
- Original Language(s) on HLS Questions,
- Current English Proficiency Coding,
- Brief overview indicating the reason the HLS should be amended,
- Applicable ELP Assessment Data,
- Parent/Guardian Signature, and
- School/District Personnel Signature.

PowerSchool Crosswalk

The PowerSchool Crosswalk should be used in conjunction with the PowerSchool Student Information Systems (SIS) Data Entry Manual provided by the Office of Research and Data Analysis (ORDA) along with other guidance documents and procedures from the specific Foster Care, Migrant Education, McKinney-Vento, and Multilingual Learner Program offices. Figure 1 contains a screenshot of the ES fields as they appear on the SC Student Information Page in PowerSchool.

Figure 1. *PowerSchool SC Student Information Page Screenshot*



Note. Source: SC Student Information tab, Enrollment Survey table in PowerSchool. All data from the ES are entered in the top table of the SC Student Information tab. Please note that the color-coded circles do not appear in PowerSchool. They are used only in this guidance document to visually connect specific fields to their associated program.

Right to Translation and Interpretation Services

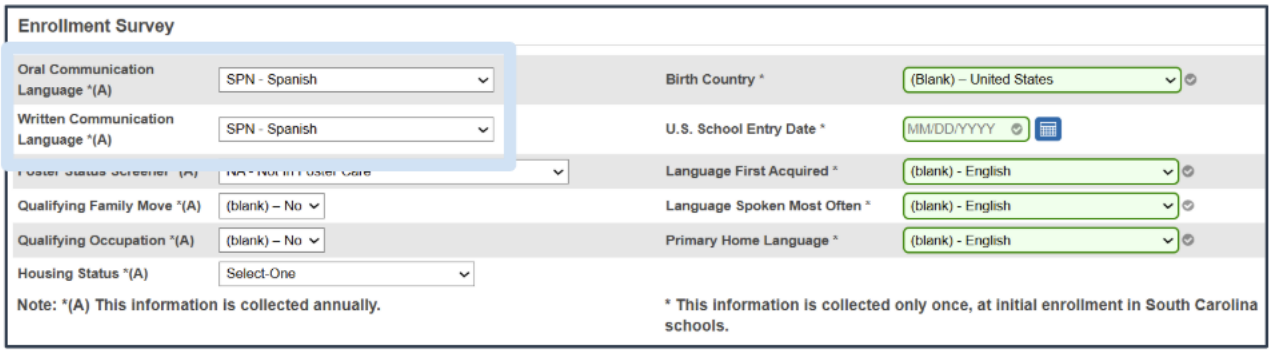
Table 1. *Enrollment Survey and PowerSchool Field Crosswalk, Right to Translation and Interpretation Services*

Enrollment Survey (ES)	PowerSchool Fields
Oral Communication Language(s)	Oral Communication Language
Written Communication Language(s)	Written Communication Language

Note. Table 1 demonstrates the crosswalk between fields that are completed in the *Right to Translation and Interpretation Services* section of the ES by the parent and/or guardian and the corresponding PowerSchool fields for data entry. *Right to Translation and Interpretation Services* fields are updated annually.

The oral and written communication fields do not determine ML status. Rather, these fields indicate the language the family must be communicated with for all LEA communication.

Figure 2. *PowerSchool Oral and Written Communication Language Fields Screenshot*



Note. Source: ‘Oral Communication Language’ and ‘Written Communication Language’ fields from the PowerSchool SC Student Information tab.

All data from the ES related to communication languages are entered in these fields. To ease data entry, all communication languages are auto populated to ‘(Blank) - English’ and only those with languages other than English will need to be entered. If the language needed is not listed, a district may choose ‘Other,’ and a write-in field will appear to input the correct language.

For questions on entering this information into PowerSchool, please reference the PowerSchool Student Information Systems (SIS) Data Entry Manual or contact the Title III/MLP team at TitleIIIMLP@ed.sc.gov.

Title I, Part A: Foster Care Crosswalk

Table 2. Enrollment Survey and PowerSchool Field Crosswalk, Foster Care

Enrollment Survey (ES)	PowerSchool Fields
Using the definition of “foster care”, which best describes where the student resides now? This includes the options of Not Applicable (not in Foster Care), Foster Family Home, Formal Home of Relative (Formal Kinship Care), Biological Parent(s), Group Home, Residential Facility or other. The purpose of this question is to further clarify the status of the student in foster care.	Foster Status Screener

Note. Table 2 demonstrates the crosswalk between the Foster Care fields on the ES that are completed by the parent, guardian, or youth and the corresponding PowerSchool fields for data entry. Foster Care fields are updated annually.

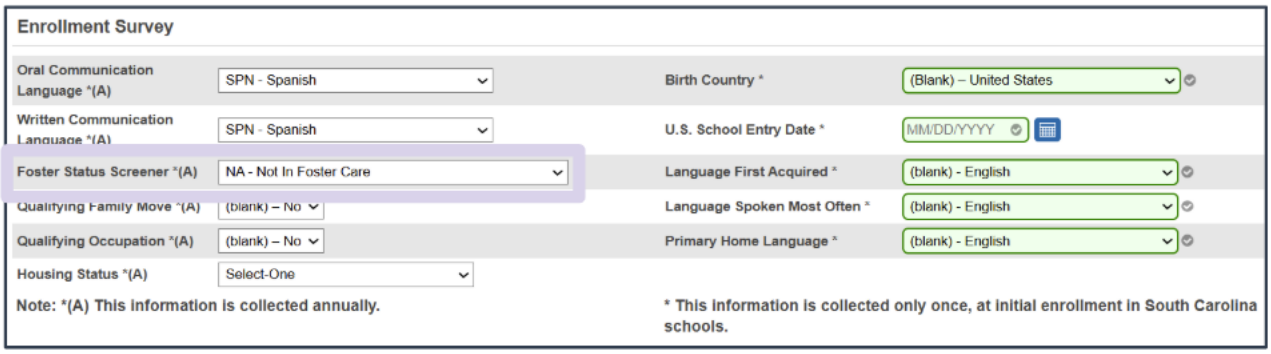
Table 3. Foster Care Status Field Values

Database Value	Shortened Description	Enrollment Survey Description
NA	Not In Foster Care	Not living in a foster home.
FFH	Foster Family Home	Student may be living with a Foster Parent
FHR	Foster Home of Relative (formal kinship care)	Student may be living with a Formal Kinship Placement
PAR	Biological Parent(s)	Student may be living with a Biological Parent(s)
GRH	Group Home	Student may be living in a Group Home

Database Value	Shortened Description	Enrollment Survey Description
RSF	Residential Facility	Student may be living in a Residential Facility
OTH	Other	Other possible situation that meets the definition of Foster Care

Note. Table 3 provides the PowerSchool database values and corresponding shortened descriptions to be used in accordance with the ES Foster Care description fields.

Figure 3. *PowerSchool Foster Care Field Screenshot*



Note. Source: 'Foster Status Screener' field from the PowerSchool SC Student Information tab.

To ease data entry, all students are auto populated to 'NA – Not in Foster Care' and only those with a different foster status screener will need to be entered.

If the student is marked as one of the above values other than "Not In Foster Care" in the Foster Care Screener field, the student's contact information should be forwarded to the Foster Care Point of Contact for further evaluation of eligibility. If the Point of Contact determines the student is in Foster Care, follow the established procedures for indicating eligibility in PowerSchool.

The Foster Care Point of Contact should make sure that the field is marked in the PowerSchool SC Student Information tab. All confirmed data from the ES related to Foster Care will be entered under the 'Foster Care' field.

If you have any questions on entering this information into PowerSchool, please

reference the PowerSchool Student Information Systems (SIS) Data Entry Manual or contact the SCDE Foster Care Point of Contact Khumphrey@ed.sc.gov.

Title I, Part C: Education of Migratory Children and Youth Crosswalk

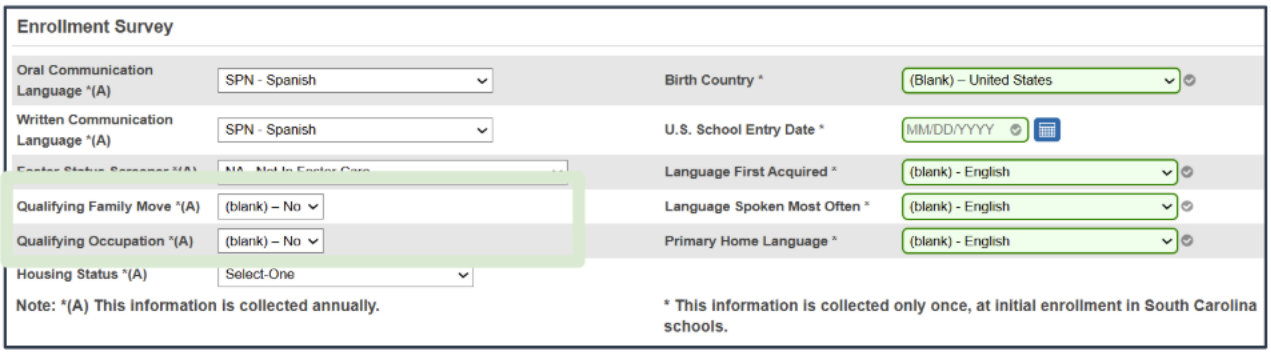
Table 4. *Enrollment Survey and PowerSchool Field Crosswalk, Migrant Education Program*

Enrollment Survey (ES)	PowerSchool Fields
Has anyone in your family moved from another school district, state, city, or country within the last 3 years?	Qualifying Family Move
Has anyone in your family ever worked at any of the following occupations in the past 6 years? Work related to logging, timber, planting/growing, harvesting, food processing plant (such as poultry, pork, beef or vegetable), packing houses (fruits and vegetables), dairy farms, or another general farm work not listed.	Qualifying Occupation

Note. Table 4 demonstrates the crosswalk between the *Migrant Education Program* fields on the ES that are completed by the parent, guardian, or youth and the corresponding PowerSchool fields for data entry. *Migrant Education Program* fields are updated annually.

No immediate action is needed from the district after entering the Title I, Part C Education of Migratory Children and Youth responses into PowerSchool. The SCMEP State Data Specialist will queue students for whom at least one of the responses is indicated as “Yes” and refer the student to a regional SCMEP recruiter for an eligibility interview. If the student is found to be eligible for SCMEP, the appropriate district staff will be notified to properly code the student in PowerSchool for migratory status.

Figure 4. *PowerSchool Qualifying Family Move and Qualifying Occupation Fields Screenshot*



Note. Source: 'Qualifying Family Move' and 'Qualifying Occupation' from the PowerSchool SC Student Information tab.

All data from the ES related to Migrant Education will be entered under the 'Qualifying Family Move' and 'Qualifying Occupation' fields. To ease data entry, the fields are auto populated as '(Blank) - No' and only those that need to be changed to 'Yes' should be changed.

For questions on entering this information into PowerSchool, please reference the PowerSchool Student Information Systems (SIS) Data Entry Manual or contact Emily Williams, EWilliams@ed.sc.gov, or James Cornelius, SCMEP Data Specialist, jcornelius@ed.sc.gov, or 803-734-1485.

McKinney-Vento Crosswalk

Table 5. *Enrollment Survey and PowerSchool Field Crosswalk, McKinney-Vento*

Enrollment Survey (ES)	PowerSchool Fields
What best describes where you live now?	Housing Status

Note. Table 5 demonstrates the crosswalk between the *McKinney-Vento* fields on the ES that are completed by the parent, guardian, or youth and the corresponding PowerSchool fields for data entry. *McKinney-Vento* fields are updated annually.

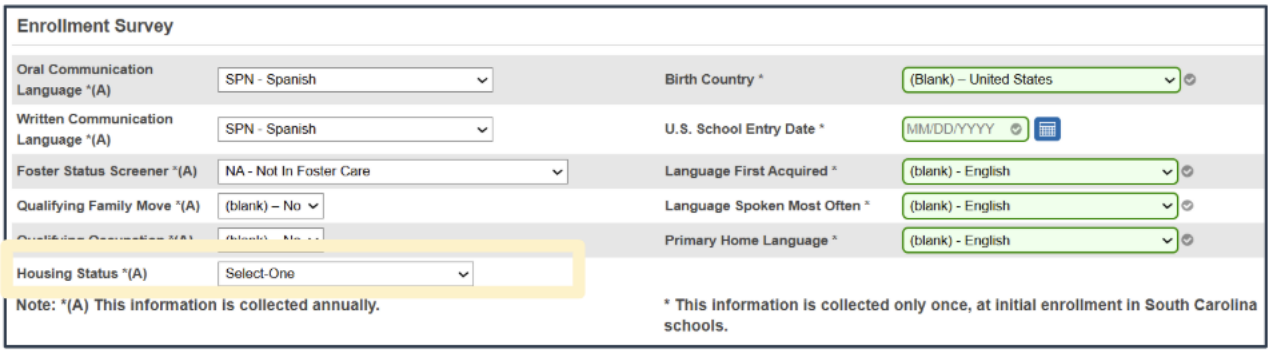
Table 6. *McKinney-Vento Housing Status Field Values*

Database Value	Shortened Description	Enrollment Survey Description
SFH	Single Family Home	Single-family house/apartment/trailer
TRH	Transitional Housing	Transitional Housing
LWO	Living with Others	Living with others due to loss of housing or economic hardship
COS	Couch-Surfing	Moving from place to place/couch surfing with another family or individual
UNS	Unsheltered	Car, park, or similar location, including substandard housing (lacking one or more utilities)
HOM	Hotel/Motel	Hotel or Motel
UCP	Camping	Camping grounds

Database Value	Shortened Description	Enrollment Survey Description
UIF	Inadequate Facilities	In a residence with inadequate facilities (no water, no heat, no electricity, no plumbing, overcrowded, infested with vermin, etc.)
ALC	Agricultural Camp	Agricultural Labor Camp
SHL	Shelter	Shelter
DIS	Displaced by Disaster	Displaced by a natural disaster (hurricane, flood, etc.)
OTH	Other	Other

Note. Table 6 provides the PowerSchool database values and corresponding shortened descriptions to be used in accordance with the ES housing description fields.

Figure 5. *PowerSchool Housing Status Field Screenshot*



Note. Source: 'Housing Status' field from the PowerSchool SC Student Information tab.

All data from the ES related to McKinney-Vento will be entered under the 'Housing Status' field. If 'Other' is selected, a write-in field will appear to insert accurate information regarding housing status. To ease data entry, the housing status is auto populated as 'single family house/apartment/trailer' and only those with a different housing status should be changed.

If the student's current residence is indicated as anything other than 'Single-family house/apartment/trailer,' the student's contact information should be forwarded to the McKinney-Vento district liaison for further evaluation of eligibility. If the district liaison determines the student is McKinney-Vento eligible, follow the established

procedures for indicating eligibility in PowerSchool.

If you have any questions on entering this information into PowerSchool, please reference the PowerSchool Student Information Systems (SIS) Data Entry Manual or contact the McKinney-Vento State team at mckinneyvento@ed.sc.gov.

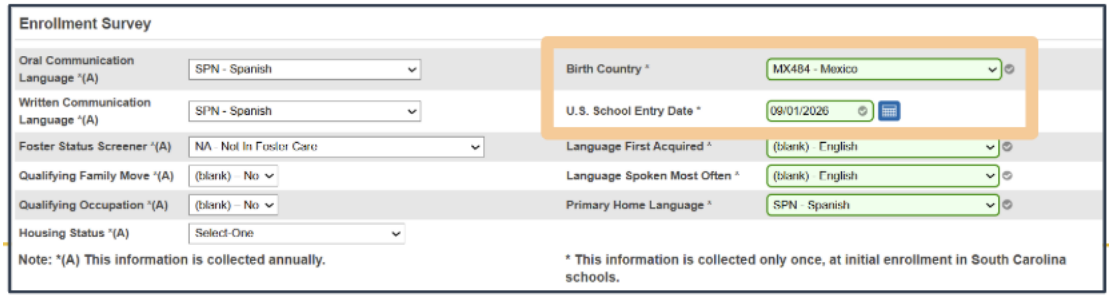
Title III, Part A: Multilingual Learner Program (MLP) Crosswalk

Table 7. *Enrollment Survey and PowerSchool Field Crosswalk, Prior Education*

Enrollment Survey (ES)	PowerSchool Fields
In what country was your child born?	Birth Country
When did your child first attend a school in the United States?	U.S. School Entry Date

Note. Table 7 demonstrates the crosswalk between the *Prior Education* fields on the ES that are completed by the parent or guardian and the corresponding PowerSchool fields for data entry. The fields above are *not* updated annually.

Figure 6. *PowerSchool Birth Country and U.S. School Entry Date Fields*



Note. Source: 'Birth Country' and 'U.S. School Entry Date' fields from the PowerSchool SC Student Information tab.

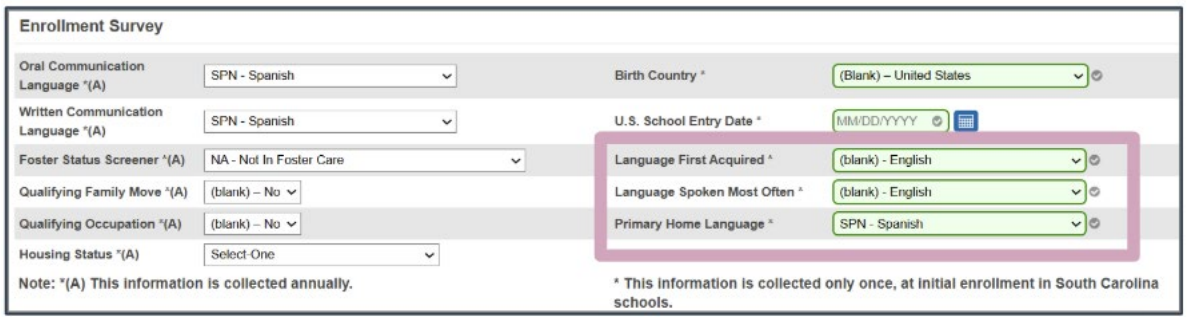
The data from the ES related to the Prior Education required to be entered is under the 'Birth County' and 'U.S. School Entry Date' fields. To ease data entry, the 'Birth Country' field is auto populated to '(Blank) - United States). If the birth country is the United States, then the 'U.S. School Entry Date' must remain blank. This data should remain the same each year and not be changed.

Table 8. *Enrollment Survey and PowerSchool Field Crosswalk, Home Language Survey*

Enrollment Survey (ES)	PowerSchool Fields
1. What is the language(s) that the **student** first acquired?	Language First Acquired
2. What language(s) is spoken most often by the **student**?	Language Spoken Most Often
3. What is the **primary language(s) used in the home**, regardless of the language(s) spoken by the student?	Primary Home Language

Note. Table 8 demonstrates the crosswalk between the *Home Language Survey* fields on the ES that are completed by the parent or guardian and the corresponding PowerSchool fields for data entry. The fields above are *not* updated annually.

Figure 7. *PowerSchool Language First Acquired, Language Spoken Most Often, and Primary Home Language Fields Screenshot*



Note. Source: 'Language First Acquired,' 'Language Spoken Most Often,' and 'Primary Home Language' fields from the PowerSchool SC Student Information tab.

All data from the ES related to the HLS will be entered under the 'Language First Acquired,' 'Language Spoken Most Often,' and 'Primary Home Language' fields. To ease data entry, the fields are auto populated as '(Blank) - English' and only those that need to be changed to a language other than English should be changed. This data should remain the same each year and not be changed.

For questions on entering this information into PowerSchool, please reference the PowerSchool Student Information Systems (SIS) Data Entry Manual or contact the Title III/MLP team at TitleIIIMLP@ed.sc.gov.

Appendix A: Terms to Know

Terms to Know

English Language Proficiency (ELP) - The student's ability to use the English language; listening, reading, writing, and speaking which are assessed through the required ELP screener and annual assessment that tracks the English proficiency progress of a Multilingual Learner (ML).

Enrollment Survey (ES) - The ES is completed by the parent/guardian (or, in the case of an unaccompanied youth, the youth) when a student is enrolling in a South Carolina school district (3- and 4- year-old preschool program through grade twelve) for the **first** time (i.e., no previous enrollments in South Carolina). The ES should not be purged and should remain in the student file for the entirety of their educational career in public K-12 schools. It is expected that the form is completed even if certain sections are not applicable.

The student information, Right to Translation and Interpretation Services, Title I Part C Education of Migratory Children & Youth, and McKinney-Vento sections are completed as part of each student's *annual* school registration and accounts for potential changes to home communication language, a student's nighttime residence, or migratory status that can occur beyond the year of initial enrollment in a South Carolina school district. The Prior Education and Title III, Part A sections are only administered upon first time enrollment and are not completed annually.

Family Educational Rights and Privacy Act (FERPA) - A federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education (USED). FERPA gives parents/guardians certain rights with respect to their student's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Foster Care - Consistent with Title IV-E of the SSA, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. (45 C.F.R. § 1355.20(a)). Under this definition, "foster care" includes, but is not limited to, placements in:

- Foster family homes;
- Foster homes of relatives (also known as "formal kinship care");
- Group homes;

- Emergency shelters;
- Residential facilities;
- Childcare institutions;
- Preadoptive homes.

For the purposes of the Title I educational stability provisions, this definition of “foster care” also includes children who are placed in trial reunifications with their parents while the child welfare agency retains placement and care responsibility. LEAs are encouraged to work closely with state and local child welfare agencies to identify students in foster care.

Home Language Survey (HLS) - The HLS is issued upon the initial registration of all students during their *first* enrollment into a South Carolina public school (3K – Grade 12). This is the first step of identifying MLs. This survey is now part of the Title III, Part A: Multilingual Learner Program (MLP) section of the ES.

Homeless Children and Youth (HCY) - Defined by the McKinney-Vento Homeless Assistance Act as individuals who lack a fixed, regular, and adequate nighttime residence, including:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled- up*);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or abandoned in hospitals;
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because the children are living in circumstances described above.

Immigrant Children and Youth. Individuals who:

- are aged 3 through 21;
- were not born in any state (defined as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico); *and*
- have not been attending one or more schools in any one or more States for more than three full cumulative academic years.

McKinney-Vento Program (MVP) - Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA) (42 U.S.C. § 11431 *et seq.*; hereafter the McKinney-Vento Act), ensures educational rights and protections for children and youths experiencing homelessness. The McKinney-Vento Education for Homeless Children and Youths Program (MVP) is a state-administered and state- and district-operated program designed to address problems and barriers homeless children and youth face in being identified, enrolling, attending, and succeeding in school.

Migrant Education Program (MEP) - Authorized by Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by ESSA, the MEP is a state-operated program to reduce the unique challenges that children of migratory workers experience such as high levels of mobility, cultural and linguistic barriers, social and community
isolation, health, low socio-economic status, and access to services.

Migratory Student - A child or youth who:

- is not older than 21 years of age;
- has made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
- has moved due to economic necessity from one school district to another.

Multilingual Learner (ML) - MLs receive MLP services to assist in developing English proficiency in listening, reading, writing, and speaking. Previously known as: Limited English Proficient (LEP), English Learner (EL), or English Language Learners (ELL).

Multilingual Learner Program (MLP) - The language instruction educational program (LIEP) for eligible MLs in South Carolina.

Plyler vs. Doe (1982) - In 1982, the Supreme Court ruled in Plyler v. Doe, 457 U.S. 202 (1982), that public schools were prohibited from denying immigrant students access to a public education. The Court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law.
Public schools and school personnel are prohibited under *Plyler* from adopting policies or taking actions that would deny students access to education based on their immigration

status (e.g., requiring a social security number or birth certificate).

Based on the Supreme Court's ruling, public school districts should consider the following practices in working with ML students:

- School officials may not require children to prove they are in this country legally by asking for documents such as green cards, citizenship papers, etc. They may only require proof that the child lives within the school district attendance zone, just as they might for any other child.
- Schools should be careful of unintentional attempts to document students' legal status which lead to the possible "chilling" of their *Plyler* rights.

Provisionally Identified Multilingual Learner - Students who, based on responses to the Home Language Survey (HLS) embedded within the Enrollment Survey (ES), report a language other than English to one of the three HLS questions, and who, therefore, must be administered an approved English Language Proficiency (ELP) screening within the first 30 calendar days from the start of the school year (or 14 days if enrolled after the start of the school year) to determine eligibility for MLP services. However, students identified as provisional MLs in 3K and 4K must not be administered an ELP screener for ELD services until they enter kindergarten.

Title III - Part of the ESEA of 1965, as amended by ESSA (2015). The purpose of Title III is to help ensure that MLs attain English language proficiency and meet state academic standards. Federal funding is authorized to assist state educational agencies (SEAs) and local educational agencies (LEAs) in meeting the needs of MLs and immigrant children and youth.

Unaccompanied Homeless Youth (UHY) - A child or youth not in the physical custody of a parent/guardian, who also meets the McKinney-Vento definition of homelessness.

Appendix B: Enrollment Survey (ES) Flow Chart

Enrollment Survey (ES) Flowchart

Flowchart

1. Is this the first time the student is enrolling in South Carolina?

   a. **YES -** The parent/guardian must complete the entire Enrollment Survey (ES).

   b. **NO -** The parent/guardian must complete the:
      i. Student information,
      ii. Right to translation/interpretation,
      iii. Foster Care,
      iv. Migrant, *and*
      v. McKinney-Vento sections.

2. Enter all responses from the ES into PowerSchool “SC Student Information Page”.

3. The appropriate staff must follow up with students and/or families based on PowerSchool ES indicators.

   - Multilingual Learner Indicators:
     - District Title III, Part A/MLP Coordinator and/or school staff (e.g., MLPS)
   - Foster Care Indicators:
     - District Foster Care Point of Contact
   - Migrant Education Indicators:
     - State Migrant Education Program Recruiters
   - McKinney-Vento Indicators:
     - District McKinney-Vento Liaison

4. Complete the identification and eligibility, and enter the proper coding in PowerSchool.

5. Increased access for students

Enrollment Survey Frequently Asked Questions

Section A: Timeline

A1. When should a district implement the Enrollment Survey (ES)?

The expectation is that the ES was fully implemented by the first school day of a district's 2022-2023 school year (South Carolina Department of Education (SCDE) ES Memo). Three minor changes were made to the Spanish translation of the ES as of February 2023. These updates must be implemented by the first school day of a district's 2023-24 school year.

Section B: PowerSchool and Data Entry

B1. Is there a character limit for the ES write-in fields in PowerSchool?

The PowerSchool character limits are as follows. If you are experiencing other character limits, it is possible the online registration system has restrictions or settings that need to be adjusted.

- Housing Status: 150-character limit
- Language Fields: 50-character limit

B2. Is a paper version of the ES required, or will adding the exact questions to our online registration suffice?

The ES must be embedded with all enrollment processes. The ES may be administered online rather than on paper for districts that offer online registration. If the district wishes to include the ES within an online registration system, the following requirements must be true:

- The ES must be easily accessible in the case of federal program monitoring and/or for easy retrieval when students transfer;
- At the minimum, Section II/page two of the online form must be printed and placed in the student file. Districts must ensure that the student information, date, and parent/guardian signature are transferred onto the printed form;
- The online form captures the exact language of the ES and in a language the family understands;
- The online form has parameters in place to ensure that the Title III, Part A section does not populate for students who have been previously enrolled in a South Carolina school; and
- The parent/guardian signature on the Title III, Part A section is captured or printed.

B3. Are the ES responses entered into PowerSchool for each student?
Yes. Although the ES questions act as initial screening questions for each program, the data is still entered on the SC Student Information page in PowerSchool. Review the PowerSchool section in the ES Guidelines.

B4. If true identification for any of the federal programs is determined for a student through program-specific procedures following the completion of the ES, where can we find information to accurately code student information in PowerSchool?
Districts should utilize the Student Information System Data Entry Manual for all PowerSchool coding. Please contact each program's state coordinator(s) for additional questions and/or inquiries.

Section C: Early Learning Enrollment

C1. Which ES sections should be included in the 3K/4K registration packet?
None. The Enrollment Survey should be administered one time only upon initial enrollment into South Carolina public schools and not during potential registration into pre-kindergarten programs. Therefore, the Enrollment Survey should be completed during official enrollment into 3K or 4K programs.

C2. If a student had previously been enrolled in a 3K program, which portion of the ES is administered during 4K registration?
If an annual registration takes place after a student's initial PK enrollment, Section I/Page 1 should continue to be administered in such registration as is done in K-12. The Prior Education questions are also part of Section I. However, such questions are only administered upon first time enrollment and are not completed annually. Section II should not be re-administered, and the initial 3K completed version should already be in the student file.

Section D: Identification Process

D1. Does the ES qualify students for the different programs?
All ES indicators are for screening purposes only. True identification is coded after program-specific follow-up procedures have taken place.

D2. Does the ES replace a district's home residency survey for McKinney-Vento (MV)? Yes, the ES will replace a district's home residency survey. However, a district's procedures for determining eligibility and following up with McKinney-Vento student referrals shall remain in place.

D3. Should any moves and/or agricultural work that occurred outside of the United States

be considered when responding to the Migrant Education Program (MEP) questions?
No. Eligibility for MEP is based on moves and agricultural or fishing work that has occurred within the United States.

D4. South Carolina is an agricultural state, and many families/youth have worked in agriculture within the past six years. Does checking "yes" for question two of the MEP portion of the ES automatically identify students as "migratory"?
No. The MEP questions are screener questions only, and true identification is not determined by ES MEP responses alone. The SCDE MEP recruiters will follow up with families and/or youth who are screened for potential eligibility to complete the identification process.

Section E: Record Keeping

E1. Which sections of the ES need to be printed and maintained in a student's permanent record?
Section II/page two of the ES must be printed, including the student information, date, and parent/guardian signature, and kept with the student's permanent record.

It is the district's decision to print or maintain online records of Section I/Page One of the ES.

E2. Does the district need to arrange the ES questions in the online registration system to make Section I/page one printable?
A district must ensure the questions and potential responses match the new verbiage in the ES in their online registration system. It is ok to have the questions separated in the online system. However, when printing Section I and/or Section II, the form and questions should be in a similar order and format to the actual ES.

E3. Where can we find the translated versions of the ES provided by the SCDE?

To assist districts, the South Carolina Department of Education (SCDE) SAAS team provides a paper version of the ES (in multiple languages) for districts that need an ES to implement or are not utilizing an electronic version. See Appendix D. Each school district is obligated to ensure that all documents are provided in a language that is accessible and understandable to the family, along with any necessary accessibility accommodations, unless such provisions are already supplied by the state.

E4. Will evidence of the ES need to be provided for federal monitoring?
Yes. There is an indicator on the Federal Programs Consolidated Monitoring Tool that provides monitoring details for the ES.

Evidence of the annual administration of Section I of the ES must be presented. In addition, evidence of the initial administration of Section II of the ES at the first-time enrollment into South Carolina schools must be presented.

Whether the ES is completed during paper or online registration, Section II of the ES is kept in every student's file. Section II of the ES is required as monitoring evidence for both identified ML and non-ML students.

Section F: Amendments

F1. Can a district submit an Amendment Form to remove a student from the Multilingual Learner Program (MLP)?

The Home Language Survey (ES Section II) Amendment Form cannot be filled out to simply remove a student from the MLP. The Home Language Survey (ES Section II) Amendment Form is used sparingly as federal law stipulates that once identified, all multilingual learners (MLs) must be served (Lau v. Nichols 1974; Castaneda v. Pickard 1981; Plyler v. Doe 1982; Sec. 1111(b)(1) of Elementary and Secondary Education Act of 1964 (ESEA), as amended). Contact your district Title III/MLP Coordinator for additional information regarding amendment processes.

Enrollment Survey (ES) and Translations

Enrollment Survey (ES) and Translations

The Student Advocacy, Access and Support (SAAS) team within the Office of Federal and State Accountability (OFSA) provides a paper version of the ES (in six languages) for districts that need an ES to implement or are not utilizing an electronic version. All districts are responsible for providing documents in a language the family understands if not provided by the state.

Please note that the language accessibility requirements of some of the PDF documents below are not set to the language of the translated document. Rather they are set to English. Therefore, if a family requires accommodation such as a screen reader or oral accommodation, the district is responsible for providing that (e.g., qualified translator), just as they would any other necessary accommodation. Additionally, some of the characters in some of the PDFs were not recognized in the accessibility review and could not be corrected (not a translation issue, only accessibility). Again, the district is responsible if a family requires any accessibility accommodation to access these PDFs. If a district has questions regarding the accessibility of the Enrollment Survey, please contact Erick Brunson, WEBrunson@ed.sc.gov or (803) 734-8107.

- Enrollment Survey Arabic - WORD
- Enrollment Survey Arabic - PDF
- Enrollment Survey Chinese/Mandarin - WORD
- Enrollment Survey Chinese/Mandarin - PDF
- Enrollment Survey English - WORD
- Enrollment Survey English - PDF
- Enrollment Survey French - WORD
- Enrollment Survey French - PDF
- Enrollment Survey Gujarati - WORD
- Enrollment Survey Gujarati - PDF - Not included due to accessibility. Do not convert Word to PDF.
- Enrollment Survey Hindi (Latin Script) - WORD
- Enrollment Survey Hindi (Latin Script) - PDF
- Enrollment Survey Hindi (Devanagari) - WORD
- Enrollment Survey Hindi Devanagari) - PDF - Not included due to accessibility. Do not convert Word to PDF.
- Enrollment Survey Portuguese (Brazilian) - WORD
- Enrollment Survey Portuguese (Brazilian) - PDF
- Enrollment Survey Russian - WORD
- Enrollment Survey Russian - PDF
- Enrollment Survey Spanish - WORD
- Enrollment Survey Spanish - PDF
- Enrollment Survey Swahili - WORD
- Enrollment Survey Swahili - PDF

- Enrollment Survey Tagalog - WORD
- Enrollment Survey Tagalog - PDF
- Enrollment Survey Tajik - WORD
- Enrollment Survey Tajik - PDF
- Enrollment Survey Tamil - WORD
- Enrollment Survey Tamil - PDF - Not included due to accessibility. Do not convert Word to PDF.
- Enrollment Survey Telugu - WORD - Not accessible; district responsible for providing accessibility (e.g., securing a qualified translator)
- Enrollment Survey Telugu - PDF - Not included due to accessibility. Do not convert Word to PDF.
- Enrollment Survey Ukrainian - WORD
- Enrollment Survey Ukrainian - PDF
- Enrollment Survey Vietnamese - WORD
- Enrollment Survey Vietnamese - PDF