Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel

**Title III, Part A - Sample Consultation Form**

| Local Education Agency (LEA) |  | School Year |  |
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| Private School |  | **Consultation Date(s)** |  |

The Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Title III, Part A - Sample Consultation Form may be used to guide consultation meetings between the Local Education Agency (LEA) and the participating private school regarding Title III, Part A. This form does not have to be completed in its entirety for a successful consultation meeting. Rather, the LEA and private schools may use sections of this form as applicable to meet the needs of the private school Title III program. Additional information and guidance may be found on the South Carolina Department of Education (SCDE) [ESEA, Title III, Part A / Multilingual Learner Program](https://ed.sc.gov/policy/federal-education-programs/esea-title-iii-part-a-multilingual-learner-program/) website.

Under Title VIII, Part F, Subpart 1 of the Every Student Succeeds Act (ESSA), a district that is eligible and accepts Title III funding is required to offer private schools within its geographic area the opportunity to participate in Title III services. To ensure equitable access to Title III funding, districts must engage in timely and meaningful consultation with appropriate private school officials. If the private school wishes to participate in Title III, the district must provide educational services to eligible multilingual learners (MLs) and/or immigrant children and youth. LEAs with eligible MLs qualify for Title III, Part A funds annually. However, LEAs may or may not qualify for Title III, Part A Immigrant funds annually. Therefore, equitable participation of Title III, Part A Immigrant funds are only available if the LEA qualifies and accepts funding during the current fiscal year(s) during which equitable services are provided.

To ensure timely and meaningful consultation, the district must consult with appropriate private school officials during the design and development of the Title III program. Typically, consultation will occur between March and July to plan for the upcoming school year, and decisions will be agreed upon before the start of the school year unless agreed upon by both the LEA and the private school. In addition, the agreed-upon Title III services provided to students and educational personnel in private schools must address the educational needs of the eligible private school students.

During the consultative meeting, the district and private school should discuss the equitable services components below in detail. In addition, all decisions from the consultative meeting must be clearly outlined in the meeting minutes.

* How private school students will be identified as MLs and/or immigrant students;
* How the needs of eligible MLs and/or immigrant students, their teachers, and other educational personnel will be identified;
* The services that the LEA will provide to meet the language development needs of identified MLs and/or immigrant students, as well as the professional development needs of their teachers and other educational personnel at the school who work with MLs and/or immigrant students;
* Whether services will include initial identification of MLs and/or immigrant students and assessment of their language proficiency, as well as a determination of whether students should exit ML status;
* How, where, and by whom the Title III services will be provided;
* How the Title III services will be assessed, and how the results of those assessments will be used to improve the services;
* The size and scope of the Title III services to be provided;
* The amount of funding available to provide Title III services; and
* How and when the LEA will make decisions about the delivery of Title III services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.

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| **Multilingual Learner and Immigrant Children and Youth Identification** | | |
| Decisions about the identification of multilingual learners and immigrant children and youth within the private school should be made collaboratively between the LEA and the participating private school. The identification process must be fair, nondiscriminatory, and as consistent as possible from one year to the next. Additionally, the South Carolina state-wide identification process, through Section II of the Enrollment Survey, should be implemented to meet those requirements, to the extent practicable.  Title III, Part A Immigrant: LEAs may or may not qualify for Title III, Part A Immigrant funds annually. Therefore, equitable participation of Title III, Part A Immigrant funds are only available if the LEA qualifies and accepts funding during the current fiscal year(s) during which equitable services are provided. However, it is best practice for all schools to identify immigrant students to provide services as needed, with or without Title III funding. | | |
| **Guiding Questions** | **Potential Identification Tool** | **Potential Administration Options** |
| How will private school students be identified as multilingual learners (MLs)?  How will private school students be identified as immigrant children and youth? | 1. Section II of the Enrollment Survey, which includes the Home Language Survey (HLS). Please note that wording/requirements on the HLS may need to be adjusted to meet the needs of the private school (e.g., ELP assessment verbiage).   If the above suggestion(s) are not decided upon, consult with the LEA for additional options. | Issue the SC Enrollment Survey (Section II) to all students during the registration/enrollment processes. It is recommended that the private school administer the identification tool.  The private school should review all received Enrollment Survey responses for potential MLs and/or immigrant children and youth. In the notes section, describe how this information will be shared with the LEA. |
| LEA and Private School Decision and Notes  Timeline: |  | |
| If applicable, how will MLs’ current English language proficiency (ELP) be determined?  Please note that ELP screening is not a requirement for the identification process of MLs in private schools. However, it is strongly recommended to determine identification and current ELP levels for MLs. | 1. WIDA Screener (K-12) (paper or online as applicable) 2. WIDA MODEL (K-12) 3. Recent WIDA ACCESS/WIDA Alternate ACCESS, if applicable   If the above suggestion(s) are not decided upon, consult with the LEA for additional options. | **Option 1**: Potential private school MLs are brought to LEA facilities.  **Option 2**: The LEA will send an identification specialist to the private school.  **Option 3**: An identification specialist can be outsourced.  **Option 4**: The LEA provides materials for identification and the private school personnel administers the identification tool. |
| LEA and Private School Decision and Notes  Timeline: |  | |
| How will the data of identified MLs be gathered and communicated? | 1. Private schools can provide a copy of each qualifying Enrollment Survey (ES) to the LEA. 2. Private schools can provide a spreadsheet to the LEA including the following information: 3. Student name; 4. Grade level; 5. Student ID #; 6. Student WIDA AMS coding (if applicable); 7. Date of identification screener; 8. Identification screener type; 9. Student score; 10. The school year of participation; 11. Name of individual administering the screener; and 12. Any additional information that may be needed or beneficial.   If the above suggestion(s) are not decided upon, consult with the LEA for additional options. | Respond to LEA with this information by the date listed in the initial notification of participation letter. |
| LEA and Private School Decision and Notes  Timeline: |  | |
| How will the parent/guardian be notified of MLP services?  Although parent notifications (PNs) are not a requirement for private schools, it is best practice to inform parents/guardians regarding services their child(ren) will receive. | 1. Parent Notification (PN) letters   If the above suggestion(s) are not decided upon, consult with the LEA for additional options. | Issue the applicable SC parent notification to all families of MLs who qualify for MLP services. Please note that some wording may need to be adjusted to reflect services based on the private school. |
| LEA and Private School Decision and Notes  Timeline: |  | |

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| **MLP Services** | | |
| The LEA and private school must determine services through consultation and ensure decisions are made collaboratively. Services funded by the LEA through Title III, Part A must be supplemental to the private school. Therefore, certain activities may be allowable for private schools that are not allowable for LEAs. The services decided upon must be based on the needs of the eligible private school students. Any materials purchased must be clearly labeled and identified as the LEA’s property and must be secular, neutral, and non-ideological. The LEA is required to maintain oversight of all materials and supplies purchased with Title III, Part A funds. Additionally, all educators delivering Title III-funded language instruction must meet the requirement in Title III Section 3116(C) concerning fluency in English and any other languages of instruction. Private school teachers delivering instruction to MLs and/or immigrant students within their own school day and system are not required to meet highly qualified standards because they are not receiving payment from the LEA. Teachers may receive professional learning opportunities to better meet the needs of their MLs and/or immigrant children and youth (see professional learning opportunity section below). | | |
| **Guiding Questions** | **Potential Identification Tool** | **Potential Administration Options** |
| How, where, and by whom will services occur? | Online Platforms – discuss examples with LEA.  Program Service Delivery Model Options  -Participate in MLP services (e.g., class period, pull out).  If the above suggestion(s) are not decided upon, consult with the LEA for additional options. | **Option 1**: Supportive software, reference materials, class materials may be purchased for use only with eligible students in the private school.  **Option 2**: Transport eligible students from private school to public school and participate in MLP class. This can be during the school day or outside of school hours.  **Option 3**: The LEA can employ an MLP specialist or teacher to teach part-time in the LEA and at the private school. This can be during the school day or outside of school hours.  **Option 4**: The LEA may outsource an employee to deliver language instruction classes. This can be during the school day or outside of school hours.  **Option 5**: A qualified private school teacher may provide services outside of the school day and outside of paid time by the private school. |
| LEA and Private School Decision and Notes  Timeline: |  | |

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| **Assessment of Student Growth** | | |
| Private schools are not required to administer the state’s annual ELP assessment. However, measuring student English proficiency is best practice to evaluate student progress as well as the effectiveness of the program. The LEA and private school should determine a means of assessment that will work for both parties. Additionally, it is best practice to determine exit criteria for private school students to be removed/monitored from the program. | | |
| **Guiding Questions** | **Growth Assessment Tools** | **Potential Options** |
| How are private schools assessing student growth? | 1. WIDA MODEL 2. WIDA ACCESS or WIDA Alternate ACCESS   South Carolina does not pay for private schools to administer WIDA ACCESS or WIDA Alternate ACCESS. If this is the chosen assessment during the consultation, the LEA and private school should discuss cost and payment based on the Title III allocation for the private school or general funds at the private school.  If the above suggestion(s) are not decided upon, consult with the LEA for additional options. | **Option 1:** Private school MLs are brought to LEA facilities for the administration of the assessment.  **Option 2:** The LEA will send a specialist or teacher to the private school for the administration of the assessment.  **Option 3:** A specialist can be outsourced for the administration of the assessment.  **Option 4:** The LEA provides materials for the administration of the assessment and the private school personnel administer the ELP assessment. |
| LEA and Private School Decision and Notes  Timeline: |  | |

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| **Family Engagement** | | |
| Family engagement choices typically mirror the language instruction program choices. Some LEAs may engage families in other ways and there are options for extending these options to families of MLs in private schools. | | |
| **Guiding Questions** | **Family Engagement Tools** | **Potential Options** |
| What family engagement opportunities will be available and by whom? | 1. Content/language tutoring 2. Seminars about higher education opportunities 3. Multicultural celebration/family night | **Option 1:** Private school families may be invited to LEA family engagement activities.  **Option 2:** LEA sends staff to private schools to host family engagement activities.  **Option 3:** If an additional person or vendor is hired to provide instruction, this individual could provide family engagement activities.  **Option 4:** A multicultural celebration/family night may be a more natural option since private school educators and staff already have relationships with their families. The LEA may provide extra support if needed, but the private school would lead family engagement activities. |
| LEA and Private School Decision and Notes  Timeline: |  | |

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| **Professional Learning Opportunities** | | |
| Depending on the needs of the private school, professional learning may or may not be included in equitable services or funds may be a limiting factor in this decision. However, professional learning opportunities may be an essential way to improve instruction quality for serving MLs and/or immigrant students in private schools. All educators delivering Title III-funded language instruction must meet the requirement in Title III Section 3116(C) concerning fluency in English and any other languages of instruction. Private school teachers delivering instruction to MLs within their own school day and system are not required to meet highly qualified standards because they are not receiving payment from the LEA. These such teachers may receive professional learning opportunities to better meet the needs of their students. | | |
| **Guiding Questions** | **Family Engagement Tools** | **Potential Options** |
| What professional learning opportunities (PLOs) will occur, when, and by whom? | 1. Virtual or In-person    1. WIDA  * Self-paced modules * Purchased PLOs   1. District hosted PLOs   2. SC Multilingual Learner Program Conference   3. SCDE Title III/MLP hosted PLOs   4. Discuss additional examples with LEA   If the above suggestion(s) are not decided upon, consult with the LEA for additional options. | **Option 1:** Include private school staff with LEA PLOs already taking place at LEA. This could include outside consultants or experts, in-house professional learning, and/or subscriptions to groups/networks/resources regarding MLs and/or immigrant students. An LEA that typically sends its own teachers to a local university also could pay for private school educators to take the same courses.  **Option 2:** If the LEA’s professional learning opportunities include person-to-person knowledge transfer, the LEA can have the same contracted professionals or LEA-employed individuals deliver the same professional learning opportunity to the private school staff in their setting.  **Option 3:** Professional learning opportunities may be outsourced by a variety of experts or vendors.  **Option 4:** If the private school has a staff member with sufficient knowledge and experience, the private school can utilize that employee to conduct professional learning opportunities or the LEA can employ the individual to lead PLO efforts within the private school. |
| LEA and Private School Decision and Notes  Timeline: |  | |

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| **Evaluation of Services - End of Year Consultation** | | |
| Communication and creativity are essential when it comes to effective equitable services. LEAs should remain organized and clear about the goals and responsibilities as they are solely responsible for ensuring eligible private school MLs and immigrant children and youth are identified and served equitably. Strong documentation of communication and services must be maintained throughout the year. Additionally, consultation should include discussion around the effectiveness of the program, including student growth/data. | | |
| **Guiding Questions** | **Evaluation of Services Tools** | **Potential Options** |
| How is the effectiveness of the program being evaluated?  Has it been successful?  Have students met LEA and private school-determined exit criteria?  Have data and processes been reviewed?  What adjustments should be made for the upcoming school year if the private school plans to continue participation? | 1. SCDE Consolidated Monitoring Tool 2. Student Data 3. SCDE Title III/MLP Self-Reflection Tool | The private school and LEA should discuss the evaluation of the program and services through consultation to discuss improvements and the next steps. |
| LEA and Private School Decision and Notes  Timeline: |  | |

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| **Suggested Formula** | |
| The LEA and private school should discuss and agree upon the allocation formula during the consultation meeting. The SCDE suggests the allocation formula below to ensure that funding is equitable based on a per-pupil amount for both the LEA and private school students. Additionally, allocated for eligible private school students and educators must be obligated within the fiscal year for which the funds are received by the LEA. The LEA remains in control of funds at all times. | |
| Suggested ML Allocation Formula | A1. The number of identified MLs in the LEA  A2. The number of identified MLs in the private school(s)  A3. A1 plus (+) A2 equals (=) total number of MLs in the district and private school(s)  B1. District Title III ML allocation  B2. Two (2) percent administrative cap of district Title III allocation  B3. B1 minus (-) B2 equals (=) funds available for equitable services  C1. B3 divided (/) by A3 equals (=) the per-pupil rate  D1. C1 (per-pupil rate) multiplied (\*) by A2 equals (=) equitable services allocation to the private school(s) |
| Suggested Immigrant Allocation Formula (if applicable) | A1. Number of identified immigrant children and youth in the district  A2. Number of identified immigrant children and youth in the private school(s)  A3. A1 plus (+) A2 equals (=) total number of immigrant children and youth in the district and private school(s)  B1. District Title III Immigrant allocation  B2. Two (2) percent administrative cap of district Title III allocation  B3. B1 minus (-) B2 equals (=) funds available for equitable services  C1. B3 divided (/) by A3 equals (=) the per-pupil rate  D1. C1 (per-pupil rate) multiplied (\*) by A2 equals (=) equitable services allocation to the private school(s) |
| LEA and Private School Decision and Notes  Timeline: |  |

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| **Additional Consultation Notes** | |
| Additional LEA and Private School Notes |  |

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the programs listed on the Equitable Services for Private School Students form.

Please note that a private school official has the right to file a complaint with the SEA when the official deems that an LEA has not engaged in meaningful and timely consultation, has not given due consideration to the views of the private school, or has made a decision that treats eligible private school students inequitably. For more information, please reference the Multilingual Learner Program (MLP) Guiding Principles or contact the SCDE Title III/MLP Coordinator and/or State Ombudsman.

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Name of LEA Representative Signature of LEA Representative Date

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Name of Private School Representative Signature of Private School Representative Date