



## **FAQs for Title III Supplemental Services Consultation between LEAs and Non-Public Schools**

### **Which non-public schools must the LEA contact?**

LEAs must contact non-public schools within the LEAs boundaries.

### **What if the LEA participates in a consortium for Title III with the intermediate unit as the lead? Can the intermediate unit send the written notification to non-public schools and meet with them on behalf of the LEA?**

The intermediate unit may assist LEAs, **BUT** the LEA must send the letter and be present at the consultation with non-public school officials. Ultimately, the responsibility is placed on the LEA.

### **Is a phone call to non-public school officials sufficient contact and/or consultation for the determining the number of LEP students in the school?**

No. LEAs must send a written notification to non-public schools inviting them to a consultation regarding participation in Title III supplemental services. The initial written notification is not intended to elicit a response from the non-public school officials of their intent to participate. They must have a meeting with the LEA first.

### **Do LEAs have to contact and/or meet each non-public school individually?**

LEAs may invite non-public schools to a general, planned meeting for discussion of Title III supplemental services; **HOWEVER**, if a non-public school cannot attend the meeting, the LEA must arrange a meeting with that school at a mutually agreeable date and time. The LEA may contact the Archdiocese for non-public schools that fall under the jurisdiction of the Archdiocese.

### **After the meeting between the LEA and non-public school officials, what are the LEA's and non-public school's responsibilities?**

LEAs may want to include a deadline date for response in writing by non-public school officials of their intent to participate or decline Title III supplemental services after the initial consultation. It is appropriate to provide a statement that explains if the non-public school officials fail to respond in writing by the deadline date determined by the LEA, then, the non-public school cannot participate in Title III supplemental programs for that grant year. Timely response is needed because data collection deadlines are necessary for reporting information to the US Department of Education.

### **What if the non-public school refuses to participate in a consultation with the LEA after receiving written notification?**

If the non-public school refuses to participate in a consultation meeting then, the LEA must be sure to receive written notification from the non-public school of its intent not to participate in a consultation and, therefore, not participate in Title III supplemental services.

**Do non-public schools have to give the HLS (home language survey)?**

LEAs must assist non-public schools in identifying ELLs (English language learners). A LEA may inform the non-public school that it is necessary to complete the HLS so that the non-public schools may identify students appropriately as PHLOTEs (Primary Home Language Other Than English). From the PHLOTE list, the LEA will assist the non-public school in assessing students for potential ESL (English as a second language)/Bilingual placement. The plan to identify and assess students must be discussed in a consultation with the non-public school officials.

**If a non-public school identifies a student as a PHLOTE/potential ELL, which entity is responsible for assessing the student, the non-public school or the LEA?**

The LEA must assist the non-public school in identifying ELLs. The plan for identifying and assessing students should be discussed in the consultation with the non-public school officials. The ultimate responsibility is placed with the LEA.

**If a non-public school identifies and reports ELL numbers with the assistance of the LEA in order to participate in Title III supplemental services, is it appropriate to include the non-public school in the same Title III supplemental services that the LEA implements?**

The LEA must assess the needs of non-public school students and educational personnel in designing a program that meets their needs. If their needs are different from those of the public school students and educational personnel, the LEA, in consultation with non-public school officials, must develop a separate program design that is appropriate for their needs.

**If the LEA is in a consortium with an IU that offers only professional development and printed resources, both of which are shared with non-public schools, must the process outlined in the preceding questions still take place including identification, assessment and Title III supplemental service?**

Yes. Additionally, the Title III supplemental service must be equitable and be based on the LEP student enrollment and per pupil dollar allocation. The need for supplemental Title III service can be determined only if students are identified and assessed.

**If the LEA does not accept Title III funds, does it need to provide any of the outlined services to the non-public schools?**

No.

**Must parents of non-public school students be notified of Title III supplemental services?**

The official Title III parent notification does not apply to non-public school students; **HOWEVER**, it is best practice for the non-public school to communicate with parents.

**Do non-public school students take the PSSA and the annual state English language proficiency assessment?**

No, **BUT** non-public school students' progress must be annually measured for progress and attainment of English language proficiency with an appropriate assessment that is designed for English language learners.

# Questions and Answers from the US Department of Education

## **What is meant by “equitable” participation by public and private school students and educational personnel in a Title III program?**

Participation is considered to be equitable if the LEA (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel; and (4) provides both groups of students and educational personnel equal opportunities to participate in program activities.

## **Must an LEA’s Title III program design be the same for both public and private school students and educational personnel?**

No. Consultation and coordination between LEA and private school officials are essential to ensure a high-quality program that meets the needs of the students being served and assists those students in attaining English proficiency and meeting the same challenging state academic content and student academic achievement standards as all children are expected to meet. The LEA must assess the needs of private school students and educational personnel in designing a program that meets their needs. If their needs are different from those of the public school students and educational personnel, the LEA, in consultation with the private school officials, must develop a separate program design that is appropriate for their own needs.

**Detailed information about the requirements of notifying non-public/private schools can be found on the USDOE’s website. The Private School Participation in Title III Programs Guidance is available at the following link:**

<http://www.ed.gov/about/offices/list/oii/nonpublic/title3-factsheet.html?exp=0>

**A copy of USDOE’s most recent presentation on Non-public/Private School Participation under Title III is available on the following link:**

[http://www.ncela.gwu.edu/oela/summit2004/PDFs/Petraine\\_Johnson.pdf](http://www.ncela.gwu.edu/oela/summit2004/PDFs/Petraine_Johnson.pdf)

### **CONTACTS:**

Barbara Mowrey  
ESL/Bilingual Education Advisor  
Title III State Director  
[bmowrey@state.pa.us](mailto:bmowrey@state.pa.us)

Robert Measel  
ESL/Bilingual Education Advisor  
[rmeasel@state.pa.us](mailto:rmeasel@state.pa.us)

Tami Shaffer  
Education Administration Associate  
[tshaffer@state.pa.us](mailto:tshaffer@state.pa.us)

Maria Garcia-Morales  
Federal Programs Regional Coordinator  
Title III Application Manager  
[mgarcia-mo@state.pa.us](mailto:mgarcia-mo@state.pa.us)