

Title III, Part A FUNding

March 14, 2023

Susan Murphy

Office of Federal and State Accountability

South Carolina Department of Education

Susan Murphy

Title III Multilingual Learner and Immigrant Children and
Youth Program State Coordinator

Office of Federal and State Accountability

SMurphy@ed.sc.gov



Today's Purpose

- Test Your Knowledge Pre-Test
- South Carolina Title III, Part A
- Title III, Part A Immigrant
- Title III, Part A ML
- Consortia
- Consolidation
- Title III, Part A Equitable Services
- Timelines
- Test Your Knowledge Post-Test



Test Your Knowledge – True or False



- Title III, Part A funding must follow supplement, not supplant requirements.
- Title III, Part A funding is broken into three subawards for districts.
- Title III, Part A funding can be used for translation and interpretation services.
- Districts that receive less than \$10,000 in allocations must form a consortium to accept funding.



South Carolina Title III, Part A

- Total Allocation from U.S. Department of Education (USED)
- School Year 2022-23, Fiscal Year 23
 - State Portion
 - Immigrant Subawards
 - Multilingual Learner (ML) Subawards



South Carolina FY23 Title III, Part A Allocations

- Total Allocation: \$5,781,140.00
 - State Portion
 - Up to 5% or \$175,000, whichever is greater
 - \$289,057.00
 - Immigrant Subawards
 - Up to 15% (SC allocated all 15% during FY23)
 - \$867,171.00
 - ML Subawards
 - Remaining Amount after the state portion and immigrant set aside
 - \$4,624,912.00

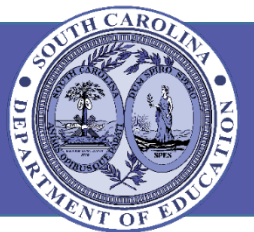


Title III, Part A Immigrant Subgrants



Immigrant Children & Youth Definition

- The ESEA, as amended by the ESSA, sections 3201(1) and (5) defines immigrant children and youth as individuals who
 - are aged 3 through 21;
 - were not born in any state (U.S., Puerto Rico, and DC); and
 - have not attended one or more schools in any one or more states for more than three full academic years (on a cumulative basis).



Immigrant Children and Youth PowerSchool – SC

Student Information

Birth Country	(Blank) – United States	✓
U.S. School Entry Date	MM/DD/YYYY	✓



Immigrant Children and Youth PowerSchool – MLP



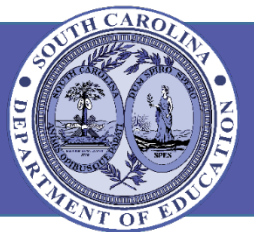
Immigrant Formula

- Average the number of immigrant children and youth in each district for the two (2) preceding fiscal years. This information is pulled from data entered in PowerSchool (180-day count) by the district.
- Multiply by 10 percent to identify the minimum immigrant requirement based on 10% increase.
- Compare the current school year's 45-day count to the minimum requirement (10% increase). Additionally, some years, a minimum raw number increase must be met to limit the number of and increase the size of the subgrants. FY23 included a 15-student increase requirement.



Immigrant Formula Continued

- If the district has met the minimum immigrant requirements, it is eligible to receive an immigrant subgrant allocation.
- Each qualifying district receives a \$10,000 base amount.
- The remaining immigrant set-aside is divided by the number of eligible immigrant children to determine the per-pupil dollar amount. The number of eligible immigrant children is identified by adding the immigrant students in all qualifying districts.
- The per-pupil amount is multiplied by the number of eligible immigrants in each district and added to the base allocation to determine each district's allocation.



Immigrant Formula Example

District	Immigrant 20/21	Immigrant 21/22	Average of Two Preceding Years	Immigrant Increase (10% of Avg)	Minimum Student Requirement # (Average plus 10%)	Raw Number of Student Change	Current Immigrant # 22/23	Minimum 10% Increase Requirement Met	Minimum Raw Number Student Met	Total Number of Eligible Immigrants	15% Immigrant Allocation + \$10,000 Base
Example	246	309	278	28	305	108	385	Yes	Yes	385	\$28,503.79

Total Grant	\$5,781,140.00
15% FY23 Immigrant Allocation	\$867,171.00
Number of Qualifying Districts	28
Base Allocation \$10,000/Qualifying District	\$280,000.00
Remaining Allocation	\$587,171.00
Total Sum of Eligible Immigrants	12,217
Per Pupil Amount	\$48.061799132357



Immigrant Subgrant Formula Details

- Significant increase in immigrant children and youth
 - Larger allocations to a smaller amount of districts
- State determines the formula
 - The formula may be adjusted based on needs and immigrant population changes
- Districts that qualify/don't qualify can alter each year



Title III, Part A Immigrant Allowable Uses

ESSA Section 3115(e)

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children
- Recruitment of and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program



Title III, Part A Immigrant Allowable Uses

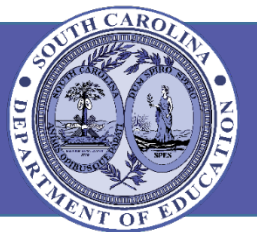
Continued

- Basic instruction services that are directly attributable to the presence of immigrant children and youth in the LEA, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education
- Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants to assist parents and families of immigrant children and youth by offering comprehensive community services

must follow
supplement, not supplant requirements



Title III, Part A ML Subgrant



Multilingual Learners

- In South Carolina Multilingual Learners are identified by
 - Ages 3-21;
 - A language other than English on the Home Language Survey (HLS)/Enrollment Survey (ES); and
 - A qualifying score on the English language proficiency (ELP) assessment.



Multilingual Learners PowerSchool – SC Student Information

English Proficiency Levels (PL)	1 - Entering
Birth Country	Select One
U.S. School Entry Date	1 - Entering
Language First Acquired	2 - Emerging
Language Spoken Most Often	3 - Developing
Primary Home Language	4 - Expanding
Oral Communication Language	5 - Bridging
Written Communication Language	6.0 - Reaching
Qualifying Family Move	8 - English Speaker
Qualifying Occupation	9 - Native Speaker
	A1 - Initiating
	A2 - Exploring
	A3 - Engaging
	M1 - 1st Year Monitor
	M2 - 2nd Year Monitor
	M3 - 3rd Year Monitor
	M4 - 4th Year Monitor
	10 - 3K ML Status Pending
	11 - 4K ML Status Pending
	AW - Awaiting

PL Coding Included in Title III
ML Funding:
1.0 - 6.0 & A1-A3



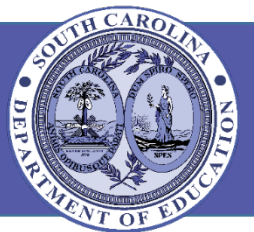
ML Formula

- Per-Pupil Amount
 - $\text{Total SC ML allocation} / \text{Total number of eligible MLs in South Carolina} = \text{per-pupil amount}$
- Allocation
 - $\text{Per pupil amount} * \text{number of MLs in each district accepting funds} = \text{ML allocation per district}$



ML Formula Example

District Name	ML 180 Day Count	Per Pupil Amount	Total ML Allocation	Additional Allocation (Jan. 23)	Total Allocation FINAL
Example 1	39	97.7879315470	\$3,813.73	\$15.98	\$3,813.73
Example 2	1318	97.7879315470	\$128,884.49	\$539.98	\$128,884.49



Multilingual Learner Subgrant Formula Details

- Available to all districts with MLs
 - Districts may choose to waive funds
- Allocations must be \$10,000+
 - Some districts must form a consortium to accept funds to meet the \$10,000 minimum requirement



Multilingual Learner Subgrant Allowable Uses

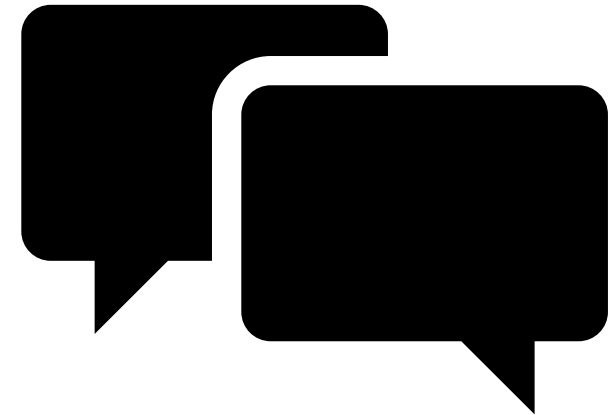
- Language Instruction Educational Program (LIEP)
- Professional Development
- Parent and Family Engagement

must follow
supplement, not supplant requirements



Stand Up If...

- Your district qualifies for Title III, Part A ML funds.
 - Your district qualifies for Title III, Part A Immigrant funds.
 - You help determine the use of Title III, Part A funds.
- Name an example of how your district utilizes Title III, Part A funds.



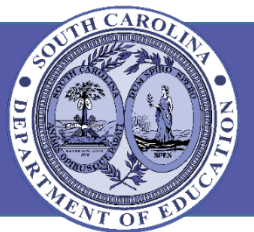
Consortia

- ML subgrants must be \$10,000 or more.
 - If less than \$10,000, districts must choose to form a consortium and appoint a Fiscal Agent to accept funds. The consortium total allocation must be \$10,000+.
 - Any district may choose to join a consortium, no matter the \$10,000 requirement.
- Intent to Form a Consortium forms are due to the SCDE after preliminary allocations are announced.



Consolidation

- Consolidating districts should spend their funding before consolidation occurs.
 - If in a consortium, any remaining funds will stay with the consortium.
 - Funds can be re-obligated to the new district if not in a consortium.



Title III, Part A Equitable Services

- New guidance was added to the Guiding Principles
- A sample consultation form created and shared for districts and private schools to use
- Does your district's Equitable Services letter say Title III ML and Immigrant?
 - Private schools can participate in both Title III, Part A ML and Immigrant subgrants (dependent on if the district qualifies and/or accepts funds).



Equitable Services for Private School Students and Teachers



Test Your Knowledge – True or False



- Title III, Part A funding must follow supplement, not supplant requirements.



- Title III, Part A funding can be used for translation and interpretation services.



- Title III, Part A funding is broken into three subawards for districts.



- Districts that receive less than \$10,000 in allocations must form a consortium to accept funding.



South Carolina Department of Education

Susan Murphy

Title III Multilingual Learner
and Immigrant Children and
Youth Program State Coordinator

Office of Federal and
State Accountability

SMurphy@ed.sc.gov

