

# Title III, Part A: Multilingual Learner and Immigrant Subgrants

**SUSAN MURPHY & DR. INGRID CORPUZ**  
ESSA ACADEMY MARCH 24 & 25, 2025

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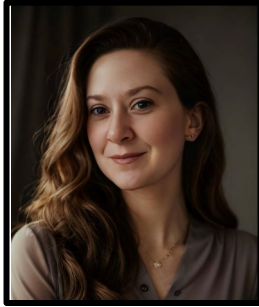


**SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**



# Office of Federal and State Accountability

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# Agenda

1. **Test Your Knowledge Pre-Test**
2. **South Carolina Title III, Part A**
3. **Title III, Part A Multilingual Learner Subgrant**
4. **Title III, Part A Immigrant Subgrant**
5. **Timeline and Reminders**
6. **Resources and Test Your Knowledge Post-Test**





# Agenda # 1

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**Test Your Knowledge Pre-Test**



# Test Your Knowledge

True  
FALSE

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



# Agenda # 2

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## South Carolina Title III, Part A



# Title III, Part A Subgrants

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Section 3115(g) of the Elementary and Secondary Education Act (ESEA)

- The purpose of the Title III – ML & Immigrant subgrants is to provide supplemental funding to districts and schools that will help them ensure that multilingual learners and/or immigrant students are provided with activities that promote enhanced instructional opportunities.
  - **Increase language proficiency of eligible students (100).**
  - **Provide effective professional development (220).**
  - **Engage parents, families, and communities through various strategies (188).**



# Multilingual Learners and Immigrant Children & Youth Definition

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- In general, South Carolina **multilingual learners (MLs)** are identified by
  - ages 5K-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.
- 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).





# Title III, Part A Subgrants Overview

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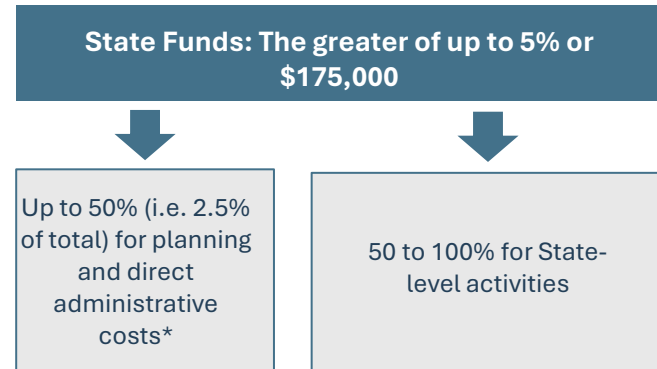
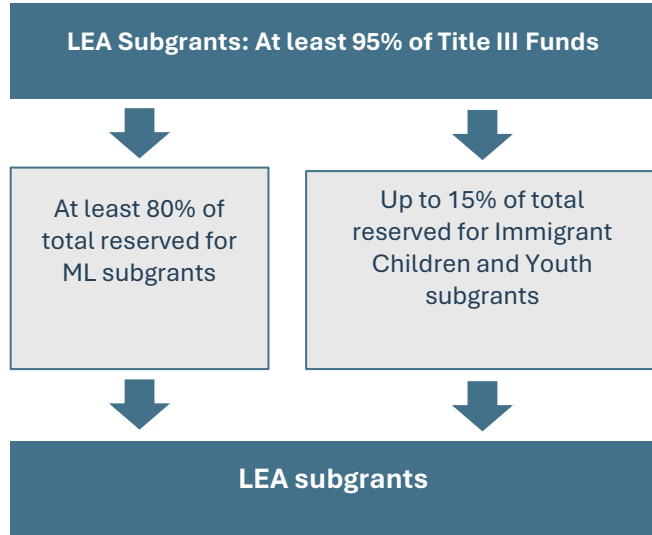
## Multilingual Learner (ML)

- Any district with at least one ML will qualify
- Allocations are allocated through a per-pupil formula
- \$10,000 minimum requirement

## Immigrant (IMM)

- Only districts that have a significant increase (formula) in immigrant students will qualify
- Districts receiving allocations will likely change from year-to-year
- Smaller amount of subgrants with a higher allocation

# South Carolina Title III, Part A



\*Note: A State can use up to 50% percent OR \$175,000, whichever is greater, for the planning and direct administrative costs of carrying out the program

# South Carolina Title III, Part A

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- Total Allocation from U.S. Department of Education (USED)
  - \$6,440,752.00
- School Year 2024-25, Fiscal Year 25
  - State Portion (greater of 5% or \$175,000)
    - \$322,037.00
  - Immigrant Subawards (up to 15%)
    - \$966,112.00
  - Multilingual Learner (ML) Subawards
    - \$5,152,603.00



# Agenda # 3

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## Title III, Part A Multilingual Learner Subgrant



# ML Formula

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- To find the per pupil amount:
  - $\text{total SC ML allocation} / \text{total number of eligible MLs in SC (qualifying districts only/districts accepting funding)} = \text{per pupil amount}$
- To find each districts (qualifying/accepting) allocation:
  - $\text{per pupil amount} * \text{number of MLs} = \text{ML allocation per district}$

# Multilingual Learners

## PowerSchool – SC Student Information Page

The screenshot displays the 'SC Student Information' tab in the PowerSchool system. A dropdown menu is open for the 'English Proficiency Level' field, showing a list of options from '1 - Entering' to 'SSI - Supplemental Support Identification'. The '3 - Developing' option is currently selected. Other fields visible include 'Birth Country', 'U.S. School Entry Date', 'Language First Acquired', 'Language Spoken Most Often', 'Primary Home Language', 'Oral Communication Language', 'Written Communication Language', 'Qualifying Family Move', 'Qualifying Occupation', 'Housing Status', 'Instructional Setting', and 'Universal Screener'. The 'PL Progression' field is set to '2'.

| Field                          | Value                    |
|--------------------------------|--------------------------|
| English Proficiency Level      | 3 - Developing           |
| PL Progression                 | 2                        |
| Waiver                         | <input type="checkbox"/> |
| Birth Country                  | Select One               |
| U.S. School Entry Date         |                          |
| Language First Acquired        |                          |
| Language Spoken Most Often     |                          |
| Primary Home Language          |                          |
| Oral Communication Language    |                          |
| Written Communication Language |                          |
| Qualifying Family Move         |                          |
| Qualifying Occupation          |                          |
| Housing Status                 |                          |
| Instructional Setting          | (blank) -                |
| Universal Screener             | 4 -                      |
| Grade                          | (blank) - Select One     |
| Updated                        | MM/DD/YYYY               |

PL Coding Included in Title III ML  
Funding:  
1.0 - 6.0 & AL1-AL2



# ML Formula Example

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| District Name | ML 180 Day Count | Per Pupil Amount | Total ML Allocation |
|---------------|------------------|------------------|---------------------|
| Example 1     | 55               | \$86.498061072   | \$4,757.39          |
| Example 2     | 1,464            | \$86.498061072   | \$126,633.16        |

# Title III, Part A ML and Immigrant Subgrant Requirements



## Section 3115(g) of the Elementary and Secondary Education Act (ESEA)

- The purpose of the Title III – ML & Immigrant subgrants is to provide supplemental funding to districts and schools that will help them ensure that multilingual learners and/or immigrant students are provided with activities that promote enhanced instructional opportunities.

Title III, Part A funds must be utilized for all three required activities:

- Increase language proficiency of eligible students (LIEP) (100).
- Provide effective professional development (220).
- Engage parents, families, and communities through various strategies (188).

**Reminder: Supplement, Not Supplant**



# ML Subgrant Additional Details

- Available to all districts with MLs
  - Although not encouraged, 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



# Consortia

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- Districts that have less than a \$10,000 allocation must form a consortium to accept funds (ML subgrants only)

**Note:** The \$10,000 minimum allocation does not apply to the immigrant subgrants. The guidance says, however, that “A State must reserve at least enough funds to make one subgrant to an eligible LEA to serve immigrant students that is of sufficient size and scope to carry out a program that is effective in meeting the purposes of Title III.” So no number minimum but it must be of sufficient size and scope to carry out an effective program.

# Intent to Form a Consortium Form

Forms are due after preliminary allocations are announced!



## Intent to Form a Title III Consortium

### Intent to Form a Title III Consortium

The *Intent to Form a Title III Consortium* form is used to notify the South Carolina Department of Education (SCDE) Title III program office that the following local education agencies (LEAs) intend to form a Title III consortium for the listed school year. The LEAs have verified, based on the allocations provided by the SCDE Title III program office, that the consortium will exceed the estimated minimum requirement of \$10,000 (Section 3114(b)).

Subgrant: \_\_\_\_\_ (Title III, Part A ML or Immigrant)

### Consortium Fiscal and Programmatic Lead Agreement

\_\_\_\_\_ (consortium lead district name) agrees to serve as the \_\_\_\_\_ (fiscal year) Title III consortium lead for the following districts for the \_\_\_\_\_ school year.

### Title III Consortium Participants

| District Code | District Name |
|---------------|---------------|
|               |               |
|               |               |
|               |               |
|               |               |
|               |               |
|               |               |
|               |               |

Superintendent Signature (consortium lead district)

Date

Upon completing the *Intent to Form a Title III Consortium* form, please send a copy to Susan Murphy, [SMurphy@ed.sc.gov](mailto:SMurphy@ed.sc.gov), no later than August 17, 2022. Additionally, this form will be uploaded into the related documents section of the Grants Electronic Management System (GEMS).



## Intent to Form a Title III Consortium

### Intent to Form a Title III Consortium Continued

Duplicate this page of the form for each consortium member district as applicable.

The *Intent to Form a Title III Consortium* form is used to notify the South Carolina Department of Education (SCDE) Title III program office that the following local education agencies (LEAs) intend to form a Title III consortium for the listed school year. The LEAs have verified, based on the allocations provided by the SCDE Title III program office, that the consortium will exceed the estimated minimum requirement of \$10,000.

\_\_\_\_\_ (district name) has agreed to join a consortium with \_\_\_\_\_ (consortium lead district name) as the consortium lead for the \_\_\_\_\_ (fiscal year) \_\_\_\_\_ (Title III, Part A ML or Immigrant) subgrant during the \_\_\_\_\_ school year.

By signing this form, the district agrees to form a Title III, Part A consortium as outlined above. If the district has questions regarding Title III, Part A consortia, please contact the district consortium lead or Susan Murphy, [SMurphy@ed.sc.gov](mailto:SMurphy@ed.sc.gov), at the SCDE.

Superintendent Signature (consortium member district)

Date





# Agenda # 4

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## Title III, Part A Immigrant Subgrant




# Immigrant Formula

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- 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. FY25 included a 50-student increase requirement.

# 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

| Enrollment Information  |   |
|---|---|
| Current Enrollment Entry Date                                     | <input type="text" value="08/17/2022"/> *     |
| Birth Country   | <input type="text" value="BR076 - Brazil"/> ▼ |
| U.S. School Entry Date  | <input type="text" value="10/01/2021"/>       |
| Immigrant Funding – In US School(s) 3 Full Academic Years or Less | <input checked="" type="checkbox"/>           |

# Immigrant Formula Continued

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- If the district has met the minimum immigrant requirements, it is eligible to receive an immigrant subgrant allocation.
- 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<br>22/23 | Immigrant<br>23/24 | Average of<br>Two<br>Preceding<br>Years | Immigrant<br>Increase<br>(10% of<br>Avg) | Minimum<br>Student<br>Requirement<br># (Average<br>plus 10%) | Raw<br>Number of<br>Student<br>Change | Current<br>Immigrant<br># 24/25 | Minimum 10%<br>Increase<br>Requirement<br>Met | Minimum<br>Raw<br>Number<br>Student<br>Met | Total<br>Number of<br>Eligible<br>Immigrants | 15%<br>Immigrant<br>Allocation +<br>\$10,000 Base |
|----------------|--------------------|--------------------|---|--|--|---------------------------------------|---------------------------------|---|--|--|---|
| <b>Example</b> | <b>409</b>         | <b>273</b>         | <b>341</b>                              | <b>34</b>                                | <b>375</b>   | <b>386</b>                            | <b>727</b>                      | <b>Yes</b>                                    | <b>Yes</b>                                 | <b>727</b>                                   | <b>\$30,945.81</b>                                |

|  |                   |
|--|-------------------|
| Total Grant                                  | \$6,440,752.00    |
| 15% FY23 Immigrant Allocation                | \$966,112.00      |
| Number of Qualifying Districts               | 28                |
| Base Allocation \$10,000/Qualifying District | \$280,000.00      |
| Remaining Allocation                         | \$686,112.00      |
| Total Sum of Eligible Immigrants             | 23,814            |
| Per Pupil Amount                             | \$28.811287477954 |



# Immigrant Subgrant Formula Details

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- 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

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## 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 immigrant children and youth
- 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 to support immigrant children and youth

## Title III, Part A Immigrant Allowable Uses Continued

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- 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 of immigrant children and youth
- 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 Immigrant Unallowable Uses

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- Purchase of hygiene products;
- Purchase of translation devices for translation and interpretation for students and families outside of instructional purposes;
- Cover cost for required translation and interpretation services;
- Purchase of supplies and materials to attend to students' registration;
- Provide MLPS and/or classroom teachers with coursework to obtain ESOL endorsement and/or ESOL certification to begin or continue employment if the district's policy states that to serve MLs an ESOL certification and/or be working towards obtaining an ESOL certification is a requirement;
- Adult ESOL program if your district already offers an Adult ESOL program;
- Excessive costs for materials and supplies that take away from direct student services;
- Remodeling.





# Agenda # 5

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## Timeline and Reminders

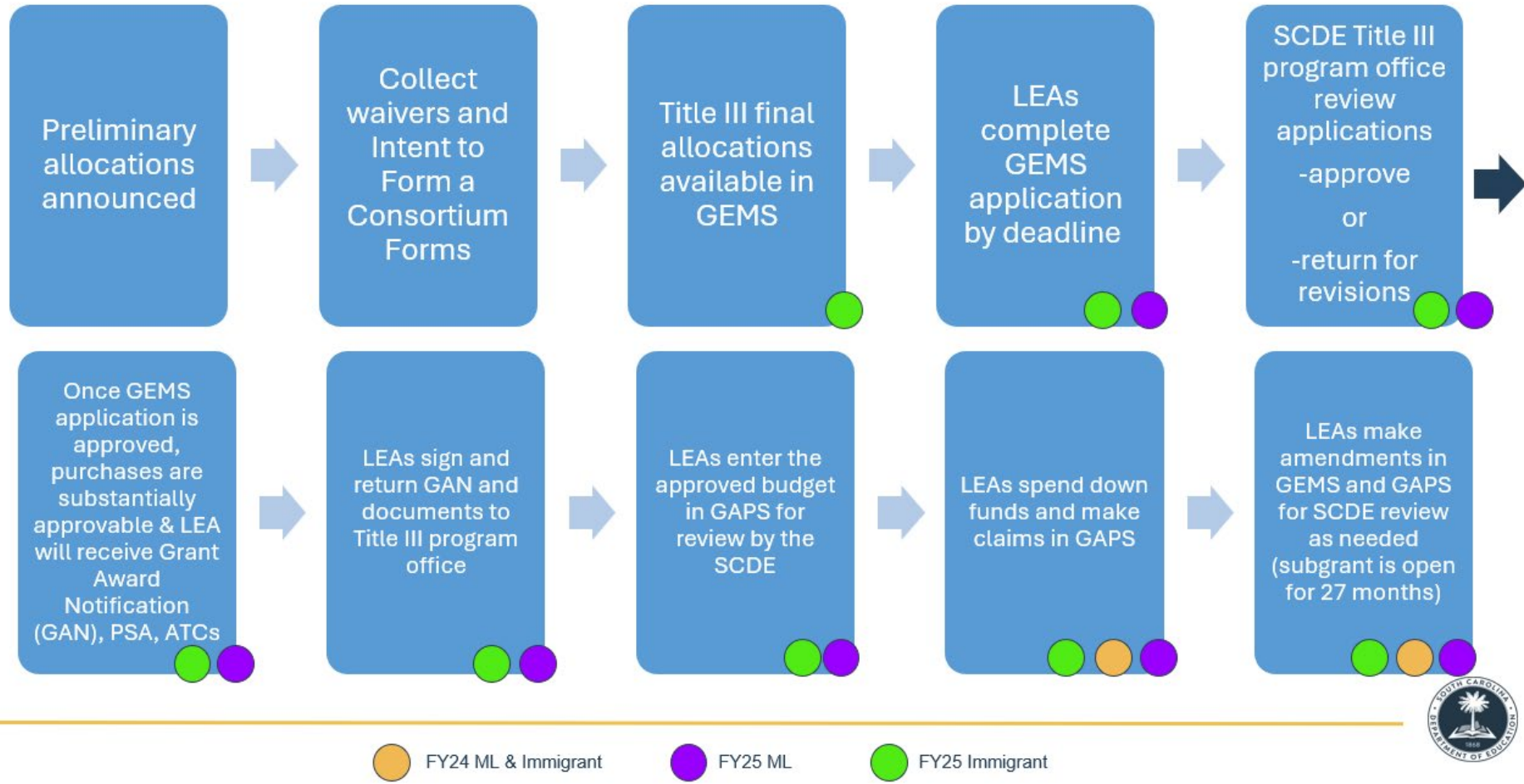


# Common Finance Acronyms

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- Grant Electronic Management System (GEMS)
- Grants Accounting Processing System (GAPS)
- Grant Award Notification (GAN)
- Assurances, Terms and Conditions (ATCs)
- Program-Specific Assurances (PSAs)
- Indirect Costs (IDCs)

# Title III, Part A Subgrant Process





# Timeline



# **FY25 Title III, Part A**



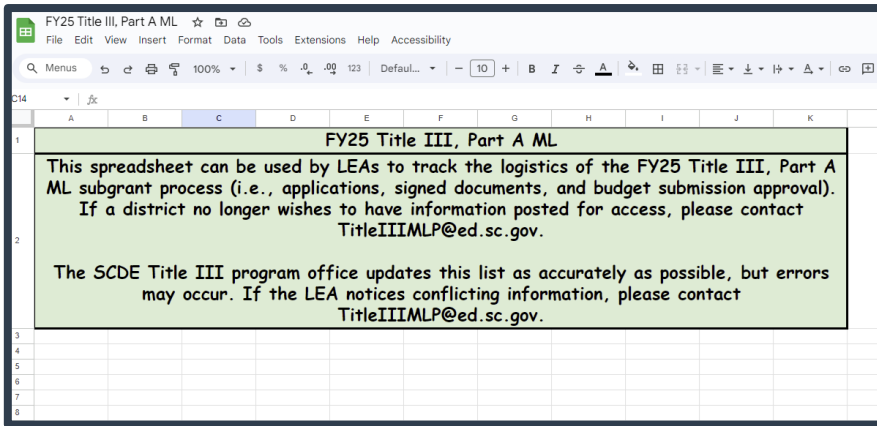
# FY25 ML and/or Immigrant

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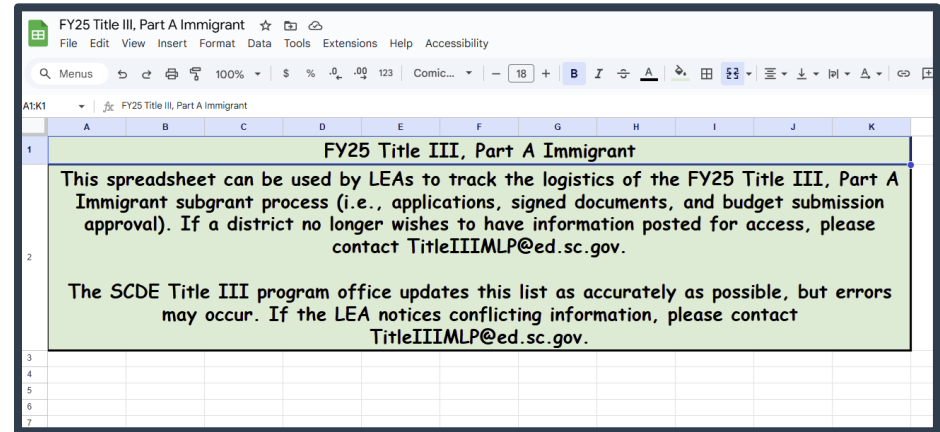
- This subgrant expires on September 30, 2026.
  - Obligation - 9/30/26
  - Liquidation - 12/30/26
- Ensure the district application is updated and SCDE approved in GEMS (including applicable IDC rates as of July 1, 2024, then July 1, 2025).
- Ensure the budgets in GEMS and GAPS match.
- Continue to spend-down the subgrant.
- \*No vendor names throughout the entire application! All applications are being reviewed at this time in the order they were received.



# FY25 Title III, Part A Spreadsheets



FY25 Title III, Part A ML Spreadsheet



FY 25 Title III, Part A Immigrant Spread Sheet

# **FY24 Title III, Part A**

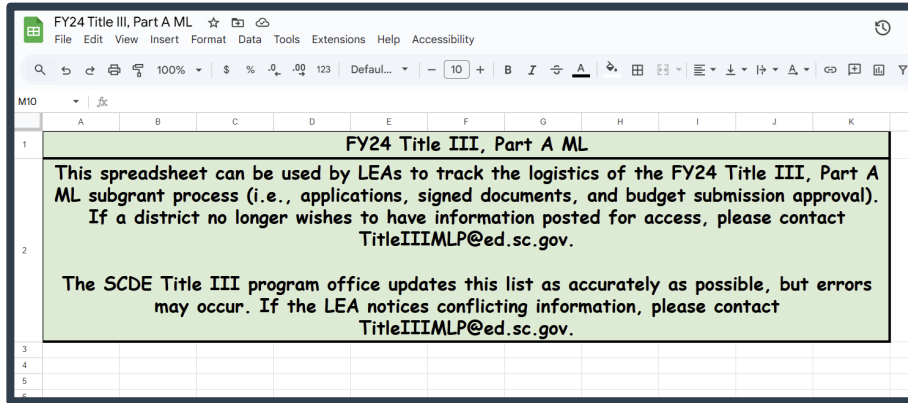


# FY24 ML and/or Immigrant

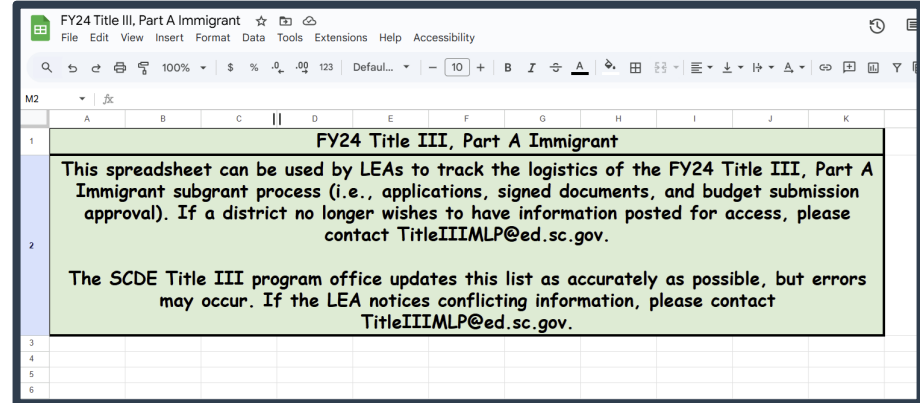
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- This subgrant expires on September 30, 2025.
  - Obligation - 9/30/25
  - Liquidation - 12/30/25
- Ensure the district application is updated and SCDE approved in GEMS (including applicable IDC rates as of July 1, 2024).
- Ensure the budgets in GEMS and GAPS match.
- Continue to spend-down the subgrant.

# FY24 Title III, Part A Spreadsheets



FY24 Title III, Part A ML Spreadsheet



FY24 Title III, Part A Immigrant Spreadsheet

# Consolidation

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- Consolidating districts should do its best to spend their funding before consolidation occurs.
  - If the consolidating district(s) is in a consortium, any remaining funds will stay with the consortium.
  - Funds can be deobligated and then re-obligated to the new district if not in a consortium.



# Re-Allocation of Funds (FY23)

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- In the past, our team has taken the total amount that rolls over from the recently closed grant and allocated funds back to all qualifying (non-waived) LEAs based on the per-pupil formula.
- It has been confirmed that we do not need to follow this process and can adjust moving forward!
- Additional funds will be added to FY24 (from expired FY23 grant). Total amount of funds will be available approximately February of each year, as applicable.
- Please stay tuned for the updated process of allocating such funds to an LEA(s).
  - Application process for the SCDE team to review submissions (via Google Forms).
  - One or more LEA(s) will be awarded the funding after review based on highest need and proposed use of funds. Details and criteria are forthcoming.

# Title III, Part A

## Equitable Services

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- State Ombudswoman:
  - Theresa Gregory, [TGregory@ed.sc.gov](mailto:TGregory@ed.sc.gov)
- A [sample consultation form](#) is available for districts to use with participating private schools.
- 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

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## Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Title III, Part A - Sample Consultation Form

**Local Education Agency (LEA) Name:** [REDACTED]

**Private School Name:** [REDACTED]

**School Year:** [REDACTED]

**Consultation Date(s):** [REDACTED]

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) Title III, Part A website and the Multilingual Learner Program (MLP) and Immigrant Children and Youth Guiding Principles.

# Noncompetitive Procurement Forms

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- Please ensure when completing the Request for Noncompetitive Procurement Approval form that you include the following:
  - **Grant number** H6301000672X
  - **Subaward Name:** FY2X Title III **ML** or FY2X Title III **Immigrant**
  - If using multiple subgrants, please specify.
  - [Request for Noncompetitive Procurement Approval Form](#) (2 Reviewers Signatures)
  - Only add a noncompetitive procurement form to the Related Documents section in GEMS once signed and SCDE approved.
- If district determines that a service/product is sole sourced, there is no need to submit a request for noncompetitive procurement form to SCDE for approval





# Agenda # 6

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**Resources and  
Test Your Knowledge Post-Test**



# Title III, Part A ML and Immigrant Subgrants

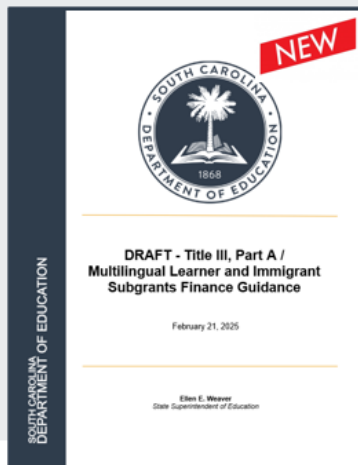
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- **Title III, Part A ML Funding** (August 2024)
  - Sip 'N Chat ML funding [slides](#) and [recording](#)
- **Title III, Part A Immigrant Funding** (February 2025)
  - Sip 'N Chat Immigrant funding [slides](#) and [recording](#)



# DRAFT - TITLE III, PART A MULTILINGUAL LEARNER AND IMMIGRANT SUBGRANTS FINANCE GUIDANCE

**ALLOWABLE AND UNALLOWABLE ACTIVITIES | FUNCTION AND OBJECT CODES**



# Test Your Knowledge - Post

True  
FALSE

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



- Title III, Part A funding has three subawards for LEAs.



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



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





# Question and Answer

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