



Title III, Part A / Multilingual Learner and Immigrant Subgrants Finance Guidance

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Purpose

The Title III, Part A Multilingual Learner & Immigrant Subgrants Finance Guidance is provided as a comprehensive resource for understanding the fiscal and compliance requirements associated with Title III, Part A subgrants administered by the South Carolina Department of Education (SCDE) and allocated to South Carolina school districts.

This guidance is intended to assist districts and schools in implementing effective services that advance English language proficiency and improve the academic achievement of multilingual learners (MLs). It also outlines the statutory requirements of Title III, Part A under the [Every Student Succeed Act \(ESSA\)](#).

Introduction

The Title III, Part A Multilingual Learner & Immigrant Subgrants Finance Guidance is designed to provide the user with an organized, informative source of programmatic guidelines and expenditure guidelines associated with the Title III programs for South Carolina public schools.

Please reference the SCDE [Funding Manual](#) for additional fiscal and compliance criteria.

Comprehensive Title III Plan

Every district in South Carolina that receives Title III funds must develop and implement a comprehensive plan for serving ML and immigrant students. The plan should address each aspect of the district program for all ML students, all grade levels, and all schools in the district. In addition, the comprehensive plan should contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented and should include the procedural guidance and forms used to carry out responsibilities under the plan. **Districts not receiving Title III funds must also develop and implement a comprehensive plan.**

At a minimum, the local plan must:

- describe the programs and activities that will be developed, implemented, and administered,
- describe how the district will hold schools accountable for meeting proficiency,
- describe how the district will promote parent/guardian notification and parent/guardian and community participation in programs for MLs,

- describe how language instruction educational programs (LIEPs) will ensure that students develop English proficiency,
- describe how the district will collect and submit data in accordance with SCDE requirements,
- assure that the district consulted with teachers, school administrators, parents/guardians, and, if appropriate, education-related community groups and institutions of higher education in developing the plan,
- assure that all teachers in any LIEP for MLs funded with any source of federal funds are fluent in English, including having written and oral communication skills,
- describe the district's educational theory and goals for its program of services,
- describe the district's methods for identifying and assessing the students to be included in the English LIEP,
- describe the district's procedures for designating individuals to comprise the student support team(s), responsibilities of the team for working with MLs, and procedures and the person(s) responsible for oversight of the student support team,
- describe the specific components of the district's program of English Language Development (ELD) and academic services for MLs,
- describe the specific staffing and other resources to MLs under the school system's LIEP,
- describe the district's method and procedures for transitioning or students who have met proficiency from the program and monitoring for four years,
- describe the district's method for evaluating the effectiveness of its program, and
- assure that the district institutes methods for translation and interpretation are used effectively to communicate with parents/guardians of MLs.

Title III Allocations - Flow of Funds

There are different requirements for how Title III funds are used.

- There are requirements for what percentage of the total State Title III funds must be reserved for each type of subgrants.
- There is a requirement that at least 95% of the total State Title III funds be used for LEA subgrants.

The State may reserve up to 5% of Title III funds for administration and State-level activities. If a State Educational Agency (SEA) reserves only \$175,000 or less for State-level activities, the agency can use all of these for administrative costs.

Title III funds are allocated with specific guidelines. At least 95% of the total funds must be distributed as subgrants to Local Educational Agencies (LEAs). Of this amount, a minimum of 80% must be reserved for subgrants serving MLs, and up to 15% can be

reserved for subgrants supporting immigrant students. The state may reserve the greater of up to 5% of the total funds or \$175,000 for state-level use. Of the reserved state funds, up to 50% (equivalent to 2.5% of the total allocation) may be used for planning and direct administrative costs, while 50% to 100% may be used for other state-level activities. Notably, the state may use whichever is greater, 50% of the reserved amount or \$175,000, for planning and direct administrative expenses related to the program.

Title III Funds Availability - Length of Time

According to the Tydings Amendment, Title III funds can typically be used for up to 27 months from the time the State receives the grant. These funds remain available through the end of the fiscal year (September 30) following the year in which they were originally appropriated.

In contrast to Title I, there is no cap on the amount of the Title III funds that LEAs may carry over from one year to the next during the Tydings period. Nonetheless, LEAs awarded a Title III subgrant are expected to carry out the Grant activities each year, in alignment with their approved local plan and Title III guidelines.

Understanding the 2 Percent Cap

LEAs are limited to using no more than 2% of their Title III ML subgrant for direct administrative expenses, as outlined in ESEA § 3115(b). It's important to note that this restriction does not apply to Title III Immigrant subgrants, according to the Non-Regulatory Guidance for English Learners (Section A-10). This 2% cap refers specifically to direct administrative costs and should not be confused with Indirect Costs (IDC), which are calculated and applied separately.

Monitoring of LEA Grant Activities

SCDE monitors each eligible entity receiving a grant- and subgrant-supported activities to ensure compliance with applicable Federal requirements (ESEA § 3113(b)(3)(F)) (2 CFR § 200.328).

All Federal education funds must be used in a manner that is allowable, reasonable and allocable.

Table 1. Criteria for Use of Federal Funds

Allowable	Reasonable	Allocable
A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award, is allocable to the award and if it meets other criteria set forth in Federal provisions (see 2 CFR § 200.403 for more information).	A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing when the decision was made to incur the cost (see 2 CFR § 200.404 for more information).	A cost is allocable if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received (see 2 CFR § 200.405 for more information).

Understanding Indirect Versus Direct Costs

It is important to understand the difference between indirect costs and direct costs.

Indirect costs are those that are:

- Incurred for a common or joint purpose benefiting more than one cost objective
- Not readily assignable to specific cost objectives (2CFR 200.414)

Direct costs are those that can be identified specifically with particular cost objectives for a grant, contract, project, function or activity. For example:

- Salaries and wages
- Consultant services
- Travel expenses
- Materials, supplies and equipment purchased for dedicated grant/contract use (2 CFR 200.413)

For more information about direct and indirect costs, consult with your district's finance office, [Indirect Cost Rates](#), and [LEA Indirect Cost Rate Proposal](#) before reaching out to the SCDE's auditing services at auditingervices@ed.sc.gov.

Supplement, Not Supplant

Title III funds must be used to supplement, not supplant, the level of Federal, State, and local public funds that, in the absence of the Title III funds, would have been expended for programs for MLs and immigrant students.

(ESEA § 3115(g))

(Non-Regulatory Guidance: English Learners and Title III § A-2)

To ensure that the Title III programs and services meet the "supplement, not supplant" requirement, refer to the [Quick Reference Sheet on A-C-R-E](#) for question to assist in this determination.

Supplanting

According to the U.S. Department of Education (USED), supplanting is presumed when a LEA uses Title III funds to:

1. Offer services that are mandated by state or local regulations or by other federal programs ("Required by Law"); and/or
2. Fund services that were previously paid for with state, local, or other federal resources in a prior year ("Prior Year").

(Referenced from Non-Regulatory Guidance: English Learners and Title III, Section A-2)

SCDE would presume that supplanting occurred if an LEA used Title III funds to pay for Multilingual Learner Program (MLP) teachers providing core language instruction. This is because LEAs are required to provide core LIEPs and services to MLs under Title VI of the Civil Rights Act of 1964 and *Lau v. Nichols*. Please note:

- Supplanting would occur if State law requires a district to have a licensed ML teacher but the LEA uses Title III funds to pay for that teacher.
- However, an LEA could use Title III funds for supplemental services and supplies (e.g., books and software designed specifically for MLs).

([Non-Regulatory Guidance: English Learners and Title III \(ESSA\)](#) § A-2)

SCDE assumes that supplanting exists if an LEA uses Title III funds to provide services it provided in prior years with State, local, or other federal funds.

To refute the "prior year" test of supplanting, the LEA would need to have records to confirm the following:

- There was, in fact, a reduced amount of State, local, or other federal funds to pay for the activity or position (e.g., contemporaneous documentation, such as school-board meeting minutes, showing that less funding was available to pay for the activity or position).
- The LEA made a decision to eliminate the position or activity without taking into consideration Federal Title III funds.

How LEAs Can Avoid Supplanting

As noted previously, States and LEAs have legal obligations to MLs due to civil rights requirements (e.g., identifying MLs). Due to civil rights requirements, LEAs may not use Title III funds for activities that are civil rights obligations.

Specifically, LEAs may not use Title III funds:

- to administer State English Language Proficiency (ELP) assessments of students' progress and proficiency in learning English.
- to develop or administer ELP assessments for identification and placement purposes.
- for test administration expenses (e.g., scoring assessment results, using substitute teachers to cover classes for teachers who are administering the assessment, hiring extra test administrators).

(Non-Regulatory Guidance: English Learners and Title III § A-3, A-6, A-8)

For additional information regarding supplement, not supplant, refer to [ESSA and USDE Non-Regulatory Guidance](#).

Resources:

[ESSA Title III Guidance – English Learners](#) (September 23, 2016)

[Non-Regulatory Guidance: English Learners and Title III Program](#) October 5, 2016

Multilingual Learners PowerSchool - SC Student Information Page

English Proficiency Level	Select One
Birth Country	Select One
U.S. School Entry Date	1 - Entering
	2 - Emerging
	3 - Developing
Language First Acquired	4 - Expanding
Language Spoken Most Often	5 - Bridging
Primary Home Language	6.0 - Reaching
Oral Communication Language	8 - English Speaker
Written Communication Language	9 - Native Speaker
Foster Status Screener	A1 - Initiating
Qualifying Family Move	A2 - Exploring
Qualifying Occupation	A3 - Engaging
Housing Status	AL1 - Entering
	AL2 - Emerging
	AL3 - Developing
	AL4 - Expanding
	AL5 - Bridging
Instructional Setting	ALS - <3 Less Than Three
Universal Screener	M1 - 1st Year Monitor
504 Plan	M2 - 2nd Year Monitor
	M3 - 3rd Year Monitor
	M4 - 4th Year Monitor
	10 - 3K ML Status Pending
	11 - 4K ML Status Pending
	AW - Awaiting
	SSI - Supplemental Support Identification

Figure 1. Proficiency Level (PL) Coding Included in Title III ML Funding: 1.0-6.0, 8, 9, AL1-AL5, ALS, M1-M4, 10, 11, AW and SSI.

REVENUE 4341 - LANGUAGE INSTRUCTION FOR ML AND IMMIGRANT STUDENTS - TITLE III

This section outlines the use and management of federal Title III funds designated for language instruction programs supporting MLs and immigrant students. These funds aim to help ensure that eligible students attain English proficiency and meet the same academic standards as their peers. For detailed guidance on allowable uses, fiscal requirements, and program planning, please refer to the annual funding manuals linked below:

Funding Manuals

Responsible Office: Office of Federal and State Accountability

Contact: Title III Team
Susan Murphy, 803-734-1601
Dr. Ingrid Corpuz, 803-734-2738

E-Mail Address: TitleIIIMLP@ed.sc.gov

TERMINOLOGY IMPLICATIONS FOR FEDERAL FUNDS

Table 2. *Encumbered & Obligated*

Encumbered • Accounting Transaction • Refers to “pre-expenditures” • When funds are set aside to pay for future expenditures
Obligated • Binding agreement • Can still refer to “pre-expenditures” but not always • When an agency has a legal liability to disburse funds • 34 CR 76.707 - When obligations are made

When can the two mean the same?

- Goods - Encumbered and Obligated
 - Purchase order created
 - Goods ordered
- Services - Encumbered and Obligated
 - Contract signed to obtain services

When can the two be different?

- Encumbrance made for future salaries - encumbered, not obligated
 - Obligated only when work has been performed.
- Travel Authorization signed/approved - encumbered, not obligated
 - Obligated only when travel is taken.
- Encumbrance made for future utilities - encumbered, not obligated
 - Obligated only when the utility payment has been made.

- Encumbrance made for renting real or personal property - encumbered, not obligated
 - Obligated when the property is used, not when the purchase order is created or contract signed for the rental of the real or personal property.

ESSA, SHARING SUPPLEMENTAL SUPPORT - TITLE I AND TITLE III

STRENGTHENING THE BOND BETWEEN TITLE I, PART A, AND TITLE III, PART A

The purpose of Title I, Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title III funds must be used to supplement the level of Federal (including Title I), State, and local public funds that, in the absence of such availability, would have been expended for programs for MLs and in no case to supplant such Federal, State, and local public funds as required by ESSA 3115(g).

Table 3. *State activities that have moved from Title III to Title I*

STATE ACTIVITIES THAT HAVE MOVED FROM TITLE III TO TITLE I
Alignment of ELP standards to state content standards (1111(b)(1)(F))
Alignment of ELP assessments to ELP standards (1111(b)(2)(G)(ii))
Establishment of ELP goals and indicators for accountability purposes (1111(c)(4)(A)(ii), 1111(c)(4)(D)(iv))
Identification of interventions to address MLs academic achievement and progress in attaining ELP (1111(c)(4)(C)(iii), 1111(c)(4)(D))

Table 4. *LEA activities that have moved from Title III to Title I*

LEA ACTIVITIES THAT HAVE MOVED FROM TITLE III TO TITLE I
ML Parental Notification regarding LIEPs and related information(1112(e)(3)
Parental participation (regular ML parent meetings) (1116(f))
Reporting to the State on the number and percentage of MLs achieving ELP (1111(h)(2))

Table 5. *State Title III provisions remaining under Title I*

STATE TITLE III PROVISIONS REMAINING UNDER TITLE I
MLs must be assessed in English (Reading), Mathematics, and Science
Accommodations must be provided to MLs on state content assessments, as appropriate
The English Proficiency of MLs must be assessed and reported annually

Title III Federal Requirements State Or Locally Funded

1. The identification, screening, and placement process for all incoming students.
2. The process for ensuring that division personnel are implementing the ELD standards in classrooms with MLs.
3. The process for ensuring that MLs are provided meaningful access to the same curriculum as all students.
4. The process for ensuring that MLs are provided a LIEP so that they may attain English proficiency.
5. The opportunity for MLs to be placed in specialized programs and extracurricular activities that are available to all students.
6. The appropriate LIEPs and services available if MLs are identified with disabilities.

ESSA Title I Statutory Citations For ML Requirements

- Adoption of ELP Standards – Section 1111(b)(1)(F)
- ML Accommodations for content tests – Section 1111(b)(2)(B)(vii)(III)
- Content tests in other languages – Section 1111(b)(2)(B)(ix)
- ELP Assessment required – Section 1111(b)(2)(G)
- ML Subgroup – Section 1111(b)(3)(B)
- Accountability goals for MLs – Section 1111(c)(4)(A)(ii)
- Accountability Indicator for MLs – Section 1111(c)(4)(B)(iv)
- ML reporting in State and Local Report Cards – Section 1111(h)(1)(C)(iv)
- MLs eligible for Title I Targeted Assistance services – Section 1115(c)(2)(A)

Resources

- [Title I](#)
- [Title II](#)
- [Title IV](#)
- [Accountability Manual](#)

- [ELP Assessment](#)
- [ELD Standards](#)
- [MTSS Framework and Guidance Document](#)
- [Parent Notification Examples](#) - See MLP Guiding Principles
- [SC School Report Card](#)
- [SC Family Engagement K-12 Framework](#)
- [State Assessment Information](#)

TITLE III, PART A ML AND IMMIGRANT SUBGRANT REQUIREMENTS

When using Title III funds, eligible entities are required to implement three core, supplemental activities: (1) deliver an effective LIEP, (2) offer high-quality professional development, and (3) carry out additional effective strategies and activities that support or enhance LIEPs—including initiatives that engage parents, families, and the broader community. (ESEA §§ 3115(c), 3115(d)).

LEA that receives Title III, Part A funding must allocate a portion of its annual federal funds toward all three of these required activities, as outlined in Section 3115(c) of the ESEA. The SCDE is responsible for ensuring that every LEA in the state follows these requirements. This obligation applies to both lead fiscal agents and member districts within a consortium.

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

- Language Instruction Educational Program (LIEP) (100),
- Professional Development (220), and
- Family Engagement (188).

Title III Funding Uses

The use of Title III funds is required:

- A. To increase the ELP of MLs by providing effective LIEPs that meet the needs of MLs and demonstrate success in increasing English language development and student academic achievement.
- B. To provide effective professional development that is:
 - designed to improve the instruction and assessment of MLs,
 - designed to enhance the ability of educators to understand and implement curricula, assessment practices, measures, and instructional strategies for MLs,
 - effective in increasing ELP or increasing subject matter knowledge, teaching knowledge, and teaching skills,
 - sufficient in intensity and duration to positively impact teachers'

- performance in the classroom, and
 - effectively implementing other practical activities and strategies to enhance or supplement LIEPs for MLs.
- C. To provide and implement effective strategies that supplement LIEPs and include parent/guardian, family, and community engagement activities. Parents/guardians have the rights under Title III [Sec. 3302(a)] to be informed of the student's placement in a LIEP and be active participants in the student's education.

TITLE III, PART A ML & IMMIGRANT FUNCTION & OBJECT CODES OVERVIEW

Subgrant Name: 2X Title III, Part A - ML

Grant Number: H6301000672X

Sub Program Number: 01

Subgrant Name: 2X Title III, Part A - Immigrant

Grant Number: H6301000672X

Sub Program Number: 02

- **Functions - Who is the product for?**
 - 100 - Instruction
 - 188 - Parenting/Family Literacy
 - 210 - Pupil Services
 - 220 - Instructional Staff
 - 222 - Library and Media Services
 - 223 - Supervision of Special Programs
 - 251 - Student Transportation - Federal District Mandated
 - 253 - School Building
 - 254 - Operation and Maintenance
 - 256 - Food Services
 - 258 - Security
 - 262 - Planning
 - 266 - Technology and Data Processing Services
 - 267 - Participant Support Cost
 - 271 - Pupil Service Activity - Field Trip Transportation
 - 300 - Community Services
 - 370 - Non-public School Services
 - 400 - Other Charges
 - 416 - Payments to Charter Schools

- 430 - Indirect Cost Transfer
- **Objects - What is it?**
 - 100 - Salaries
 - 200 - Employee Benefits
 - 300 - Purchased Services
 - 400 - Supplies and Materials
 - 500 - Capital Outlay (technology tools for classroom/students)
 - 600 - Other Objects (transportation cost)
 - 640 - Organization Membership Dues and Fees
 - 660 - Pupil activity
 - 700 - Transfers

Refer to the Financial Accounting Handbook for [account code definition](#).

GUIDANCE TO ALLOWABLE AND UNALLOWABLE EXPENDITURES

Supplementary Instructional Support for MLs and Immigrant Students

Below is a general overview of allowable and unallowable activities to support Title III, Part A program planning activities.

Supplement, Not Supplant:

Federal funds provided under this subpart must be used to enhance, not replace, the amount of federal, state, and local funds that would otherwise be spent on services for MLs and immigrant students. These funds are intended to add to existing resources, not take their place.

Guiding Questions:

- In what ways are LIEP services delivered and/or financed for all MLs?
- What specific programs or supports does the district provide to comply with the requirements established by the *Lau v. Nichols* Supreme Court ruling (1974)?
- Are there any services or activities the LEA must offer due to obligations under federal (e.g., Office of Civil Rights (OCR)), state, or local laws, apart from Title III requirements?
- Have these programs or services been funded previously through state, local, or other federal sources?

Funds must be used for the following **supplemental services** as part of the language instruction program for MLs and immigrant students:

- Designing and putting into practice programs aimed at supporting language instruction for MLs.
- Creating innovative, targeted, and locally tailored activities to strengthen or expand current language instruction efforts.
- Introducing comprehensive schoolwide initiatives to restructure, improve, and elevate both language instruction and academic language development.
- Launching broad agency-level efforts to reform and upgrade educational services and activities related to language and academic instruction for MLs.
- All proposed initiatives must ensure and promote effective, research-based language instruction programs for MLs and immigrant students, with a clear focus on improving:
 - English language proficiency, and
 - Academic success in core subjects, as outlined in Section 3115(c)(1).
- **Professional Development**
 - LEAs are required to offer rigorous and high-quality professional development opportunities to all educational staff, including general education teachers, school leaders, administrators, and personnel from community-based organizations. These trainings must:
 - Enhance the quality of instruction provided to MLs;
 - Strengthen educators' skills in using curriculum, assessment tools, and effective teaching practices tailored for MLs;
 - Be grounded in scientific research and delivered with adequate duration and depth, in alignment with Section 3115(c)(2).

TITLE III, PART A - MULTILINGUAL LEARNER SUBGRANT

Title III-ML allocations are based on the following formula.

Total federal allocation is divided by the total number of MLs in each participating district throughout the state. This will provide the ML per-pupil dollar amount. The per-pupil dollar amount is then multiplied by the number of eligible MLs in each district.

Finally, the number of eligible MLs is pulled from the PowerSchool 180-day count from the previous year.

The PowerSchool 180-day count is pulled from the 'English Proficiency Level' field on the SC Student Information page and is prepared around mid-July each year. Students coded as '1.0-6.0', 'ALS - <3 Less Than Three' or 'AL1-AL5' in

PowerSchool are included in this count for the Title III-ML subgrant.

The Title III-ML subgrant is awarded to the SCDE on July first (1) of each year. Shortly after, the Title III team receives the 180-day count from the Office of Research and Data Analysis (ORDA) to prepare allocations for all LEAs serving MLs. The Title III team works diligently to prepare allocations as early in July or August as possible to allow districts ample time to complete applications.

To accept this subaward, the district completes an application in the Grants Electronic Management System (GEMS) detailing how Title III ML funds will assist MLs in achieving English proficiency while meeting academic achievement standards no later than September thirtieth (30) of each year or other date as specified.

The SCDE Title III team will review the district's Title III plan to ensure that the proposed supplemental services that improve the English language proficiency and academic achievement of MLs are evident. Once the submitted application is approvable, the district will receive a Grant Award Notification (GAN).

After returning the signed GAN to the SCDE, the district may then upload the budget from its approved Title III plan into the Grants Accounting Processing System (GAPS) for approval. Districts must complete a new application each fiscal year (FY).

Allowable Activities that target the needs of Multilingual Learners:

ESSA requires LEAs to achieve one of the purposes described above by undertaking one or more of the following activities:

Examples of Title III ML Allowable Uses

- Strengthen the English proficiency of MLs by implementing effective, research-based language instruction programs.
- Deliver impactful, high-quality professional development for educators working with MLs.
- Clearly outline travel-related expenses for professional development, specifying both the purpose and destination.
- Staff benefits may only be applied to positions listed under function and object codes 100/100 and 100/220.
- Offer targeted strategies and activities that support the academic success of MLs, including initiatives that foster collaboration with parents, families, and community members.

- Enhance instructional quality for MLs through the selection, purchase, and improvement of curriculum resources, teaching tools, educational technology, and assessment methods.
- Provide MLs with additional support such as tutoring, academic enrichment, career and technical education services, and intensified instructional opportunities.
- Developing and implementing effective before and after school and summer instruction;
 - Activities that improve the English proficiency and academic achievement of MLs such as before and/or after school tutoring;
 - Community participation programs, family literacy services, and parent outreach and training activities for MLs and Immigrant students and their families.
- Data management platform to go above and beyond programmatic requirements:
 - Increase collaboration...
 - Improve efficiency...
 - Enhance family engagement, student outcomes...
 - Facilitate and exceed compliance...
- Provide MLPS and/or classroom teachers with professional learning opportunities such as training, conferences, and coursework to improve the instruction of MLs and enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for MLs;
- Provide MLs with coursework opportunities to complete translation and interpretation courses from an accredited university/program;
- Supplies and materials should be supplemental and listed in clearly defined categories;
- Materials, refreshments, transportation, etc. for parent involvement activities may be included;
- Supplement an LEA's activities if the LEA is already meeting its obligation to ensure meaningful communication with ML parents in a language they can understand.
- Stipends may be provided to staff for performing supplemental duties beyond their basic contractual responsibilities. Examples include before- or after-school tutoring, summer instructional programs, parent and family engagement activities, professional development sessions, and the creation of instructional resources, all occurring outside of contracted work hours.

Unallowable Activities that target the needs of MLs:

- Purchase of hygiene products;

- Purchase of translation devices for translation and interpretation for students and families outside of instructional purposes;
- Cover cost for translation and interpretation services;
 - Fulfill LEA's obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act;
 - For required state exams.
- Purchase of supplies and materials to attend to students' registration;
- Provide Multilingual Learner Program Specialist (MLPS) and/or classroom teachers with coursework to obtain English to Speakers for Other Languages (ESOL) endorsement and/or ESOL certification to employ or continue employment if your 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;
- Decorations, including tablecloths, balloons, signage, and promotional materials, are not allowable activities;
- Incentives;
- Stipends may not be used to compensate staff for performing core duties within their contracted work hours, as this constitutes supplanting and violates federal supplement-not-supplant requirements.

TITLE III, PART A - IMMIGRANT SUBGRANT

In accordance with Title III, Sec. 3114(d)(2), the SCDE holds a portion of the overall allocation as a set aside for immigrant allocations (currently the maximum allowance of 15%).

The ESEA, as amended by the ESSA, sections 3201(1) and (5) defines immigrant students as individuals who

- are aged 3 through 21,
- were not born in any state, 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 Immigrant allocations are based on the following formula:

1. Average the two (2) preceding fiscal years and multiply by 10 percent to identify the minimum immigrant requirement. This information is pulled from data entered in PowerSchool by the district.
2. Compare the current school year's 45 day count to the minimum requirement.

3. If the district has met the minimum immigrant requirement for a significant increase in students, it is eligible to receive an immigrant subgrant allocation.
4. The immigrant set-aside is divided by the number of eligible immigrant students to determine the per-pupil dollar amount. The total number of eligible immigrant students is identified by adding all districts with eligible students.
5. The per-pupil amount is multiplied by the number of eligible immigrant students in each district and added to the base allocation to determine each district's allocation.

This formula could change based on the number and trends of immigrant students in South Carolina. If the formula changes, the Title III team will communicate the formula to all districts. In order to ensure that immigrant subgrant awards are used for meaningful activities that improve outcomes for immigrant students, awards of an adequate size (making fewer, larger awards) are allocated to LEA(s) to use these funds for high-quality programs.

The immigrant subgrant formula differs from the ML subgrant. Therefore, all districts that have immigrant students may not qualify for the immigrant subgrant annually. Qualifying districts vary year to year depending on the formula and a significant increase in immigrant population as defined by the state. Districts must not rely on receiving immigrant funds annually, even if they qualify one year. The district must ensure a plan is in place to continue to serve immigrant students and families effectively even with the absence of Title III, Part A Immigrant funds.

The PowerSchool 45-day count is pulled to provide the Title III team with the necessary information to determine which LEAs are eligible for the Title III-Immigrant subgrant. The number of immigrant students is calculated using two main fields in PowerSchool. The 'Birth Country' field is used first and should be changed **only** for students who were not born in any state, which includes the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. For all students born in the United States, District of Columbia, and Puerto Rico, the field is automatically set to '(Blank)-United States.' If any other option is chosen, then the 'U.S. School Entry Date' should be completed. If the student has a birth country other than the United States and the entry date is within three years or less, this student qualifies toward the immigrant students count. This information should begin being completed in 3- and 4-year-old preschool programs through twelfth grade, as these students may also qualify for Title III- Immigrant funding.

Additionally, the 'Immigrant Funding Exception - In U.S. School(s) 3 Full Academic Years or Less' field applies to immigrant students who leave the country before three full years and return to the U.S. All immigrant students are coded by using the 'Birth Country' and 'U.S. Entry Date' fields. When the Title III/MLP team calculates the number of immigrant students for Title III, Part A immigrant funding, students who have a 'U.S. Entry Date' of more than three years are not included in this calculation. However, sometimes immigrant students leave the U.S. before the full three years and return later. This 'Immigrant Funding Exception - In U.S. School(s) 3 Full Academic Years or Less' field may be selected for students who have left the U.S. and returned but have been in U.S. schools for three years or less total. These years do not have to be consecutive.

This exception field clears out when the district runs the year-end roll-over initialization process. The initialization process may exclude certain students (e.g., inactive or new students), and the district is responsible for checking these lists for accuracy. Districts will need to have this field updated by the 45th day of each school year as applicable to be included in the immigrant calculations for funding.

The Title III-Immigrant subgrant is awarded to the SCDE as part of the Title III grant received on July first (1) each year. However, since the formula needs current data, this subgrant is typically not allocated to LEAs until later in the school year. The Title III team works diligently to prepare allocations as quickly as possible to allow qualifying districts ample time to complete applications.

English proficiency is not a determining factor for immigrant funding. The calculation accounts for birth country (outside of U.S./DC/Puerto Rico), U.S. school entry date (3 years or less in U.S. schools, cumulative), and the exception box on the MLP page. Therefore, a student could have any English proficiency coding and still potentially be an immigrant.

To accept this subaward, the district completes an application in GEMS detailing how it will use Title III-Immigrant funds to enhance instructional and supplemental support opportunities for immigrant students and their families. Not all immigrant students are MLs; therefore, all activities and resources under this subgrant must meet the needs of all immigrant students.

The SCDE Title III team will review the district's immigrant plan to ensure that the proposed supplemental services that enhance instructional and supplemental support for immigrant students and their families are evident. Once the submitted application is approvable, the district will receive a GAN.

After receiving the signed GAN, the district may then upload the budget from its approved Title III-Immigrant plan into GAPS for approval. Districts must complete a new application each FY they are eligible to receive this subaward.

Allowable Activities that target the needs of Immigrants:

LEAs must use the immigrant subgrant to provide enhanced supplemental instructional opportunities for immigrant students. While immigrant students may also be considered MLs, the activity/services must attend to their unique needs. If the immigrant students are also MLs, this must be specified in the subgrant application. Activities may include:

Examples of Title III Immigrant Allowable Uses

- Family literacy programs, outreach efforts, and training sessions aimed at empowering parents and families to actively support their children's education;
- Hiring and supporting educators and paraprofessionals who are either trained or undergoing training to serve immigrant students effectively;
- Offering tutoring, mentoring, and academic or career guidance tailored to the needs of immigrant students;
- Selecting, creating, and purchasing curriculum resources, educational software, and technology tools to support program implementation;
- Delivering core instructional services that respond directly to the needs of immigrant students, which may include purchasing classroom supplies, covering transportation expenses, or addressing other related instructional costs;
- Providing specialized instructional programs that help immigrant students succeed in U.S. elementary and secondary schools, such as orientation to the American education system and civics education;
- Collaborating with community-based organizations, higher education institutions, private sector partners, or other experienced entities to provide comprehensive support services for immigrant families and help them navigate the education system;
- Activities that improve academic achievement of immigrant students such as before and/or after school tutoring;
 - **Remember:** Immigrant students may also be MLs and receive ML services. However, not all MLs are immigrants, and not all immigrants are MLs.
- Supplies and materials should be supplemental and listed in clearly defined categories; and
- Materials, refreshments, transportation, etc. for parent involvement activities may be included.

Unallowable Activities that target the needs of Immigrants:

- Purchase of hygiene products;
- Purchase of translation devices for translation and interpretation for students and families outside of instructional purposes;
- Cover cost for 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;
- Decorations, including tablecloths, balloons, signage, and promotional materials, are not allowable activities; or
- Incentives.

TITLE III FUNDING APPLICATIONS

The overarching purpose of the Title III program is to ensure that MLs, including immigrant students, attain ELP and meet the same challenging state academic standards that other students are expected to meet. In addition, districts can receive Title III funds to supplement state LIEPs designed to assist MLs' achievement goals. Currently, Title III-ML and Title III-Immigrant subgrant applications are completed in GEMS.

The Title III, Part A-ML application includes the following sections:

- History log,
- Allocations,
- Contacts,
- Title III Part A ML-Program Overview,
- Title III Part A ML, and
- Program Manager Checklist.

The district will sign assurances of compliance with the Title III statute and regulations. The Title III team will review all submitted plans.

The Core Instructional Program section completed in GEMS refers only to the core MLP program funded at the state and local levels. It does not include program information that uses Title III funding. At a minimum, the local plan must:

- identify the number of staff supporting MLs with state/local funding,
- describe the state/locally funded MLP program,
- describe the state/locally funded instructional activities and resources for MLs, including curriculum,
- describe the state/locally funded personnel, including professional learning opportunities for teachers serving MLs,
- describe the state/locally funded parent and family engagement opportunities, and
- describe the state/locally funded assessment procedures.

Within the Title III application completed in GEMS, the planned use(s) of Title III funds must be addressed. The plan must:

- describe the two (2) percent administrative activities supporting the Title III, Part A funds, if applicable,
- describe the intended use of funds for an effective LIEP, if applicable,
- describe the intended use of funds for providing effective professional development, if applicable,
- describe the intended use of funds for providing and implementing effective parent and family engagement activities,
- identify the types of professional development activities provided the previous school year,
- indicate the number of participants and their roles in the professional development activities from the previous school year,
- include private school participation and related documents, as applicable, and
- outline Title III budget lines with accurate function and object codes.

LEAs may use up to two percent of their Title III funds for direct administrative costs. Any funds the LEA reserves for administrative costs may be used only for direct administrative costs. For example, a direct administrative cost could be the materials used to carry out a specific Title III- related activity or a district employee who works on Title III activities, if that portion of the salary can be directly attributed and allocated to the Title III grant and is not otherwise recovered as an indirect cost for classification of direct versus indirect costs.

Indirect costs are not part of the two percent cap and instead use the district's restricted rate. It is suggested that for private schools receiving Title III services through equitable participation, two percent of the allocation is assigned to the LEA to manage Title III funds.

SUBGRANT WRITING

Writing a subgrant application is not as simple as stating the district's intentions for the allocated funds. The individual responsible for submitting the subgrant's writing skills should effectively articulate one's words and express them concisely with clarity and logic. The reader should not have to put too much effort into reading and comprehending the body of the text. Effective grant writers should be able to follow instructions to the letter while making sure all the relevant details appear as needed. Putting time and effort into drafting your subgrant application doesn't necessarily mean you will secure approval of your district's plans for the allocated funds. Therefore, including a detailed description of the activity/service requested is imperative to not only receive SCDE's approval in GEMS but also to ensure it is an allowable activity/service and that your district is in compliance with federal and state guidelines.

Here are a few details to consider when writing a description for a budget line:

- Use the proper function and object codes associated with the requested activity/service.
- Select tags that are closely connected to the activity/service.
- Include the number of items to be purchased, such as student digital licenses, devices, etc.
- Include the number of individuals/teachers for salary and benefits, professional development opportunities, resources to be purchased, etc.
- Include details about an individual/teacher's salary, such as hourly rate and total number of hours for the assigned activity/service.
- For before/after school and summer programs/sessions, include frequency and specifics about when they will be provided.

A few factors to consider if planning to include the activity/service listed below:

- iPads and Laptops have a high burden of proof that they are "above and beyond"/supplemental because (usually) all students are provided with these devices already. The budget line must explain how this is supplemental or going above and beyond what is already provided for students and must state a strong connection be used for instructional purposes only.
- Stipend for teachers is different compared to salary for an activity such as before and after school sessions. Stipends must be justified as supplemental and include an explanation for how this is the best use of the allocated funds dedicated to supporting MLs and immigrant students. In addition, if the stipend is related to an added task, it is imperative that it must be completed outside of staff contracted hours and properly documented for compliance purposes.

Vendor's Name in the Application

A vendor's name cannot be listed for any application unless the district has completed the selected service/activity competition. Suppose a district completed the competition for a service/activity before application approval. In that case, they are assuming risk and may have to find other funds to cover it if it's not allowable. In addition, documentation must be uploaded in the Related Documents section in GEMS. Otherwise, no vendor names may be listed in any application section, regardless of the nature of the service/activity.

Note: Vendors that are fully completed/executed vendors through the SCDE may be listed in the application, including but not limited to, WIDA and LETRS.

Regarding AI subscriptions

AI-based programs for providing instructional assistance may not be used as a standalone option for providing language instructional services or required translation and interpretation services for families.

The Title III team *may* support AI subscriptions as a supplemental instructional or translation and interpretation uses of Title III funding. The following information must be outlined within the Title III application Budget section as applicable. Additional information may be uploaded to the Related Documents section of the application.

The Title III application must include:

- a detailed description of the item(s) being purchased, their purpose, how they will be utilized, and how they will be an effective instructional tool for MLs and/or translation and interpretation services for families,
- how such products will be used for supplemental purposes and will not supplant the use of Title III funding, and
- the LEA guidelines and expectations of appropriate and effective use(s) of such subscriptions. It must also outline the action plan if the LEA finds the use of materials is not being utilized in this manner.

The SCDE cautions the use of Title III, Part A funds for such purposes. LEAs should ensure local policies and/or procedures are in place before utilization if approved in the Title III, Part A applications.

Regarding Translation Devices or Translated Materials

There are some considerations to ensure these would be used as a supplemental instructional resource for students. Here are some guidelines/considerations.

The Title III team *may* support translation devices or translated materials as a supplemental instructional use of Title III funding. The following information must be outlined within the Title III application Budget section as applicable. Additional information may be uploaded to the Related Documents section of the application.

The Title III application must include:

- a detailed description of the item(s) being purchased, their purpose, how they will be utilized, and how they will be an effective instructional tool for MLs,
- the LEA guidelines and expectations of appropriate and effective use(s) of such products. It must also outline the action plan if the LEA finds the use of materials is not being utilized in this manner,
- how such products will be used for supplemental instructional purposes and will not supplant the use of Title III funding,
- the purchase of such products will be equitable and representative in nature of the diverse cultures and needs within the LEA. If such products are available in only one specific language, the LEA must provide alternate and comparable products or resources to students as applicable, and
- the plan and acknowledgment that physical inventory of the translation device(s) or translated materials must be conducted at least annually.

Additionally, here are some considerations on the student side to determine if these would be an appropriate supplemental tool for the translation/interpretation of instructional materials.

- What literacy skills does the student possess in their native language?
- Are the translated materials accurate?
- What additional supports will be used in conjunction with translated materials?
- Are all applicable languages represented when translating materials?
- How will you use the L1 (native language) to support English language acquisition?

Note: Federal funds/Title III must not be used to fulfill required translation and interpretation services for families.

Title III funds may be used to support translation and interpretation services only when they directly align with the family outreach and training activities authorized under Title III, specifically §3115(c)(3)(A), (d)(6), or (e)(A). These services must be supplemental in nature and designed to enhance the Title III-funded LIEP. Title III funds cannot be used to fulfill an LEA's obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). Title III funds may not be used to translate

required state exams.

However, Title III funds may not be used to cover translation or interpretation services that are required under other federal mandates, such as Title VI of the Civil Rights Act (Lau), the Individuals with Disabilities Education Act (IDEA), or Title I of the Elementary and Secondary Education Act (ESEA). These obligations fall under separate compliance requirements and must be funded accordingly.

Per the supplement, not supplant provision [Sec.3115 (g)]. Title III funds cannot be used to pay for services that are already required and funded under other federal programs.

Examples of Allowable Use:

- Translating communications, outreach materials, and training sessions exclusively for families of MLs participating in a Title III-specific language program.
- Providing interpretation services at events or programs designed to fulfill Title III outreach objectives under §3115(c)(3) – where the purpose is to enhance and supplement the Title III-A LIEP.

Scenario 1 – Family Literacy Services under Title III-A

The district's Title III-A plan includes provisions authorized under §3115(d)(6)(B), which support family literacy services designed to empower families as active participants in the language development of their MLs. To ensure equitable access, communication regarding these services—and potentially the services themselves—may be translated or interpreted for parents and guardians of students served under Title III.

Use of Title III funds for these translation and interpretation services is allowable, as these services are supplemental and not mandated by federal law.

Scenario 2 – Family-Teacher Conferences

The district is organizing family-teacher conferences and has proactively translated invitations into multiple languages. Interpreters will be available during the conferences to support families with limited English proficiency.

Title III funds may not be used for these translation and interpretation services, as Title VI of the Civil Rights Act already requires that schools provide meaningful access to information in a language families can understand. These are considered federally required services and must be funded through local or other non-federal sources.

Scenario 3 – Meetings on ELP Assessments

A school is hosting informational meetings specifically for ML families to discuss the WIDA ACCESS assessment and its results. These meetings are targeted solely to families of students in the MLP.

Title III-A funds may not be used for translation or interpretation in this context, as communicating assessment results is a core responsibility of the district and must be locally funded. However, Title I funds may be used if the district is implementing a supplemental language instructional program under Title I. In such cases, translation and interpretation services related to that program are allowable under Title I [§1112(e)(3)(A)].

Providing Specific and Allowable Budget Line Descriptions

When preparing your subgrant application, avoid using vague or open-ended phrases such as:

- “but not limited to;”
- “and other items as deemed necessary;” or
- “etc.”

These phrases create ambiguity and may result in expenditures that are not allowable, not aligned with the intended budget category, or not reviewed and approved. Such language can lead to compliance issues and delays in approval.

Instead:

- Clearly describe each activity, item, or service you intend to fund;
- Ensure all descriptions are specific, detailed, and directly tied to allowable uses under the designated budget line and subgrant requirements; and
- Avoid leaving room for interpretation, every listed expense should be transparent and justifiable.

Example of Strong Language:

- **YES** - “Purchase of bilingual books for grades K-5 to support English language development.”
- **NO** - “Purchase of instructional materials, but not limited to bilingual resources.”

GRANT ELECTRONIC MANAGEMENT SYSTEM (GEMS)

GEMS is the platform in which districts enter information about their Title III Program and the intended use of the allocated funds. The Title III Part A ML and Immigrant

subgrants will appear as two separate funding applications. Only districts that qualify for Title III, Part A Immigrant subgrant will be required to complete the application in GEMS. Districts also may waive the allocated Title III, Part A ML and Immigrant funds if they wish to do so. This must be done when the allocation of funds has been made by SCDE. Districts may waive funds by replying to the email from SCDE to notify and properly document the decision to waive the allocated funds.

On the homepage, you will see amendment deadlines for both GEMS and GAPS, reminders, financial information, and more provided by the Consolidated Finance and Application (CFA) team for specific federal programs. It is the district's responsibility to attend to the information shared and ensure that they plan and submit to GEMS and GAPS accordingly so that claims can be processed. Applications in GEMS are reviewed in the order in which they are received. **Do not send follow-up emails to the Title III team once your district submits an application or amendment. The Title III team receives automated email notifications with each submission.**

Note: Once an email from SCDE has been sent to districts announcing that the funds for either FY2_ Title III, Part A ML, or Immigrant is available in GEMS, districts are given 30 days to complete their Initial application. The escalation process starts for any district that surpasses the week extension deadline to complete their Initial Application in GEMS.

To log in to [GEMS](#), you must be granted access. Once access has been granted, use your email address and set up a password.

To navigate, click *search*, *Funding applications*, select *fiscal year*, select *funding application (ML or Immigrant)*, then click *search*.

- **Application Status**

- **Not Started** = Initial application not started
- **Draft Started** = Initial application draft started
- **Draft Completed** = Initial application draft completed, starting district routing
- **Revision Started** = LEA starting an amendment to an approved application
- **Revision Completed** = Amendment completed, starting district routing
- **LEA Fiscal Representative Approved** = Last step before district superintendent's review

- **LEA Fiscal Representative Returned Not Approved** = Revision(s) needed within the district. Contact your district's fiscal representative if there are any questions.
 - **LEA Superintendent Approved** = Last step before SCDE's review
 - **LEA Superintendent Returned Not Approved** = Revision(s) needed within the district. Contact your district's superintendent's office if there are any questions.
 - **SCDE Title III EL Program Manager Approved** = Application is approved
 - **SCDE Title III EL Program Manager Returned - Revisions Needed** = Revision(s) needed. See the Program Manager Checklist tab for comments from SCDE regarding the submitted subgrant application
- **Change Status To** - Access to change an application status varies according to an individual's role. Contact your district's grant manager or fiscal representative if you have questions about access or the role assigned to you.

Please complete each section when completing the Title III, Part A ML subgrant.

Sections

0201 - Aiken County Public School District (0201) Public District - FY 2025 - Title III Part A ML - Rev 0

This is the TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Aug 20 2024 3:14PM.

Application Status: Not Started

Change Status To: Draft Started

[View SCDE History Log](#)
[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print Select Items
All		Print
History Log		Print
History Log		Print
Create Comment		Print
Allocations		Print
Allocations		Print
Contacts		Print
Contacts		Print
Title III Part A ML - Program Overview		Print
Title III Part A ML Intent to Participate		Print
Core Instructional Program		Print
Federal Reporting Number of Teachers and Professional Learning Opportunities		Print
Title III Assurances		Print
Related Documents		Print
Program Detail		Print
Title III Part A ML		Print
Enrollment Services/Private Schools		Print
Budget		Print
Budget Overview		Print
Related Documents		Print
Program Manager Checklist		Print
Program Manager Checklist		Print
All		Print

Figure 2. *GEMS Application Homepage for Title III, Part A ML subgrant.*

HISTORY LOG

- **History Log** - This tab tracks all activities for the selected subgrant.

- **Create Comment** - This tab allows you to record/send a comment for the selected subgrant. It is recommended to only enter comments when ready to send since the system saves/records all comments automatically.

ALLOCATIONS

Once allocations have been finalized and documentation has been routed in the SCDE's system and approved, followed by an email from SCDE to the contact on the ListServ, the allocated funds will be entered into GEMS, and applications will be moved to 'revision started' status for every school district. Districts must complete their application and submit it to SCDE for review/approval.

Note: Once the GAN is approved internally at the SCDE's system and the district has an approved FY2X Title III, Part A ML application, the GAN will be shared with the district. At that time, the signed GAN will need to be signed and returned to the SCDE. Finally, once the signed GANs and most updated Assurances, Terms and Conditions (ATCs) are signed and received, districts may proceed with budgeting additional funds in GAPS for review and approval. Please note that all funds must be fully budgeted in GAPS before amendments and/or claims can be submitted. GAPS entries must match the approved entries in GEMS for each Title III, Part A application subgrant.

CONTACTS

This tab lists the district's contact information.

TITLE III, PART A ML GEMS APPLICATION

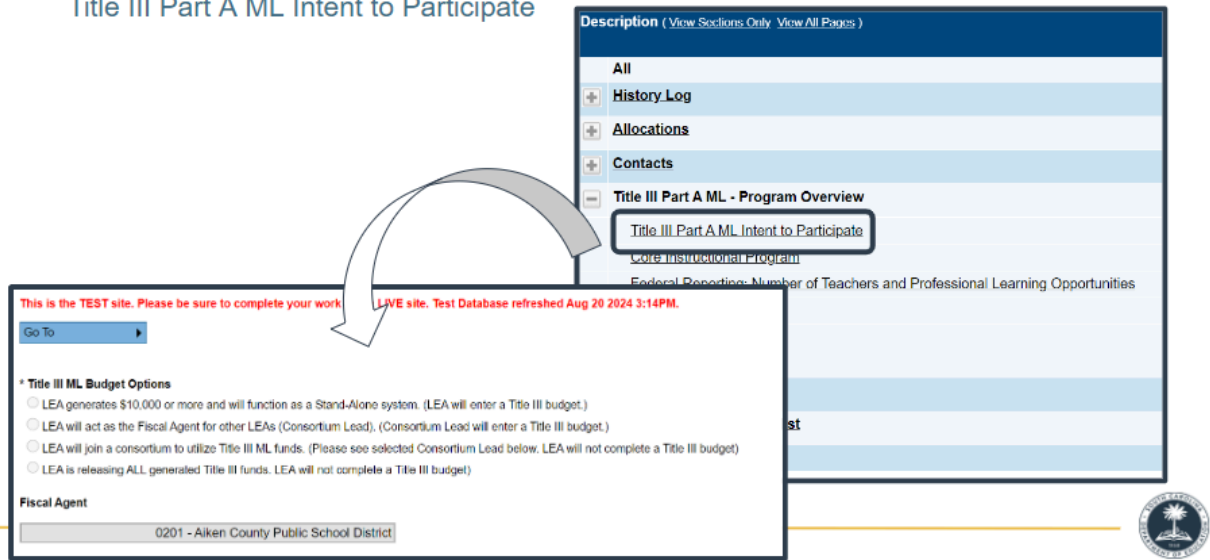
The Title III, Part A ML subgrant application in GEMS must include information about the core instructional program provided the previous academic year, the intended plan for the funds for the current academic year, a detailed description of the intended activities, and related documents. It is imperative that LEAs reflect on the best way to serve MLs and the best use for the allocated funds.

TITLE III PART A ML

STEP 1 - Title III, Part A ML Intent to Participate

Under the *Title III Part A ML Program Overview* section, select the *Title III Part A ML Intent to Participate* tab, then select the appropriate *Title III ML Budget Options*.

Title III Part A ML - Program Overview - Title III Part A ML Intent to Participate



This is the TEST site. Please be sure to complete your work. LIVE site. Test Database refreshed Aug 20 2024 3:14PM.

Go To

*** Title III ML Budget Options**

- ☐ LEA generates \$10,000 or more and will function as a Stand-Alone system. (LEA will enter a Title III budget.)
- ☐ LEA will act as the Fiscal Agent for other LEAs (Consortium Lead). (Consortium Lead will enter a Title III budget.)
- ☐ LEA will join a consortium to utilize Title III ML funds. (Please see selected Consortium Lead below. LEA will not complete a Title III budget)
- ☐ LEA is releasing ALL generated Title III funds. LEA will not complete a Title III budget)

Fiscal Agent

0201 - Aiken County Public School District

Description (View Sections Only View All Pages)

- All
- History Log
- Allocations
- Contacts
- Title III Part A ML - Program Overview
 - Title III Part A ML Intent to Participate
 - Core Instructional Program
 - Federal Reporting: Number of Teachers and Professional Learning Opportunities

Figure 3. Title III Part A ML Intent to Participate tab

STEP 2 - Core Instructional Program

Select the Core Instructional Program tab under the Title III Part A ML Program Overview section. In this section, enter the required information:

- Number of ML teachers, including lead teachers
- Number of ML coaches or Specialists, if any
- Number of district ML support staff, if any
- Answer questions 1-4:
 1. Describe the LEA's state/locally-funded (before Title III funds) ML program.
 2. Describe the LEA's state/locally-funded (before Title III funds) ML professional learning opportunities. This section should include non-Title III funds.

Note: Include ML-focused professional learning opportunities that are offered or accessible to all staff—not only ML teachers. These may include sessions facilitated by ML teachers at both the school and district levels.

3. Describe the LEA's state/locally-funded (before Title III funds) ML parent and family engagement activities and efforts. This section should include non-Title III funded parent and family engagement activities.

Note: Include parent engagement activities and initiatives that are available to all families—including ML families—as well as activities specifically designed to support ML parents at both the school and district levels.

4. Describe the LEA's state/locally-funded (before Title III funds) ELP assessment.

Note: Include a description of the screening and identification procedures, ensuring alignment with federal and state requirements as outlined in the [Multilingual Learner Program Guiding Principles](#). This should include the administration of the Home Language Survey (HLS), the district's ML screening protocols, and the assessments used to monitor progress in English language proficiency. Additionally, describe how the LEA engages families in understanding their child's progress, including the use of parent notification letters and other communication methods such as parent-teacher conferences, newsletters, and two-way communication systems.

The description of the requested information must be detailed and not a list of items/activities. Remember to describe the activity and to not include vendors' names in any of the sections.

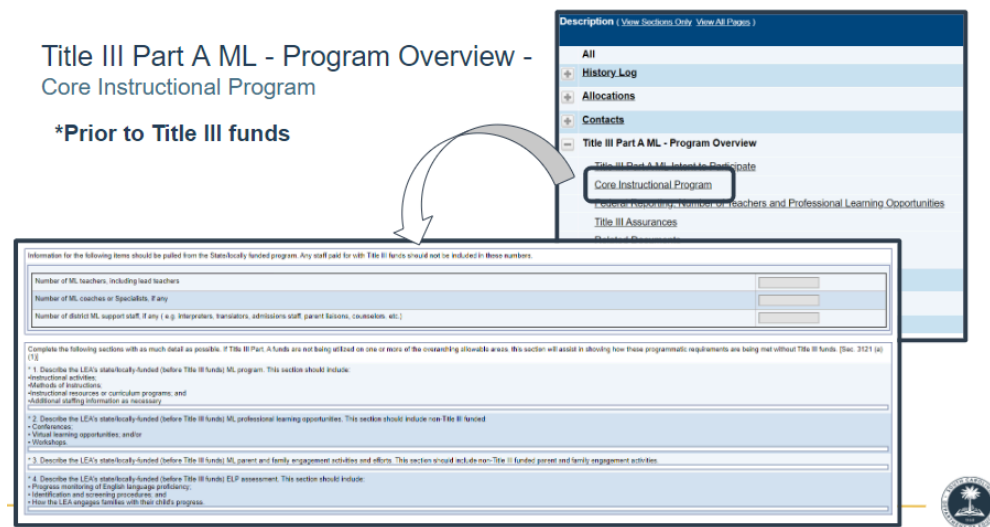


Figure 4. *Core Instructional Program tab.*

STEP 3 - Federal Reporting and Professional Learning Opportunities

Select the Federal Reporting and Professional Learning Opportunities tab under the Title III Part A ML Program Overview section. In this section, enter the required information:

1. Identify:

Question 1: The number of teachers (previous year) - total number of teachers in any LIEPs, including core content reading, math, science, and social studies.*Applicable LIEPs in SC include Pull-out, Class Period, Push-in, Co-teaching, Consultative, Newcomer Program, Sheltered Content-Based Instruction, and Dual Language Immersion (DLI). This is not all certified teachers in the district. **Note:** The educator's ESOL endorsement/certification is not considered in this scenario.

Unduplicated number of teachers (previous year) - ensure the number entered reflects the total number of teachers in any LIEPs, including core content reading, math, science, and social studies. ***Applicable Program Service Delivery Models (PSDMs) in SC include Pull-out, Class Period, Push-in, Co-teaching, Consultative, Newcomer Program, Sheltered Content-Based Instruction, and Dual Language Immersion (DLI).**

Scenario: A MLPS co-teaches with 1 English Language Arts (ELA) grade level teacher and does push-ins with 4 other classes/content teachers. In this count, you must include the mainstream/content classroom teachers from the ELA and push-in classes - a total of 5 teachers. Each content teacher must only be counted once.

Note: Teachers included in LIEP should only be content-area teachers in a PSDM who are present in the classroom when ML teachers provide services—typically in push-in or co-teaching models. Each teacher should be counted only once, even if they work with multiple MLs, and ML teachers themselves should not be included in this count.

- Example: District X has a total number of 150 teachers
 - Number of content teachers in LIEPs = 42
 - Number of MLPS/teachers = 12 (11 certified + 1 non-certified)
 - **Total number entered for question 1 = 42**

Question 2: Number of ML teachers in your district (funded by any source) who are certified teachers in South Carolina (hold a valid SC teaching license). **Note:** The ESOL endorsement/certification of the educator is not considered in this scenario.

Number of MLPS/teachers only who are certified

- Example: District X has a total number of 150 teachers
 - Number of content teachers in LIEPs = 42

- Number of MLPS/teachers = 12 (11 certified + 1 non-certified)
- **Total number entered for question 2 = 11**

Question 3: Number of MLPS/teachers in your district (funded by any source) who are not certified teachers in South Carolina (do not hold a valid SC teaching license). **Note:** The ESOL endorsement/certification of the educator is not considered in this scenario. Zero is an acceptable response, if applicable.

Note: We do not expect to see paraprofessionals in this reporting unless they are considered educators with temporary waivers to carry content loads, in which case they would be reported in the non-certified counts.

Number of MLPS/teachers only who are not certified

- Example: District X has a total number of 150 teachers
 - Number of content teachers in LIEPs = 42
 - Number of MLPS/teachers = 12 (11 certified + 1 non-certified)
 - **Total number entered for question 3 = 1**
2. Identify the types of ML professional development opportunities that were offered during the previous school year. Check all that apply. This is what was offered to all staff and specific to MLPSS.
3. Indicate the number of participants in ML professional learning opportunities (PLOs) for the previous school year.
- PD provided to content classroom teachers
 - PD provided to ML teachers
 - PD provided to principals
 - PD provided to administrators (other than principals)
 - PD provided to other school personnel (non-administrative)
 - PD provided to community-based organization personnel

Note: Since the information required in this section refers to the previous academic year, we recommend that you record this information ahead of time. It may be easier to track this information during the current academic year for the upcoming ML subgrant application to ensure accuracy rather than trying to recall all that took place during the previous academic year.

Title III Part A ML - Program Overview - Federal Reporting: Number of Teachers and Professional Learning Opportunities (2023-24 school year)

NEW

Description (View Sections Only View All Pages)

- All
- History Log
- Allocations
- Contacts
- Title III Part A ML - Program Overview**
 - Title III Part A ML Intent to Participate
 - Core Instructional Program
 - Federal Reporting: Number of Teachers and Professional Learning Opportunities**

Complete the following information for the previous school year for required federal reporting.

Title III, Part A funds are made available to LEAs to improve the education of multilingual learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching multilingual learners and immigrant children and youth.

1. Number of Teachers (2023 - 2024):

Number of teachers serving in any (Language Instruction Educational Programs (LIEPs) (including core content reading, math, science, and social studies) in LEAs receiving Title III, Part A funds. **Note:** The educator's FSCS endorsement/certification is not considered in this scenario.

Number of ML teachers in your district (funded by any source) who are certified teachers in South Carolina (hold a valid SC teaching license). **Note:** The FSCS endorsement/certification of the educator is not considered in this scenario.

Number of US/ML teachers in your district (funded by any source) who are **not** certified teachers in South Carolina (do not hold a valid SC teaching license). **Note:** The FSCS endorsement/certification of the educator is not considered in this scenario. Zero is an acceptable response, if applicable.

*

*

*

***Applicable LIEPs in South Carolina include:** Pull out, Class Period, Push in, Co-teaching, Consultative, Newcomer Program, Sheltered Content Based Instruction, and Dual Language Immersion (DLI).



Title III Part A ML - Program Overview - Federal Reporting: Number of Teachers and Professional Learning Opportunities (2023-24 school year)

2. Identify the types of ML professional learning opportunities that were offered during 2022-2024 school year. - Check all that apply

- ☐ Support the development and implementation of LIEPs (as required under section 3115(c)(1)).
- ☐ Provide professional development to teachers and other personnel serving ELLs (as required under section 3115(c)(2)).
- ☐ Provide parent, family, and community engagement activities (as required under section 3115(c)(3)(A)).
- ☐ If applicable, other activities and strategies that enhance or supplement LIEPs, including coordination and alignment across programs (as required under section 3115(c)(3)(B)). (States are not required to enter counts for the last row if the State reports counts for 3115(c)(3)(A), (B), (C), (D), (E), (F), (G), (H), (I), (J), (K), (L), (M), (N), (O), (P), (Q), (R), (S), (T), (U), (V), (W), (X), (Y), (Z).)
- ☐ Upgrade program objectives and instructional strategies (section 3115(d)(1)).
- ☐ Improve instruction for ELLs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).
- ☐ Provide tutorials, career and technical education (section 3115(d)(3)(A)).
- ☐ Provide intensified supplemental instruction, including translated materials, interpreters, and translators (section 3115(d)(3)(B)).
- ☐ Support LIEPs for preschool programs (section 3115(d)(4)).
- ☐ Implement strategies to improve ELLP and academic achievement for ELLs (section 3115(d)(5)).
- ☐ Provide parent, family, and community engagement activities to support the education of ELLs (section 3115(d)(6)).
- ☐ Provide resources, including educational technology, electronic resources for materials, training, and communication, and incorporation of these resources into curricula and programs to improve the instruction of ELLs (section 3115(d)(7)).
- ☐ Offer programs to help ELLs achieve success in postsecondary education (section 3115(d)(8)).
- ☐ Improve the instruction of ELLs with disabilities (section 3115(d)(9)).
- ☐ Other (section 3115(d)(10)). Please specify: _____

3. Indicate the number of participants in ML professional learning opportunities (PLOs) (2023 - 2024):

PLO provided to content classroom teachers	
PLO provided to ML teachers	
PLO provided to principals	
PLO provided to administrators (other than principals)	
PLO provided to other school personnel (non-administrative)	
PLO provided to community-based organization personnel	
TOTAL	



Figures 5 & 6. Professional Learning Opportunities tab.

STEP 4 - Title III Assurances

Select the Title III Assurances tab under the Title III Part A ML Program Overview section. In this section, you will be required to check the box in which it is a statement that the LEA hereby assures the SEA the requirements listed. Read the statements carefully.

Title III Part A ML - Program Overview -
Title III Assurances

Description (View Sections Only View All Pages)

All
History Log
Allocations
Contacts
Title III Part A ML - Program Overview
Title III Part A ML Intent to Participate
Core Instructional Program
Federal Reporting: Number of Teachers and Professional Learning Opportunities
Title III Assurances
Related Documents

* The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that:

(A)	each local educational agency that is included in the eligible entity is complying with section 1112(a) prior to, and throughout, each school year as of the date of application;
(B)	the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
(C)	the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
(D)	the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

Figure 7. *Title III Assurances tab.*

STEP 5 - Related Documents

Under the *Title III Part A ML Program Overview* section, select the *Related Documents* tab. In this section, upload the required documents (document templates are embedded to the application):

- ☐ Office of Federal and State Accountability (OFSA) Assurances form
- ☐ Federal Assurances Terms and Conditions form

The optional documents section must be completed, if applicable. Document templates are also embedded in the application. Please note that some optional documents, such as noncompetitive procurement forms, must be submitted for approval via email to the Title III team at TitleIIIMLP@ed.sc.gov before they are uploaded into the application.

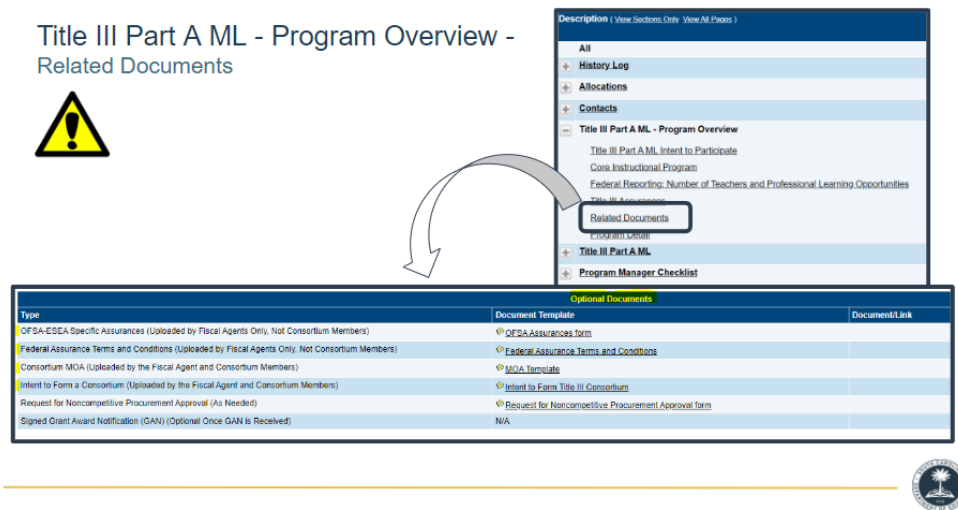
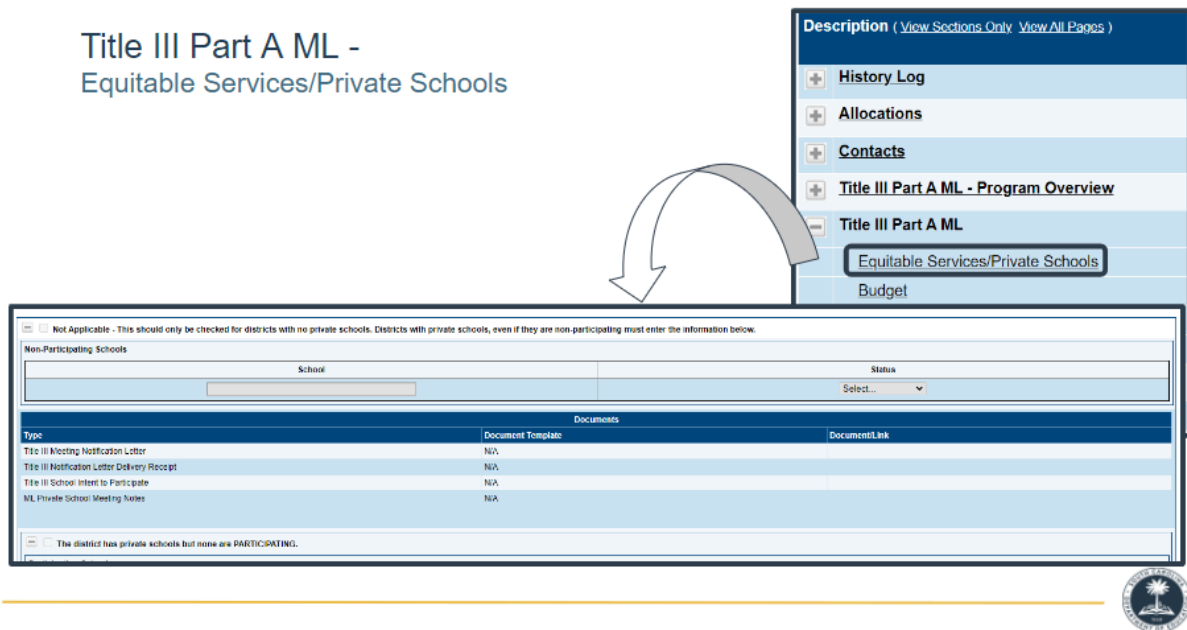


Figure 8. Related Documents tab.

STEP 6 - Equitable Services/Private Schools

Select the Equitable Services/Private Schools tab under the Title III Part A ML section. In this section, enter the required information about the participating private school, if any.

Title III Part A ML - Equitable Services/Private Schools



Description (View Sections Only View All Pages)

- [History Log](#)
- [Allocations](#)
- [Contacts](#)
- [Title III Part A ML - Program Overview](#)
- Title III Part A ML**
 - [Equitable Services/Private Schools](#)
 - [Budget](#)

☐ Not Applicable - This should only be checked for districts with no private schools. Districts with private schools, even if they are non-participating must enter the information below.

Non-Participating Schools

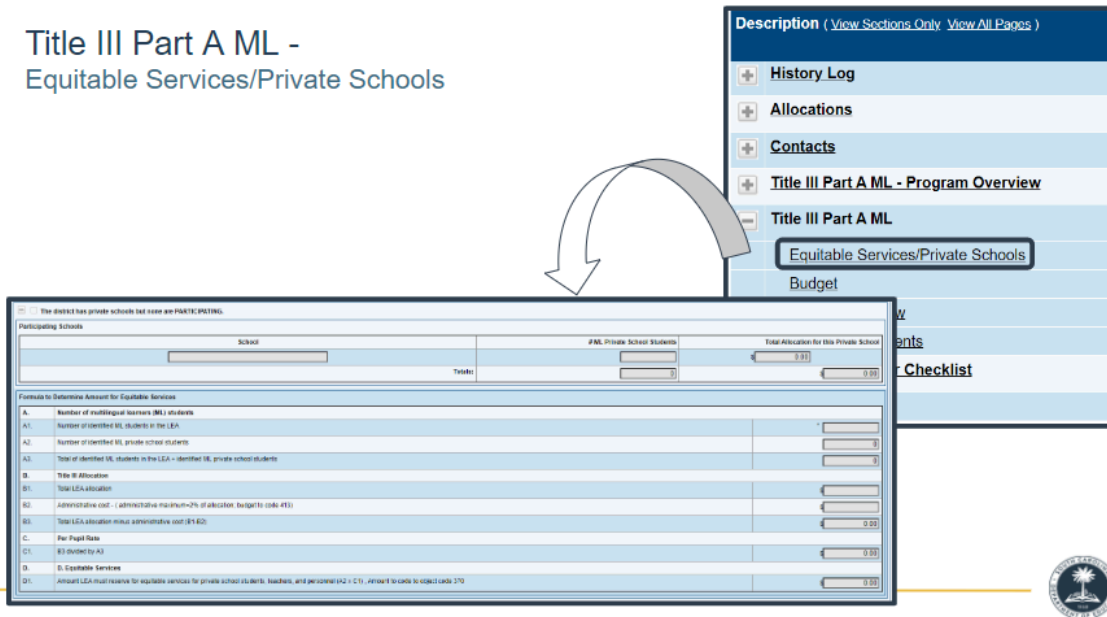
School	Status
	Select...

Documents

Type	Document Template	Document Link
Title III Meeting Notification Letter	N/A	
Title III Notification Letter Delivery Receipt	N/A	
Title III School Intent to Participate	N/A	
NL Private School Meeting Notes	N/A	

☐ The district has private schools but none are PARTICIPATING.

Title III Part A ML - Equitable Services/Private Schools



Figures 9 & 10. *Equitable Services/Private Schools* tab.

☐ **Not Applicable**

This should only be checked for districts with no private schools.

☐ **Non-Participating Schools**

Districts with private schools that are not participating in federal funds must be listed in this section. Please check the non-participating box and include the school name and status for any private school the district formally contacted inviting to participate in federal funds for the respective calendar year.

Status may include:

- Non-Participating
- Non-Responsive

☐ **Participating Schools**

Districts with participating private schools must include the school's name and number of ML private school students to populate total allocation for the private school.

STEP 7 - Budget

Under the *Title III Part A ML* section, select the *Budget* tab. In this section, enter the budget lines according to the plan described for the Title III Part A ML funds and the district's ML program(s) in the Program Details section of this application. Be attentive to

the selected activities' functions, object codes, and tags. Provide a detailed description of each activity.

**Title III Part A ML -
Budget, Budget Overview, and Related Documents**

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

- Language Instruction Educational Program (LIEP) (100),
- Professional Development (220), and
- Family Engagement (188).

Indirect Cost	
Total Allocation	\$342,167.72
Budgeted Amount	\$0.00
Excludable Costs	\$0.00
Indirect Cost Rate	4.61%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$15,078.79

Filtering: 0 out of 0 Budget Details match selected filters

Function	Object	LEA / School
0 Option(s) selected.		
Select All / Deselect All		
or do any testing!		
Use of Funds		
☐ No Tags Selected		
☐ Indirect Cost (based on district %)		
☐ Indirect Cost (based on total allocation)		
☐ Language Instruction Educational Program (LIEP)		
☐ Professional Development		
☐ Parent and Family Engagement		
☐ Other - Other		
Identified Need		
☐ All - Other - Other		

Download Budget Data

<< First < Previous Next > Last >> Items 0-0 out of 0

Description (View Sections Only View All Pages)

- + History Log
- + Allocations
- + Contacts
- + Title III Part A ML - Program Overview
- + Title III Part A ML
 - Equitable Services/Private Schools
 - Budget
 - Budget Overview
 - Related Documents
- + Program Manager Checklist
- All

Figure 11. Budget & Budget Overview tab.

Keep all items with the same function and object codes as one entry/budget line. Itemize the purchases in the description using bullets to organize the multiple items.

Example: 100 - Function - Instruction
400 - Object - Supplies and Materials

Detailed description of the activities.

- Bilingual books (Spanish, Ukrainian, Chinese) = \$250.00
- Bilingual dictionaries (Spanish, Ukrainian, additional languages as needed) = \$400.00
- 10 Flashcards = 140.00

Approximately 20 MLs K-5 will benefit from the selected supplies and materials.

If a consortium lead is responsible for acting as the fiscal and programmatic agent for the consortium, filing the required expenditure reports, and maintaining fiscal records, you must specify the district(s) for each assigned budget line and follow the instructions mentioned above.

Regarding Budget Lines

Ensure that similar budget lines are consolidated. If the district intends to allocate funds for instructional supplies, as the above example, have all the items that fall under the

same function and object code on the same budget line. Use the description to include additional details for record keeping purposes such as itemizing the allocated funds for multiple schools.

Example: 100 - Function - Instruction
 400 - Object - Supplies and Materials
 Description: Elementary school 1 - \$250.00
 Elementary school 2 - \$340.00

Budget line checklist:

Narrative = Intentional/Purposeful planning

- ☐ Are the Function and Object codes appropriate for the narrative description listed?
- ☐ Is the narrative description concise with only items pertinent to the request listed?
- ☐ Does the narrative description provide a clear description of the WHO, WHAT, WHY, HOW, and WHEN?
 - ☐ Who will benefit from the selected activity? Be specific.
 - ☐ What will the funds cover? Provide a breakdown.
 - ☐ Why is this selected activity needed?
 - ☐ How will this activity be implemented and its impact?
 - ☐ When will the selected activity take place (schedule/days/hours)?
- ☐ Is it clear which requirement of Title III, Part A is being addressed?

Budget

TEST (TEST) Public District - FY 2024 - Title III Part A ML - Rev 0 - Title III Part A ML

Go To

Indirect Cost	
Total Allocation	\$0.00
Budgeted Amount	\$0.00
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

Download Budget Data

View All	Function	Total
View	100 - Instruction	\$0.00
View	188 - Parenting/Family Literacy	\$0.00
View	210 - Pupil Services	\$0.00
View	220 - Instructional Staff	\$0.00
View	222 - Library and Media Services	\$0.00
View	223 - Supervision of Special Programs	\$0.00
View	251 - Student Transportation - Federal District Mandated	\$0.00
View	253 - School Building	\$0.00
View	254 - Operation and Maintenance	\$0.00
View	255 - Food Services	\$0.00
View	256 - Security	\$0.00
View	262 - Planning	\$0.00
View	269 - Technology and Data Processing Services	\$0.00
View	267 - Participant Support Cost	\$0.00
View	271 - Pupil Service Activity - Field Trip Transportation	\$0.00
View	300 - Community Services	\$0.00
View	370 - Non-public School Services	\$0.00
View	400 - Other Charges	\$0.00
View	415 - Payments to Charter Schools	\$0.00
View	430 - Indirect Cost Transfer	\$0.00
		Total
		\$0.00
		Allocation
		\$0.00
		Remaining
		\$0.00

Go To

Figure 12. Budget tab.

STEP 8 - Budget Overview

Select the Budget Overview tab under the Title III Part A ML section. This section consists of a summary of the selected activities according to the associated function and budget codes. The information is used to verify the entries entered in GAPS. GAPS must match the entries entered in GEMS to be approved by the SCDE.

Budget Overview

TEST (TEST) Public District - FY 2024 - Title III Part A ML - Rev 0 - Title III Part A ML

Go To ▶

Indirect Cost	
Total Allocation	\$0.00
Budgeted Amount	\$0.00
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

Filter by Location: All - \$0.00
Show Unbudgeted Categories

Function	Object	Total
Total		0.00
	Allocation	0.00
	Remaining	0.00

Go To ▶

Figure 13. *Budget Overview tab.*

Note: Vendors' names are not permitted on the application; instead, provide a detailed description of the product. However, the vendor's name must be listed on the form if a Request for Noncompetitive Procurement Approval is needed.

STEP 9 - Related Documents

Under the *Title III Part A ML* section, select the *Related Documents* tab. In this section, upload the required documents (document templates are embedded in the application):

- ☐ OFSA Assurances form
 - ☐ OFSA-ESEA Specific Assurances (Uploaded by Fiscal Agents Only, Not Consortium Members)
- ☐ Federal Assurances Terms and Conditions form
 - ☐ Federal Assurance Terms and Conditions (Uploaded by Fiscal Agents Only, Not Consortium Members)
- ☐ MOA Template
 - ☐ Consortium MOA (Uploaded by the Fiscal Agent AND Consortium Members)
- ☐ Intent to Form Title III Consortium

- ☐ Intent to Form a Consortium (Uploaded by the Fiscal Agent AND Consortium Members)
- ☐ Request for Noncompetitive Procurement Approval form
 - ☐ Request for Noncompetitive Procurement Approval (As Needed)
- ☐ Signed Grant Award Notification (GAN) (Optional Once GAN is Received)

Note: 1) Do not upload blank documents, 2) ensure all pages of an applicable document are uploaded and 3) upload PDF files only.

The optional documents section must be completed, if applicable. Document templates are also embedded in the application. Please note that some optional documents, such as noncompetitive procurement forms, must be submitted for approval via email to the Title III team at TitleIIIMLP@ed.sc.gov before they are uploaded into the application.

Title III Part A ML - Program Overview - Related Documents




Description (View Sections Only View All Pages)

- All
- + History Log
- + Allocations
- + Contacts
- Title III Part A ML - Program Overview
 - Title III Part A ML Intent to Participate
 - Core Instructional Program
 - Federal Reporting Number of Teachers and Professional Learning Opportunities
 - Title III Assurance
 - Related Documents
 - Program Detail
- + Title III Part A ML
- + Program Manager Checklist

Type	Document Template	Document Link
OFSA-CSEA Specific Assurances (Uploaded by Fiscal Agents Only, Not Consortium Members)	 OFSA Assurances form	
Federal Assurance Terms and Conditions (Uploaded by Fiscal Agents Only, Not Consortium Members)	 Federal Assurance Terms and Conditions	
Consortium MOA (Uploaded by the Fiscal Agent and Consortium Members)	 MOA Template	
Intent to Form a Consortium (Uploaded by the Fiscal Agent and Consortium Members)	 Intent to Form Title III Consortium	
Request for Noncompetitive Procurement Approval (As Needed)	 Request for Noncompetitive Procurement Approval form	
Signed Grant Award Notification (GAN) (Optional Once GAN is Received)	N/A	



Figure 14. *Related Documents tab.*

Program Manager Checklist

This section includes all comments from SCDE regarding the submitted subgrant application, including approval/revisions needed.

1. **Core Instructional Program**
2. **Related Documents**
3. **Budget**

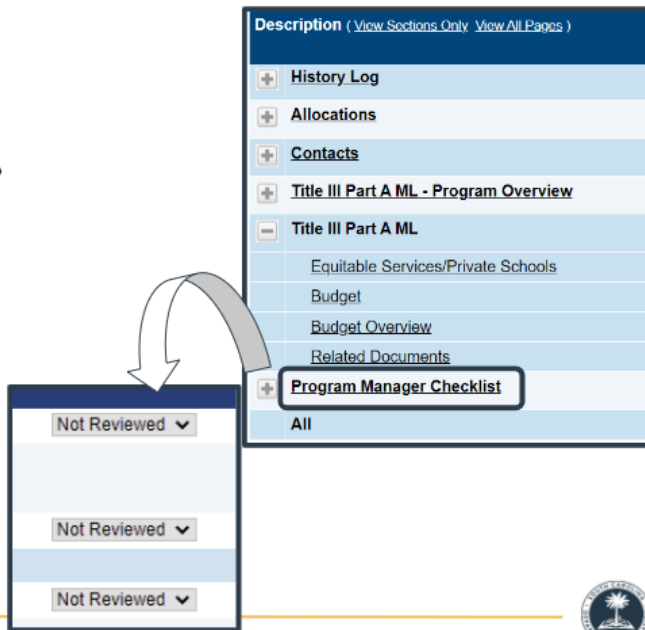
Program Manager Checklist - Program Manager Checklist

Checklist will now have:

1. Core Instructional Program
2. Signed Documents for all Fiscal Leads and/or Consortium Members
3. Equitable Services/Private Schools
4. Budget

***This section is for the SCDE Title III staff to complete.**

***If the district's application is returned for revision, the notes will be listed in this section.**

The screenshot shows a sidebar menu on the right with the following items: History Log, Allocations, Contacts, Title III Part A ML - Program Overview (expanded), Title III Part A ML (collapsed), Equitable Services/Private Schools, Budget, Budget Overview, Related Documents, Program Manager Checklist (highlighted with a red box), and All. A curved arrow points from the 'Program Manager Checklist' item in the sidebar to a main content area on the left. This area contains three rows, each with a 'Not Reviewed' dropdown menu.

Figure 15. Program Manager Checklist

TITLE III PART A IMMIGRANT GEMS APPLICATION

The Title III Part A Immigrant subgrant application in GEMS is only available to qualifying districts. The application must include information about the core instructional program provided the previous academic year, the intended plan for the funds for the current academic year, a detailed description of the intended activities, and related documents. It is imperative that LEAs reflect on the best way to serve immigrants, attending to their unique needs and the best use for the allocated funds.

Title III, Part A Immigrant Sections Overview

- History Log
- Allocations
- Contacts
- Title III Immigrant
- Program manager Checklist

This is the TEST site. Please be sure to complete your work in the LIVE site.

Application Status: Draft Started

Change Status To: [Draft Completed](#)

[View SCDE History Log](#)
[View Change Log](#)
[Delete This Application Revision](#)

Description (View Sections Only View All Pages)

All
History Log
Allocations
Contacts
Title III Immigrant
Program Manager Checklist
All



Figure 16. Title III, Part A Immigrant.

TITLE III IMMIGRANT

STEP 1 - Title III Intent to Participate

Under the *Title III Immigrant* section, select the *Title III Part A Immigrant Intent to Participate* tab, then select the appropriate *Title III ML Budget Options*.

Title III, Part A Immigrant Title III Part A Immigrant Intent to Participate

This is the TEST site. Please be sure to complete your work in the LIVE site. Test Database ref: d Feb 24 2025 1:16PM.

[Save And Go To](#)

* Title III ML Budget Options

☐ LEA will function as a Stand-Alone system. (LEA will enter a Title III budget.)

☐ LEA will act as the Fiscal Agent/Consortium Lead for other LEAs (Consortium Lead will enter a Title III budget.)

☐ LEA will join a consortium to utilize Title III Immigrant funds. (Please see the selected Consortium Lead below. LEA will not complete a Title III budget.)

☐ LEA is releasing all generated Title III funds. (LEA will not complete a Title III budget.)

Fiscal Agent

[Title III Part A Immigrant Intent to Participate](#)

[Use of Funds Details](#)

[Equitable Services/Private Schools](#)

[Budget](#)

[Budget Overview](#)

[Related Documents](#)

[Program Manager Checklist](#)

[Program Manager Checklist](#)

[All](#)



Figure 17. Title III, Part A Immigrant Intent to Participate tab.

STEP 2 - Use of Funds Details

Under the *Title III Immigrant* section, select the *Use of Funds Details* tab, then select the box for supplement, not supplant.

Title III, Part A Immigrant

Use of Funds Details

***Supplement, not supplant**

This is the TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Feb 24 2025 1:16PM.

Save And Go To ▶

Immigrant Definition

ESSA 3201(5) defines an Immigrant student as an individual who:

(A) is aged 3 through 21;

(B) was not born in any State (of the United States of America); and

(C) has not been attending one or more schools in any one or more States for more than 3 full academic years.

Note that "State" is defined in ESSA 3201(13) to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico cannot be included as "immigrant" students under Title III. An immigrant student may or may not be an English learner (EL).

☐ * Title III funds will be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for immigrant students and in no case to supplant such Federal, State, and local public funds as required by ESSA 3115(g).

Description (View Sections Only View All Pages)

All

+ History Log

+ Allocations

+ Contacts

- Title III Immigrant

Title III Part A Immigrant Intent to Participate

Use of Funds Details

Equitable Services/Private Schools

Budget

Budget Overview

Related Documents

Program Manager Checklist

Program Manager Checklist

All

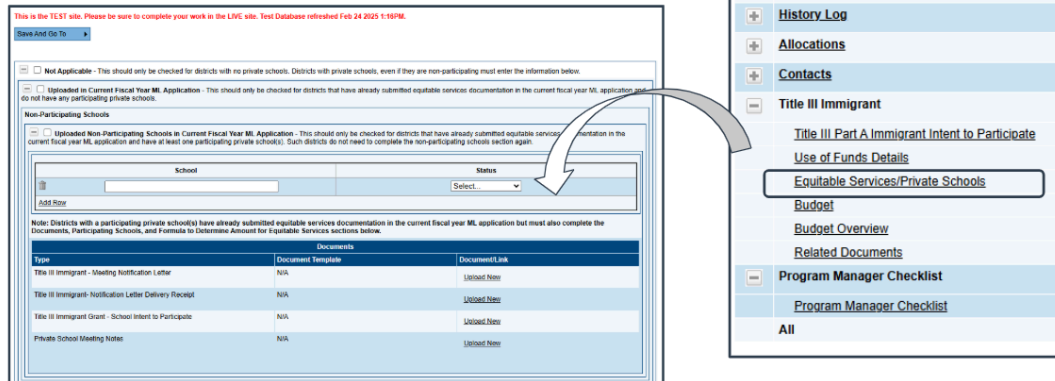


Figure 18. *Use of Funds Details tab*

STEP 3 - Equitable Services/Private Schools

Under the *Title III Immigrant* section, select the *Equitable Services/Private Schools* tab. In this section, enter the required information about the participating private school(s), if any.

Title III, Part A Immigrant Equitable Services/Private Schools



This is the TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Feb 24 2025 1:10PM.

Save And Go To

☐ **Not Applicable** - This should only be checked for districts with no private schools. Districts with private schools, even if they are non-participating must enter the information below.

☐ **Uploaded in Current Fiscal Year ML Application** - This should only be checked for districts that have already submitted equitable services documentation in the current fiscal year ML application and do not have any participating private schools.

Non-Participating Schools

☐ **Upload Non-Participating Schools in Current Fiscal Year ML Application** - This should only be checked for districts that have already submitted equitable services documentation in the current fiscal year ML application and have at least one participating private school(s). Such districts do not need to complete the non-participating schools section again.

School: Status:

Add Row

Note: Districts with participating private school(s) have already submitted equitable services documentation in the current fiscal year ML application but must also complete the Documents, Participating Schools, and Formula to Determine Amount for Equitable Services sections below.

Type	Document Template	Document Link
Title III Immigrant - Meeting Notification Letter	N/A	Upload New
Title III Immigrant - Notification Letter Delivery Receipt	N/A	Upload New
Title III Immigrant Grant - School Intent to Participate	N/A	Upload New
Private School Meeting Notes	N/A	Upload New

Description (View Sections Only View All Pages)

All

[History Log](#)

[Allocations](#)

[Contacts](#)

Title III Immigrant

[Title III Part A Immigrant Intent to Participate](#)

[Use of Funds Details](#)

[Equitable Services/Private Schools](#)

[Budget](#)

[Budget Overview](#)

[Related Documents](#)

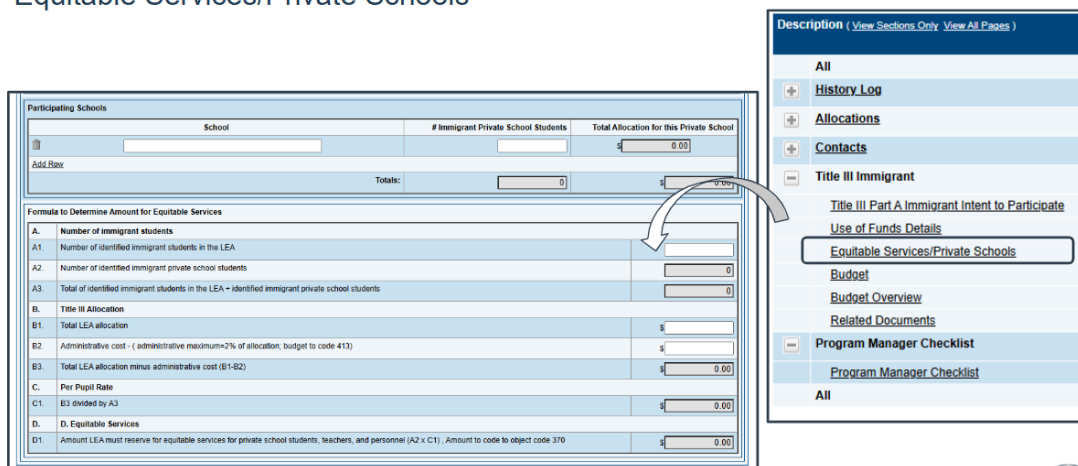
Program Manager Checklist

[Program Manager Checklist](#)

All



Title III, Part A Immigrant Equitable Services/Private Schools



Participating Schools

School	# Immigrant Private School Students	Total Allocation for this Private School
Totals:		

Add Row

Formula to Determine Amount for Equitable Services

A. Number of immigrant students		
A1	Number of identified immigrant students in the LEA	
A2	Number of identified immigrant private school students	
A3	Total of identified immigrant students in the LEA + identified immigrant private school students	
B. Title III Allocation		
B1	Total LEA allocation	
B2	Administrative cost - (administrative maximum=2% of allocation; budget to code 413)	
B3	Total LEA allocation minus administrative cost (B1-B2)	
C. Per Pupil Rate		
C1	B3 divided by A3	
D. Equitable Services		
D1	Amount LEA must reserve for equitable services for private school students, teachers, and personnel (A2 x C1). Amount to code to object code 370	

Description (View Sections Only View All Pages)

All

[History Log](#)

[Allocations](#)

[Contacts](#)

Title III Immigrant

[Title III Part A Immigrant Intent to Participate](#)

[Use of Funds Details](#)

[Equitable Services/Private Schools](#)

[Budget](#)

[Budget Overview](#)

[Related Documents](#)

Program Manager Checklist

[Program Manager Checklist](#)

All



Figure 19 &20. Equitable Services/Private Schools

☐ **Not Applicable**

This should only be checked for districts with no private schools. Districts with private schools, even if they are non-participating, must enter the information in the appropriate section on this page.

☐ **Uploaded in Current Fiscal Year ML Application**

This should only be checked for districts that have already submitted equitable services documentation in the current fiscal year ML application and do not have any participating private schools.

☐ **Non-Participating Schools**

Uploaded Non-Participating Schools in Current Fiscal Year ML Application

This should only be checked for districts that have already submitted equitable services documentation in the current fiscal year ML application and have a least one participating school(s). Such districts do not need to complete the non-participating section again.

Note: Districts with a participating private school(s) have already submitted equitable services documentation in the current fiscal year ML application but must also complete the Documents, Participating Schools, and Formula to Determine Amount for Equitable Services section on the page.

☐ **Participating Schools**

Districts with participating private schools must include the school's name and number of Immigrant private school students to populate total allocation for the private school.

STEP 4 - Budget

Under the *Title III Immigrant* section, select the *Budget* tab. In this section, enter the budget lines according to the needs of the districts' plans to support immigrant students. Be attentive to the selected activities' functions, object codes, and tags. Provide a detailed description of each activity. Include the anticipated number of immigrant students who will benefit from the selected activities.

Keep all items with the same function and object codes as one entry/budget line. Itemize the purchases in the description using bullets to organize the multiple items.

Example:

100 - Function - Instruction

400 - Object - Supplies and Materials

Detailed description for the activities.

- Bilingual books (Spanish, Ukrainian, Chinese) = \$250.00
- Bilingual dictionaries (Spanish, Ukrainian, add languages as needed) = \$400.00
- 10 Flashcards = 140.00
- 8 Vocabulary games = 200.00

Approximately 20 immigrant students K-5 will benefit from the selected materials.

Note: Vendors' names are not permitted on the application; instead, provide a detailed description of the product. The vendor's name must be listed on the form if a Request for Noncompetitive Procurement Approval is needed.

Title III, Part A Immigrant Budget

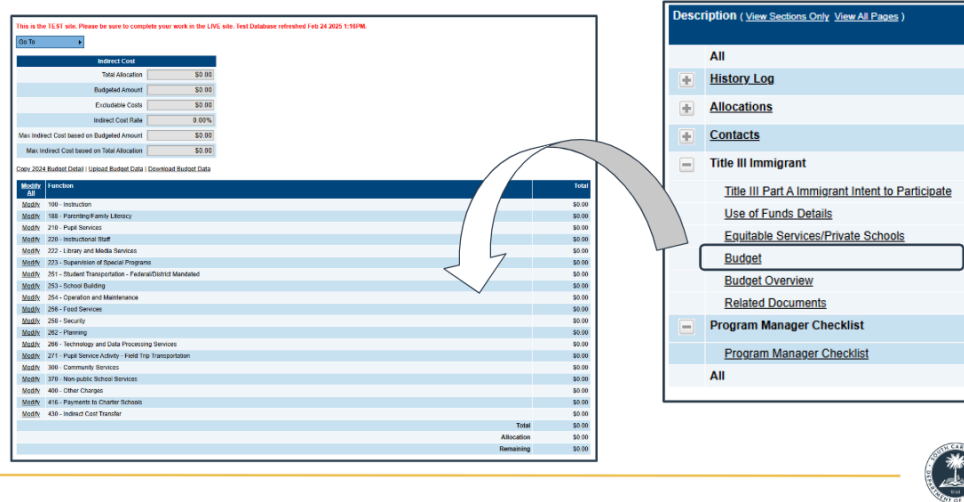


Figure 21. Budget

Budget line checklist:

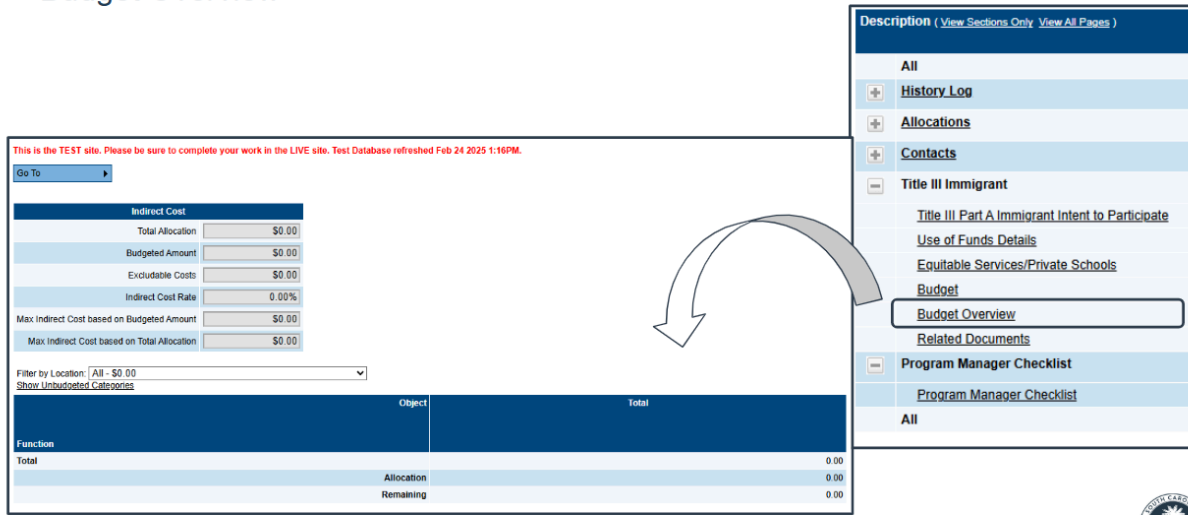
Narrative = Intentional/Purposeful planning

- ☐ Are the Function and Object codes appropriate for the narrative description listed?
- ☐ Is the narrative description concise with only items pertinent to the request listed?
- ☐ Does the narrative description provide a clear description of the WHO, WHAT, WHY, HOW, and WHEN?
 - ☐ Who will benefit from the selected activity? Be specific.
 - ☐ What will the funds cover? Provide a breakdown.
 - ☐ Why is this selected activity needed?
 - ☐ How will this activity be implemented and its impact?
 - ☐ When will the selected activity take place (schedule/days/hours)?
- ☐ Is it clear which requirement of Title III, Part A is being addressed?

STEP 5 - Budget Overview

Under the *Title III Immigrant* section, select the *Budget Overview* tab. This section consists of a summary of the selected activities according to the associated function and budget codes. The information entered is used to verify the entries entered in GAPS. GAPS must match the entries entered in GEMS to be approved by the SCDE.

Title III, Part A Immigrant Budget Overview



This is the TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Feb 24 2025 1:16PM.

Go To ▶

Indirect Cost	
Total Allocation	\$0.00
Budgeted Amount	\$0.00
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

Filter by Location: All - \$0.00 ▼
[Show Unbudgeted Categories](#)

Function	Object	Total
Total		0.00
	Allocation	0.00
	Remaining	0.00

Description (View Sections Only View All Pages)

- All
- [History Log](#)
- [Allocations](#)
- [Contacts](#)
- Title III Immigrant**
 - [Title III Part A Immigrant Intent to Participate](#)
 - [Use of Funds Details](#)
 - [Equitable Services/Private Schools](#)
 - [Budget](#)
 - [Budget Overview](#)**
 - [Related Documents](#)
- Program Manager Checklist**
 - [Program Manager Checklist](#)
- All

Figure 22. Budget Overview

STEP 6 - Related Documents

Under the *Title III Part A Immigrant* section, select the *Related Documents* tab. In this section, upload the required documents (document templates are embedded in the application):

- ☐ OFSA Assurances form
- ☐ Federal Assurances Terms and Conditions form

The optional documents section must be completed, if applicable. Please note that some optional documents, such as noncompetitive procurement forms, must be submitted for approval via email to the Title III team at TitleIIIMLP@ed.sc.gov before they are uploaded into the application.

Title III, Part A Immigrant Related Documents

This is the TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Feb 24 2025 1:16PM.

Go To ▼

Required Documents		
Type	Document Template	Document Link
OFSEA-ESEA Specific Assurances (upload 1 document)	OFSEA-ESEA Specific Assurances Form	Upload New
Federal Assurance Terms and Conditions (upload 1 document)	Federal Assurance Terms and Conditions Form	Upload New

Optional Documents		
Type	Document Template	Document Link
Additional Documentation	N/A	Upload New
Title III Immigrant - Meeting Notification Letter	N/A	Upload New
Title III Immigrant Grant - School Intent to Participate	N/A	Upload New
Title III Immigrant-Notification Letter Delivery Receipt	N/A	Upload New
Title III Immigrant - Request for Noncompetitive Procurement Approval	Title III Immigrant - Request for Noncompetitive Procurement Approval	Upload New
Signed Grant Award Notification (GAIN)	N/A	Upload New
Private School Meeting Notes	N/A	Upload New



Description (View Sections Only View All Pages)

All

+ History Log

+ Allocations

+ Contacts

- Title III Immigrant

[Title III Part A Immigrant Intent to Participate](#)
[Use of Funds Details](#)
[Equitable Services/Private Schools](#)
[Budget](#)
[Budget Overview](#)

Related Documents

+ Program Manager Checklist

[Program Manager Checklist](#)

All

Figure 23. Related Documents

Program Manager Checklist

This section includes all comments from SCDE regarding the submitted Title III Part A Immigrant subgrant application, including approval/revisions needed.

1. **Equitable Services/Private Schools**
2. **Budget**
3. **Related Documents**

Title III, Part A Immigrant Program Manager Checklist

Checklist will now have:

1. Equitable Services/Private Schools
2. Budget
3. Related Documents

***This section is for the SCDE Title III staff to complete.**

***If the district's application is returned for revision, the notes will be listed in this section.**

Not Reviewed ▼

Not Reviewed ▼

Not Reviewed ▼



Description (View Sections Only View All Pages)

All

+ History Log

+ Allocations

+ Contacts

- Title III Immigrant

[Title III Part A Immigrant Intent to Participate](#)
[Use of Funds Details](#)
[Equitable Services/Private Schools](#)
[Budget](#)
[Budget Overview](#)
[Related Documents](#)

Program Manager Checklist

Program Manager Checklist

All

Figure 24. Program Manager Checklist

GEMS APPLICATION AMENDMENTS

When submitting application amendments, do not delete a budget line when submitting an amendment to add the same function and object code. This adds extra steps for verification and delays the approval process. Districts may update descriptions and tags to the current budget line instead of deleting the original budget line.

When an amendment is submitted containing a budget line allocation with an increase, the LEA must include a detailed justification for the increase.

Example:

Original budget line

188/400 - Newcomer kits for (15) elementary and (15) secondary MLs to provide families with a direct connection to the learning and engagements from school across all levels. For elementary, the kits will include an assortment of ABC books, magnetic alphabet letters, a consumable student ABC workbook, and other early literacy materials. For secondary students, the kits include necessary school materials (i.e., notebooks, bilingual dictionaries, pencils, paper, etc.).

Total Cost = \$1500.00

Amended budget line

Our district had a significant increase of newcomer students this year. Therefore, additional funds have been assigned to this activity to provide the additional 25 newcomer kits needed.

Total Cost = \$2500.00

GEMS Application and GAPS Budget Alignment

Districts complete an application in GEMS detailing how Title III ML funds will assist MLs in achieving English proficiency while meeting academic achievement standards no later than September thirtieth (30) of each year or other date as specified. Once the submitted application is approvable, the district will receive a GAN.

After returning the signed GAN to the SCDE, the district may then upload the budget from its approved Title III plan into GAPS for approval.

Districts must complete a new application each fiscal year (FY).

No budget in GAPS will be reviewed if a district has not submitted the signed GAN and has an approved application in GEMS. For GAPS to be approved, GAPS must match the entries (function and object codes and budget amount) in GEMS.

Note: Check the Budget Overview section in GEMS for each subgrant to ensure that entries in GAPS match.

Budget Overview

TEST (TEST) Public District - FY 2024 - Title III Part A ML - Rev 0 - Title III Part A ML

Go To 

Indirect Cost	
Total Allocation	\$0.00
Budgeted Amount	\$0.00
Excludable Costs	\$0.00
Indirect Cost Rate	0.00%
Max Indirect Cost based on Budgeted Amount	\$0.00
Max Indirect Cost based on Total Allocation	\$0.00

Filter by Location: All - \$0.00 
Show Unbudgeted Categories

Function	Object	Total
Total		0.00
	Allocation	0.00
	Remaining	0.00

Go To 

Figure 25. *Budget Overview tab*

NONCOMPETITIVE PROCUREMENT

The [Request for Noncompetitive Procurement Approval Form](#) must be submitted to the Title III team at TitleIIIMLP@ed.sc.gov. The form must be submitted as a PDF format in which our office will review it and reply with a decision.

Please ensure when completing the Request for Noncompetitive Procurement Approval form that you entered all the required information and include the following:

- **Subgrantee Name:** District name
- **Grant number** H6301000672_
- **Subaward Name:** FY2_ Title III ML or FY2_ Title III Immigrant
- If using multiple subgrants, please specify.

Ensure you are submitting the most updated version of the [Request for Noncompetitive Procurement Approval Form](#), which includes two reviewer's signature sections. Outdated versions will not be accepted.

Note: When using esignatures internally for forms, be aware that this process locks the document from being signed by our office. You will be required to print the completed signed document and scan it to send it to our office for review.

If a district needs to increase or decrease the funds indicated in a previously approved Request for Noncompetitive Procurement Approval Form, a new form must be

completed in its entirety and submitted for approval. Do not alter a previously approved document. The decision to increase or decrease the funds must be indicated in the justification box and the previously approved form must be included with the request as additional information/evidence.

Note: If a district determines that a service/product is sole sourced, there is no need to submit a Request for Noncompetitive Procurement Approval Form to SCDE for approval.

CONSORTIA

Per Title III, Part A statute, “a state educational agency shall not award a subgrant...if the amount of such subgrant would be less than \$10,000” [Sec. 3114 (b)]. Any district receiving a Title III subgrant of less than \$10,000 may form a consortium to qualify for these funds. However, any district interested may form a consortium. Each consortium must designate a district to serve as the consortium lead, who will act as the fiscal and programmatic agent.

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.”

Consortium Fiscal Agent Responsibilities

The consortium lead will be responsible for acting as the fiscal and programmatic agent for the consortium and will file all of the required expenditure reports and maintain fiscal records. The responsibilities of the fiscal agent include:

- notifying the SCDE Title III Coordinator of [Intent to Form a Title III Consortium](#) in a timely manner. See the *Intent to Form a Title III Consortium* form on the SCDE website, under the Title III, Part A South Carolina Guidance and Finance tab,
- reviewing and editing the [Memoranda of Agreement \(MOA\)](#) example in collaboration with individual consortium members, detailing the activities that will meet the common needs of the consortium’s MLs. Obtain all required signatures on the MOA,
- gathering input from consortium members to create a budget detailing planned expenditures. The program plan and corresponding budget should reflect budget items for all participating districts. Consortium funds may be

- combined to leverage services, support, and professional development among consortium member districts,
- ensuring that the consortium members fulfill their fiscal and programmatic responsibilities under Title III, Part A
 - assuring that the funds may be used to supplement but not supplant other federal, state, or local public funds,
 - working with each participating district to ensure the equitable participation rights of private school children are met and
 - completing and maintaining the consortium budget and amendments within GEMS, uploading a signed MOA, and completing all necessary steps for claims and expenditures in GAPS.

Consortium fiscal leads may budget and claim up to two percent (2%) of the total consortium allocation for administrative costs. A consortium fiscal lead could also budget and claim up to the district's restricted indirect cost rate. However, consortium members may not budget and claim administrative or indirect costs.

At the close of the fiscal year, unexpended funds, as applicable, will be considered carryover funds for the consortium into the next fiscal year. The fiscal agent is responsible for submitting all reimbursement claims to the SCDE.

Consortium Member Responsibilities

Consortium member districts should work in collaboration to identify and develop a plan of activities that meet the needs of MLs. The plan of activities must include:

- how consortium member districts will improve services for MLs relative to English proficiency and the English language development standards and academic achievement in content areas, and
- how will professional development be provided for teachers, administrators, and staff to improve instruction for MLs.

Individual consortium member districts are responsible for submitting specific forms within GEMS application.

The fiscal lead must specify the location of the district in the consortium receiving the funds allocated to them, along with proper function and object codes for the selected activity.

Depending on the model the consortium is using, each consortium member or the consortium as a whole may have to obligate funds to all three overarching areas (LIEP, Family Engagement, PD). See options below:

- **Option 1:** The LEA fiscal agent provides consortium-wide services, such as professional development and supplemental instructional materials, directly to all LEAs in the consortium. - *The consortium as a whole meets the spending category requirements.*
- **Option 2:** The LEA fiscal agent enters into a contract with another entity to provide services to all of the member LEAs.
- **Option 3:** The LEA fiscal agent distributes a portion of the consortium's allocation to each member LEA based on the number of MLs in each LEA. - *Each member LEA needs to meet spending requirements.*

Depending on the way the consortium is set up, under option 3, where the fiscal agent is distributing a portion of the consortium's allocation to each member LEA, then it is more likely that each member LEA needs to meet spending requirements. But under option 1, where the LEA fiscal agent provides consortium-wide services, then it makes sense that the consortium as a whole meets the spending category requirements.

See [Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#).

Do not hesitate to reach out to any of the federal program contacts at the SCDE for further clarification on finance procedures and guidance or contact the OFSA, Title III team at TitleIIIMLP@ed.sc.gov.

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

The reauthorization of the ESEA by the ESSA continues the requirement under Title VIII, Part F, Subpart 1 (Title VIII) of the ESEA requiring LEAs to provide equitable services to eligible private school children and educators. The *Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel* (Draft March 30, 2022) supersedes the USED's guidance entitled *Title IX, Part E Uniform Provisions Subpart 1-Private Schools, Equitable Services for Eligible Private School Students, Teachers and Other Educational Personnel* (March 2009) and *Title III, Part A English Language*

Acquisition, Language Enhancement, and Academic Achievement Equitable Services to Private School Students, Teachers, and Other Educational Personnel (July 2015).

An LEA must annually contact private school officials located in the attendance zone of the LEA to determine whether those officials would like to participate in ESEA programs, including Title III, Part A-Multilingual Learners and Immigrant Students. Charter school LEAs are generally not required to provide equitable services in formula grant programs. Rather, the traditional LEA in the area would have the responsibility to provide equitable services. Additionally, an LEA is not required to provide equitable services if it does not receive funds or chooses not to participate in the program covered under ESEA, Title III, Part A, in this case.

LEAs send an “Intent to Participate” form annually to private school officials to determine their interest in participating in Title III, Part A services. This form is typically combined with other ESEA programs. Additionally, the form includes a brief description of the programs and a list of allowable activities, services, and benefits. LEAs send this information via registered mail to document receipt by private school officials.

LEAs may set a reasonable deadline, no less than ten (10) days, taking into consideration private school schedules, for the private school officials to indicate their intent to participate. The deadline should be clearly stated, identify the potential consequences for not meeting the deadline, and give adequate time for response.

Consultation with Private School Officials

According to ESEA section 8501(c)(1), an LEA must consult with private school officials regarding equitable services covered under ESEA programs, including Title III, Part A. During the consultation, the goal is to reach an agreement between the LEA and private school officials on how to provide equitable and effective programs for eligible MLs, immigrant students, and educators as applicable.

Timely and meaningful consultation with private school officials is an essential requirement for an LEA. Discussions between the private school and LEA should build positive working relationships that foster effective planning and implementation of equitable services to meet the needs of eligible private school children and educators. After timely and meaningful consultation, an LEA can make final decisions with regard to the discussions. To assist with consultation, the SCDE Title III team, along with stakeholders, created an [Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel-Title III, Part A Sample Consultation Form](#) that LEAs and private school officials should use for additional guidance and as a way to document consultation meetings.

Consultation meetings must include, at minimum, the following information:

- determination of whether the nonpublic school desires to participate in equitable services,
- how eligible students will be identified,
- how the children's and educators' needs will be identified,
- what services will be offered,
- how, where, and by whom the services will be provided,
- how the services will be addressed and how the results of the assessment will be used to improve those services,
- the size and scope of the equitable services to be provided to the eligible private school children and educators and the amount of funds available for those services, and how that amount is determine,
- how and when the LEA will make decisions related to equitable services and how the academic impact of services will be evaluated,
- how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers,
- whether the agency, consortium, or entity will provide services directly or through a separate government agency, consortium, or entity or through a third-party contractor,
- which family engagement activities will be available for eligible nonpublic school families,
- whether to provide equitable services to eligible private school children and educators (1) by creating a pool or pool of funds with all of the funds allocated under a program or (2) on a school-by-school basis based on the proportionate share of funds available to provide services in each school, and
- acknowledgement of the concerns of any party.

In addition, the sample consultation form mentioned above will guide discussions more specific to Title III, Part A. Both the LEA and private school should make a good faith effort to reach agreements during consultation meetings. In the event of a disagreement, the LEA and/or private school officials may wish to contact the SCDE Title III team and/or the State ombudsman to help facilitate an agreement.

Each LEA must always maintain documentation and records of notes, agendas, and sign-in sheets. The LEA must provide the SCDE Title III team with a written affirmation signed by each party. This information is uploaded into the applicable FY's GEMS

application in the related documents section. If a private school has not provided this affirmation within a reasonable amount of time, the LEA must provide the SCDE Title III program office with documentation to show consultation or attempts at communication and consultation have occurred.

Allocations and Expenditures

The LEA and private school should discuss and agree on 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, allocations for eligible private school students and educators must be obligated within the fiscal year for which the LEA receives the funds. The LEA always remains in control of funds, including claims and expenditures.

The immigration or citizenship status of eligible students in a private school is not a factor. For example, a foreign or international children enrolled in a private school may be served like any other student, regardless of whether they are citizens. Additionally, all parties should never inquire about the immigration or citizenship status of a student or family.

Table 6. Multilingual Learner Allocation Formula

Multilingual Learner 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)	

Table 7. Immigrant Students Allocation Formula

Immigrant Students Allocation Formula	
A1. Number of identified immigrant students in the district	
A2. Number of identified immigrant students in the private school(s)	
A3. A1 plus (+) A2 equals (=) total number of immigrant students 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)	

Both the SEA must publicly share private schools and allocations, which will be posted on the SCDE webpage when available. The LEA is responsible for officially notifying the private school of its final allocation.

English Language Proficiency Screening, as Applicable

When adding private school students to the district's WIDA AMS system for screening, the district is required to assign a specific code to all non-public school students. The private school identification screening code is comprised of the District ID + SCDE Non-Public ML code (975)

+ Ascending four-digit numbers. The SCDE private school identification screening code is 975 and will always be the second set of coding conventions.

Table 8. Example Private School identification Screening Coding

Example Private School Identification Screening Coding	
District ID	4603
SCDE Non-Public ML code	975
Ascending four-digit numbers	0001
WIDA AMS student A ID	46039750001

Example Private School Identification Screening Coding	
WIDA AMS student B ID	46039750002
WIDA AMS student C ID	46039750003

The district must maintain an updated list of all screened private school students each year of participation for each participating private school. It is highly recommended that the records contain the following:

- Student name,
- Student ID #,
- Student WIDA AMS coding,
- Date of identification screener,
- Identification screener type,
- Student score,
- The school year of participation, and
- Name of individual administering the screener.

Not all equitable services guidance is provided in this document. It is essential to use the [Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel-Title III, Part A Sample Consultation Form](#) and [Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel](#) (Draft March 30, 2022) in conjunction with this guidance.

Title III, Part A Additional Funding Process

As part of the FY closeout process, the SCDE may identify additional funds available for rollover into the current Title III, Part A ML subgrant program. LEAs interested in enhancing support for MLs and immigrant students are invited to apply for all or a portion of the available funding.

Applications and instructions, including specific deadlines, will be shared via ListServ. All submissions will be reviewed by the SCDE Title III/MLP team. It is important to note that submitting an application does not guarantee an award. Districts selected to receive additional funding will be formally notified following the review process.

These additional funds will be accessible following the official close of the fiscal year. The associated performance period will be limited and intended for short-term implementation efforts. All awarded funds must be fully obligated and liquidated within the specified timeline. SCDE will provide official dates and deadlines to awarded districts.

Responsibilities of Awarded Districts

Districts receiving an allocation of additional Title III, Part A funding must fulfill the following responsibilities:

- **Amend the FY2X Title III, Part A ML application** in GEMS to reflect the allowable use of the awarded funds by the specified deadline.
- **Review and acknowledge all updated ATCs**, as well as the **amended GAN**.
- **Secure the district superintendent's signature** on the amended GAN and return it to the SCDE Title III/MLP team at TitleIIIMLP@ed.sc.gov by the required deadline.
- **Update the budget in GAPS** to align with the SCDE-approved GEMS application.
- **Ensure that all awarded funds are obligated and liquidated** in accordance with the specified fiscal deadlines.

Additional guidance, including deadlines and required documentation, will be provided to districts upon notification of award. For questions or support throughout the process, please contact the SCDE Title III/MLP team.

Monitoring and Technical Assistance

The SEA, districts, and schools share responsibility for ensuring that MLs make measurable progress in ELP and in core academic content areas. Districts must also maintain a comprehensive plan for the use of allocated Title III funds each fiscal year and fulfill all associated reporting requirements, as outlined in Title III, Sections 3114(a), 3115(a), and 3121(a)(b).

The SCDE oversees and monitors all programs and activities implemented under the ESEA, as amended by the ESSA. Districts should reference the Self-Reflection Tool (SRT)—available in both [PDF](#) and [Google Form](#) formats—as well as the [Federal Programs Consolidated Monitoring Tool](#) to ensure full compliance with Title III, Part A requirements and to guide program implementation.

The Title III/MLP team remains available to provide technical assistance and support for district program development and improvement.

Grants Accounting Processing System (GAPS)

GAPS is the web-based database application in which districts enter claims (expenditure reports) for grant funded projects and project management of the grants after award. It requires specific user roles and compliance with approved budgets in GEMS.

Requesting access to GAPS requires the user to determine which type of access they would need based on their role in the system. District finance staff assign these roles.

Three roles are needed in GAPS for each grant.

- **Grant Coordinator:** Enters Budget and Budget Amendments
- **Grant Sub Recipient Finance:** Approve Budget and Enter Expenditures
- **Grant Accounting Finance Approver:** Approve Expenditures

Note: Two people may be assigned to each role within a single grant; however, one person may only have one role per grant. If an individual is assigned more than one role, the system will override one role for another.

GAPS Overview

PROCESS 1 - Budgets

- **Step 1:** Grant Coordinator Role (grant specific) creates budgets and budget amendments.
- **Step 2:** Grant Sub Recipient Finance (grant-specific) approves budgets and budget amendments.
Note: This triggers the workflow to the SCDE Program Office.
- **Step 3:** SCDE Program Office approves submitted budgets/budget amendments.

Please note that it is only after the final approval by SCDE program that expenditures can be entered for a grant.

Training tutorials for creating budgets, budget amendments, and expenditures can be found on the [Grants Accounting webpage](#).

PROCESS 2 - Payments

- **Step 1:** Grant Sub Recipient Finance Role enters expenditures/expenditure refunds.
- **Step 2:** Grants Accounting Finance Approver Role approves expenditures.
Note: This triggers the workflow to the SCDE Grants Accounting Office.
- **Step 3:** SCDE Grants Accounting Office approves all expenditure claims for payment.

To log in to GAPS, you must be assigned a role and log into the *Application Web Portal* from the front page of the [SCDE website](#).

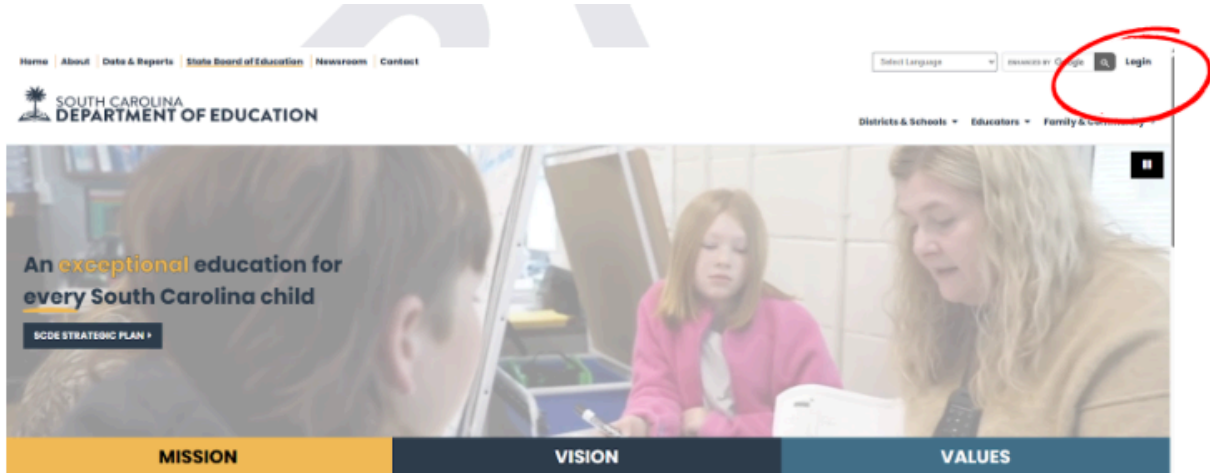


Figure 26. SCDE website front page

If you don't already have an account, you will need to create one before you can access the system. To begin, click the “*Create It*” link.

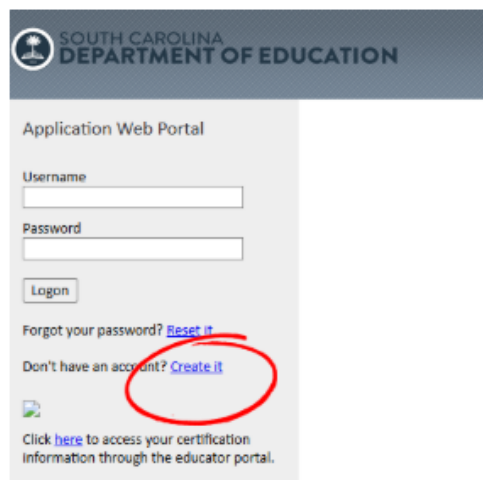


Figure 27. Application Web Portal login page

Once your account is set up, you will have access to the *Member Center* and its available resources. From there, navigate to the *Applications* section and select the *GAPS* button.

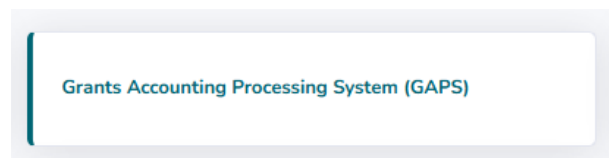


Figure 28. GAPS button

Once in GAPS, select the *Finance* Tab to access the Finance Section. Depending on your role, you may see a *Reports* tab in place of an *Admin* tab next to the *Finance* tab.



Figure 29. *GAPS Welcome page.*

Next, in the first dropdown menu, select a Sub Grant.

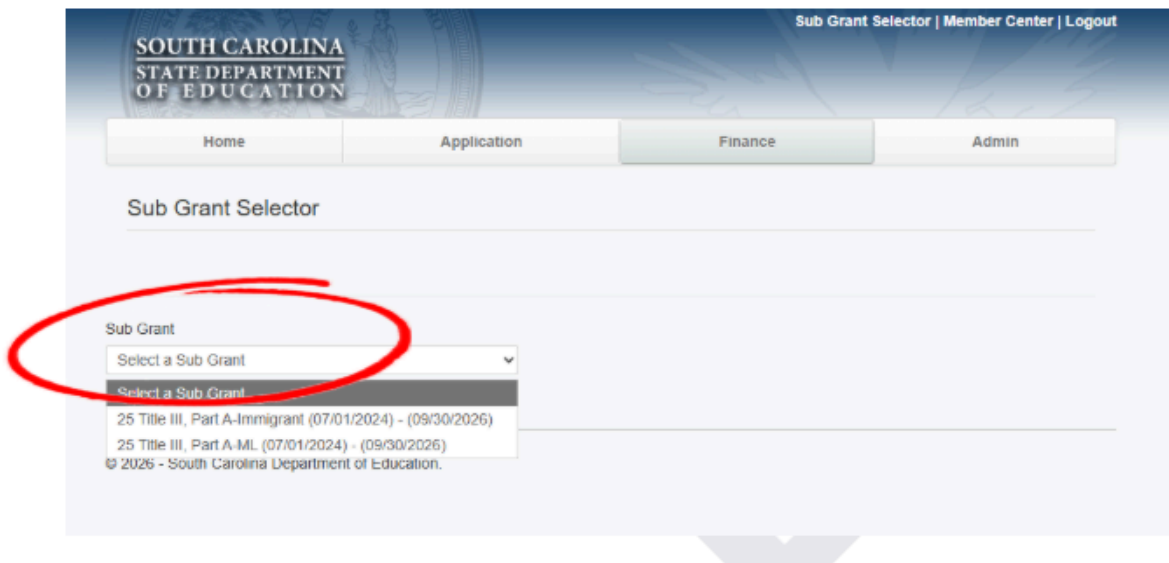


Figure 30. *Sub Grant Selector page.*

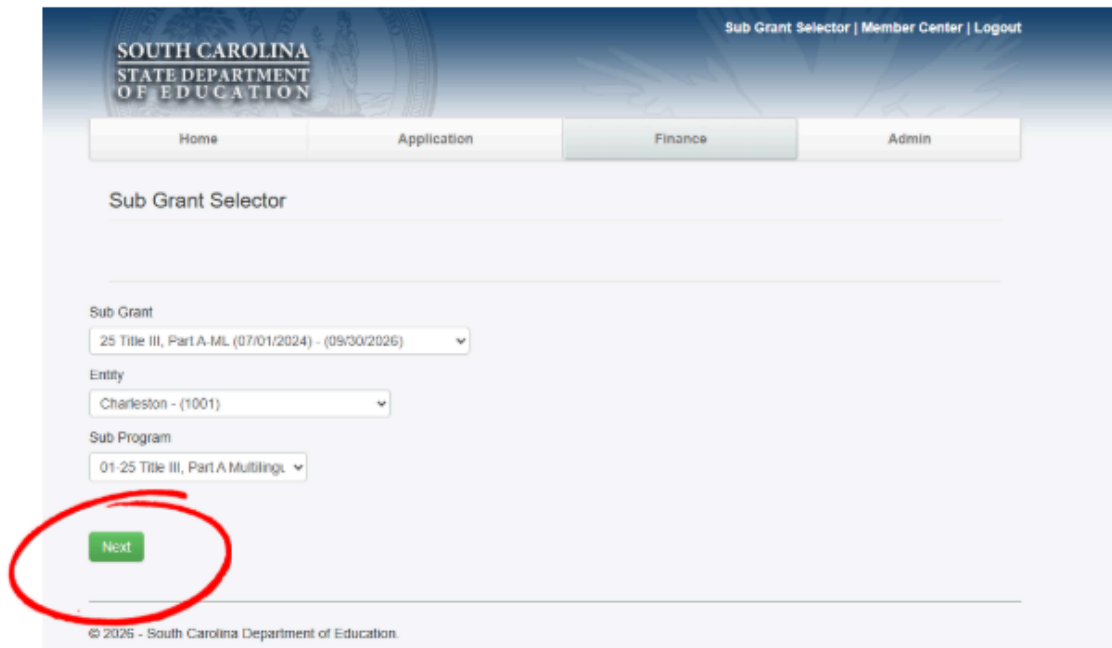
You will then proceed to the next dropdown menu, where you can select your district.



The screenshot shows the 'Sub Grant Selector' page. At the top, there is a navigation bar with 'Home', 'Application', 'Finance', and 'Admin'. Below this, the 'Sub Grant Selector' title is displayed. A 'Sub Grant' dropdown menu is set to '25 Title III, Part A-ML (07/01/2024) - (09/30/2026)'. The 'Entity' dropdown menu is open, showing a list of entities. The first two options, 'Select a Sub Recipient' and 'Select a Sub Recipient', are circled in red. The list continues with 'Allen - (0201)', 'Anderson 01 - (0401)', 'Anderson 05 - (0405)', 'Beaufort - (0701)', 'Berkeley - (0801)', 'Charleston - (1001)', 'Charter Institute at Erskine - (4801)', and 'Cherokee - (1101)'.

Figure 31. *Sub Grant Selector page - Select a Sub Recipient*

The Sub Program selection screen will appear but no action is required. Simply click *Next* to continue.



The screenshot shows the 'Sub Grant Selector' page. The 'Sub Grant' dropdown menu is set to '25 Title III, Part A-ML (07/01/2024) - (09/30/2026)'. The 'Entity' dropdown menu is set to 'Charleston - (1001)'. The 'Sub Program' dropdown menu is set to '01-25 Title III, Part A Multilingual'. A green 'Next' button is circled in red. At the bottom, there is a copyright notice: '© 2026 - South Carolina Department of Education'.

Figure 32. *Sub Grant Selector page - Sub Program*

Once you have selected the district, navigate back to the *Finance* tab and choose *Budget*. This is where you will build and manage the subgrant budget.

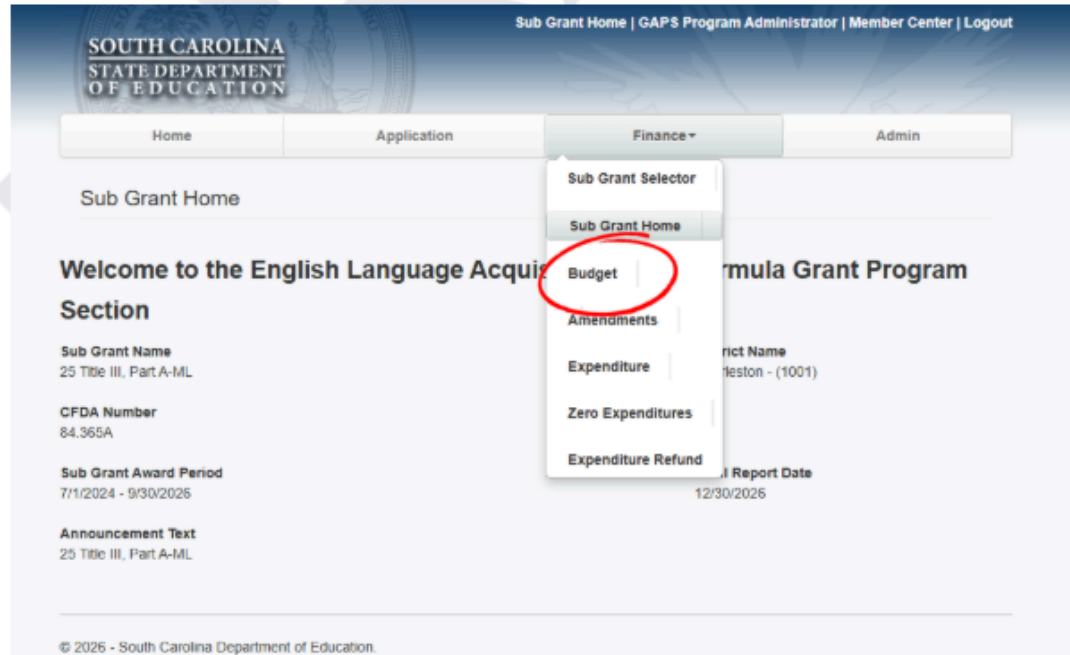


Figure 33. *Sub Grant Selector page - Finance tab*

Select *Budget Summary* to view entries and allocations.



Figure 34. *Finance tab - Budget Summary*

Budget Summary | GAPS Program Administrator | Member Center | Logout

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION										
Home		Application		Finance ▾		Admin				
Budget Summary										
Sub Recipient: Charleston - (1001)										
Sub Grant Title: 25 Title III, Part A-ML										
Award Period: 7/1/2024 - 9/30/2026										
Sub Program Code	Function Code	Sub Program Name	(100) Salary	(200) Employee Benefits	(300) Purchased Services	(400) Instructional Supplies	(500) Capital Outlay	(600) Other	(700) Transfers	Total
01	100	25 Title III, Part A Multilingual Learner	\$0.00	\$0.00	\$2,604.51	\$0.00	\$0.00	\$0.00	\$0.00	\$2,604.51
01	188	25 Title III, Part A Multilingual Learner	\$244,255.20	\$123,710.91	\$0.00	\$3,024.21	\$0.00	\$0.00	\$0.00	\$370,990.32
01	220	25 Title III, Part A Multilingual Learner	\$30,720.00	\$9,825.96	\$16,567.86	\$4,570.00	\$0.00	\$0.00	\$0.00	\$61,683.82
01	430	25 Title III, Part A Multilingual Learner	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,934.49	\$19,934.49
Total:			\$274,975.20	\$133,536.87	\$19,172.37	\$7,594.21	\$0.00	\$0.00	\$19,934.49	\$455,213.14

[Back](#)

Figure 35. Finance tab - Budget Summary Overview

GAPS Budget Amendments

To view or create an amendment for a subgrant, navigate to the *Finance* tab and select *Budget* to choose the appropriate subgrant. Then, return to the *Finance* tab and select *Amendments* to access or create the amendment.

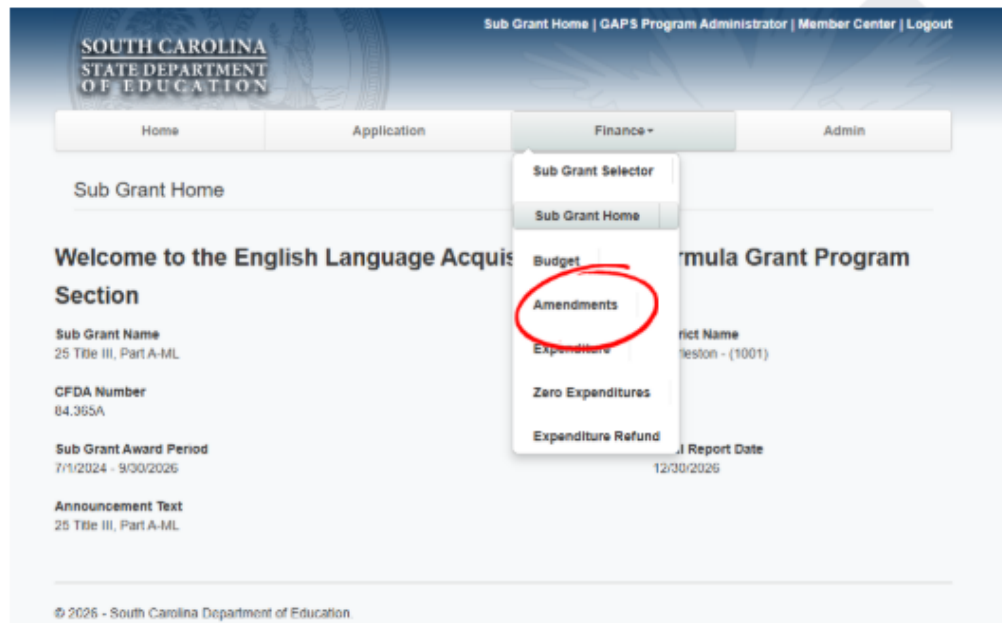


Figure 36. *Finance tab - Amendments selection*

To create an amendment, begin by selecting the from the available amendment options.



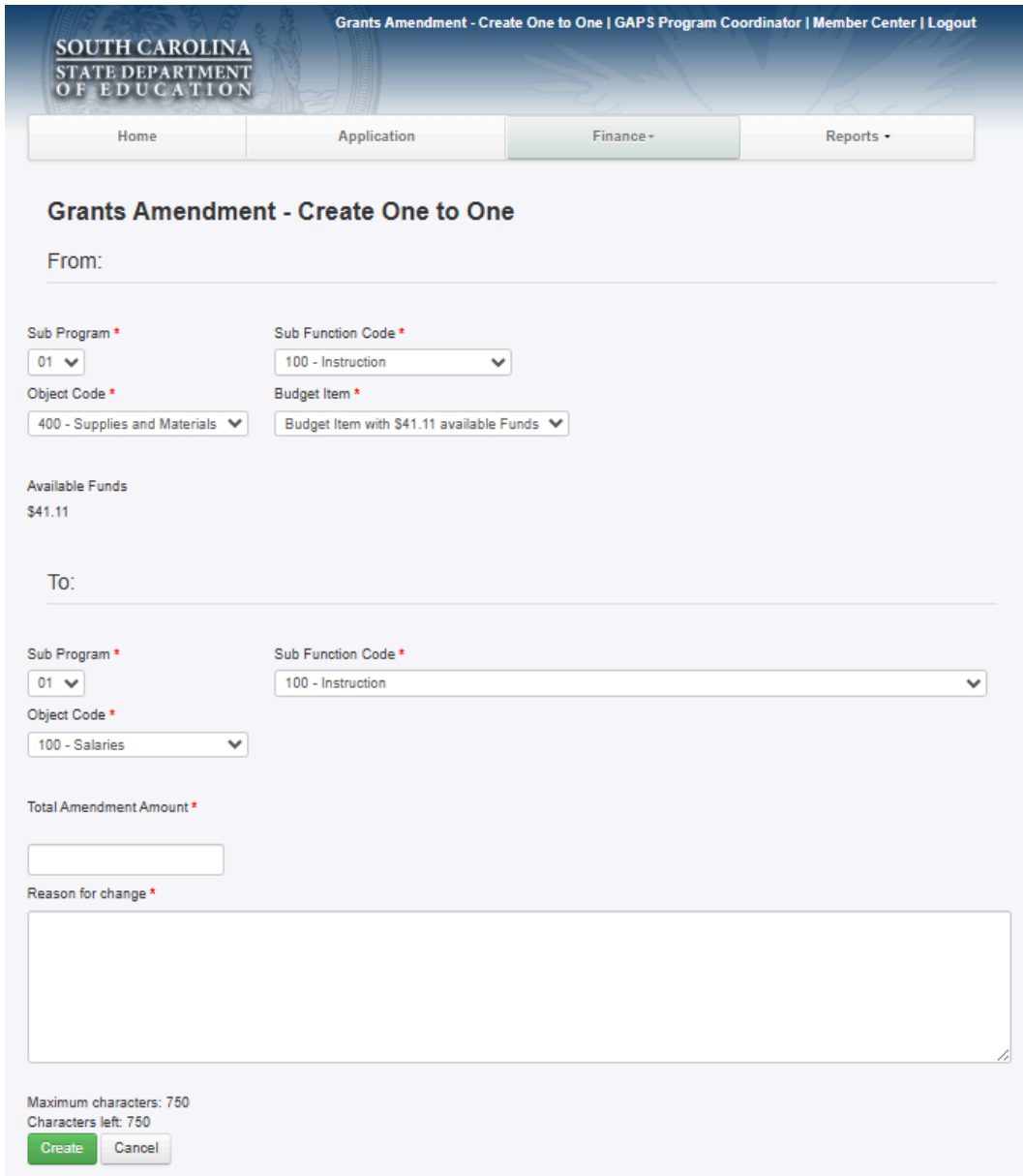
Figure 37. *Finance tab - Amendment page - Amendment Type*

There are three amendment types:

- **Create (One to One) Individual**
- **Create (One to Many) Group**
- **Create (Many to One) Group**

Create (One to One) Individual Amendment

The Create (One-to-One) Individual Amendment in GAPS allows a LEA to make a specific, targeted change to an approved grant budget. This amendment type is used when an LEA needs to adjust a single budget item or funding line, such as reallocating funds, correcting an entry, or updating an expenditure category.



Grants Amendment - Create One to One | GAPS Program Coordinator | Member Center | Logout

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Home Application Finance Reports

Grants Amendment - Create One to One

From:

Sub Program *
01

Sub Function Code *
100 - Instruction

Object Code *
400 - Supplies and Materials

Budget Item *
Budget Item with \$41.11 available Funds

Available Funds
\$41.11

To:

Sub Program *
01

Sub Function Code *
100 - Instruction

Object Code *
100 - Salaries

Total Amendment Amount *

Reason for change *

Maximum characters: 750
Characters left: 750

Create Cancel

Figure 38. *Grant Amendment - Create One to One*

Create (One to Many) Group

The Create (One-to-Many) Group Amendment in GAPS allows a LEA to apply the same budget adjustment across multiple grants or multiple budget lines at once. This amendment type streamlines the process when identical updates, such as reallocations, corrections, or categorical shifts, must be applied to several budgets. By submitting a single grouped amendment, the LEA ensures consistency across affected grants while reducing repetitive data entry.

Grants Amendment - Create One to Many Group | GAPS Program Coordinator | Member Center | Logout

**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

Home Application **Finance -** Reports -

Grants Amendment - Create One to Many Group

From:

Sub Program * 01 Sub Function Code * 100 - Instruction

Object Code * 400 - Supplies and Materials Budget Item * Budget Item with \$41.11 available Funds

Available Funds
\$41.11

To:

Sub Program Number	Sub Function Code	Object Code	Amount
Sub Program * 01	Sub Function Code * 100 - Instruction	Object Code * 100 - Salaries	

Add New

Remaining Budget item funds \$41.11 Amendment Amount

Reason for change *

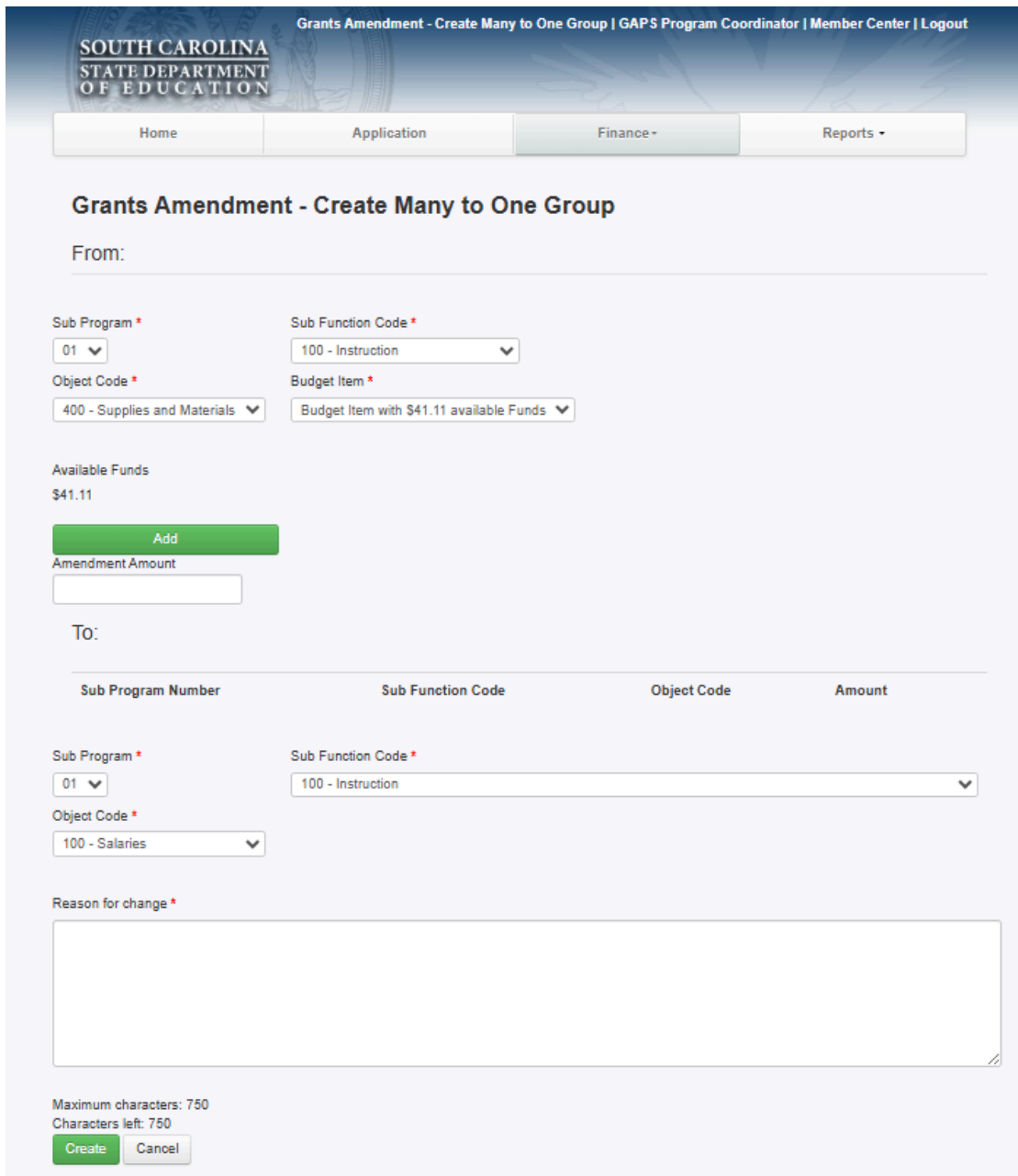
Maximum characters: 750
Characters left: 750

Create **Cancel**

Figure 39. Grant Amendment - Create One to Many Group

Create (Many to One) Group

The Create (Many-to-One) Group Amendment in GAPS allows a LEA to combine multiple related budget adjustments into a single amendment submission. This amendment type is useful when several changes across different budget lines or activities all support one unified revision, such as consolidating funds, aligning multiple expenditures to one category, or correcting multiple entries that impact a single budget area. Submitting these changes as one grouped amendment streamlines the process, ensures consistency, and reduces repeated reviews by the SCDE team.



The screenshot shows the 'Grants Amendment - Create Many to One Group' form. At the top, there is a navigation bar with links: Home, Application, Finance (selected), and Reports. Below the navigation bar, the title 'Grants Amendment - Create Many to One Group' is displayed. The form is divided into two main sections: 'From:' and 'To:'. The 'From:' section includes dropdown menus for Sub Program (01), Sub Function Code (100 - Instruction), Object Code (400 - Supplies and Materials), and Budget Item (Budget Item with \$41.11 available Funds). Below these, it shows 'Available Funds' as \$41.11 and an 'Add' button. The 'To:' section includes dropdown menus for Sub Program (01), Sub Function Code (100 - Instruction), and Object Code (100 - Salaries). Below these, there is a 'Reason for change' text area with a character count of 750. At the bottom, there are 'Create' and 'Cancel' buttons.

Grants Amendment - Create Many to One Group | GAPS Program Coordinator | Member Center | Logout

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Home Application Finance Reports

Grants Amendment - Create Many to One Group

From:

Sub Program *
01

Sub Function Code *
100 - Instruction

Object Code *
400 - Supplies and Materials

Budget Item *
Budget Item with \$41.11 available Funds

Available Funds
\$41.11

Add

Amendment Amount

To:

Sub Program Number	Sub Function Code	Object Code	Amount
Sub Program * 01	Sub Function Code * 100 - Instruction	Object Code * 100 - Salaries	

Reason for change *

Maximum characters: 750
Characters left: 750

Create Cancel

Figure 40. Grant Amendment - Create One to Many Group

After you create the amendment, a confirmation message will appear indicating the request was successfully processed. Click *Ok* to acknowledge and complete the action.

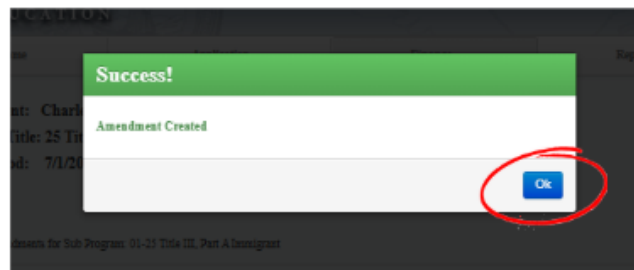


Figure 41. Amendment Created

The amendment page will display the amendment you created. If additional amendments are needed for the same subgrant, you may continue creating them by selecting the appropriate amendment type. After all necessary amendments have been entered, click *Submit* to route the package to your district's finance representative for approval. Once approved, the SCDE team – Title III will receive an automated notification, which will initiate the state review process.

The **Amendment Status** box on this page provides an at-a-glance overview of all amendments that have been created.

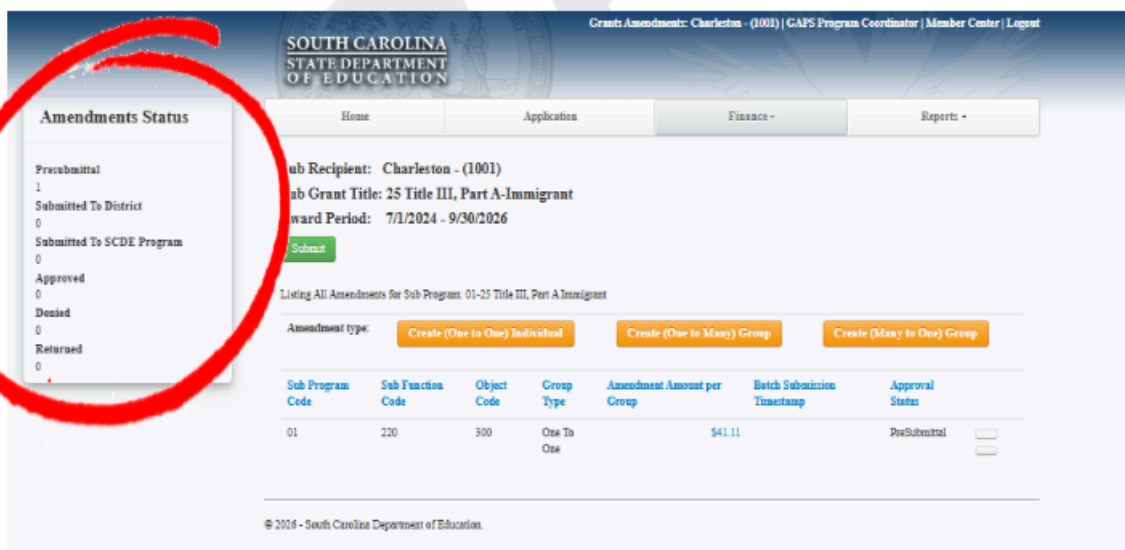
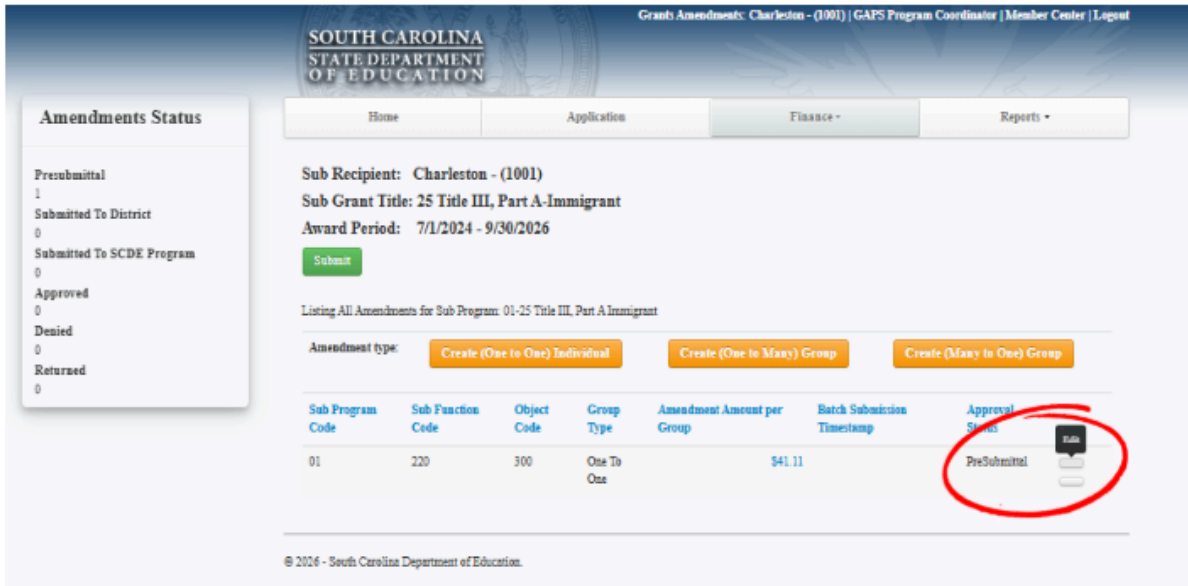


Figure 42. Amendment Created List

After creating each amendment, you will have the option to **edit** or **delete** it. Use the small gray action buttons located to the right of the amendment—the first button allows you to edit, and the second allows you to delete. You can hover your mouse over each icon to display its function.



The screenshot shows the 'Grants Amendments' page for Charleston - (1001). The page includes a sidebar with 'Amendments Status' and a main content area with a table of amendments. The 'Edit' button is circled in red.

Amendments Status

- Presubmittal: 1
- Submitted To District: 0
- Submitted To SCDE Program: 0
- Approved: 0
- Denied: 0
- Returned: 0

Sub Recipient: Charleston - (1001)
Sub Grant Title: 25 Title III, Part A-Immigrant
Award Period: 7/1/2024 - 9/30/2026

Submit

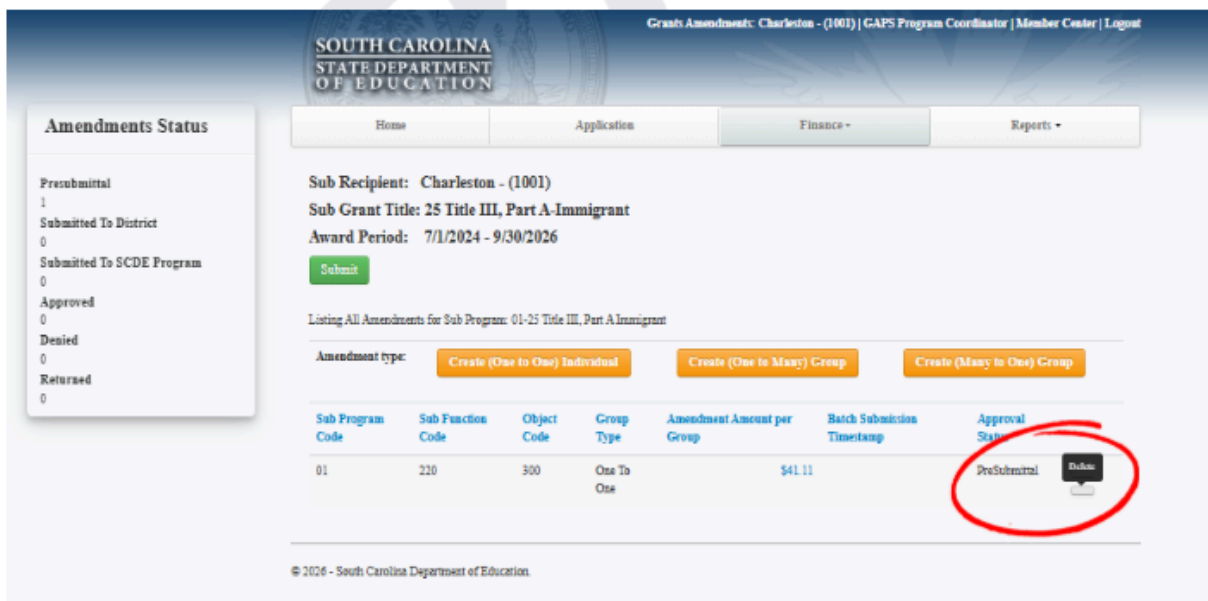
Listing All Amendments for Sub Program: 01-25 Title III, Part A Immigrant

Amendment type: [Create \(One to One\) Individual](#) [Create \(One to Many\) Group](#) [Create \(Many to One\) Group](#)

Sub Program Code	Sub Function Code	Object Code	Group Type	Amendment Amount per Group	Batch Submission Timestamp	Approval Status
01	220	300	One To One	\$41.11		PreSubmittal

© 2026 - South Carolina Department of Education.

Figure 43. Amendment Created - Edit



The screenshot shows the 'Grants Amendments' page for Charleston - (1001). The page includes a sidebar with 'Amendments Status' and a main content area with a table of amendments. The 'Delete' button is circled in red.

Amendments Status

- Presubmittal: 1
- Submitted To District: 0
- Submitted To SCDE Program: 0
- Approved: 0
- Denied: 0
- Returned: 0

Sub Recipient: Charleston - (1001)
Sub Grant Title: 25 Title III, Part A-Immigrant
Award Period: 7/1/2024 - 9/30/2026

Submit

Listing All Amendments for Sub Program: 01-25 Title III, Part A Immigrant

Amendment type: [Create \(One to One\) Individual](#) [Create \(One to Many\) Group](#) [Create \(Many to One\) Group](#)

Sub Program Code	Sub Function Code	Object Code	Group Type	Amendment Amount per Group	Batch Submission Timestamp	Approval Status
01	220	300	One To One	\$41.11		PreSubmittal

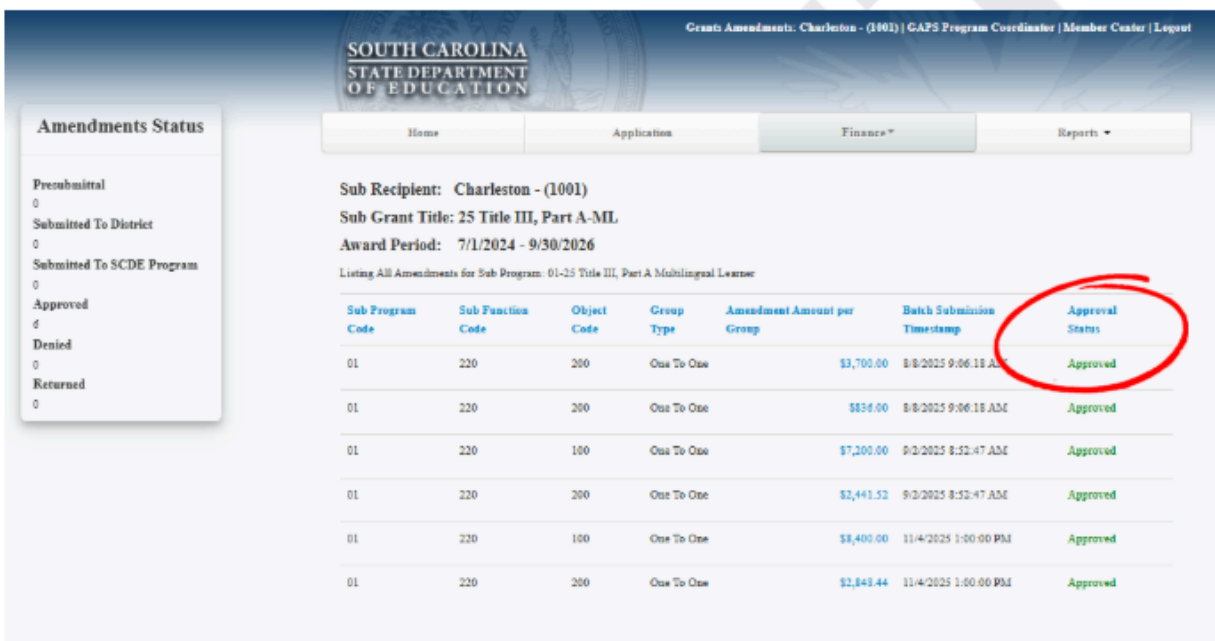
© 2026 - South Carolina Department of Education.

Figure 44. Amendment Created - Delete

Once the amendment is submitted, the approval status will update sequentially from Submitted to District to Submitted to the SCDE. After review, the system will display one of the following statuses under Approval Status: **Approved** (green), **Returned** (orange), or **Denied** (red).

Note: Budget Amendments Must Be Approved Prior to the Expenditures being obligated. Approval is given by the SCDE Program Office not SCDE Finance.

Once all amendments have been approved, they will be displayed in a consolidated list on the amendment page.



Sub Program Code	Sub Function Code	Object Code	Group Type	Amendment Amount per Group	Batch Submission Timestamp	Approval Status
01	220	200	One To One	\$3,700.00	8/8/2025 9:06:18 AM	Approved
01	220	200	One To One	\$836.00	8/8/2025 9:06:18 AM	Approved
01	220	100	One To One	\$7,200.00	9/2/2025 8:52:47 AM	Approved
01	220	200	One To One	\$2,441.52	9/2/2025 8:52:47 AM	Approved
01	220	100	One To One	\$8,400.00	11/4/2025 1:00:00 PM	Approved
01	220	200	One To One	\$2,848.44	11/4/2025 1:00:00 PM	Approved

Figure 45. Finance tab - Amendment page overview

Important Dates

Quarterly expenditure reporting is required by all grants.

- Goods and/or services received by the end of each quarter should be invoiced, paid, and claimed within **30 days** after the close of the quarter.
- Goods and/or services must be received within the quarter to be claimed for that quarter.
- If quarterly claims are not submitted on time, your risk assessment score will increase.

- The final submission deadline for the state fiscal year end (June 30, 20XX) will always be August 15, 20XX, regardless of the award period of the grant and/or day of the week that this date falls on.
 - August 15th is a hard stop in GAPS, meaning this quarter/fiscal year cannot be reopened after this date to input expenditures.
- Please review reports to verify that all budget and expenditure items have been moved forward– items cannot be in Pre-submittal or Submitted to Finance Approver Status. If they are, they have not been submitted to SCDE for payment and will not be paid.

Indirect Cost

- A district's new indirect cost (IDC) rate takes effect each year on July 1.
 - Only the initial IDC rate is displayed in GEMS.
- LEAs that budget for IDCs must ensure their budget in GEMS and GAPS reflects the correct rate.
 - If the LEA has not fully expended its IDC budget in Year 1, a budget amendment is required to adjust the IDC line to the new rate.
- IDCs may be claimed only on allowable expenditures that have already been incurred.
- For LEAs with carryover funds, the updated IDC rate applies solely to the carryover amount, and the new rate must be used when calculating IDCs on those funds.
 - The SCDE Title III team has created an [Indirect Costs Calculator](#) to assist LEAs.

GAPS Reports Available

There are two types of reports available: Budget and Expenditure.

Budget Reports

- Budget Summary- high-level report to show budget balance
- Budget Details– budget balance by line item and Approval Status
- Budget Actuals Summary– budget balance and pending items

Expenditure Reports

Expenditure

- Expenditure Summary – high-level report to show net funds remaining
- Expenditure Details – line-item expenditure report and status of items
- Expenditure Refund Details – shows the status of expenditure refunds

Additional Tips

- Reports can be sorted by clicking on column headings
- Most reports can be exported to Excel for further sorting and/or filtering

To access reports in GAPS, select the *Admin* tab, then the *Reports* button.

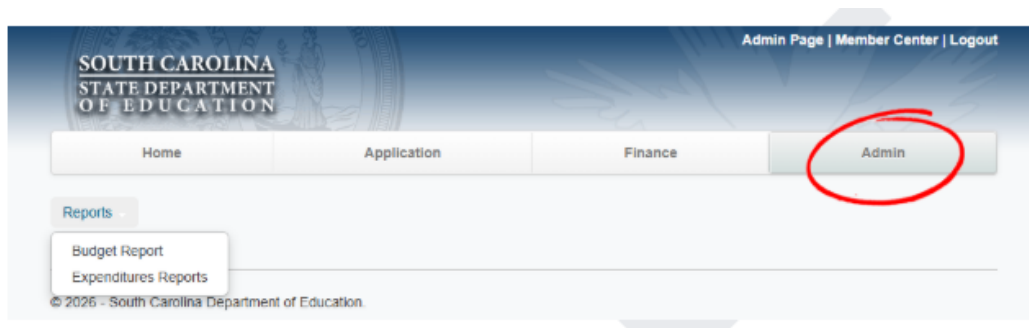


Figure 46. *Admin tab - Reports*

Depending on your user role, you may see a *Reports* tab in place of the *Admin* tab. If this applies to you, select the *Reports* tab to proceed.

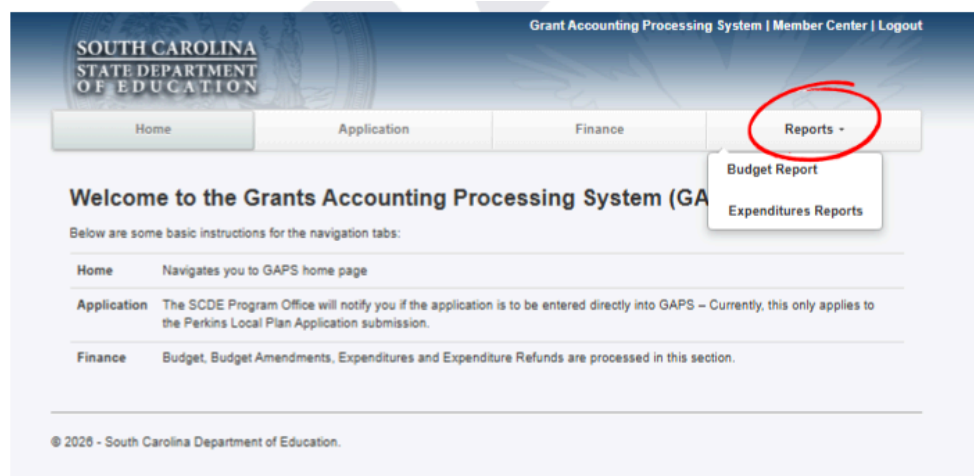
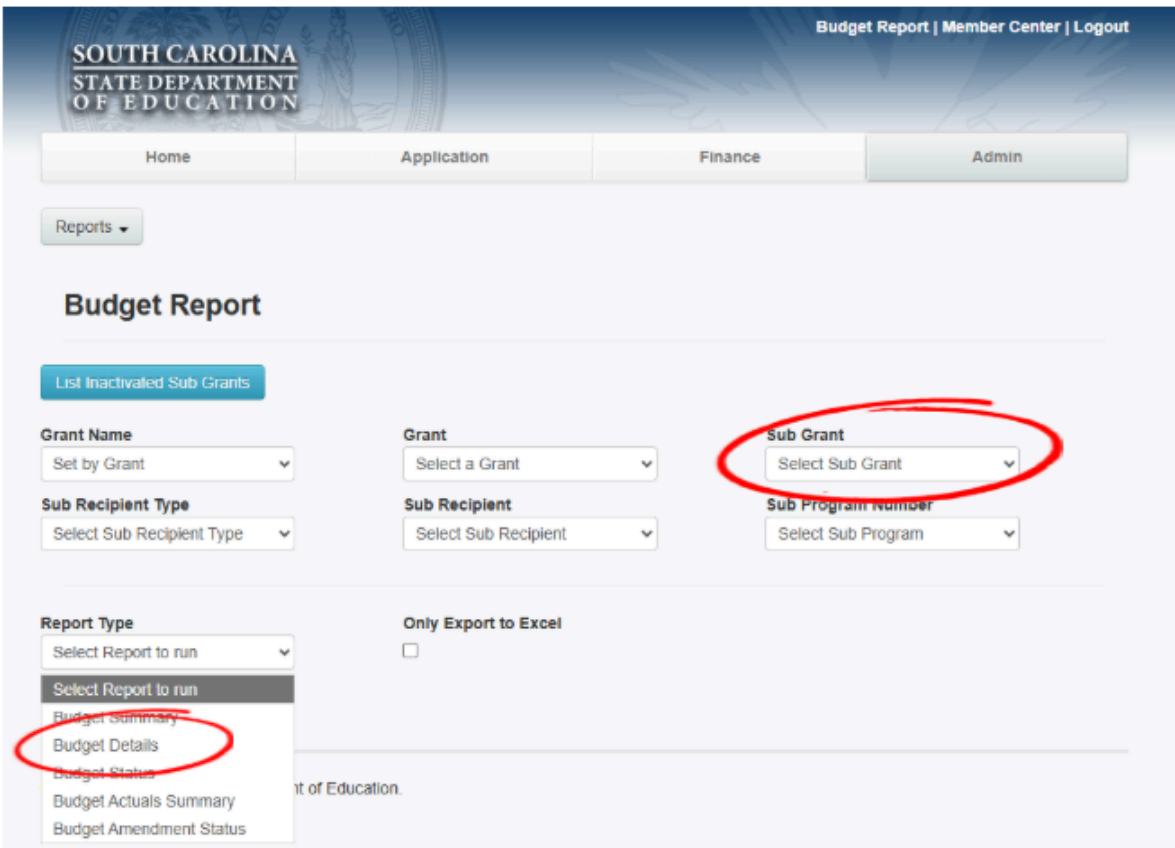


Figure 47. *Reports tab*

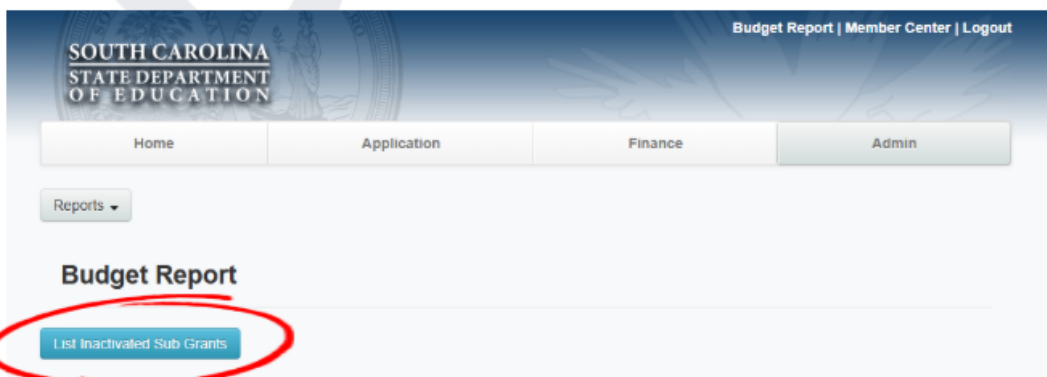
Next, select the *Budget Report* to review the status of a budget. Then, in the Report Type dropdown menu, choose *Sub Grant Title* and *Budget Details*.



The screenshot shows the 'Budget Report' page of the South Carolina Department of Education. At the top, there is a navigation bar with 'Home', 'Application', 'Finance', and 'Admin' tabs. Below this is a 'Reports' dropdown menu. The main section is titled 'Budget Report'. There is a button 'List Inactivated Sub Grants'. Below this are several dropdown menus: 'Grant Name' (Set by Grant), 'Grant' (Select a Grant), 'Sub Grant' (Select Sub Grant, circled in red), 'Sub Recipient Type' (Select Sub Recipient Type), 'Sub Recipient' (Select Sub Recipient), and 'Sub Program Number' (Select Sub Program). There is also a 'Report Type' dropdown menu which is open, showing options: 'Select Report to run', 'Budget Summary', 'Budget Details' (circled in red), 'Budget Status', 'Budget Actuals Summary', and 'Budget Amendment Status'. To the right of the 'Report Type' dropdown is a checkbox labeled 'Only Export to Excel'.

Figure 48. *Budget Report - Sub Grant*

To view **Budget Reports** for grants that are no longer in an active award status, click the *List Inactivated Sub Grants* button.



The screenshot shows the 'Budget Report' page of the South Carolina Department of Education. At the top, there is a navigation bar with 'Home', 'Application', 'Finance', and 'Admin' tabs. Below this is a 'Reports' dropdown menu. The main section is titled 'Budget Report'. A button 'List Inactivated Sub Grants' is circled in red.

Figure 49. *Budget Reports - Inactivated Sub Grants*

You may also run an **Expenditure Report**, by selecting the *Admin or Report* tab, then choosing *Expenditures Reports*.

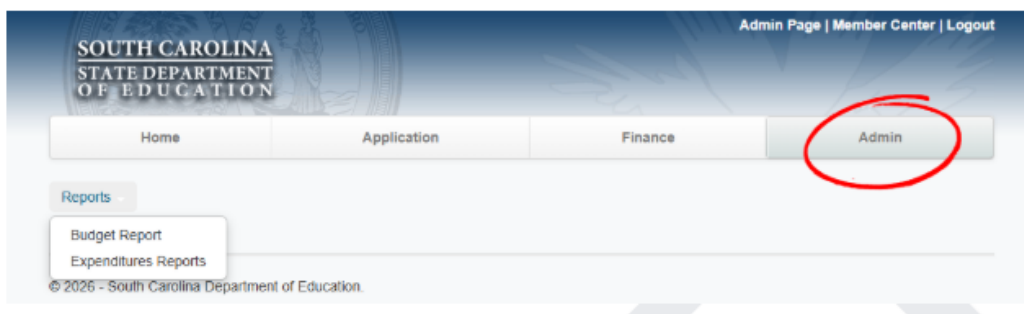


Figure 50. Admin tab - Expenditure Reports selection

To review reports by quarter, select the desired option from the **From Fiscal Quarter** dropdown menu.

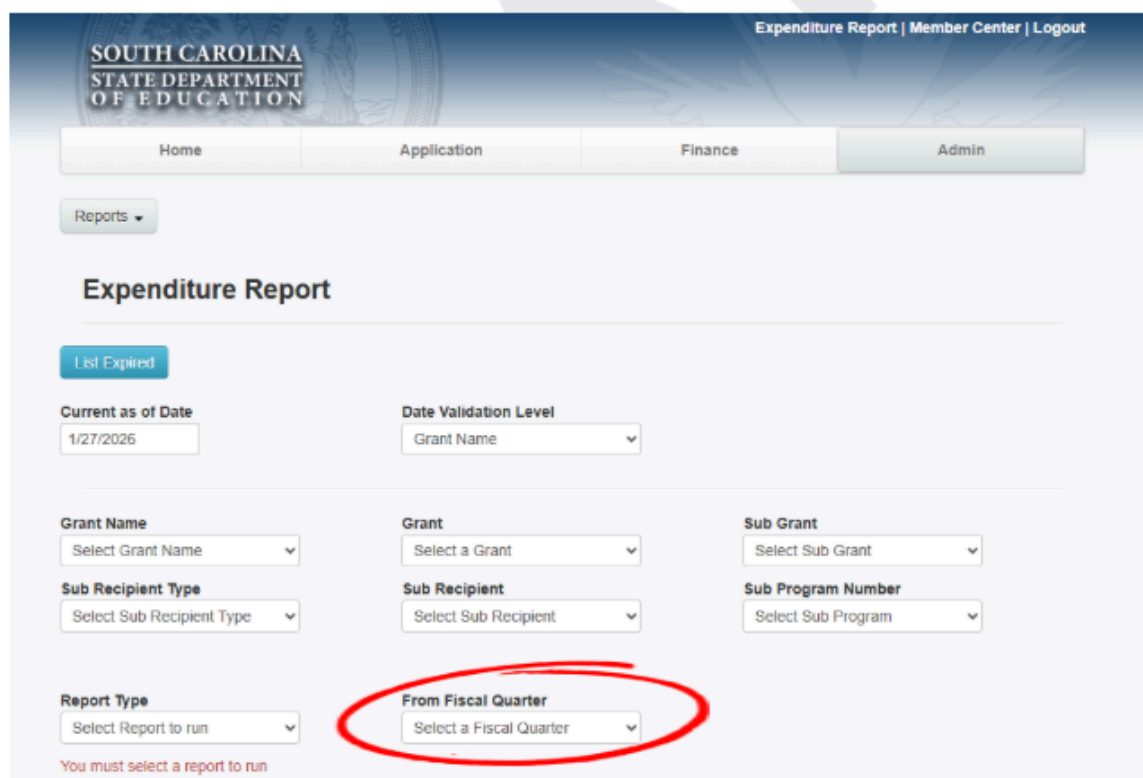


Figure 51. Admin tab - Expenditure Report

For Additional Questions and/or Issues

Questions related to **Budget/Budget Amendment Status** need to go to the specific SCDE Program Office - Title III, Part A ML and Immigrant subgrant, contact the Title III MLP team at TitleIIIMLP@ed.sc.gov – Grants Accounting Staff can't approve or return these items.

Questions related to **Expenditures/Expenditures Refunds Status** need to be sent to the SCDE Grants Accounting Office at grantsaccounting@ed.sc.gov.

GAPS issues should be explained and screenshots taken of each step being taken and sent to the Grants Accounting Office at grantsaccounting@ed.sc.gov.

Assistance with running reports

Please send your question to grantsaccounting@ed.sc.gov and one of the Grants Accounting Section Team Members will either give you a call back or send instructions via email to get you the information that you need.

APPENDIX A: Terms to Know

Fiscal Year (FY) - A year as specified for taxing or accounting purposes. The FY for Title III is from July 1st-June 30th of each year.

Grant Accounting Processing System (GAPS) - The system that the SCDE uses to process grant applications and budgets.

Grant Award Notification (GAN) - The official document states the terms, conditions, and funding amount of the grant award. It also contains programmatic and fiscal data and the names and contact information of the respective program officers.

Grants Electronic Management System (GEMS) - The current system that the SCDE uses for districts to submit Title III applications.

Local Education Agency (LEA) - Refers to individual school districts in South Carolina.

Multilingual Learner (ML) - Refers to the student. Previously known as Limited English Proficient (LEP), English Learner (EL), English Language Learner (ELL).

Multilingual Learner Program (MLP) - South Carolina's English language development (ELD) program.

Multilingual Learner Program Coordinator (MLPC) - A state or district coordinator that is dedicated to the MLP.

Multilingual Learner Program Specialist (MLPS)/Teacher - An MLP educator in schools dedicated to working with MLs as a language development specialist.

South Carolina Department of Education (SCDE) - The state agency for education is dedicated to providing leadership and support so that all public education students graduate prepared for success.

State Education Agency (SEA) - Governing body that monitors compliance and holds districts accountable.

United States Department of Education (USED) - The U.S. Department of Education is the federal government agency that establishes policy for, administers, and coordinates most federal assistance to education.

APPENDIX B - Title III, Part A / ML Subgrant Writing Checklist - GEMS**Title III, Part A / ML Subgrant Writing Checklist - GEMS****I - Title III Part A ML - Program Overview****STEP 1 - Title III Part A ML Intent to Participate**☐ **Select the appropriate options:**

* Title III ML Budget Options

- ☐ LEA generates \$10,000 or more and will function as a Stand-Alone system. (LEA will enter a Title III budget.)
- ☐ LEA will act as the Fiscal Agent for other LEAs (Consortium Lead). (Consortium Lead will enter a Title III budget.)
- ☐ LEA will join a consortium to utilize Title III ML funds. (Please see selected Consortium Lead below. LEA will not complete a Title III budget)
- ☐ LEA is releasing ALL generated Title III funds. LEA will not complete a Title III budget)

STEP 2 - Core Instructional Program

NOTE: Ensure the information listed in this section consists of a description of the ML program before Title III funds.

- ☐ **Number of ML teachers/MLP Specialist** (this includes lead teachers/lead MLPS)
- ☐ **Number of ML Instructional Coaches, if any** (reflected on the staff members' contract)
- ☐ **Number of district ML support staff, if any (e.g., interpreters, translators, admissions staff, parent liaisons, counselors, etc.)**

* If no ML coach and district ML support staff, enter zero (0). Do not leave it blank.

Note: The narratives are concise descriptions regarding the ML Program. Do not include vendor's names in the narratives.

☐ **Section 1 - Describe the LEA's state/locally-funded (before Title III funds) ML program. Include in your narrative description (not only a list of items/activities):**

- ☐ ML Program statement
 - ☐ Address language acquisition and meeting MLs' individual language and academic needs
- ☐ Instructional activities
- ☐ Instructional resources or curriculum programs
- ☐ PSDM (co-teaching, class period, push-in, pull-out, etc.)
- ☐ Additional staffing information as necessary
 - ☐ Do not include staff members' names
 - ☐ If entering the number of staff members and/or LIEP teachers, ensure the count is properly reflected in the federal reporting section.

☐ **Section 2 - Describe the LEA's state/locally-funded (before Title III funds) ML professional learning opportunities. Include in your narrative description (not only a list of items/activities):**

- ☐ ML-focused PD opportunities for all staff, not only MLPSs.
 - ☐ Conferences (local, regional, etc.)
 - ☐ Virtual learning opportunities
 - ☐ Workshops
 - ☐ District- and School-wide PDs (this includes MLPS presentations at their local schools)

*If the PDs are the ones funded through Title III, do not include them in the description.

☐ **Section 3 - Describe the LEA's state/locally-funded (before Title III funds) ML parent and family engagement activities and efforts. Include in your narrative description (not only a list of items/activities):**

- ☐ District- and school-wide ML parent-related efforts.
 - ☐ Services, workshops, meetings, events, etc.
- ☐ A statement regarding translation and interpretation services.

*If the ML parent and family engagement efforts are the ones funded through Title III, do not include them in the description.

☐ **Section 4 - Describe the LEA's state/locally-funded (before Title III funds) ELP assessment. Include in your narrative description (not only a list of items/activities):**

- ☐ Identification and screening procedures
 - ☐ HLS, timeline for screening, placement in the ML program, parent notification letters, ILAP, etc.
- ☐ Monitoring (ELP assessments and other assessment tools used)
- ☐ How the LEA engages families with their child's progress
 - ☐ Parent-teacher conferences, report cards, and other means of communication to keep parents informed.

STEP 3 - Federal Reporting

1. **Complete the federal reporting questions:**

- ☐ **The number of teachers (previous year) - total number of teachers in any LIEPs, including core content reading, math, science, and social studies.** *Applicable LIEPs in SC include Pull-out, Class Period, Push-in, Co-teaching, Consultative, Newcomer Program, Sheltered Content-Based Instruction, and Dual Language Immersion (DLI). This is not all certified teachers in the district. **Note:** The educator's ESOL endorsement/certification is not considered in this scenario.

- ☐ Unduplicated number of teachers (previous year) - ensure the number entered reflects the total number of teachers in any LIEPs, including core content reading, math, science, and social studies.
***Applicable Program Service Delivery Models (PSDMs) in SC include Pull-out, Class Period, Push-in, Co-teaching, Consultative, Newcomer Program, Sheltered Content-Based Instruction, and Dual Language Immersion (DLI).**

Scenario: A MLPS co-teaches with 1 English Language Arts (ELA) grade level teacher and does push-ins with 4 other classes/content teachers. In this count, you must include the mainstream/content classroom teachers from the ELA and push-in classes - a total of 5 teachers. Each content teacher must only be counted once.

Note: Teachers included in LIEP should only be content-area teachers in a PSDM who are present in the classroom when ML teachers provide services—typically in push-in or co-teaching models. Each teacher should

be counted only once, even if they work with multiple MLs, and ML teachers themselves should not be included in this count.

- Example: District X has a total number of 150 teachers
 - Number of content teachers in LIEPs = 42
 - Number of MLPS/teachers = 12 (11 certified + 1 non-certified)
 - **Total number entered for question 1 = 42**

- ☐ **Number of ML teachers in your district (funded by any source) who are certified teachers in South Carolina (hold a valid SC teaching license). Note:** The ESOL endorsement/certification of the educator is not considered in this scenario.

Number of MLPS/teachers only who are certified

- Example: District X has a total number of 150 teachers
 - Number of content teachers in LIEPs = 42
 - Number of MLPS/teachers = 12 (11 certified + 1 non-certified)
 - **Total number entered for question 2 = 11**

- ☐ **Number of MLPS/teachers in your district (funded by any source) who are not certified teachers in South Carolina (do not hold a valid SC teaching license). Note:** The ESOL endorsement/certification of the educator is not considered in this scenario. Zero is an acceptable response, if applicable.

Note: We do not expect to see paraprofessionals in this reporting unless they are considered educators with temporary waivers to carry content loads, in which case they would be reported in the non-certified counts.

Number of MLPS/teachers only who are not certified

- Example: District X has a total number of 150 teachers
 - Number of content teachers in LIEPs = 42
 - Number of MLPS/teachers = 12 (11 certified + 1 non-certified)
 - **Total number entered for question 3 = 1**
- 2. Identify the types of ML professional learning opportunities that were offered during the (previous) school year. - Check all that apply**

3. Indicate the number of participants in ML professional learning opportunities (PLOs) (previous academic year):

- ☐ Review the number of content classroom teachers, ML teachers, principals, administrators (other than principals), school personnel (non-administrative), and community-based organization personnel who participated in ML professional learning opportunities offered in the previous academic year to ensure accuracy based on the state/locally funded opportunities, such as conferences listed in the core instructional program section.
- ☐ If ML-focused PDs are offered to all teachers, include them in this count.

STEP 4 - Title III Assurances

- ☐ Select the checkbox for Title III assurances

STEP 5 - Related Documents

- ☐ PDF files only (Do not upload spreadsheets or word docs)
- ☐ Only upload documents applicable to your district. See the available document template.
 - ☐ **Fiscal Leads ONLY**
 - ☐ OFSA-ESEA Specific Assurances
 - ☐ Federal Assurance Terms and Conditions
 - ☐ **Fiscal Lead and Consortium Members**
 - ☐ Consortium MOA
 - ☐ Intent to Form a Consortium
 - ☐ **As Needed**
 - ☐ Request for Noncompetitive Procurement Approval - only upload the SCDE-approved, signed form
 - ☐ Signed Grant Award Notification (GAN) - optional

NOTE: Consortium members do not have the next section in their application. This will be only included in the fiscal lead's application.

II - Title III Part A ML

STEP 6 - Equitable Services/Private Schools

Note: The goal is to ensure districts have evidence of correspondence.

☐ **Not Applicable**

This should only be checked for districts with no private schools.

☐ **Non-Participating Schools**

Districts with private schools that are not participating in federal funds must be listed in this section. Please check the non-participating box and include the school name and status for any private school the district formally contacted inviting to participate in federal funds for the respective calendar year.

Status may include:

- Non-Participating
- Non-Responsive

☐ **Participating Schools**

Districts with participating private schools must include the school's name and number of ML private school students to populate total allocation for the private school.

☐ **Title III Meeting Notification Letter**

- ☐ Letters sent to private schools - an invitation to participate in federal programs

☐ **Title III Notification Letter Delivery Receipt**

- ☐ USPS (green) certified mail receipt for each school or USPS tracking receipt
- ☐ In the absence of a USPS certified mail/tracking receipt, an email exchange with the private school (ensure the name of the school is listed on the body of the email)

☐ **Title III School Intent to Participate**

- ☐ Returned letter with private school's final decision when selecting non-participating

It is appropriate to upload a PDF document with the private schools' final decision and any supporting information, such as email exchanges. We recommend updating your process and handbook to include additional steps when private schools request

information about federal programs and/or a school representative cannot attend the scheduled meeting to ensure their final decision is appropriately documented.

- ☐ No documentation is required in this section for schools marked non-responsive.
- ☐ ML Private School Meeting Notes
 - ☐ Districts may upload meeting summaries (PDF) and/or presentation

Not Applicable - Only select this box if your district does not have private schools.

STEP 7 - Budget Detail

LEA receiving Title III, Part A funds must use at least a portion of its Title III, Part A funds from each Federal fiscal year towards each of the three required activities specified in ESEA section 3115(c).

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

- Language Instruction Educational Program (LIEP) (100),
- Professional Development (220), and
- Family Engagement (188).

Refer to the Finance Guidance for additional details on allowable and unallowable activities.

Ensure that similar budget lines are consolidated. Use the description to include additional details for record keeping purposes such as itemizing the allocated funds for multiple schools.

Narrative = Intentional/Purposeful planning

- ☐ Are the Function and Object codes appropriate for the narrative description listed?
- ☐ Is the narrative description concise with only items pertinent to the request listed?
- ☐ Does the narrative description provide a clear description of the WHO, WHAT, WHY, HOW, and WHEN?
 - ☐ Who will benefit from the selected activity? Be specific.
 - ☐ What will the funds cover? Provide a breakdown.
 - ☐ Why is this selected activity needed?
 - ☐ How will this activity be implemented and its impact?
 - ☐ When will the selected activity take place (schedule/days/hours)?
- ☐ Is it clear which requirement of Title III, Part A is being addressed?

STEP 8 - Budget Overview

This section is a summary of the selected activities.

The information is used to verify the entries entered in GAPS. GAPS must match the entries entered in GEMS to be approved by the SCDE.

STEP 9 - Related Documents

Upload required documents (document templates are embedded in the application):

- ☐ OFSA Assurances form
 - ☐ OFSA-ESEA Specific Assurances (Uploaded by Fiscal Agents Only. Not Consortium Members)
- ☐ Federal Assurances Terms and Conditions form
 - ☐ Federal Assurance Terms and Conditions (Uploaded by Fiscal Agents Only. Not Consortium Members)
- ☐ MOA Template
 - ☐ Consortium MOA (Uploaded by the Fiscal Agent AND Consortium Members)
- ☐ Intent to Form Title III Consortium
 - ☐ Intent to Form a Consortium (Uploaded by the Fiscal Agent AND Consortium Members)
- ☐ Request for Noncompetitive Procurement Approval form
 - ☐ Request for Noncompetitive Procurement Approval (As Needed)
- ☐ Signed Grant Award Notification (GAN) (Optional Once GAN is Received)

Note: 1) Do not upload blank documents, 2) ensure all pages of an applicable document are uploaded and 3) upload PDF files only.

The optional documents section must be completed, if applicable. Please note that some optional documents, such as noncompetitive procurement forms, must be submitted for approval via email to the Title III team at TitleIIIMLP@ed.sc.gov before they are uploaded into the application.

PROGRAM MANAGER CHECKLIST

This section includes all comments from SCDE regarding the submitted subgrant application. In case revisions are needed, the information can be found in this section.

APPENDIX C - Title III, Part A / Immigrant Subgrant Writing Checklist - GEMS**Title III, Part A / Immigrant Subgrant Writing Checklist - GEMS****I - Title III Part A Immigrant - Program Overview****STEP 1 - Title III Part A Immigrant Intent to Participate**☐ **Select the appropriate options:**

* Title III Immigrant Budget Options

- ☐ LEA will function as a Stand-Alone system. (LEA will enter a Title III budget.)
- ☐ LEA will act as the Fiscal Agent/Consortium Lead for other LEAs. (Consortium Lead will enter a Title III budget.)
- ☐ LEA will join a consortium to utilize Title III Immigrant funds. (Please see selected Consortium Lead below. LEA will not complete a Title III budget)
- ☐ LEA is releasing all generated Title III funds. LEA will not complete a Title III budget)

STEP 2 - Use of Funds Details

This section includes the immigrant definition and a required checkbox.

- ☐ Select the required checkbox ensuring supplement, no supplant.

STEP 3 - Equitable Services/Private Schools☐ **Not Applicable**

This should only be checked for districts with no private schools. Districts with private schools, even if they are non-participating, must enter the information in the appropriate section on this page.

☐ **Uploaded in Current Fiscal Year ML Application**

This should only be checked for districts that have already submitted equitable services documentation in the current fiscal year ML application and do not have any participating private schools.

☐ **Non-Participating Schools**

Uploaded Non-Participating Schools in Current Fiscal Year ML Application

This should only be checked for districts that have already submitted equitable services documentation in the current fiscal year ML application and have a least one participating school(s). Such districts do not need to complete the non-participating section again.

Note: Districts with a participating private school(s) have already submitted equitable services documentation in the current fiscal year ML application but must also complete the Documents, Participating Schools, and Formula to Determine Amount for Equitable Services section on the page.

☐ **Participating Schools**

Districts with participating private schools must include the school's name and number of Immigrant private school students to populate total allocation for the private school.

STEP 4 - Budget

Enter the budget lines according to the needs of the districts' plans to support immigrant students. **Note:**

- Immigrant student does not always mean ML.
- Immigrant students may also be MLs and receive services.
- ML does not always mean immigrant. Approximately 80% of MLs are U.S. born.

Ensure that similar budget lines are consolidated. Use the description to include additional details for record keeping purposes such as itemizing the allocated funds for multiple schools.

Narrative = Intentional/Purposeful planning

- ☐ Are the Function and Object codes appropriate for the narrative description listed?
- ☐ Is the narrative description concise with only items pertinent to the request listed?
- ☐ Does the narrative description provide a clear description of the WHO, WHAT, WHY, HOW, and WHEN?
 - ☐ Who will benefit from the selected activity? Be specific.
 - ☐ What will the funds cover? Provide a breakdown.
 - ☐ Why is this selected activity needed?
 - ☐ How will this activity be implemented and its impact?
 - ☐ When will the selected activity take place (schedule/days/hours)?
- ☐ Is it clear which requirement of Title III, Part A is being addressed?

STEP 5 - Budget Overview

This section is a summary of the selected activities.

The information is used to verify the entries entered in GAPS. GAPS must match the entries entered in GEMS to be approved by the SCDE.

STEP 6 - Related Documents

Upload required documents (document templates are embedded in the application):

- ☐ OFSA Assurances form
- ☐ Federal Assurances Terms and Conditions form

Note: 1) Do not upload blank documents, 2) ensure all pages of an applicable document are uploaded and 3) upload PDF files only.

The optional documents section must be completed, if applicable. Please note that some optional documents, such as noncompetitive procurement forms, must be submitted for approval via email to the Title III team at TitleIIIMLP@ed.sc.gov before they are uploaded into the application.

PROGRAM MANAGER CHECKLIST

This section includes all comments from SCDE regarding the submitted subgrant application. In case revisions are needed, the information can be found in this section.