

Empowering Families and Communities: Effective Engagement Strategies for Multilingual Learners

ESSA ACADEMY

SUSAN MURPHY & DR. INGRID CORPUZ

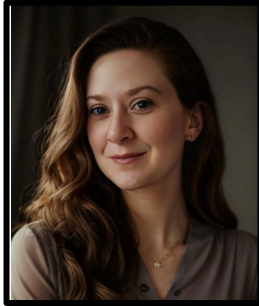
MARCH 23 & 24, 2026



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

1868

Office of Federal and State Accountability



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Agenda

1. **Title III / Multilingual Learner Program (MLP) Overview**
2. **Parent, Family, and Community Engagement**
3. **Professional Learning Opportunities**
4. **Resources**





Agenda # 1

Title III / Multilingual Learner Program (MLP) Overview



Title III, Part A

What Is Title III, Part A?

Title III, Part A refers to a federal education program under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)—specifically focused on supporting English learners (ELs)/**multilingual learners (MLs)** and immigrant students.

- Federal Funding
- Programmatic Components, Compliance, and Improvement
- Data, Accountability, and Federal Reporting

The program emphasizes an asset-based approach, aligning with the Profile of the South Carolina Graduate and highlighting bilingualism/multilingualism as a strength.



Overall Goals

Goals:

- Support MLs achieve proficiency in English and meet grade-level academic standards.
- Provide effective language instruction educational programs (LIEPs).
- Offer research-based professional development and technical assistance.
- Promote and enhance family and community engagement.

Student Population



Multilingual Learners and Immigrant Children & Youth Definition

- In general, South Carolina **MLs** are identified by
 - ages 5K-21;
 - a language other than English on the Home Language Survey (HLS)/Enrollment Survey (ES); and
 - a qualifying score on the English language proficiency (ELP) screener/assessment.
- The ESEA, as amended by the ESSA, sections 3201(1) and (5) defines **immigrant children and youth** as individuals who
 - are aged 3 through 21;
 - were not born in any state (U.S., Puerto Rico, and DC); and
 - have not attended one or more schools in any one or more states for more than three full academic years (on a cumulative basis).

How many multilingual learners do we have in South Carolina?

*2025-26 45-Day Report

54,056

1.0-6.0, AL1-AL5

24,799

M1-M4

How many immigrant students do we have in South Carolina?

***2025-26 45-Day Report**

26,269



Agenda # 2

Parent, Family, and Community Engagement



Enrollment

Enrollment Memo

- Students have the right to enroll in public school at *all levels*.
- Ages 3-21.
- If a student turns age 21:
 - after September 1st, the district must enroll the student.
 - on or before September 1st, the district is not required to enroll the student.
- Enrollment procedures and policies must not negatively impact students based on language/immigration status and must allow meaningful participation in educational programs.
- High School Students
 - SC does enroll school-age students even if they have a diploma from a country other than the US.
 - Evaluate transcripts, if available (see international transcripts guidance).



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
ESEA Title III EL Coordinators
Adult Education Directors
Principals

FROM: Cathy Hazelwood
Deputy Superintendent, Division for Legal Affairs

DATE: March 2, 2021

RE: Multilingual Learner Enrollment

Title VI of the Civil Rights Act of 1964 requires local educational agencies (LEAs) to ensure that enrollment procedures and policies do not negatively impact students based on their immigrant status or English language proficiency. To help ensure appropriate services and enrollment policies for multilingual learners (MLs), please review the below information.

Pursuant to S.C. Code of Law Ann. § 59-63-20 (Supp. 2020), students aged 3-21 enrolling in South Carolina public schools must be allowed to do so at all grade levels. Additionally, the United States Supreme Court held in the case of *Plyler v. Doe*, 457 U.S. 202 (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise.

While Adult Education is a viable option for some students age 17 and over in South Carolina, **students must fully understand that they have the right to enroll in public high school if they choose to do so.** LEAs **must not discourage** MLs from enrolling in a South Carolina public high school, based on age, previous school, academic history, and/or English language proficiency. In addition, LEAs must communicate all enrollment options to MLs and their families in a language they understand.

Initial grade placement must be with same-age classmates, and MLs must be provided the opportunity to advance with age-level peers. At the high school level, a student must be placed

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Birth Certificates & Immigration Documents

- 43-272. School Admission. A.
 - “Kindergarten and Grades 1–12: Each kindergarten and first-grade pupil not previously enrolled shall submit a birth certificate or other documentation to verify a birth record in special situations as allowed by a local board of trustees...”
- Plyer v. DOE [457 U.S. 202 (1982)]
 - Districts may not require SSNs for all students because it could expose immigration status.
 - Districts must not engage in any practices to “chill” the right of access to school.

Age Placement, Grade Classification, & 9GR

Age-Placement

- Students must be placed with age-appropriate peers at all grade levels
- 1 year below grade level for SLIFE
- High school students should be placed with age-appropriate peers when possible (e.g., electives, homeroom, etc.)

Grade Classification

- Based on grade promotion and district policy
- Example: If a student does not have more than six (6) credits, they would be considered a "Freshman"

Ninth Grade Cohort (9GR)

- A student who enrolls for the first time in a U.S. high school is added to the four-year graduation cohort
- If the student enrolls for their first year in a U.S. high school on or prior to the 45th day, the 9GR shall be set to the two-digit year of the spring semester of that school year (e.g., for students who the 2025-2026 school year is their first year in a U.S. high school will have a 9GR=26).
- If a student enrolls in their first year in a U.S. high school after the 45th day, the 9GR shall be set to the two-digit year of the spring semester for the following school year (i.e., the school year in which they are enrolled for their first 45th day; e.g., a student who enrolls for the first time in a US high school in January of 2026 will have 9GR=27).

Scenario 1

- **High schools in a district encourage students to enroll in an Adult Education program rather than enroll in high school.**

***Reference the Multilingual Learner Program Guiding Principles for additional guidance, scenarios, and information.**

- Although Adult Education is a viable option for some students age 17 and over, students must have the opportunity to enroll in high school if they choose. The SCDE strongly suggests the LEA work closely with the Adult Education program to determine a solution to these concerns and ensure that students and families know their rights and options when enrolling in South Carolina public schools. The following guidelines and reminders should be considered when determining proper enrollment procedures:
 - Contact and collaborate with the district's Adult Education Director to ensure agreement. Furthermore, communicate all procedures with the secondary schools to provide the same equitable enrollment processes that occur locally if a family happens to enroll at a local school or a Welcome Center;
 - Present all enrollment information and options to MLs and/or immigrant students and their families in a language and format they understand;
 - Students aged 3–21 enrolling in South Carolina public schools must be allowed to do so at all grade levels. Adult Education is a viable option for some students age 17 and over, but students must fully understand that they have the right to enroll in public high school if they choose to do so. LEAs must not discourage MLs and/or immigrant students from enrolling in a South Carolina public high school. Please reference the memorandum that was released from the SCDE on March 2, 2021, for further ML and/or immigrant student enrollment information;
 - The SCDE strongly recommends that the LEA create an 'enrollment option information sheet' or something similar to support students and families and ensure they understand their options thoroughly;
 - The SCDE strongly recommends that the LEA monitor the enrollment data to ensure an unusual increase of students enrolling in Adult Education does not occur unless appropriate and accurate; and
 - The SCDE strongly recommends using the new procedures to inform parents/guardians of their own opportunities with Adult Education if that is of interest to them.

Translation and Interpretation Services

Office of Civil Rights (OCR) under Title VI of the Civil Rights Act

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



Translation or Interpretation



TRANSLATION



INTERPRETATION

Translation and Interpretation Services

- **Translation and interpretation services are mandated by the Office for Civil Rights (OCR) and are a shared responsibility across all state/district/school staff; these requirements do **not** fall under Title III.**
- **Districts are required to provide both translation (written) and interpretation (spoken) services to ensure meaningful access and communication for families whose primary language is not English.**
- **All communication and parent/family engagement opportunities must be equitable to those provided to English-speaking families**, including but not limited to Back-to-School Nights, student conferences, IEP/504 meetings, newsletters, automated calls, district policies, and other school-related information.
- **Most districts meet these obligations by leveraging bilingual staff and/or contracted vendors who support translation and interpretation needs.**
- **Federal funds may not be used to cover core or required translation and interpretation services, as these are civil rights obligations that must be funded through state or local resources.**



Who Can Provide Translation & Interpretation?

Yes

- ✓ Staff that are trained and qualified
 - Proficient in targeted languages
 - Ethics
 - Understand school procedures and the academic terminology used
- ✓ Language phone lines
- ✓ “Competent outside resources”

No

- ✗ Students
- ✗ Parents, family members, guardians, friends
- ✗ Untrained staff members, including bilingual staff members

OCR FAQ and USED EL Toolkit – Chapter 10



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights

Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

[OCR-00087]



CHAPTER 10

TOOLS AND RESOURCES FOR ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

This is the tenth chapter of the English Learner Toolkit, which is intended to help state and local education agencies (LEAs and LEPAs) meet their obligations to English learners (ELs). This tool is intended to be used in conjunction with the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Education Office for English Learners (OEL) guidance documents, including the English Learners Toolkit, the English Learners Toolkit Implementation Guide, and the English Learners Toolkit Implementation Guide. For more information, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

KEY POINTS

- LEAs and LEPAs have an obligation to communicate meaningfully with limited English proficient (LEP) parents and to ensure that LEP parents understand all the information about any program, service, or activity that is called to the attention of their LEP parents.
- LEAs must have a process in place to identify LEP parents and to ensure that they receive the information they need to understand and participate in their child's education.
- LEAs must have a process in place to identify LEP parents and to ensure that they receive the information they need to understand and participate in their child's education.

Research shows that strong family-school relationships are an indicator of student success (Hernandez, 2004; Hernandez, 2005). Communication with limited English proficient (LEP) parents in a language they can understand provides a foundation for student academic success and creates a welcoming school community. It provides these parents with access to all the necessary information about their child's education.

LEAs and LEPAs have an obligation to communicate meaningfully with LEP parents and to ensure that they have the information about any program, service, or activity called to the attention of their LEP parents. Successful communication provides LEP parents the information they need to make informed decisions about, and to meaningfully participate in, their children's education. This may include, but not be limited to, information about language assistance programs, special education and related services, individualized Education Programs (IEPs), learning, discipline, and safety, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation.

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IEP Meeting Interpreter Script



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
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STATE SUPERINTENDENT OF EDUCATION

Spoken Language Interpretation Script for IEP Team Meetings

This script defines the role of the spoken language interpreter for the Individualized Education Program (IEP) team and provides guidance for member participation in IEP team meetings where an interpreter is present.

Directions

- The script is to be read aloud by the Local Educational Agency (LEA) representative or IEP team lead during the welcome/introduction of team members. The interpreter interprets the script to the family in their primary language to model good interpretation from the start. The LEA representative or IEP team lead should pause after 2-3 sentences for interpretation.
- The IEP team lead or LEA representative will facilitate the meeting as usual.

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Spoken Language Interpretation Script

We have with us today ___, who is a ___ language interpreter. His/her role in this IEP team meeting is to interpret everything said in the meeting and not to summarize, rephrase, or add personal commentary. He/she is not a part of the decision-making group but rather, provides interpreting services to assist IEP team members in making decisions.

(Pause for interpretation.)

Everyone, please remember to pause frequently (after every 2-3 sentences) and allow time for the interpreter to communicate what was said. Look at the person you are addressing and not the interpreter.

(Pause for interpretation.)

Please refrain from side conversations and speak one person at a time. If you have a question or need clarification, please ask the appropriate team member to explain what they mean or to rephrase.

(Pause for interpretation.)

A copy of the finalized IEP in English will be provided to the parents at the conclusion of the meeting or soon thereafter. Parents may also request a translated copy of the IEP in their primary language. The District will process such requests within a reasonable amount of time, which can vary based on the language requested and the complexity and length of the IEP.

(Pause for interpretation.)

Does anyone have any questions?

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**How do we know which
languages families prefer?**



Enrollment Survey

Enrollment Survey (ES) - Section I

Purpose: Translation and Interpretation Requirements for Families

- Section I includes the Right to Translation and Interpretation Services section.
- These questions (Section I) are asked at initial enrollment and annually at registration.
- This assists districts with the communication preferences to ensure the obligation for translation and interpretation services are met.



Enrollment Survey: Section I

Section I: This portion of the Enrollment Survey (ES) must be completed for *all* students upon first-time enrollment in South Carolina public schools and at registration each year.

Information collected within the ES is strictly for educational and program purposes. A local educational agency (LEA) must comply with Family Educational Rights and Privacy Act (FERPA) guidelines. Under federal law, all children, regardless of their citizenship or residency status, are entitled to equal access to free public education.

Student Name: _____
Date of Birth: _____
Today's Date: _____

Right to Translation and Interpretation Services

All families have the right to information about their student's education in a language they understand. An interpreter and translated documents **must** be provided by the district, free of charge, when needed.

In what language(s) would your family prefer to communicate with the school?

Oral Communication Language(s): _____
Written Communication Language(s): _____

Title I, Part A: Foster Care

SCDE Currently Provides: Arabic, Chinese/Mandarin, English, French, Gujarati, Hindi (Latin Script), Hindi (Devanagari), Portuguese (Brazilian), Russian, Spanish, Swahili, Tagalog, Tajik, Tamil, Telugu, Ukrainian, Vietnamese



How many languages are represented throughout South Carolina?

120+

*March 2025

Top Ten: English, Spanish, Russian, Portuguese, Arabic, Ukrainian, Vietnamese, Mandarin, Gujarati, French



Create a Welcoming Environment



TRUSTED MULTILINGUAL COMMUNICATION

Point to your language

Amharic አማርኛ	Hebrew עברית	Portuguese Português
Arabic العربية	Hindi हिन्दी	Punjabi ਪੰਜਾਬੀ
Bosnian (Serbo Croatian) Bosanski	Hmong Hmoob	Romanian Română
Burmese ဗမာစာ	Italian Italiano	Russian Русский
Cambodian ខ្មែរ	Japanese 日本語	Somali Soomaali
Canonese 廣東話	Korean 한국어	Spanish Español
Harlan Cree Kreyòl Ayisyen	Kisundi Ikirundi	Swahili Kiswahili
Parsi فارسی	Korean 한국어	Tagalog Tagalog
French Français	Laotian ລາວ	Thai ไทย
French Canadian français canadien	Mandarin 國語	Tigrinya ትግርኛ
German Deutsch	Nepali नेपाली	Urdu اردو
Turkish Türkçe	Polish Polski	Vietnamese Tiếng Việt

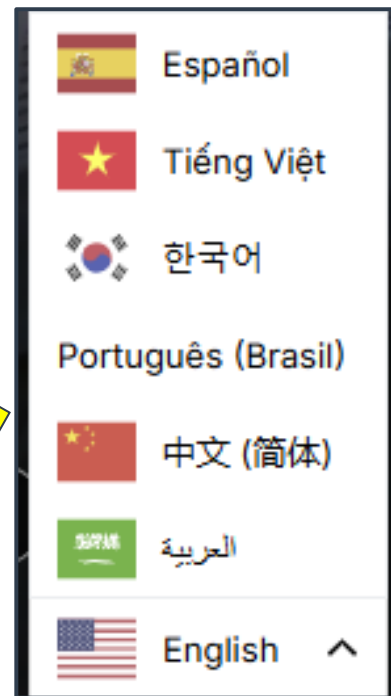
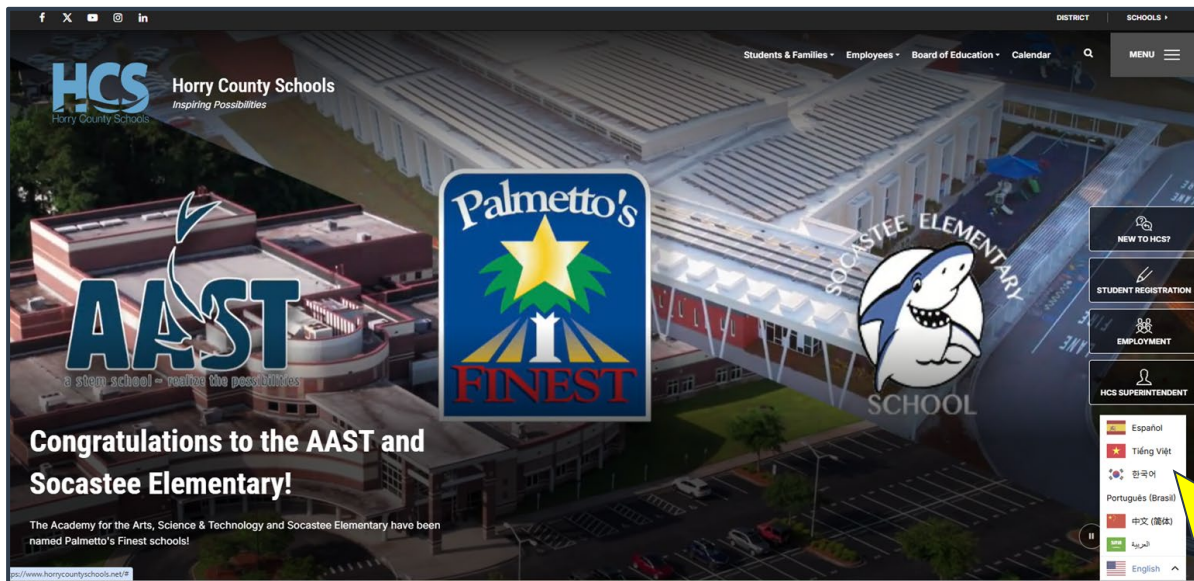
Over 240 languages 24/7/365

ATTENTION
ALL parents and visitors
provide identification to
the building or for dismissal
students.
Thank you!
FORT MILL SCHOOLS
Calabazas Road • Spring Day

twitter.com/CTSLanguageLink
facebook.com/ctslanguageLink
 Find us online: [ctslanguageLink](https://ctslanguageLink.com)
 Telephone: 1.800.208.2620

ctsl languageLink
We speak your customer's language

Website Resources



Communicating Across Language Barriers

- Use interpreters or translation tools effectively.
- Keep communication clear, respectful, and patient.
- Provide multilingual signage and accessible materials.
- Maintain confidentiality.
- [Culture Crossing Guide](#)



Parent, Family, and Community Engagement

Strategies for Meaningful Engagement

- Build trust through clear, respectful communication.
- Help families navigate unfamiliar school systems.
- Encourage family participation and collaboration.



Parent, Family, and Community Engagement

Core Responsibilities for Supporting Multilingual Learners (MLs)

- Ensuring families understand ML placement decisions, age-appropriate placement rules, and the full range of support services available.
- Providing spoken-language interpretation during IEP, 504, and ILAP meetings to ensure meaningful participation.
- Communicating ongoing updates to families about students' progress toward English proficiency and overall academic achievement.
- Engaging families of 3- and 4-year-olds in early conversations about language identification, available services, and placement processes
- To support effective MLP implementation, the SCDE Title III/MLP team provide foundational documents translated into 16 languages for use by LEAs and families.
 - Enrollment Survey, Parent notification letters, and ILAPs

Allowable Title III, Part A Supplemental Activities - *(Used only when activities go above and beyond civil-rights requirements)*

- Family engagement nights focused on English language development and academic support.
- Literacy-focused events and take-home materials that reinforce language learning.
- Supplemental family sessions on:
 - English language development strategies
 - Navigating U.S. school systems
 - Understanding the MLP
 - WIDA ACCESS (ELP) assessments and score reports



Engaging Families in the Learning Process

Parenting Multilingual Learners (Chapter 6)

Engaging Families in the Learning Process

- Host **family language nights**—movies in the target language, simple recipe cooking, or game nights that build vocabulary through play.
- Encourage **shared language experiences** like bilingual books, storytelling, and kid-friendly language apps.

Parent Education Workshops

- Provide strategies for **language-rich homes** and ways to weave the target language into daily routines.
- Explain **language development milestones** and offer guidance for common multilingual-family challenges.

Open, Consistent Communication

- Hold regular **parent–teacher conferences** focused on language progress and shared goals.
- Maintain **two-way communication** through digital platforms such as Talking Points or ClassDojo.



Building Strong School–Home Partnerships

Parenting Multilingual Learners (Chapter 6)

Building Strong School–Home Partnerships

- Collaborate with families to set **shared, SMART goals** that align home and school expectations.
- Cultivate a **welcoming, accessible environment** where all families feel valued and included.
- Ensure **multilingual signage, materials, and communication**, and provide translators/interpreters for meetings and events.
- Host **family nights** featuring cultural performances, traditional food tastings, interactive workshops, and community-building activities.
- Provide **regular, translated updates** on student progress to keep families informed and engaged.

Community Resources for Multilingual Families

Parenting Multilingual Learners (Chapter 6)

Community Resources for Multilingual Families

- Help families **identify and access local resources** that support language development and cultural connection.
- Highlight the **public library** as a hub for bilingual books, story hours, reading clubs, and family literacy programs.
- Connect families with **community centers** offering tutoring, enrichment programs, language classes, and social or legal support services.
- Share information about **non-profit organizations** and **cultural associations** that provide advocacy, family support, and culturally relevant programming.
- Encourage participation in **language clubs and conversation groups** that build confidence and create community for multilingual learners and their families.



Organizing Multilingual Family Events

Parenting Multilingual Learners (Chapter 6)

Organizing Multilingual Family Events

- Host **storytelling sessions** enriched with translation, visuals, props, puppets, and costumes to bring narratives to life for all ages.
- Offer **food tastings, musical performances, and dance demonstrations** that celebrate the diverse cultures represented in the school community.
- Create **interactive displays of cultural artifacts** that invite families to share traditions and personal stories.
- Involve families as **co-planners and contributors**, ensuring events reflect authentic voices and community strengths.
- Invite **guest speakers** who highlight the personal and academic benefits of being multilingual.
- Incorporate **hands-on, language-rich activities** such as scavenger hunts, craft stations, and greeting-card making to keep events fun and engaging for children and adults.



Encouraging Volunteerism and Community Involvement

Parenting Multilingual Learners (Chapter 6)

Encouraging Volunteerism and Community Involvement

- Invite families to serve as **classroom helpers**, especially during language-rich activities, small-group work, or cultural projects.
- Engage volunteers in **organizing language clubs, tutoring sessions, and enrichment activities** that support multilingual learners.
- Encourage participation in **community service projects**, such as school beautification or neighborhood clean-ups, to build shared ownership and pride.
- Provide **consistent recognition and appreciation** for volunteers' time and contributions through shout-outs, certificates, and public acknowledgments.
- Host **volunteer appreciation events** that celebrate family and community involvement and strengthen long-term partnerships.



Utilizing Local Cultural Institutions

Parenting Multilingual Learners (Chapter 6)

Utilizing Local Cultural Institutions

- Partner with **museums, libraries, cultural centers, and community organizations** to tap into rich, often underused resources that enhance multilingual learners' educational experiences.
- Arrange **language-specific tours** of exhibits to deepen comprehension and cultural connection.
- Plan **educational field trips** to historical sites, cultural landmarks, and community events that bring language and culture to life.
- Encourage attendance at **cultural festivals and performances** where students can experience music, dance, food, and traditions firsthand.
- Take advantage of **free or discounted admission days**, family-friendly performances, and hands-on workshops accessible to all ages.
- Integrate institutional resources—**educational kits, lesson plans, digital archives, and online tools**—directly into classroom instruction.
- Invite **guest speakers** such as curators, artists, musicians, and community leaders to share expertise and lived experiences with students.





Agenda # 3

Professional Learning Opportunities



SCDE MLP PLO Website

Check out the SCDE Multilingual Learner Program (MLP) Professional Learning Opportunities webpage!

[Home](#) | [About](#) | [Data & Reports](#) | [State Board of Education](#) | [Newsroom](#) | [Contact](#) Select Language

 **SOUTH CAROLINA
DEPARTMENT OF EDUCATION** Districts & Schools

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Multilingual Learner Program (MLP) Professional Learning Opportunities

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- [WIDA Self-Paced eWorkshops](#)
- [WIDA In-Person and Virtual Workshops](#)

MLP Professional Development Workshops and Events



South Carolina Multilingual Learner Program Conference

September 2025 - Columbia Metropolitan
Convention Center

Materials were posted until December 2025

50+ presenters, 30 vendors, 200+ prizes,
425 attendees!

**We hope to see you at the 2026
conference!**

Save the Date: September 8-10, 2026





Agenda # 4

Resources



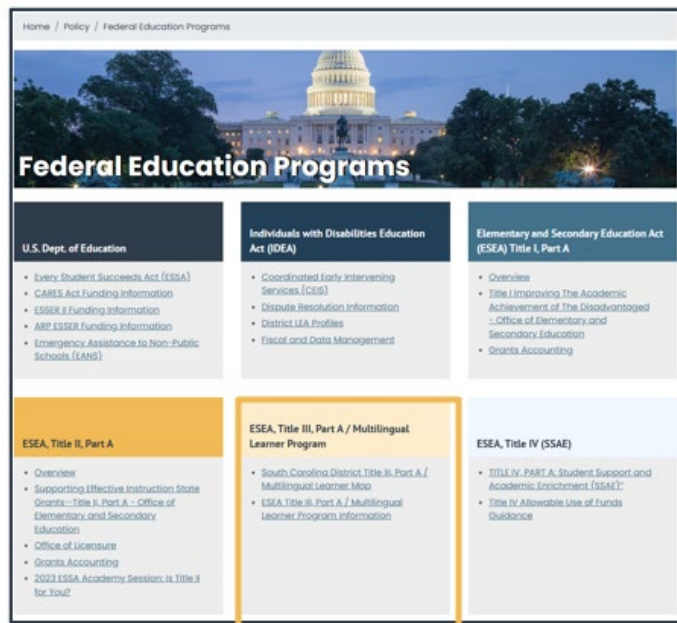
Role-Specific Guidance: How Each Role Contributes to ML Achievement

Every role matters; working together ensures that MLs have access to, meaningful engagement and the support they need to succeed. Supporting MLs is a shared responsibility. Each role within the school community plays a vital part in ensuring access to education, fostering a sense of belonging, and promoting academic and linguistic success.

- **Front Office Staff**
- **Guidance Counselor**
- **Content-Area Teacher**
- **Multilingual Learner Program Specialist**
- **Administrator/Educational Leader**



Title III/MLP Webpages



ESEA, Title III, Part A / Multilingual Learner Program

- [South Carolina District Title III, Part A / Multilingual Learner Map](#)
- [ESEA Title III, Part A / Multilingual Learner Program Information](#)

ESEA, Title III, Part A Multilingual Learner Program

**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Home / Policy / Federal Education Programs / South Carolina District Title III, Part A / Multilingual Learner Programs Map

South Carolina District Title III, Part A / Multilingual Learner Programs Map



Location Details:

Horry
Contact: Melissa Westbury
E-mail: mwestbury@horrycountyschools.net
Website: <https://www.horrycountyschools.net/Page/931>
Program Service Delivery Models Offered:
Pull Out, Class Period, Co-Teaching, Consultative
ESOL Credentialing Requirements:
ESOL Certification required to teach MLs: Step 1: Upon employment as an ESOL teacher, the employee is responsible for obtaining an evaluation for adding the area of ESOL and submitting all correspondence received from the SCDE concerning the evaluation f

CLOSE

Additional Locations
Please Select

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ESEA, Title III, Part A / Multilingual Learner Program

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Multilingual Learner Program

The vision of the South Carolina Department of Education (SCDE) is that all students graduate prepared for success in college, careers, and citizenship. Districts have a system of personalized and digital learning that supports students in a safe learning environment to meet the *Profile of the South Carolina Graduate*. A life and career characteristic of the South Carolina Graduate is to embrace a global perspective.

The SCDE will take an asset-based approach by referring to English learners (ELs) as multilingual learners (MLs). An ML brings unique cultural identities and perspectives that enrich our classrooms and communities. MLs meet the South Carolina College and Career Readiness Standards while navigating both their native and instructional languages. They offer a global perspective aligned with the *Profile of the South Carolina Graduate* and highlight the benefits of bi-/multilingualism, recognizing students' linguistic and cultural backgrounds as strengths.

The term ML reflects the core values embedded in the *Profile of the South Carolina Graduate*. The Multilingual Learner Program (MLP) in South Carolina will continue to grow and align with these values to expand opportunities for MLs.

Title III Multilingual Learner Program Terminology:

- [Multilingual Learner Program Terminology memorandum](#) - June 7, 2022
- [Title III Program Asset-Based Terminology](#)

Title III is responsible for the oversight of the language instruction of MLs and immigrant students. This is accomplished by:

- administering grant programs that help children develop proficiency in English and achieve grade-level content standards.
- recommending policies and promoting best practices for meeting the needs of MLs and immigrant students.
- strengthening collaboration and coordination among federal, state, and local programs serving MLs and immigrant students, monitoring funded programs, and providing technical assistance that addresses outcomes and accountability.

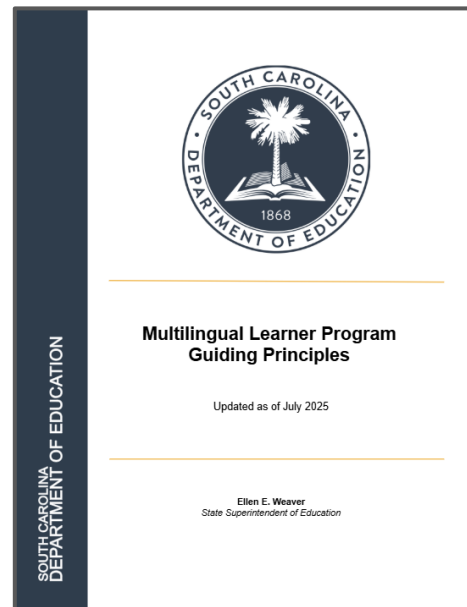
[Title III, Part A Federal Guidance](#)

[Title III, Part A South Carolina Guidance and Finance](#)



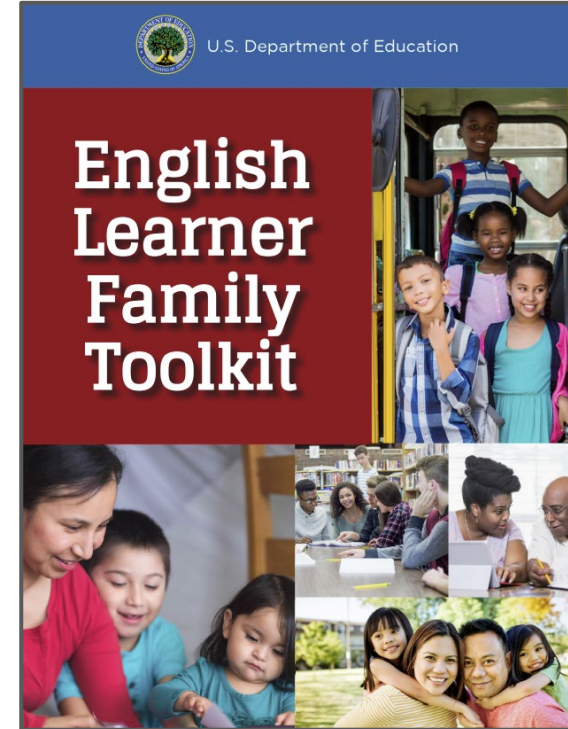
Guiding Principles

- The newest version of the Multilingual Learner Program Guiding Principles is available.
- **The document is not yet available for download, copy, or print until it is in a PDF on the SCDE website.**
- PDF version will be available very soon!



Family Toolkit - NCELA

- National Clearinghouse for English Language Acquisition - Family Toolkit (English, Arabic, Chinese, Spanish)
 - Introduction
 - Enrolling Your Child in School
 - Attending School in the U.S.
 - Other Educational Programs and Services for Your Child
 - Finding Extracurricular Activities for Your Child
 - The Health and Safety of Your Child at School
 - Helping Your Child Be Successful in School



Title III / MLP Team Email

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thank you

