

Title III, Part A: Multilingual Learner and Immigrant Subgrants

SCDE

SUSAN MURPHY & DR. INGRID CORPUZ

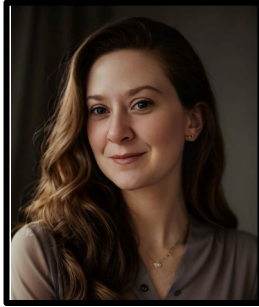
ESSA ACADEMY MARCH 23 & 24, 2026



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

1868

Office of Federal and State Accountability



Susan Murphy

State Coordinator

Title III/Multilingual Learner Program

(803) 734-1601



Dr. Ingrid Corpuz

Program Manager

Title III/Multilingual Learner Program

(803) 734-2738

Title III / MLP Team Email: TitleIIIMLP@ed.sc.gov





Agenda

1. **Test Your Knowledge Pre-Test**
2. **South Carolina Title III, Part A**
3. **Title III, Part A Multilingual Learner Subgrant**
4. **Title III, Part A Immigrant Subgrant**
5. **Timeline and Reminders and Test Your Knowledge Post-Test**
6. **South Carolina Department of Education (SCDE) Initiatives**
7. **Professional Learning Opportunities and Resources**





Agenda # 1

Test Your Knowledge Pre-Test



Test Your Knowledge

True
FALSE

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



Agenda # 2

South Carolina Title III, Part A



Title III, Part A Subgrants

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

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

Multilingual Learners and Immigrant Children & Youth Definition

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

Title III, Part A Subgrants

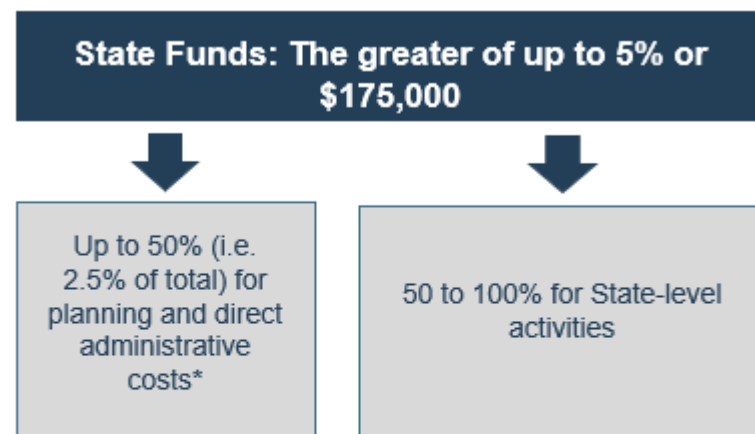
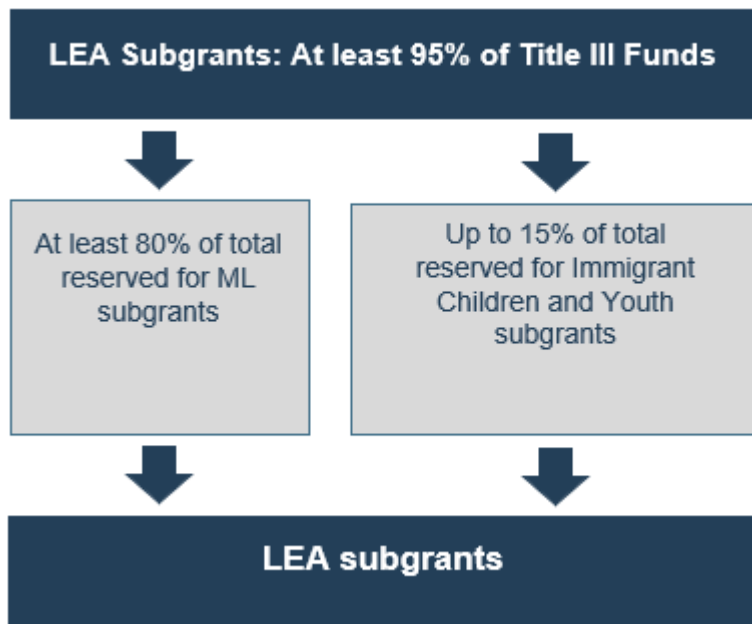
Multilingual Learner (ML)

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

Immigrant (IMM)

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

South Carolina Title III, Part A



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

South Carolina Title III, Part A

- Total Allocation from U.S. Department of Education (USED)
 - \$6,746,610.00
- School Year 2025-26, Fiscal Year 26
 - State Portion (greater of 5% or \$175,000)
 - \$322,037.00
 - Immigrant Subawards (up to 15%)
 - \$1,011,991.00
 - Multilingual Learner (ML) Subawards
 - \$5,397,289.00





Agenda # 3

Title III, Part A Multilingual Learner Subgrant



ML Formula

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

Multilingual Learners

PowerSchool – SC Student Information Page

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

PL Coding Included in Title III
ML Funding:
1.0 - 6.0, AL1 - AL5, ALS



ML Subgrant Additional Details

- Available to all districts with MLs
 - Although not encouraged, districts may choose to waive funds.
- Allocations must be \$10,000+
 - Some districts must form a consortium to accept funds to meet the \$10,000 minimum requirement



Consortia

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

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



Agenda # 4

Title III, Part A Immigrant Subgrant



Immigrant Formula

- Average the number of immigrant children and youth in each district for the two (2) preceding fiscal years. This information is pulled from data entered in PowerSchool (45-day count) by the district.
- Multiply by 10 percent to identify the minimum immigrant requirement based on 10% increase.
- Compare the current school year's 45-day count to the minimum requirement (10% increase). Additionally, some years, a minimum raw number increase must be met to limit the number of and increase the size of the subgrants. FY26 included a 50-student increase requirement.

Immigrant Children and Youth PowerSchool – SC Student Information

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

Immigrant Children and Youth PowerSchool – MLP

Enrollment Information	
Current Enrollment Entry Date	08/17/2022 *
Birth Country	BR076 - Brazil ▼
U.S. School Entry Date	10/01/2021
Immigrant Funding – In US School(s) 3 Full Academic Years or Less	☒

Immigrant Formula Continued

- If the district has met the minimum immigrant requirements, it is eligible to receive an immigrant subgrant allocation.
- The number of eligible immigrant children is identified by adding the immigrant students in all qualifying districts.
- The per-pupil amount is multiplied by the number of eligible immigrants in each district and added to the base allocation to determine each district's allocation.

Immigrant Subgrant Formula Details

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

Title III, Part A Immigrant Allowable Uses

ESSA Section 3115(e)

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

Title III, Part A Immigrant Allowable Uses Continued

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

must follow
supplement, not supplant requirements



Title III, Part A Immigrant Unallowable Uses

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



Agenda # 5

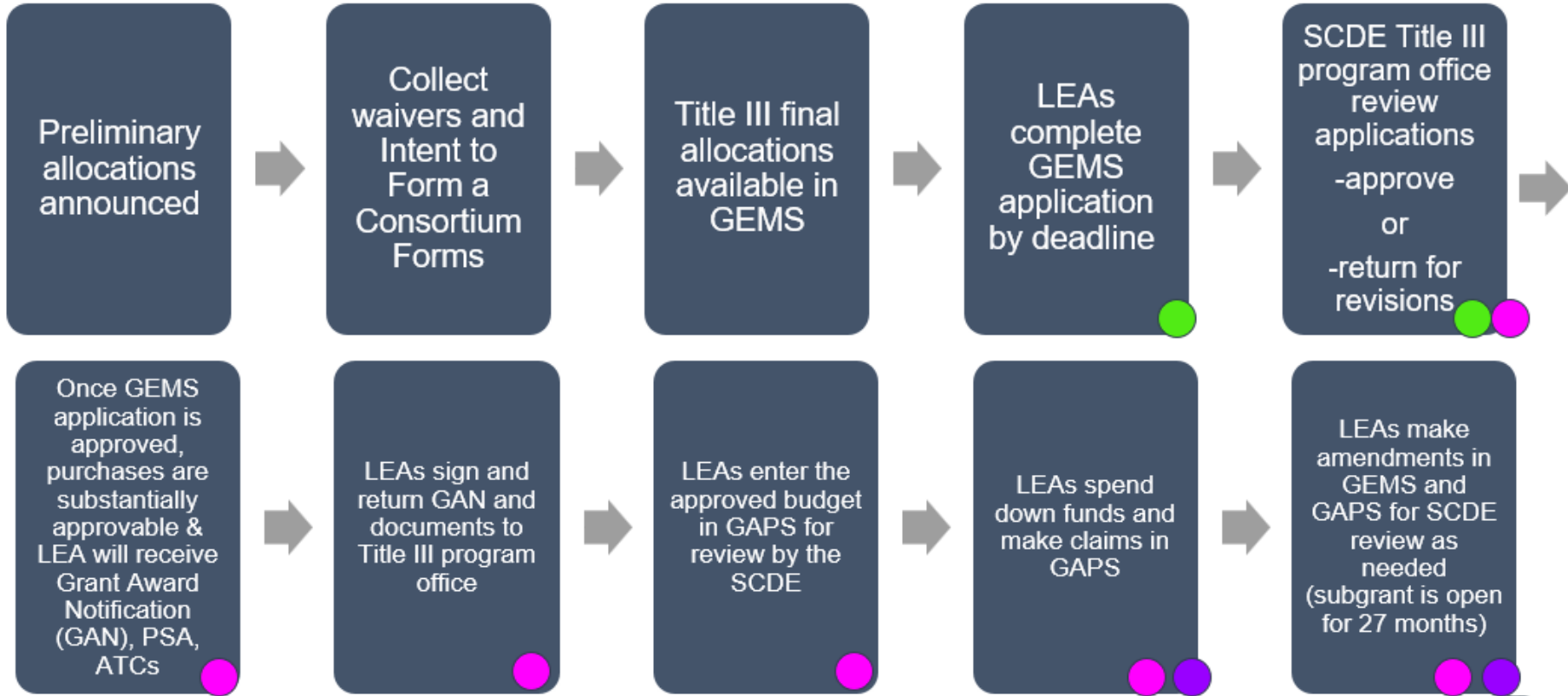
Timeline and Reminders



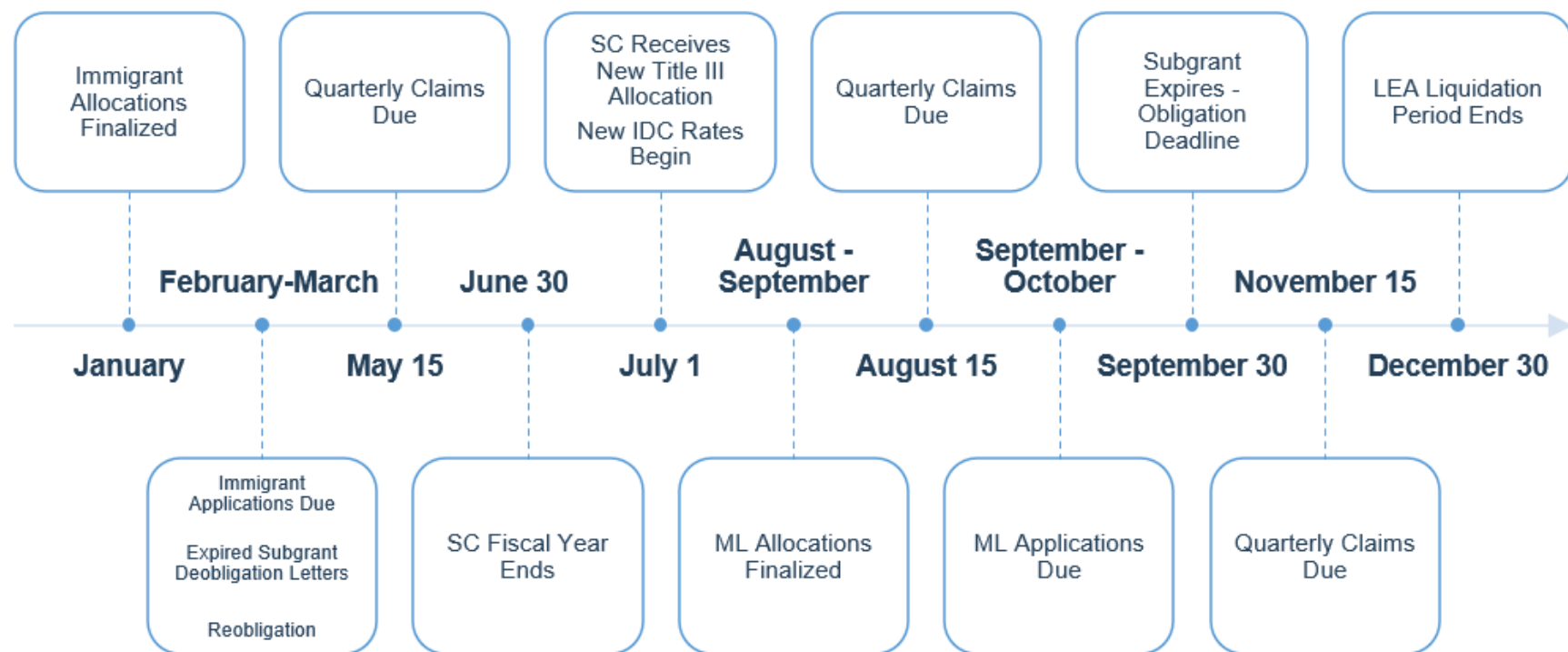
Common Finance Acronyms

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

Title III, Part A Subgrant Process



Timeline



FY25 and FY26 Title III, Part A



FY25 and FY26 ML and Immigrant

- FY25 This subgrant expires on September 30, 2026.
 - Obligation - 9/30/26
 - Liquidation - 12/30/26
- FY26 This subgrant expires on September 30, 2027.
 - Obligation - 9/30/27
 - Liquidation - 12/30/27
- Ensure the budgets in GEMS and GAPS match.
- *No vendor names throughout the entire application!
- Continue to spend-down the subgrant.

FY25 Title III, Part A Spreadsheets

FY25 Title III, Part A ML

This spreadsheet can be used by LEAs to track the logistics of the FY25 Title III, Part A ML subgrant process (i.e., applications, signed documents, and budget submission approval). If a district no longer wishes to have information posted for access, please contact TitleIIIMLP@ed.sc.gov.

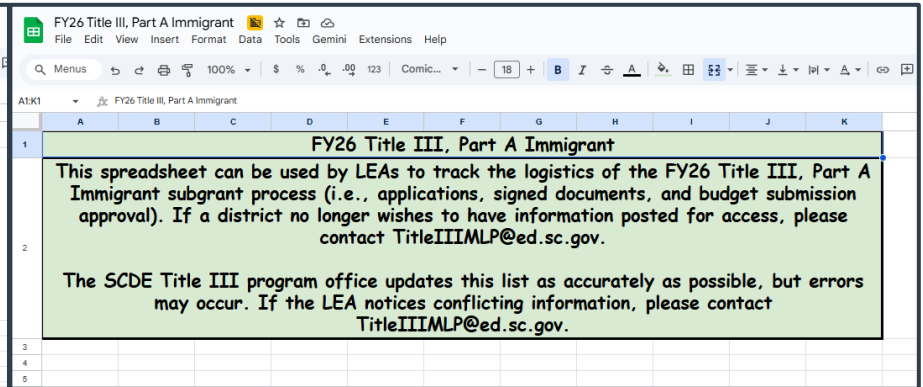
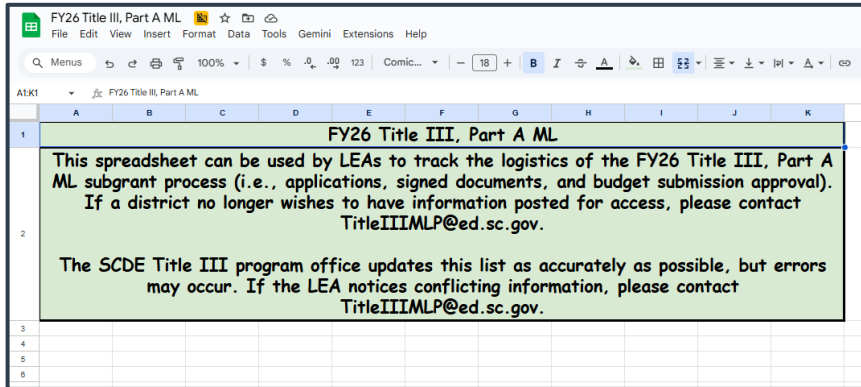
The SCDE Title III program office updates this list as accurately as possible, but errors may occur. If the LEA notices conflicting information, please contact TitleIIIMLP@ed.sc.gov.

FY25 Title III, Part A Immigrant

This spreadsheet can be used by LEAs to track the logistics of the FY25 Title III, Part A Immigrant subgrant process (i.e., applications, signed documents, and budget submission approval). If a district no longer wishes to have information posted for access, please contact TitleIIIMLP@ed.sc.gov.

The SCDE Title III program office updates this list as accurately as possible, but errors may occur. If the LEA notices conflicting information, please contact TitleIIIMLP@ed.sc.gov.

FY26 Title III, Part A Spreadsheets



Title III, Part A Equitable Services

- State Ombudswoman:
 - Theresa Gregory, TGregory@ed.sc.gov
- A [sample consultation form](#) is available for districts to use with participating private schools.
- Does your district's Equitable Services letter say Title III ML and Immigrant?
 - Private schools can participate in both Title III, Part A ML and Immigrant subgrants (dependent on if the district qualifies and/or accepts funds).

Equitable Services for Eligible Private Children, Teachers, and Other Educational Personnel



Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel

Title III, Part A - Sample Consultation Form

Local Education Agency (LEA)	School Year	
Private School	Consultation Date(s)	

The Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Title III, Part A - Sample Consultation Form may be used to guide consultation meetings between the Local Education Agency (LEA) and the participating private school regarding Title III, Part A. This form does not have to be completed in its entirety for a successful consultation meeting. Rather, the LEA and private schools may use sections of this form as applicable to meet the needs of the private school Title III program. Additional information and guidance may be found on the South Carolina Department of Education (SCDE) [ESEA, Title III, Part A / Multilingual Learner Program](#) website.

Under Title VIII, Part F, Subpart 1 of the Every Student Succeeds Act (ESSA), a district that is eligible and accepts Title III funding is required to offer private schools within its geographic area the opportunity to participate in Title III services. To ensure equitable access to Title III funding, districts must engage in timely and meaningful consultation with appropriate private school officials. If the private school wishes to participate in Title III, the district must provide educational services to eligible multilingual learners (MLs) and/or immigrant children and youth. LEAs with eligible MLs qualify for Title III, Part A funds annually. However, LEAs may or may not qualify for Title III, Part A Immigrant funds annually. Therefore, equitable participation of Title III, Part A Immigrant funds are only available if the LEA qualifies and accepts funding during the current fiscal year(s) during which equitable services are provided.

To ensure timely and meaningful consultation, the district must consult with appropriate private school officials during the design and development of the Title III program. Typically, consultation will occur between March and July to plan for the upcoming school year, and decisions will be agreed upon before the start of the school year unless agreed upon by both the LEA and the private school. In addition, the agreed-upon Title III services provided to students and educational personnel in private schools must address the educational needs of the eligible private school students.

During the consultative meeting, the district and private school should discuss the equitable services components below in detail. In addition, all decisions from the consultative meeting must be clearly outlined in the meeting minutes.

- How private school students will be identified as MLs and/or immigrant students;
- How the needs of eligible MLs and/or immigrant students, their teachers, and other educational personnel will be identified;

Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel



Multilingual Learner and Immigrant Children and Youth Identification

Decisions about the identification of multilingual learners and immigrant children and youth within the private school should be made collaboratively between the LEA and the participating private school. The identification process must be fair, nondiscriminatory, and as consistent as possible from one year to the next. Additionally, the South Carolina state-wide identification process, through Section II of the Enrollment Survey, should be implemented to meet those requirements, to the extent practicable.

Title III, Part A Immigrant: LEAs may or may not qualify for Title III, Part A Immigrant funds annually. Therefore, equitable participation of Title III, Part A Immigrant funds are only available if the LEA qualifies and accepts funding during the current fiscal year(s) during which equitable services are provided. However, it is best practice for all schools to identify immigrant students to provide services as needed, with or without Title III funding.

Guiding Questions	Potential Identification Tool	Potential Administration Options
How will private school students be identified as multilingual learners (MLs)?	1. Section II of the Enrollment Survey, which includes the Home Language Survey (HLS). Please note that wording/requirements on the HLS may need to be adjusted to meet the needs of the private school (e.g., ELP assessment verbiage).	Issue the SC Enrollment Survey (Section II) to all students during the registration/enrollment processes. It is recommended that the private school administer the identification tool.
How will private school students be identified as immigrant children and youth?	If the above suggestion(s) are not decided upon, consult with the LEA for additional options.	The private school should review all received Enrollment Survey responses for potential MLs and/or immigrant children and youth. In the notes section, describe how this information will be shared with the LEA.
LEA and Private School Decision and Notes		
Timeline:		
If applicable, how will MLs' current English language proficiency (ELP) be determined?	1. WIDA Screener (K-12) (paper or online as applicable) 2. WIDA MODEL (K-12)	Option 1: Potential private school MLs are brought to LEA facilities.

Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel



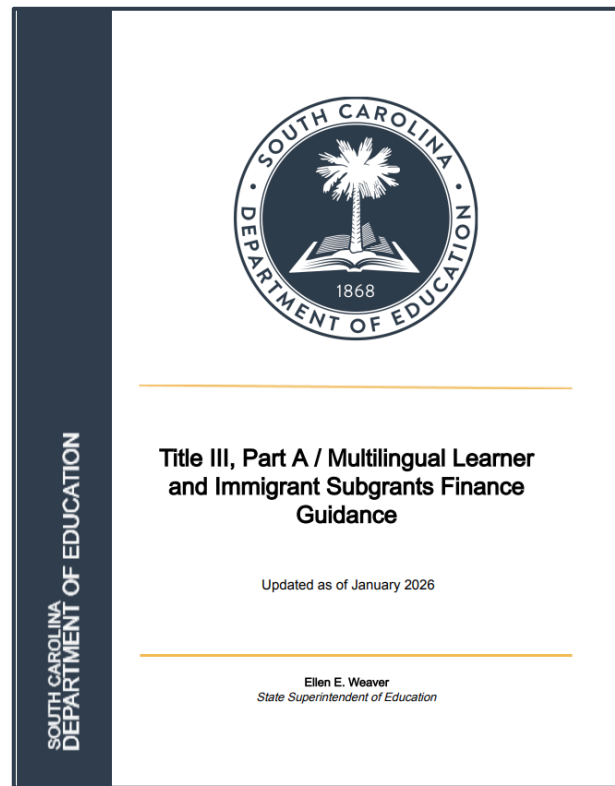
Noncompetitive Procurement Forms

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

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

- Allowable and Unallowable Activities | Function and Object Codes
- Subgrant Writing
- GEMS
- Noncompetitive Procurement
- Consortia
- And more.

PDF Version was released on 2/4/2026.



Test Your Knowledge

True
FALSE

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



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



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



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





Agenda # 6

South Carolina Department of Education (SCDE) Initiatives



South Carolina Joins National Effort to Elevate Early Learning

South Carolina is honored to be one of **four states selected** to participate in the **Council of Chief State School Officers (CCSSO) High-Quality Instructional Materials (HQIM) Pre-K Network**—a national initiative focused on strengthening early learning through:

- **Strategic evaluation and adoption** of high-quality, standards-aligned Pre-K curricula
- **Professional learning** for educators grounded in evidence-based practices
- **Progress monitoring** to ensure fidelity and impact
- **Scaling efforts** to expand access across districts

This partnership reflects SCDE's commitment to ensuring every child has a strong start through engaging, developmentally appropriate instruction that builds a foundation for lifelong success.

Together, we're shaping the future of early learning in South Carolina—one classroom at a time.

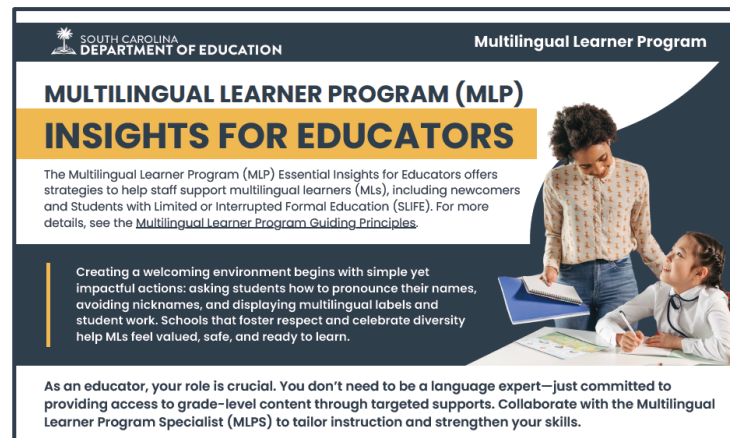


Multilingual Learner Program Insights Series: Empowering Every Role to Support MLs

Multilingual Learner Program (MLP) Essential Insights series designed to equip educators, specialists, and school leaders with actionable strategies to meet the needs of multilingual learners (MLs) and their families. Whether you're in the classroom, counseling office, front office, or leadership team, this series will provide role-specific insights aligned with the *Multilingual Learner Program Guiding Principles*.

- Educators
- School Counselors
- Front Office Staff
- ...

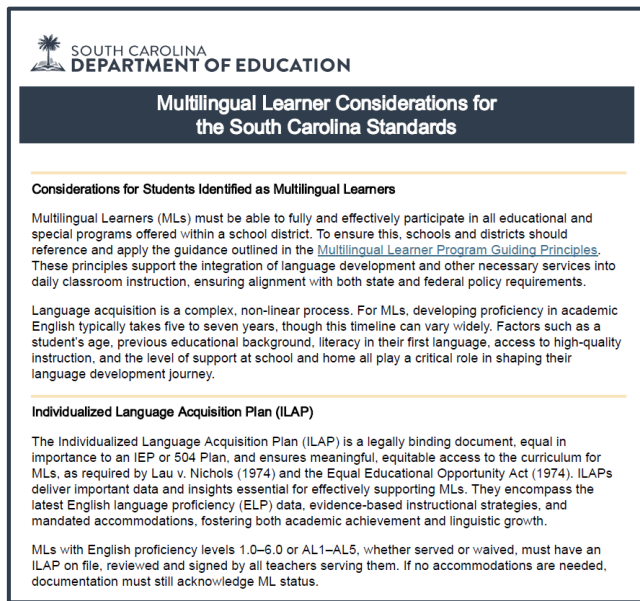
Let's build capacity across every level of the school community to ensure MLs thrive.



Multilingual Learner Considerations for the South Carolina Standards

- This document was created in collaboration with colleagues in the SCDE Office of Assessment and Standards (OAS) and has replaced the ML Insights document.
- It is meant to support educators with a smaller snippet of information to quickly reference.

- Considerations
- ILAPs
- WIDA ELD Standards Framework
- Instructional Supports (crosswalks)
- WIDA Resources and Professional Learning
- MLP Instructional Supports



Crosswalk for the 2024 SC CCR ELA Standards and WIDA ELD Standards 2020 for Language Arts

- The purpose of this crosswalk document is to reveal alignment between the 2024 South Carolina College- and Career-Ready English Language Arts (SC CCR ELA) Standards and the WIDA English Language Development (ELD) Standards for Language Arts.



Applications of Reading Crosswalk	
Standard AQR.1	
Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.	
2024 ELA AQR.1.1	WIDA Alignment
ELA EA AQR.1.1 Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.	ELD-LA.9-12.Narrate.Interpretive Interpret language arts narratives by: - identifying themes or central ideas that develop over the course of a text, - analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context), and - evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.
ELA EA AQR.1.1 Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.	ELD-LA.9-12.Narrate.Interpretive Interpret language arts narratives by: - identifying themes or central ideas that develop over the course of a text, - analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context), and - evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.
ELA EA AQR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.	ELD-LA.9-12.Narrate.Interpretive Interpret language arts narratives by: - identifying themes or central ideas that develop over the course of a text, - analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context), and - evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.

Crosswalk for the 2024 SC CCR ELA Standards
to WIDA ELD Standards 2020 for Language Arts

Page 3



Crosswalk for the 2024 SC CCR ELA Standards and WIDA ELD Standards 2020 for Language Arts

Updated as of August 2025

Elton L. Weaver
State Superintendent of Education



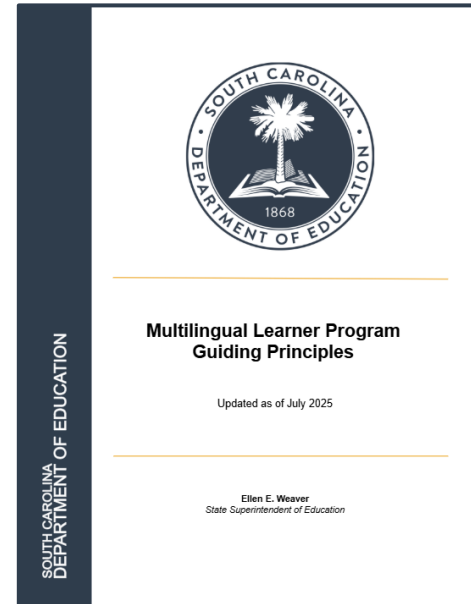
Estimated Crosswalk Timelines

- Crosswalk for the 2024 SC CCR ELA Standards and WIDA ELD Standards 2020 for Language Arts (Available)
- Math Standards Crosswalk (Coming Spring 2026)
- Social Studies Standards Crosswalk (Coming Fall 2027)
- Science Standards Crosswalk (TBD)
- VPA Standards Crosswalk (Coming Spring 2026)



Guiding Principles

- The newest **DRAFT** version of the Multilingual Learner Program Guiding Principles is available.
- PDF version will be available soon!
- **The document is not available for download, copy, or print until it is fully SCDE approved.**





Agenda # 7

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

[Home](#) / [Policy](#) / [Federal Education Programs](#) / [ESEA, Title III, Part A](#) / [Multilingual Learner Program](#) / [Professional Learning Opportunities](#)
/ [Multilingual Learner Program \(MLP\) Professional Learning Opportunities](#)

Multilingual Learner Program (MLP) Professional Learning Opportunities

Table of Contents

- [MLP Professional Development Workshops and Events](#)
- [MLP Collaborative Exchanges](#)
- [MLP Office Hours](#)
- [Title III/MLP Coordinator Meetings](#)
- [English Language Proficiency \(ELP\) Assessment Sessions](#)
- [English Language Proficiency \(ELP\) Assessment Training Requirements](#)
- [WIDA Self-Paced eWorkshops](#)
- [WIDA In-Person and Virtual Workshops](#)

MLP Professional Development Workshops and Events



Professional Learning Opportunities Overview

All Audiences:

- MLP Professional Development Workshops and Events
- MLP Collaborative Exchanges
- WIDA Self-Paced eWorkshops

MLP District Leaders:

- MLP Office Hours
- Title III/MLP Coordinator Meetings
- English Language Proficiency (ELP) Assessment Sessions



MLP Collaborative Exchange - April 2026

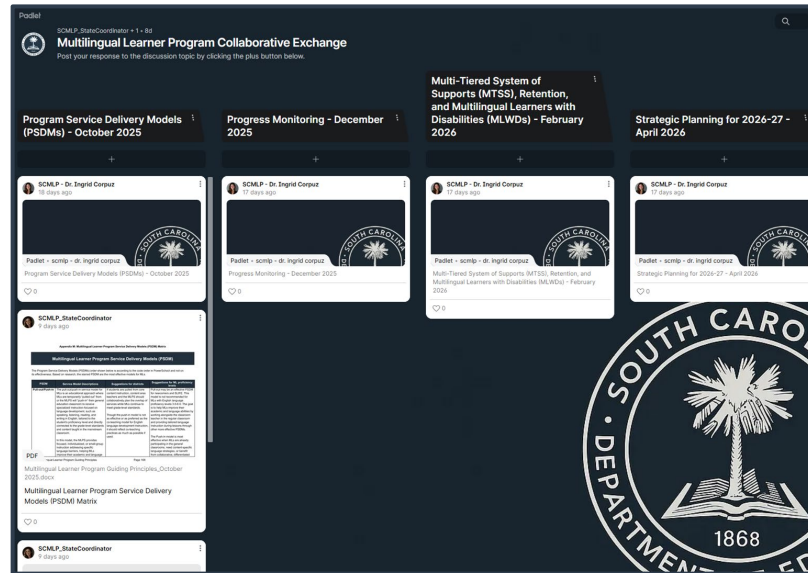
For the 2025-2026 academic year, MLP Collaborative Exchange sessions will be held at the South Carolina Department of Education.

- **April 29, 2026:** Strategic Planning for 2026–27
 - [Apply to Present!](#) (Form closes March 30, 2026)
 - [Register for Session](#) (Form closes April 15, 2026, or when full)



Padlet

A Padlet dashboard has been created to house all information, presentations, recordings, etc., related to the 2025-26 Collaborative Exchange sessions.



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



WIDA eWorkshops

Log in to your [WIDA Secure Portal](#) account to view and complete these professional learning options at no cost.

[Flyer with Descriptions](#)

Leadership Self-Paced Workshops

[Flyer with Descriptions](#)



WIDA™

Title III/MLP Webpages

Home / Policy / Federal Education Programs



Federal Education Programs

U.S. Dept. of Education • Every Student Succeeds Act (ESSA) • CARES Act Funding Information • ESSER II Funding Information • ARP ESSER Funding Information • Emergency Assistance to Non-Public Schools (EANS)	Individuals with Disabilities Education Act (IDEA) • Coordinated Early Intervening Services (CEIS) • Dispute Resolution Information • District LEA Profiles • Fiscal and Data Management	Elementary and Secondary Education Act (ESEA) Title I, Part A • Overview • Title I Improving The Academic Achievement of The Disadvantaged - Office of Elementary and Secondary Education • Grants Accounting
ESEA, Title II, Part A • Overview • Supporting Effective Instruction State Grants - Title II, Part A - Office of Elementary and Secondary Education • Office of Licensure • Grants Accounting • 2023 ESSA Academy Sessions Is Title II for You?	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 IV (SSAE) • TITLE IV, PART A, Student Support and Academic Enrichment (SSAE) • Title IV Allowable Use of Funds Guidance

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](#)

Contact Information Map

- When you click on a district, the following information will open in a sidebar, if provided by the district:
 - Title III/MLP Coordinator name and email address
 - District's website
 - District's ESOL Credential Requirements
 - Program Service Delivery Models (PSDMs)

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



Location Details:

York 4

Contact: Amber Smith
E-mail: smitha@fortmillschools.org
Website: <https://sites.google.com/fmsdmail.org/fortmillesol/home>

Program Service Delivery Models Offered:
Pull Out, Class Period, Push-In, Co-Teaching, Consultative

ESOL Credentialing Requirements:
Follow SC credential requirements with strong preference for full ESOL cert

CLOSE

Additional Locations
Please Select ▼

ESEA, Title III, Part A Multilingual Learner Program

[Home](#) / [Policy](#) / [Federal Education Programs](#) / [ESEA, Title III, Part A](#) / [Multilingual Learner Program](#)

ESEA, Title III, Part A / Multilingual Learner Program

Contact-Information:

TitleIIIMLP@ed.sc.gov

- Susan Murphy, State Coordinator – Title III/Multilingual Learner Program
- Dr. Ingrid Corpuz, Program Manager – Title III/Multilingual Learner Program

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](#)



Question and Answer



