



## GRANT INFORMATION GUIDE

# Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

September 30, 2022  
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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## Program Description

[Title III](#) is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies (SEAs) and local education agencies (LEAs) in supporting ELs.

### NAME OF GRANT PROGRAM

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

### PURPOSE

1. To help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals and other school leaders, State Educational Agencies (SEAs), Local Educational Agencies (LEAs), and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, SEAs and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

### AUTHORIZATION

[Every Student Succeeds Act \(ESSA\), Title III Language Instruction for English Learners and Immigrant Students](#)

### DISSEMINATION

This Grant Information Guide (GIG) and Title III Application were released on July 22, 2022.

### DEADLINE

Submission due September 30, 2022 by 5:00 p.m.

### GRANT PERIOD

Program period: 7/1/2022 - 9/30/2023 (15 months)

Tydings amendment period: 10/1/2023 – 9/30/2024 (12 months)

**FUNDING AMOUNT AVAILABLE**

\$14,042,143

**ESTIMATED NUMBER OF GRANTS**

21 Local Education Agencies (LEAs)

**GRANT AMOUNT**

Grant amounts are allocated to each State through data available from the Census or EL data submitted by the States. An estimated award amount is provided to each LEA and shared in the ESOL Coordinator eCommunity in May 2022 for planning purposes. The final list of award amounts is shared by the US Department of Education by July 1, 2022, and will be posted on the [Title III, Part A English Language Acquisition Grant website](#).

**SUBMISSION INSTRUCTIONS**

The Title III Application and all required appendices can be accessed through the [Title III, Part A English Language Acquisition Grant website](#) and must be emailed to the appropriate EL/Title III contact no later than September 30, 2022 by 5:00 p.m.

**STATE RESPONSIBILITIES**

The responsibilities of MSDE are to:

- Award subgrants to LEAs and hold them accountable for complying with program requirements;
- Monitor grant program activities to ensure that activities are being implemented in compliance with the approved application;
- Ensure that funds are begin spent down according to schedule;
- Monitor student outcomes;
- Establish annual measurable achievement objectives for English learners;
- Provide technical assistance to subgrantees in implementing Title III program services;
- Collect and synthesize data on the effectiveness of services and activities; and
- Coordinate with related programs.

**PROGRAM CONTACTS**

Contact Information	Local Education Agency
Ilhye Yoon EL/Title III Coordinator 410-767-0714 ilhye.yoon@maryland.gov	Anne Arundel County, Baltimore County, Carroll County, Caroline County, Cecil County, Charles County, Harford County, Prince George's County, St. Mary's County, Talbot County, Worcester County
Laurel Williams EL/Title III Specialist 410-767-6756 laurel.williams@maryland.gov	Baltimore City, Calvert County, Dorchester County, Frederick County, Kent County, Howard County, Montgomery County, Queen Anne's County, Somerset County, Washington County, Wicomico County

## Eligibility

This funding is for LEAs that enroll at least 100 English learners, including immigrant children and youth.

## Use of Funds

The Title III, Part A program, administered by the Office of Elementary and Secondary Education ([OESE](#)), is designed to improve the education of English learners (ELs). Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs. All services provided to ELs using Title III funds must supplement and not supplant the services that must be provided to ELs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under state or local laws. Some examples of how Title III, Part A funds may be used include:

- Stipends for EL teachers, tutors, and/or paraprofessionals;
- Supplemental EL instructional materials and supplies;
- Professional development for educators of ELs;
- Family and community engagement activities for ELs and immigrant students and their families;
- Activities that enhance English language proficiency and academic achievement of ELs; and
- Administrative expenses and indirect costs.

Funds may not be used for:

- Activities that supplant the responsibilities of the LEAs; and
- Activities mandated through local and state legislation.

## Application

### COVER PAGE

The Title III, Part A Application must include the prescribed Cover Page, signed by the head of the LEA.

### EVIDENCE OF IMPACT

Applicants must describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes.

### REQUIRED STRATEGIES

LEAs must implement several required activities and may implement one or more optional authorized activities. For each activity implemented, the applicant must describe the activity, provide intended outcomes, provide a timeline of key events, and describe how nonpublic schools are being included.

An eligible entity receiving funds under section 3114(a) **must** use the funds in the required strategies before spending funds on authorized optional strategies:

1. Increasing the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].
2. Providing effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)]. Within strategy #2, the professional development should be designed to accomplish the following:
  - 2.1: improving the instruction and assessment of English learners;
  - 2.2: enhancing the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; and
  - 2.3: increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers.

Note to applicant: Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

3. Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which: [section 3115 (c)(3)].
  - Shall include parent, family, and community engagement activities; and
  - May include strategies that serve to coordinate and align related programs.

### **AUTHORIZED OPTIONAL STRATEGIES**

An eligible entity receiving funds under section 3114(a) **may** use the funds on any of the following optional authorized strategies:

4. Upgrading program objectives and effective instructional strategies [section 3115(d)(1)];
5. Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)];
6. Providing tutorials and academic or career and technical education; and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators [section 3115(d)(3)] by:
  - 6.1: Providing tutorials and academic or career and technical education [section 3115(d)(3)(A)]; and/or



- 6.2: Providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators [section 3115(d)(3)(B)]. (d)(2)].
7. Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)];
  8. Improving the English language proficiency and academic achievement of English learners [section 3115(d)(5)];
  9. Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)] by:
    - 9.1: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English skills of ELs [section 3115(d)(6)(A)]; and/or
    - 9.2: Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].
  10. Improving the instruction of English learners, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)(A-C)].
  11. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education [section 3115(d)(8)]; and/or
  12. Carrying out other activities that are consistent with the purpose of Title III, Part A, Every Student Succeeds Act [section 3115(d)(9)].

Note for the applicant: LEAs must utilize Title III funds to support required strategies prior to allocating funds for optional authorized strategies. If the LEA is not planning on implementing the optional authorized strategies, the LEA may skip that section.

### **EQUITABLE SERVICES TO ELS IN NONPUBLIC SCHOOLS**

As a part of receiving federal funds for English learners, LEAs are required to offer equitable services to English learners enrolled in nonpublic schools in their respective jurisdiction [ESSA section 8501]. Services and other benefits to nonpublic school students must be secular, neutral, and non-ideological [Sec. 8501(a)(2)], must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel [Sec. 8501(a)(3)(A)].

In the application for funding, LEAs must describe the school system's process of inviting nonpublic schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)]. If applicants do provide resources and/or services to ELs in nonpublic schools, they must provide information regarding the names of participating nonpublic schools and number of nonpublic school students [Sec. 8501(a)(4)(C)]. Additionally, LEAs must describe the process for providing equitable services to ELs in nonpublic

schools [Sec. 8501(c)], including how services were delivered, the location of services, and grade levels or areas of services for students and teachers, as well as how services were monitored.

## EVALUATION

Evaluation is an important part of determining the success of the program. Applicants will be required to describe in detail what success will look like and the criteria that will be used to determine and measure success. Furthermore, grantees are required to submit progress reports and the final progress report that are consistent with the project's goal and outcome(s). Applicants must evaluate the following program goals and any other measures that align to required and authorized activities:

Goals	Sample Target and Measure
1. Increase the percentage of ELs demonstrating growth in English language proficiency.	<p>Projected _____% of English learners will demonstrate English language proficiency growth as measured by the ACCESS for ELLs/Alternate ACCESS for ELLs.</p> <p>Projected _____% of English learners will exit the English language development program as measured by the ACCESS for ELLs (4.5 overall composite proficiency level) or Alternate ACCESS for ELLs (P2 overall composite proficiency level).</p>
2. Increase the academic achievement of ELs.	<p>Projected _____% of English learners will demonstrate growth on one of following sample academic measures:</p> <ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• Reading levels</li> <li>• Honor roll status</li> <li>• MCAP scores</li> </ul> <p>*The samples above are not an exhaustive list.</p>
3. Provide effective professional learning opportunities for all educators that result in participants' use of new knowledge and skills for educating ELs.	Professional learning opportunities will be offered to _____ (insert # or %) educators who work with ELs.
4. Implement parent, family, and community engagement activities that result in improvement of English language proficiency and academic achievement for ELs and increased parental involvement in the education of their children.	_____ (insert name of activity) will be provided for _____ (insert # or %) of families of ELs.
5. Align with one or more of the preliminary recommendations in <a href="#">MSDE's Workgroup on English Learners in Public Schools Interim Report</a> .	<p>Preliminary Recommendation 3: All Teachers Prepared to Serve English learners</p> <p>Professional learning opportunities will be offered to _____ (insert # or %) educators who work with ELs.</p>

6. Lower instances of long-term ELs.	The percent of ELs who have been classified as an EL for five or more years will decrease by ____%.
7. Increase attendance rates for ELs.	Attendance rates for ELs in _____ school system will increase by _____%.
8. Increase graduation rates for ELs.	Graduation rates for ELs in _____ school system will increase by _____%.

## BUDGET DETAIL

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative should appear in the budget detail and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying, and refreshments. There is no page limit for the budget, so be as detailed as possible.

See the following guidance below:

Budget Category	Guidance
Salaries	List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
Fringe and Employee Benefits	Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance, and other benefits and multiply by the total salary costs to determine the total Fixed Charges. Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.
Contracted Services	For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.
Supplies and Materials	All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges	Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.
Equipment	Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.
Administrative Expenses	Title III allows each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering the grant.
Transfers	Transfers are payments to other LEAs or Nonpublic schools. Expenses under Transfers may also be indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
Indirect Costs	For guidance on how to calculate indirect costs, please refer to Appendix A of the <a href="#">Financial Reporting Manual for Maryland Public Schools</a> . This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

See a sample below:

Category # - Program #	Budget Object	Line Item	Calculation	Requested	In-Kind	Total
Required Strategy #1						
203-205 -02- Special Prog.	Salaries & Wages	ESOL teacher wage for summer supplemental newcomer curriculum writing	1 teacher x 20 days x 175/day	\$3,500		\$3,500
212-Fixed Charges	Other Charges	FICA	7.65% of \$3,500	\$268		\$268
Total:				\$3,768	\$0	\$3,768
Required Strategy #2						
203-205 -02- Special Prog.	Contract Services	Delivery of workshop: "Best Practices for Teachers of EL/REL Students"	\$650/school x 4 schools x 2 days at each school (\$5200) + \$650/school x 3 schools x 1 day (\$1950)	\$7,150		\$7,150
Total:				\$7,150	\$0	\$7,150

Required Strategy #3						
203-205 -02- Special Prog.	Salaries & Wages	ESOL teacher stipends for facilitating evening parent outreach programs	4 schools x \$1,500	\$6,000		\$6,000
212-Fixed Charges	Other Charges	FICA	7.65% of \$6,000	\$459		\$459
Total:				\$6,459	\$0	\$6,459
Authorized Optional Strategy #5						
203-205 -02- Special Prog.	Supplies & Materials	Supplemental materials to support instruction such as picture dictionary, flash cards, and leveled readers	\$275/site x 6 sites (\$1650)  Shipping (\$86)	\$1,736		\$1,736
Total:				\$1,736	\$0	\$1,736
Administrative Expenses						
202 -16-Inst. Admin. & Supply	Transfers	Administrative costs (2%)	\$20,000 x .02	\$400		\$400
Total:				\$400	\$0	\$400
Indirect Costs						
201 -22- Business Support	08- Transfers	Indirect costs* (2.5%) * Each LEA has an approved indirect cost rate	\$20,000/1.025 x 0.025	\$487		\$487
Total:				\$487	\$0	\$487
Title III Grant Total:				\$20,000		

## APPENDIX

The following appendices must be included:

- A signed Attestation – Section 3115 (A)
- A signed Attestation – Educational Equity Regulation (COMAR 13A.01.06)
- A completed Title III, Part A Budget Detail
- A [signed C-1-25 MSDE budget form](#)
- A [signed recipient assurances page](#)

## The Review Process

MSDE will review submissions to ensure applications clearly articulate how the program will assess, develop, and sustain the infrastructure for successful implementation and scale up of evidence-based practices. The review of proposals will be a three-part process:

1. The Review Committee will review the draft submission and provide feedback using the Title III Review Tool.
2. LEAs will revise applications based on the feedback provided and in collaboration with the Review Committee.
3. The Review Committee will review the final submission using the Title III Review Tool.

### REVIEW COMMITTEE

The committee will be composed of Education Specialists from the EL/Title III and English Language Arts Offices at MSDE. Each required and optional strategies will be evaluated using the Title III rubric and feedback tool.

### AWARD NOTIFICATION

An initial Notice of Grant Award (NOGA) will be sent, based on the formula amount. A final, amended NOGA will be issued upon approval of the LEA application and determination of funding.

## Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
March 31, 2023	Interim Progress Report (Reporting Period: 07/01/22-03/15/23)
July 15, 2023	Final date to request a fiscal, programmatic or Tydings amendment
December 15, 2023	Final Progress Report (07/01/22-9/30/23), if no Tydings amendment**
October 31, 2023	Interim Progress Report (Reporting Period: 3/16/23-10/13/23), if Tydings amendment was requested
March 31, 2024	Interim Progress Report (Reporting Period: 10/17/23-03/15/24), if Tydings amendment was requested
July 15, 2024	Final date to request fiscal or programmatic amendments, if Tydings amendment was requested
December 13, 2024	Final Progress Report (Reporting Period: 07/01/22-9/30/24), if Tydings amendment was requested

## Notes:

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

## The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

## Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Operations  
Maryland State Department of Education  
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595 410-767-0123 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

## Customer Service Support Sessions

The EL/Title III office will hold two sessions for LEAs. During these sessions, the EL/Title III office staff will review the program requirements and walk through the application. To register for a session, click the links on the following page:

- Tuesday, July 26, 2022 from 12:30 p.m. - 2:00 p.m.

Registration Link: <https://forms.gle/EUQWQcBaVzjdB7y9>

- Thursday, August 4, 2022 from 9:00 a.m. – 10:30 a.m.

Registration Link: <https://forms.gle/kggKWcDKCvb7yc9W6>

## Questions

If you have questions about the Title III Application or the process, please contact the EL/Title III grant program manager.

Contact Information	Local Education Agency
Ilhye Yoon EL/Title III Coordinator 410-767-0714 ilhye.yoon@maryland.gov	Anne Arundel County, Baltimore County, Carroll County, Caroline County, Cecil County, Charles County, Harford County, Prince George's County, St. Mary's County, Talbot County, Worcester County
Laurel Williams EL/Title III Specialist 410-767-6756 laurel.williams@maryland.gov	Baltimore City, Calvert County, Dorchester County, Frederick County, Kent County, Howard County, Montgomery County, Queen Anne's County, Somerset County, Washington County, Wicomico County

A list of frequently asked questions (FAQ) and answers will be posted to the [Title III, Part A English Language Acquisition Grant website](#) following customer service support sessions.

## Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [Title III, Part A English Language Acquisition Grant website](#).

Date	Program Milestone
July 22, 2022	The Title III, Part A Grant application period opens
July 26, 2022 (12:30 - 2:00 p.m.)	A customer service support session is held for LEAs
August 4, 2022 (9:00 - 10:30 a.m.)	A customer service support session is held for LEAs
September 30, 2022	Final application submission is due
October 2022	Review Committee convenes, evaluates applications, and provides feedback using the Title III Review Tool.
July 1, 2022 - September 30, 2023	Grant period