



GRANT INFORMATION GUIDE

Title III, Part A - Immigrant Grant

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

February 17, 2023
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: Immigrant Grant

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) was released on January 30, 2023.

DEADLINE

Proposals are due no later than 5pm on February 17, 2023.

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

\$1,460,103

ESTIMATED NUMBER OF GRANTS

7

GRANT AMOUNT

Local education agencies will receive the immigrant grant after the EL/Title III office has compared the average immigrant enrollment count of public and nonpublic schools of the two preceding fiscal years to that of the fiscal year in which the grant is awarded and determined that this count has increased by a certain percentage (5% or greater) or number (100 or more).

SUBMISSION INSTRUCTIONS

The Title III Immigrant Grant Application and all required appendices will be shared via email to eligible LEAS and can also be found on the Maryland State Department of Education's Grants [website](#). Applications must be emailed to the appropriate EL/Title III contact no later than February 17, 2023 at 5:00 p.m.

STATE RESPONSIBILITIES

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested.

PROGRAM CONTACT

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 Coordinator of Multilingual Education 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

Funding is available solely for local education agencies whose immigrant student count has increased by a certain percentage (5% or greater) or number (100 or more) over the past two years.

Use of Funds

Funds may be used for:

- Providing for family literacy, parent, and family outreach, and training activities designed to assist immigrant parents and families to become active participants in the education of their children

- 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;
- Providing tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identifying, developing, and acquiring curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
- Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs;
- Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the US, such as programs of introduction to the educational system and civics education; and
- Providing 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.

Funds may not be used for:

- Covering a cost that was originally funded by state and local funds;
- Covering a cost originally funded through another federal funding source (e.g., Title I A); or
- Any cost associated with the administration of the state annual ELP assessment.

Application

COVER PAGE

Proposals must have the Proposal Cover Sheet provided in the application for participation. The cover page should not contain any graphics nor additional information and must be signed by the Head of Agency.

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. Discuss your history of impact on the target population, what has worked, what hasn't worked, and your track record in effectuating change. Discuss how past performance has informed the proposed activities, and the future impact your proposed key activities are likely to have on the target population.

EXTENT OF NEED

Identify a clearly defined problem, and how the use of these funds will address issues, concerns, and challenges present within the applicant's LEA. Applicants should include the target audience and expected outcomes.

GOALS AND 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 activities:

Goals	Sample Target and Measure
1. Increase the number of opportunities the LEA provides to immigrant families focused on family literacy and family/parent outreach.	93% of immigrant families will attend an event focused on family literacy.
2. Increase the academic achievement of immigrant students.	80% of immigrant students will demonstrate growth in _____ as measured by _____.
3. Align with one or more of the recommendations in MSDE's Workgroup on English Learners in Public Schools Final Report .	<p>100% of educators in the LEA will participate in a district professional learning session(s) on working with English learners who are immigrant students.</p> <p>Example Topics:</p> <ul style="list-style-type: none"> • Supporting Unaccompanied Immigrant Youth in U.S. Schools • Understanding the Backgrounds of Immigrant Students and Families • Immigrant Family and Community Engagement in Schools <p>Recommendation 1: Support and sustain multilingualism by supporting an-asset based approach.</p> <p>Recommendation 5a: All teachers prepared to serve English learners*.</p> <p>*In this instance it would be English learners who are immigrants.</p>
4. Increase and strengthen partnerships with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants.	The number of community partnerships developed to help immigrant students and families succeed will increase from ____ to ____.
5. LEAs may write their own goals in this space.	
6. LEAs may write their own goals in this	

space.	
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BUDGET AND BUDGET NARRATIVE

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 narrative 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 Financial Reporting Manual for Maryland Public Schools . This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

Applicants should make use of the following Category/Program numbers and Budget Object numbers in their budget detail:

Category/Program Number	Budget Object Number
201-21-General Support	01-Salaries & Wages
201-22-Business Support	02-Contract Services
201-23-Centralized Support	03-Supplies & Materials
202-16-Inst. Admin. & Supv.	04-Other Charges
203-205-02-Special Prog.	05-Equipment
203-205-07-Non Public Transfers	
203-205-09-Instruction Staff Dev.	
203-205-10-Guidance Services	
203-205-11-Psychological Services	
207-Student Personnel Services	
208-Student Health Services	
209-Student Transportation	
212-Fixed Charges	
214-Community Services	
201-21-General Support	

Please see the sample tables below, which illustrates completed Budget Details.

Title III Immigrant Budget Detail						
Strategy 1.1						
Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
203-205 -02- Special Prog.	03-Supplies & Materials	Purchase books for family checkout from community centers	3 centers x \$1000	\$3,000		\$3,000
					Total	\$3,000

Title III Immigrant Budget Detail						
Strategy 1.2						
Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
203-205 -02- Special Prog.	01-Salaries & Wages	Provide teacher hourly stipend for certified teacher tutor to work with middle school immigrant students	1 teacher x \$25 x 25 hours x 57 weeks	\$35,625		\$35,625
212-Fixed Charges	04-Other Charges	Fixed costs for teacher hourly	\$35,625 x 8.2%	\$2,922		\$2,922
				Total:		\$38,547

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

The review of proposals will be a four-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applicants not meeting all pre-screen requirements will not be reviewed.
2. A review committee established by the MSDE, will evaluate applications using the scoring rubric. The scoring rubric is tailored to the grant program, its intent, and intended impact on the target population.
3. Final approval for awards will be determined by the review committee.

REVIEW COMMITTEE

The committee will be composed of Education Specialists from the Division of Curriculum, Instructional Improvement and Professional Learning at MSDE. Each required and optional strategies will be evaluated using the Title III Immigrant rubric and feedback tool.

The following rubric(s) will be used to evaluate key components of the Title III, Part A- Immigrant Grant.

STRATEGIES

Level 3 Exemplary	Level 2 Meets the Standard	Level 1 Does not Meet the Standard
The activity strongly represents effective practices based on research, includes citations where appropriate, and strongly aligns with the designated strategy. Intended outcomes are clear, ambitious, attainable, and align to the key activity and strategy. The timeline is clear and reasonable. There is a strong plan to include nonpublic schools in the activity. No revisions are required.	The activity represents effective practices based on research. The activity aligns to the strategy. Intended outcomes are clear, ambitious, attainable, and align to the key activity and strategy. The timeline is reasonable and realistic. There is a plan to include nonpublic schools in the activity. Clarifications and/or revisions may be asked for but are not necessary to meet grant criteria.	The activity does not represent effective practices based on research. Intended outcomes are unclear, not ambitious, and/or attainable, and do not seem to align to the key activity and strategy. The timeline is not realistic. There is no plan or a loose plan to include nonpublic schools in the activity - further action is required.

EVALUATION

Level 3 Exemplary	Level 2 Meets the Standard	Level 1 Does not Meet the Standard
The performance target is aligned to each goal and serves as an exemplary model of an evaluative measure. The target is ambitious yet attainable. No revisions are required.	The performance target is aligned to the goals and meets the standard as a model evaluative measure. The target is attainable. Some clarifications or further action may be required, but is not necessarily needed for approval.	The performance target is not aligned to the goals and does not meet the standard as a model evaluative measure. The target is not ambitious and further action is required.

BUDGET DETAIL

Level 3 Exemplary	Level 2 Meets the Standard	Level 1 Does not Meet the Standard
The line items directly reflect the activity described in the application without any ambiguities. The budget provides sufficient resources for successful execution within the proposed timeline. A clear and complete calculation is provided with no errors or ambiguities. No revisions are required.	The line items reflect the activity described in the application. A clear calculation is provided with no errors or ambiguities. Some clarifications or further action may be required, but are not necessary for approval.	The line items do not directly reflect the activity described in the application. It is not clear how the cost was derived. There are calculation errors. Further action is required.

AWARD NOTIFICATION

Notification of approval will be sent by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

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 31, 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 29, 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](#).

Final invoices must be submitted no later than 60 days after the grant period ends.

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

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.

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 below:

- Wednesday, February 1, 2023 from 10:00 a.m. – 11:00 a.m.
Meeting Link: <https://meet.google.com/kbk-npsn-vgd>
- Friday, February 3, 2023 from 9:00 a.m. – 10:00 a.m.
Meeting Link: <https://meet.google.com/yum-rzgz-quf>
- Tuesday, February 7, 2023 from 1:00 p.m. – 2:00 p.m.
Meeting Link: <https://meet.google.com/mei-ochf-iyg>

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 Coordinator of Multilingual Education 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 Maryland State Department of Education's Grants [website](#) following customer service support sessions.

Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the Maryland State Department of Education's Grants [website](#).

Date	Program Milestone
January 30, 2023	The Title III, Immigrant Grant application period opens.
February 1, 2023, 10:00 – 11:00 a.m. February 3, 2023, 9:00 – 10:00 a.m. February 7, 2023, 1:00 – 2:00 p.m.	Customer service support sessions are held for LEAs.
February 17, 2023	Final application submission is due.

February 2023	Review Committee convenes, evaluates applications, and provides feedback using the Title III Immigrant Grant Review Tool.
March 1, 2023	Grant recipients are notified.
July 1, 2022 - September 30, 2024	Grant period

Appendix

APPLICATION FOR PARTICIPATION