**Title III – Immigrant Grant: Quick Reference Guide – Fund Code 186**

**Providing Supplemental Funds to Improve the Education of Immigrant**

**Children and Youth**

The federal Elementary and Secondary Education Act (ESEA) Title III Immigrant Grant provides supplemental resources to local school districts to provide enhanced instructional opportunities for immigrant children and youth.

**Priorities of Title III – Immigrant Grant:**

The priorities of the Title III – Immigrant Grant are to provide enhanced instructional opportunities for immigrant children and youth that it serves. These include:

* Family literacy, parent and family outreach, and training activities designed to assist 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;
* 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 in the program;
* 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;
* 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; and
* 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.

ESSA defines "**immigrant children and youth**" as individuals aged 3–21, who were not born in the United States of America, and who are in their first three years of schooling in the United States (for making this determination, the District of Columbia, and Puerto Rico are considered states). A student can be designated as both immigrant and EL for three years. After three years the student can still be designated EL, if they meet EL eligibility criteria, but can no longer be designated as an immigrant student.

| Categories | Allowable Costs | Unallowable Costs |
| --- | --- | --- |
| 1. Administrator Salaries | * Program Administrator for supplemental extended day or extended year program (maximum 2% of grant amount applied for) | * Entire salary if the administrator’s responsibility includes the Immigrant grant |
| 1. Instructional/ Professional Staff | * Staff directly supporting immigrant children and youth’s achievement in elementary and secondary schools * Subject matter experts to address specific needs of the immigrant population, including activities that promote social/emotional awareness | * Core instruction teachers, including ESL teachers during the school day |
| 1. Support Staff Salaries | * Secretary/Bookkeeper for the Immigrant grant - only a portion of a salary that is specific to the program * Support staff specifically trained to work with immigrants * Parent, family, and community engagement coordinator/liaison | * Entire salary unless the individual’s entire responsibility is the Immigrant grant * Core services for ELs, including EL coordinator salary |
| 1. Stipends | * Stipends for teachers to attend Highly Quality Professional Development (HQPD) to meet the needs of immigrant students * Stipends to provide tutorials, mentoring, and academic or career counseling for immigrant children and youth including career exploration, shadowing experiences, college visits, etc. * Staff for summer/extended day programs to orient students to the American school system and/or civics | * Funding for district interpreters/ translators * Funding to write ESL curriculum |
| 1. Fringe Benefits | * MTRS (9% of salaries budgeted for staff who pay into MTRS) * Other fringe benefits such as health insurance |  |
| 1. Contractual Services | * Development or acquisition of instructional materials, software, and technologies specifically for immigrant students * Consultants to provide training to educators to be culturally aware * Consultants for private school equitable participation | * District sponsored PD * Assistance with state and federal benefits, such as housing, SNAP, immigration, etc. * Translation of documents, parent handbooks, assessments |
| 1. Supplies and Materials | * Supplies to be used strictly for the Immigrant grant sponsored HQPD * Summer/extended day programs for the Immigrant grant * Supplemental reading texts for immigrant students – focus on civics, US educational system, and other relevant topics | * Supplies to be used by students for core instructional programs * Assessment materials for the district |
| 1. Travel (Conference & Course Registration) | * Conference registration for HQPD relevant to the Immigrant grant * Expenses for transportation, per diem, and lodging if the costs are reasonable and necessary to participate in the conference | * Meals unless included in registration fee for conference * Out-of-state travel not approved by DESE |
| 1. Other Costs | * Memberships/subscriptions relevant to the Immigrant grant * Includes supplemental, experiential field trips for immigrant students in the extended day Immigrant grant program * Transportation for summer/extended day program * Space rental/printing/copying for HQPD |  |
| 1. Indirect Costs | * District [indirect cost rates](http://www.doe.mass.edu/Grants/essential.html) | * Indirect rate greater than the percentage assigned to district |
| 1. Equipment | * Equipment costing more than $5,000 per unit and having a useful life of more than a year. Must be itemized with a brief statement of the need for the item | * Equipment for the district or core classroom |

***Additional Resource:*** [***US Department of Education Newcomer Toolkit***](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf)

**Amendments**

* Required when there is any significant change in program objectives; any increase or decrease in the total amount of the grant; an increase in a line of the budget that exceeds $100 or 10% of the line (whichever is greater), or exceeds $10,000.
* **For grants administered via EdGrants,** request and submit an amendment between the 1st and the 15th of the month as to not collide with the payment request windows. To request an amendment, email your district liaison. **Please only request an amendment when you are ready to submit the amendment in EdGrants.**
* **Amendments for grants administered through the new Grants for Education Management System (GEM$)**,i.e., FY23 FC 186, should be processed in GEM$.

**Supplement not Supplant in Title III –Immigrant Grant**

* Title III is a supplemental grant. As such**, the Immigrant grant cannot be used to fund activities that are required to be provided** by the district for the education of immigrant children and youth to meet the requirements of Title VI of the Civil Rights Act, or any other federal, state and local requirements.
* **If a particular activity was paid with other funds, the same activity cannot be paid with the Immigrant grant in the current year.** Theuse of Title III – Immigrant grant funds to pay for services to immigrant children and youth that were paid for in prior years with federal, state, or local funds raises a presumption of supplanting.
* In addition to being allowable, all Title III -Immigrant Grant expenses must be necessary and reasonable. *(ESEA § 200.403(a))*

**Private Schools**

**LEAs must have meaningful and timely** [**consultation**](https://www.doe.mass.edu/federalgrants/titleiii-a/resources/fc186-affirmation-consultation.docx) **for all the federal grants including the Immigrant grant.**

* The Immigrant grant funds can be used for equitable services for eligible immigrant students.
* District must maintain control of the funds at all times and may not pay private schools directly.