

No Child Left Behind Act of 2001

Title III: Language Instruction for Limited English Proficient and Immigrant Students

Individual Application –Phase 1

Lead School Division: _____
School Division Number: _____
Contact Person: _____
Phone Number of Contact Person: _____
E-mail of Contact Person: _____

Participating School Division*: _____
School Division Number: _____
Contact Person: _____
Phone Number of Contact Person: _____
E-mail of Contact Person: _____

Participating School Division*: _____
School Division Number: _____
Contact Person: _____
Phone Number of Contact Person: _____
E-mail of Contact Person: _____

***Only necessary if applying in consortium.**

*Please submit to: Roberta Schlicher, ESL specialist, Virginia Department of Education,
P.O. Box 2120, Richmond, Virginia 23218-2120, (804) 786-5466 (fax), (804) 786-1692
(phone).*

Title III Assurances:

Local school divisions applying for funds under Title III must assure that:

1. They have consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education in developing their plan.
2. All teachers in any language instruction educational program for limited English proficient children (LEP) funded under this part are fluent in English and any other language used for instruction, including having written and oral communication skills.
3. Not later than 30 days after the beginning of the school year, a parent or the parents of a LEP child identified for participation in, or participating in such programs have been given:
 - a. The reasons for the identification of their child as LEP, and in need of placement in a language instruction educational program.
 - b. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
 - c. The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction.
 - d. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation.
 - e. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools.
 - f. How such program meets the objectives of the individualized education program for children with disabilities.
 - g. Information pertaining to parental rights that includes written guidance detailing:
 - (i) the right that parents have to remove their child immediately from such programs upon their request.
 - (ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available
AND
 - (iii) selections among various programs and methods of instruction if more than one program or method is offered.
4. They will assess annually the English proficiency of all children with limited English proficiency.
5. They have based their plan on scientifically-based research on teaching LEP children.

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6. They will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards.
7. They are not in violation of any State law, including State constitutional law, regarding the education of LEP children.
8. They will provide an evaluation every second fiscal year addressing all elements of Title III.

Signature of Local Education Agency Superintendent

Date

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Title III --Budget Summary

School Division: _____ School Division Number: _____

CATEGORIES	LEP Sub-grant	Immigrant and Youth Sub-grant
1. Total Grant Allocation		
2. Administrative – (Not more than 2% of the funds can be used for costs associated with administering the LEP sub-grant; the 2% restriction <u>does not</u> apply for the Immigrant and Youth sub-grant.[Title III, Sec. 3115 (b)]	(Not more than 2% of total.)	
3. 1000 Personnel Services (Instructional, Counselors, Paraprofessionals, Other – specify)		
3. 2000 Employee Benefits		
4. 3000 Purchased Services (Contractual, Evaluation, Other – specify)		
5. 4000 Internal Services (Pupil Transportation, Other – specify)		
6. 5000 Other Charges (Travel, Other – specify)		
7. 6000 Materials and Supplies		
8. 9000 Parental/Family Involvement		
TOTAL:		

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Allowable Activities:

The allowable activities are separated into the two sub-grant categories 1) LEP sub-grant, and 2) immigrant and youth sub-grant.

LEP Sub-grant

The activities listed below are allowable activities for the LEP sub-grant.

1. Upgrading program objectives and effective instruction strategies.
2. Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
3. Providing tutorials and academic or vocational education for limited English proficient children.
4. Providing intensified instruction.
5. Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
6. Improving the English proficiency and academic achievement of limited English proficient children.
7. Providing community participation programs, family literacy services, and parental outreach and training activities to limited English proficient children and their families that:
 - a. improve the English language skills of limited English proficient children; and
 - b. assist parents in helping their children to improve their academic achievement and become active participants in the education of their children.
8. Improving the instruction of limited English proficient children by providing for:
 - a. The acquisition or development of educational technology or instructional materials;
 - b. Access to, and participation in, electronic networks for materials, training, and communication; and
 - c. Incorporation of the resources described above into curricula and program.
9. Other activities that are consistent with this section.

Immigrant and Youth Sub-grant

The activities listed below are allowable activities for the Immigrant and Youth sub-grant.

1. Family literacy and parental outreach.
2. Support for personnel including teacher aides.
3. Tutorials, mentoring, or academic/career counseling.
4. Materials, software, and technologies.
5. Basic instructional services (supplies, transportation).
6. Programs of introduction to the educational system and civics education.
7. Activities coordinated with other organizations to assist parents.

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