

PHASE II

TITLE III

**Language Instruction
for
Limited English Proficient
and
Immigrant Students**

**Individual Program
Application**

August 2002

**No Child Left Behind Act of 2001
Title III:
Language Instruction for
Limited English Proficient and
Immigrant Students**

Individual Application –Phase II

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.**

DEADLINE FOR SUBMISSION OF PHASE II: September 30, 2002

Submit application to:
Roberta Schlicher, ESL Specialist
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
OR
101 North 14th Street
Richmond, Virginia 23219

Phone: (804) 786-1692
Fax: (804) 786-5466

Program Description

Name of Grant Program: **Title III: Language Instruction for Limited English Proficient and Immigrant Students**

Authorization: **Public Law 107-110, *the No Child Left Behind Act of 2001*, Title III, Part A, Subpart 1**

Application Deadlines: **Phase I – July 1, 2002**
Phase II – September 30, 2002

Purposes:

The purposes of Title III, Part A are:

- To help ensure that children who are limited English proficient (LEP), including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and in the core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.
- To develop high-quality language instruction educational programs designed to assist state and local educational agencies and schools in teaching LEP and immigrant children and youth.
- To assist state and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare LEP and immigrant children and youth to enter all-English instruction settings.
- To assist state and local educational agencies to build their capacity to establish, implement, and sustain language instruction educational programs for the parents and communities of LEP children.
- To streamline language instruction educational programs into a program carried out through formula grants to state and local educational agencies to help LEP and immigrant children and youth develop proficiency in English, while meeting challenging state academic content and student academic achievement standards.
- To hold state and local educational agencies and schools accountable for increases in English proficiency and core academic content knowledge of LEP children by requiring: demonstrated improvements in the English proficiency of LEP children each fiscal year; and, adequate yearly progress on statewide assessments.
- To provide state and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching LEP children, that the agencies believe to be the most effective for teaching English.

Required Components:

The local school system must:

- 1) address the required information requested on page 6, 2) include letter(s) of commitment if applying as a consortium, 3) provide participation by nonpublic schools on page 14, 4) comply with assurance requirements

(submitted in phase I application), 5) additional assurances, and 6) submit a final budget.

Eligible Applicants:

Funds are distributed on a formula basis in two categories – 1) the LEP subgrant, and 2) the Immigrant and Youth subgrant. If the funding allocation in the LEP category is below \$10,000, LEAs must apply in a consortium with one or more other school divisions to reach the \$10,000 level. This restriction does not apply to the Immigrant and Youth subgrant. School divisions may apply for one or both categories of funding. If the LEA chooses to apply as a consortium, one school division must serve as the lead school division and fiscal agent.

Fund Use:

LEP Subgrant

LEAs may not use more than 2% of the funds in this category for administrative expenses.

Required Subgrantee Activities:

- 1) To increase the English proficiency of LEP children by providing high quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects; and
- 2) To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is –
 - a. designed to improve the instruction and assessment of LEP children;
 - b. designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children;
 - c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - d. of sufficient intensity and duration (which shall not include activities such as one-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 LEA employing the teacher.

Allowable Subgrantee Activities:

- 1) Upgrading program objectives and effective instruction strategies.

- 2) Improving the instruction program for LEP children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- 3) Providing tutorials and academic or career and technical education and intensified instruction.
- 4) Developing and implementing elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services.
- 5) Improving the English proficiency and academic achievement of LEP children.
- 6) Providing community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to improve the English language skills of LEP children, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- 7) Improving the instruction of LEP children 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 such resources into curricula and programs.
- 8) Carrying out other activities that are consistent with the purposes of this section.

Immigrant and Youth Subgrant

Provide enhanced instructional opportunities for immigrant children and youth , which may include –

- 1) Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
- 2) Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- 3) Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- 4) Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.
- 5) Basic instruction programs that are directly attributable to the presence in the school district involved of immigrant children and youth, 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 instructional services.
- 6) Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- 7) 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 of

immigrant children and youth by offering comprehensive community services.

- Submission Requirements:** A complete application requires:
- 1) Submission of Phase I to include the cover sheet, assurances, and proposed budget.
 - 2) Letters of commitment from consortium members if applying in consortium.
 - 3) Application Narrative to include forms 3 and 4.
 - 4) Copy of Budget Summary.
 - 5) Additional Assurances.
 - 6) Participation by nonpublic schools.

An original and three copies of the application must be submitted by 5:00 p.m. September 30, 2002, to:

**Roberta Schlicher
ESL Specialist
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
OR
101 North 14th Street
Richmond, Virginia 23219**

Application Contents

Please provide for each item below. Use category headings and provide information in the order indicated. Please include page numbers on each page.

1. **Phase II Application Cover Sheet** (duplicate as necessary if applying in consortium).
2. **Narrative:**
 - **Extent of Need** – explain how this initiative will address the needs of LEP students in your district. Include relevant data that will demonstrate the need.
 - **Goals and Objectives** – state the overall goal and objectives of your project. These should be tied to the requirements and allowable activities under the LEP subgrant and/or the Immigrant/Youth subgrant.
 - **Plan of Operation, Management and Evaluation** – provide a clear description of the activities to be implemented that will lead to achievement of the overall goals and objectives of the project. The plan should include the program requirement or allowable activity from the legislation, description of program service or activity to meet the requirement, the evaluation measure to be used, and the corresponding budget amount. Forms 3 and 4 have been provided for your use in completion of this section.
 - **Budget Narrative** – explain how the requested funds will be spent. Organize the narrative according to the budget categories submitted in your Phase I application. Relate costs to activities outlined in your plan or operation and management.
 - **Copy of Budget Summary from Phase I**
 - **Additional Assurances**

FORM 3 – LEP Subgrant				
Program Requirement or Allowable Activity in LEP Subgrant Provision	Description of Program Service or Activity to Meet Requirement	Justification of Program Service or Activity	Evaluation Measure to be used of Program Service or Activity	Budget Amount
<p>Increase the English proficiency of LEP children by providing high-quality language instructional educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing:</p> <ul style="list-style-type: none"> -- English proficiency, and -- student academic achievement in the core academic subjects. <p>LEP Sub-grant Title III, Sec. 3115, (c), (1)</p>			.	

Program Requirement or Allowable Activity in LEP Subgrant Provision	Description of Program Service or Activity to Meet Requirement	Justification of Program Service or Activity	Evaluation Measure to be used of Program Service or Activity	Budget Amount
<p>Provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel that is:</p> <ul style="list-style-type: none"> --designed to improve the instruction and assessment of LEP students, --designed to enhance the ability of teachers to understand the curricula, assessment measures, and instruction strategies for LEP students. --based on scientifically based research, and -- of sufficient intensity and duration. <p>LEP Subgrant, Title III, Sec. 3115, (c), (2)</p>				

FORM 4 – Immigrant and Youth Subgrant				
Program Requirement or Allowable Activity in Immigrant and Youth Provision	Description of Program Service or Activity to Meet Requirement	Justification of Program Service or Activity	Evaluation Measure to be used of Program Service or Activity	Budget Amount
Identification and acquisition of curricular materials, educational software, and technologies. Immigrant and Youth subgrant Title III, Sec. 3115, (e)(1)(D)				

FORM 3 – LEP Subgrant				
Program Requirement or Allowable Activity in LEP Subgrant Provision	Description of Program Service or Activity to Meet Requirement	Justification of Program Service or Activity	Evaluation Measure to be used of Program Service or Activity	Budget Amount

Program Requirement or Allowable Activity in LEP Subgrant Provision	Description of Program Service or Activity to Meet Requirement	Justification of Program Service or Activity	Evaluation Measure to be used of Program Service or Activity	Budget Amount

FORM 4 – Immigrant and Youth Subgrant				
Program Requirement or Allowable Activity in Immigrant and Youth Provision	Description of Program Service or Activity to Meet Requirement	Justification of Program Service or Activity	Evaluation Measure to be used of Program Service or Activity	Budget Amount

Title III --Budget Summary

School Division: _____ **School Division Number:** _____

CATEGORIES	LEP Sub-grant	Immigrant and Youth Sub-grant
1. Total Grant Allocation		
<p>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)]</p>	(Not more than 2% of total.)	
<p>3. 1000 Personnel Services (Instructional, Counselors, Paraprofessionals, Other – specify)</p>		
<p>3. 2000 Employee Benefits</p>		
<p>4. 3000 Purchased Services (Contractual, Evaluation, Other – specify)</p>		
<p>5. 4000 Internal Services (Pupil Transportation, Other – specify)</p>		
<p>6. 5000 Other Charges (Travel, Other – specify)</p>		
<p>7. 6000 Materials and Supplies</p>		
<p>8. 9000 Parental/Family Involvement</p>		
TOTAL:		

Participation of Private Schools

_____ Check here if you are attaching documentation of the extent to which private school(s) will participate in this project.

_____ Check here if you are attaching documentation that the private school(s) in the service area of this school division enroll LEP students, but will not participate in this project.

_____ Check here if there are no private schools in the service area of this school division.

ADDITIONAL ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions.

1. Programs and projects funded in total or in part through this grant will operate in compliance with state and federal laws and regulations, including, but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA), and the Americans with Disabilities Act.
2. The grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable state law and regulations.
3. That the program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
4. That control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
5. That the public agency, nonprofit agency, institution, or organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes.
6. That it will adopt and use proper methods of administering each program including –
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
 - i. that it will maintain fiscal effort in support of free public education;
 - ii. that it will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
 - iii. that the majority of the resources in the school division are derived from non-federal funds;
 - iv. that it will comply with the requirements regarding school prayer as specified in P.L. 107-110, Title IX, Section 9524;
 - v. that it will comply with the audit requirements for each program;
 - vi. that federal funds are used to supplement, not supplant regular non-federal funds;
 - vii. that it will cooperate in carrying out any evaluation of each program conducted by or for state educational agency, the Secretary, or other federal officials;
 - viii. that it will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds, paid to the applicant under each program;
 - ix. that it will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
 - x. that it will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
 - xi. that it consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan.
 - xii. that it afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;

- xiii. that it will comply with the requirement regarding equal access to public school facilities as specified in P.L. 107-110, Title IX, Section 9525;
- xiv. that it will comply with the other application requirements outlined under Title IX – General Provisions as follows:
 - Section 9501. Private School Children,
 - Section 9502. Bypass, and
 - Section 9521. Maintenance of Effort

Division:	Division Number:
Division Superintendent/Designee (Signature):	Board Chairman (Signature):
Division Superintendent/Designee (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

**NCLB, Title III, Phase II Application
Checklist**

NCLB, Title III, Phase II Application Checklist	
1. Cover Page – Phase II	
2. Narrative (to include) – <ul style="list-style-type: none">• Extent of Need• Goals and Objectives• Plan of Operation, Management and Evaluation (Form 3 – LEP Subgrant) (Form 4 – Immigrant and Youth Subgrant)• Budget Narrative	
3. Copy of Budget Summary from Phase I	
4. Additional Assurances	
5. Letters of Participation if applying in consortium	
6. Participation of Private Schools	
Deadline: September 30, 2002	