

Statewide Consortium for
Title III, Part A:
Language Instruction for Limited
English Proficient Students

Application Guidance
Technical Assistance Webinar
June 2014

Office of Program Administration and Accountability
Virginia Department of Education

Agenda

- Greetings/Introductions
- Updates
 - Final Membership
 - Fiscal Lead
 - Preliminary Allocations
- Completing the Division Application
 - Program Detail (Form A)
 - Budget Workbook (Form B)
 - Assurances Affirmation (Form C)
- Deadlines/Reminders/Contact Info
- Q& A

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Updates

- Membership
- Preliminary Allocations
- Fiscal Lead
 - VA Tech
 - Conference (Jan. 13th – 14th or 21st – 22nd)

Application Process Overview

Division Application

Division
Narrative
(Form A)

Division Budget
Request
(Form B)

Signed
Assurances
(Form C)

**Due
July 18,
2014**

Application Process Overview

Consortium Application

Fiscal Lead Review
of Division
Applications;
Request for
clarifications as
necessary

Compile into one
application for the
consortium:
1 Narrative and
1 Budget

Opportunity for
review by
consortium
members

Finalize for
submission to
VDOE

**Due
August
1, 2014**



Completing the Division Application:

Forms A, B, & C

Form A: Program Overview

Virginia Title III Statewide Consortium Application
Form A: Division Member Program Overview
Fiscal Year 2014

Division Name: [Click here to enter text.](#)

Division Number: [Click here to enter text.](#)

Division Contact: [Click here to enter text.](#)

Sections 3116 and 3121 of the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended, require that subgrantees accepting Title III funds submit a local plan that includes a description of the following components:

1. The use of Title III funds to **supplement** the core programs and services and core language programs and services for English language learners (ELLs);
2. The instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards;
3. The use of funds to meet the Title III Annual Measurable Achievement Objectives (AMAOs) and a description of how participating divisions will be held accountable for meeting the Title III AMAOs;
4. Promotion of parental and community participation in programs for English language learners;
5. The high-quality professional development to be provided for educators of ELLs which is of sufficient intensity and duration to have a positive and lasting impact on teacher performance; and
6. A plan for the evaluation of the local plan at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III.

In order to demonstrate compliance with the above referenced program requirements at the local level, and to support the development of the Consortium plan to address the above referenced requirements, please respond to the following prompts.

1. Indicate all of the following programs that the division utilizes for the provision of core language instruction to ELL students:

Core Language Instruction Programs: (For a listing of program definitions please go to: http://www.ncels.us/files/rcd/BE02175/Glossary_of_Terms.pdf)

- | | | |
|---|--|--|
| <input type="checkbox"/> Dual Language | <input type="checkbox"/> Two-way Immersion | <input type="checkbox"/> Transitional Bilingual |
| <input type="checkbox"/> Developmental Bilingual | <input type="checkbox"/> Heritage Language | <input type="checkbox"/> Sheltered English Instruction |
| <input type="checkbox"/> Structured English Immersion | <input type="checkbox"/> Content-based ESL | <input type="checkbox"/> Pull-out ESL |
| <input type="checkbox"/> Specially Designed Academic Instruction Delivered in English (SDAIE) | | |
| <input type="checkbox"/> Other (Explain): Click here to enter text. | | |

Form A: Program Overview

Questions 1-3: Core Programs

1. Indicate all of the following programs that the division utilizes for the provision of *core language instruction* to ELL students:

Dual Language

Two-way Immersion

Transitional Bilingual

Developmental Bilingual

Heritage Language

Sheltered English Instruction

Structured English Immersion

Content-based ESL

Pull-out ESL

Specially Designed Academic Instruction Delivered in English (SDAIE)

Other (Explain):

2. Describe how the *core language instruction* educational programs indicated in Question #1 are implemented to ensure that ELL students develop English proficiency.
3. Core Instruction: In the space provided below, describe how the division provides ELLs with access to instruction in core programs.

Form A: Program Overview

Questions 1-3: Core Programs

1. Indicate all of the following programs that the division utilizes for the provision of *core language instruction* to ELL students:

Dual Language

Two-way Immersion

Transitional Bilingual

Developmental Bilingual

Heritage Language

Sheltered English Instruction

Structured English Immersion

Content-based ESL

Pull-out ESL

Specially Designed Academic Instruction Delivered in English (SDAIE)

Other (Explain):

2. Describe how the *core language instruction* educational programs indicated in Question #1 are implemented to ensure that ELL students develop English proficiency.

3. Core Instruction: In the space provided below, describe how the division provides ELLs with access to instruction in core programs.

Form A: Program Overview

Questions 1-3: Core Programs

1. Indicate all of the following programs that the division utilizes for the provision of *core language instruction* to ELL students:

Dual Language

Two-way Immersion

Transitional Bilingual

Developmental Bilingual

Heritage Language

Sheltered English Instruction

Structured English Immersion

Content-based ESL

Pull-out ESL

Specially Designed Academic Instruction Delivered in English (SDAIE)

Other (Explain):

2. Describe how the *core language instruction* educational programs indicated in Question #1 are implemented to ensure that ELL students develop English proficiency.

3. Core Instruction: In the space provided below, describe how the division provides ELLs with access to instruction in core programs.

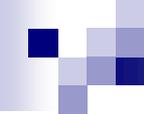
Form A: Program Overview

Questions 4-5: Title III Activities

4. **Supplemental Title III Programming:** In the space provided below, describe the division's Title III funded programs and services that are *supplemental* to core instruction and core language programs and services described in Questions #2 and #3.

5. Briefly describe how the division will use the Title III funds to meet all Annual Measurable Achievement Objectives (AMAOs)

[AMAO 1: *Progress*; AMAO 2: *Proficiency*;
AMAO 3: *Reading/Language Arts, Math, Federal Graduation Indicator (FGI)*]



Form A: Program Overview

Questions 6-7

6. Briefly describe how the division will promote parental and community participation in programs for English language learners.
7. Complete the tables for division- or school-level professional development activities to be provided *in addition to* the Statewide Consortium Conference.

In Summary...

Define Core
Program ✓

Describe Title
III Support
Strategies ✓



Title III Plan!

Form B: Budget Workbook Cover Page

Program Name:	Statewide Consortium for Title III, Part A, English Language Acquisition		
Fiscal Agent:	Virginia Polytechnic Institute		
Grant Award Period	July 1, 2014 - September 30, 2015		
LEA Name:			
LEA Allocation:	<i>(enter amount from tab 6)</i>		
	Object Code	Expenditure Accounts	SubTotal
	1000	Personal Services	\$ -
	2000	Employee Benefits	\$ -
	3000	Purchased/Contracted Services	\$ -
	4000	Internal Services	\$ -
	5000	Other Charges	\$ -
	6000	Supplies & Materials	\$ -
	8000	Capital Outlay	\$ -
		Total	\$ -
	Superintendent's Signature		
	Date		

(A red arrow points from the LEA Allocation cell to the 'Division Allocations' tab in the footer.)

Form B: Budget Workbook

Budget Details

	A	B	C	D	E
1	Funding Source:	Title III, Part A, English Language Acquisition			
2	Grant Period:	July 1, 2014 - September 30, 2015			
3	LEA Name:				
4					
5	Object Code	Request Description	FTE	Justification and Cost Basis	Amount
6	1000 - Personal Services	Tutors			
7		P/T Interpreter			
8		Title III Coordinator	.3		
9					
10					
11					
12		Total FTE	0	Total Compensation	\$ -
13					
14	Object Code	Request Description	Benefits		Amount
15	Benefits				
16					

Form B: Budget Workbook

Ex. Justifications & Cost Basis tab

Developing a Winning Title III Budget Word Choice Examples

Refer to the line item examples below for sample wording to mirror when developing your budget. The word choices that have been struck-through represent word choices that are too broad or general, therefore raising potential supplanting concerns. More appropriate wording choices are provided in the sentences without strike-throughs.

Request Description	Justification	Cost Basis	Amount
Stipends for teachers to attend training	For teachers to attend faculty meetings that address ELLs		
	For teacher participation in a community of practice on providing language support to ELLs in math	\$30 x 15 teachers x 8 1-hr. sessions	\$ 3,600.00
Teacher Staff to deliver ELL targeted writing intervention	To provide targeted writing intervention supplemental to ESL/ELA writing core for gr 6-8 ELLs per screening/assessment data	.20 FTE	
Math teacher ELL Summer learning staff	Math summer class To provide Gr 8-10 ELLs (newcomers, LFS, or at risk) w additional language support for content classroom (name subject area) (not traditional summer sch for core subjects)	3 Teachers; 8 hrs/wk, 4 wks, \$35/hr	\$ 3,360.00
Subs for teachers to attend training	ESL training For teacher participation in PD to improve academic language supports in collaborative environments	\$80 x 8 teachers x 4 days	\$ 2,560.00

Form B: Budget Workbook

Use of Funds & Obj. Code Definitions Tabs

Use of Federal Funds

Title III funds **CANNOT** be used for core programs and services and core language programs and services for ELLs that are required under other local, state, and federal laws to include Title I of the ESEA, Title VI of the *Civil Rights Act of 1964*, and the *Lau v. Nichols* U.S. Supreme Court decision of 1974. Among core programs and services and core language programs and services are the following:

- identifying, screening, placing, and assessing ELLs
- implementing effective, scientifically-based instructional programs and services to meet ELL academic and language needs;
- engaging qualified personnel to provide core instruction or core language instruction to ELLs as required by federal, state, or local laws;
- providing school-level, division-level, state, or federal information that is not specific to Title III to the parents of ELLs, to the extent practicable, in a language the parents understand;
- implementing effective monitoring of formerly LEP students (Level 6, Year 1 and Year 2); and
- purchasing or administering the annual English language proficiency (ELP) assessment or providing training to administer the ELP assessment.

Use of Federal funds – Required and Authorized

Required LEP grantee activities (Section 3115(c)):

- Provide high-quality language instruction programs based on scientific research for teaching LEP children.
- Provide high-quality professional development that is designed to improve instruction and assessment of LEP children, scientifically based, and of sufficient intensity and duration.

[Cover](#) / [Budget Detail](#) / [Ex. Justif & Cost Basis](#) / **[Use of Funds](#)** / [Obj Code Definitions](#) / [Division Allocations](#)

EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

1000 PERSONAL SERVICES - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 EMPLOYEE BENEFITS - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 PURCHASED/CONTRACTUAL SERVICES - Services acquired from outside sources (i.e. private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. (You can only charge

[Cover](#) / [Budget Detail](#) / [Ex. Justif & Cost Basis](#) / [Use of Funds](#) / **[Obj Code Definitions](#)** / [Division Allocations](#)

Form C: Assurances

Virginia Department of Education

Fiscal Year 2014

**VIRGINIA TITLE III STATEWIDE CONSORTIUM APPLICATION
FORM C – STATEWIDE CONSORTIUM ASSURANCES AFFIRMATION
FISCAL YEAR 2014**

Division Name:

Division Number:

Division Contact:

Contact Phone:

Contact Email:

Consortium Lead Agency: Virginia Polytechnic Institute (VA Tech)

Form C: Assurances

Certification: We hereby certify, to the best of our knowledge, the information contained in this application is correct. The local educational agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held on .

Superintendent's Signature

Superintendent's Printed Name

Date

Board Chairperson's Signature

Board Chairperson's Name

Date

Submission

Save the forms A, B, C as requested in the Guidance Document

FormAProgramOverview_divisionname(2014-15)

FormBBudgetCover_divisionname(2014-15)

FormB-BudgetRequest_divisionname(2014-15)

FormCAssurances_divisionname(2014-15)

Send attachment forms A, B, C via email to:

T3StatewideConsortium@doe.virginia.gov

by COB Friday, July 18, 2014

VDOE Contact

Kristi Bond

Krisit.bond@doe.virginia.gov

(804) 371-2682

Q & A

From Questions to Answers

