

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students -- 2011-2012 PROGRAM APPLICATION SECTIONS A-E

Section A: LEA Contact Information

Name of Lead (LEA) District/Supervisory Union:		
Mailing Address:		
Superintendent or Authorized Representative:		Phone:
Email:	Fax:	
Title III Application Coordinator:		Phone:
Email:	Fax:	
Title III Application Fiscal Manager:		Phone:
Email:	Fax:	

Section B: Title III Assurances & Certification

The signature of the Superintendent or Consortium lead agency representative, on the cover page of this application, acknowledges agreement that the LEA (or all LEAs within a Consortium) will:

1. comply with the “Supplement Not Supplant” provisions of Title III of the ESEA, intended to ensure that services provided with Title III funds are in addition to, and do not replace, or supplant, services that are the responsibility of the district to provide, or that are already being provided with other local, state, or federal funding;
2. comply with Section 3302 regarding Parental Notification (see Appendix IV, Instructions) prior to, and throughout, each school year. *Title III, Part A, Sec. 3116, (d)*;
3. annually assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;
4. consult with teachers, researchers, school administrators, parents, and if appropriate, institutions of higher education and education-related community groups and non-profit organizations, in developing the proposed plan, which will be based on scientifically-based research on teaching limited English proficient children;
5. ensure that the programs enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards; and
6. certify that the LEA is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

The LEA will: (1) abide by all statutory and regulatory requirements of ESEA, Title III, and (2) adhere to the legal assurances contained in this ESEA and Title III.

Name of LEA: _____ **Date:** _____

Printed Name & Signature of Superintendent or Authorized Representative

Section C: Title III Assurances & Certification for Consortium Members

Each of the LEAs participating in the consortium assures that it will: (1) abide by all statutory and regulatory requirements of ESEA, Title III, and (2) adhere to the legal assurances contained in this ESEA and Title III (listed on page 1 of the application). We agree to work together for the purposes of serving LEP students, as delineated in the law, for the period of the consortium agreement. We, the undersigned, understand that the lead LEA will serve as the fiscal agent for the Title III funds.

LEA (District/Supervisory Union)	Name(s) of Authorized Representative from LEAs	Signature/Date

If applying for program funds as a Consortium, provide the following information re: the Title III program coordinators in each LEA, as well.

LEA (District/Supervisory Union)	Title III Coordinator	Phone #	Fax #	Email Address

Section D: Private School Participation

Participating Private Schools and Institutions – In order to ensure compliance regarding the participation of non-public schools and institutions in federal programs, each LEA or Consortium must maintain a record and report to the SEA, written affirmation, signed by officials of each participating private school and institution that the consultation required to determine eligibility has occurred. Complete the following form to document that the LEA or Consortium has met the requirement for consultation with private schools re: participation in Title III services. Each LEA is required to keep this information on file at the LEA level for the duration of the program.

We, the undersigned, affirm that the LEA applying for Title III funds has provided private school and institution consultation as required by section 9501(c) "Uniform Provisions" of P.L. 107-110.

Name of Private School and no. of eligible Limited English Proficient (LEP) students enrolled	Signature of Private School Administrator	Our school wishes to participate in the Title III, Part A, Program Yes/No?
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Section E: Data Tables – DUPLICATE FOR EACH LEA

Table 1: ESL Teachers - Provide the following information about ESL teachers in the district/supervisory union. Consortia need to provide this information for each participating LEA.

LEA	Name(s) of ESL Teachers & Assigned Schools	FTE's	Endorsed / Licensed in ESL? Yes/No	If not endorsed, on waiver? Yes/No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Table 2: Language Instruction Education Programs – Check all types of program(s) used in the district/supervisory union.

Type of Program	K-5	6-8	9-12
Content-based ESL – A model of language education that integrates language & content instruction in the second language classroom. ESL teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull-out Instruction – Students are withdrawn from their regular classrooms for one or more periods a week for special classes of ESL instruction in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-contained ESL class – ESL instruction is provided during a scheduled class period in a self-contained ESL classroom for a group of students. Usually at the middle and high school levels, students are awarded English credits toward graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion – ESL teacher provides ESL instruction within the regular classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEE NEXT PAGE FOR ADDITIONAL PROGRAM TYPES			

Type of Program	K-5	6-8	9-12
<p>Sheltered Instruction—An approach where students develop knowledge in specific subject areas through the medium of English, their second language. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to students’ experiences, and adapting the language of the texts or tasks and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students developing proficiency in English. Such classes may be taught by content teachers with special training or co-taught by an ESL teacher and a Content Teacher.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Other Innovative Programs Title III Sec. 3115 (1)(2)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>