

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching, Learning and Instructional Leadership
Bureau of Teaching and Learning



BILINGUAL EDUCATION PROGRAM GRANT APPLICATION

2012-13

**Sections 10-17et seq., Connecticut General Statutes, as amended
by Public Act 11-48 (177)**

**Purpose: To educate children identified as limited English proficient in schools
where 20 or more are of the same language group.**

Applications Due: September 4, 2012

Published: June 2012

ED 229



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
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Levy.Gillespie@ct.gov

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PROGRAM INFORMATION AND REQUIREMENTS

Overall Purpose

To educate children identified as limited English proficient in schools where 20 or more are of the same language group.

Background

Beginning in 1977, the General Assembly provided for programs of bilingual education in the public schools. The Connecticut State Department of Education (CSDE) has issued guidelines for the provisions of the law referring to implementing language transition support services beginning in 2002. All children who are identified as limited English proficient are covered by bilingual education legislation.

Program Description

A bilingual education program makes instructional use of both English and an eligible student's native language. This program enables students to achieve English proficiency, academic mastery of subject matter content and higher order skills to meet appropriate grade promotion and graduation requirements. It provides for the continuous increase in the use of English and a corresponding decrease in the use of the native language for the purpose of instruction and provides for the use of English for more than half of the instructional time by the end of the first year. The program *may* also develop the native language skills of eligible students, and include the participation of English proficient students, if the program is designed to enable all enrolled students to become more proficient in English as a second language.

Eligible Applicants

School districts that meet the threshold of 20 or more eligible students and provides the program the following year.

Grant Period

July 1, 2012 – June 30, 2013. All funds must be obligated by June 30, 2013. There are no exceptions or waivers to this requirement.

Funding

Individual district allocations can be found on the CSDE Web site at the following link:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=320346>. **Please note that the list of entitlements will not be available on the CSDE Web site until August.**

Reporting Requirements

Section 10-17g of the Connecticut General Statutes (CGS) indicates that the board of education for each local and regional school district receiving funds shall annually, on or before September 1, submit to the State Board of Education a progress report. More detailed information will follow. Reports to the CSDE should be mailed to Megan Alubicki, Connecticut State Department of Education, 165 Capitol Avenue, Room 215, Hartford, CT 06106.

APPLICATION REQUIREMENTS

The grant application must include the following completed forms:

Cover Page

Use the form provided. The cover page should be the first page of the application.

Application Preparation Check-Off Sheet

Please complete and submit with the grant application.

Budget

Use the form provided. Only districts and agencies that have an approved indirect cost rate for the 2012-13 school year may include indirect costs as a component of their budget proposal. In such cases, the indirect cost line item cannot exceed the percentage approved for the indirect cost.

Budget Narrative

The budget narrative should describe the basis for determining the amounts shown on the budget page in detail. The budget narrative may be single-spaced. Both the budget and the narrative should be aligned with the activities described in the proposal narrative, effective and efficient use of funds justified and the full range of resources that will be used to accomplish the goal of the project described clearly.

Assurances

Use the forms provided.

PLEASE NOTE: For new districts only, please attach pertinent local forms used.

SUBMISSION INSTRUCTIONS

Due Date

Applications, IRRESPECTIVE OF POSTMARK DATE, **must be received by 4:00 p.m. on or before Tuesday, September 4, 2012.**

All submissions must have one (1) original signed in blue ink, including required assurances, and one copy. All applications become the property of the CSDE and are part of the public domain.

Facsimile (faxed) copies of applications will not be accepted. Only applications with original signatures will be accepted.

Note: The CSDE will not make copies on behalf of districts failing to meet this requirement. The application will be deemed incomplete and ineligible for review if requisite copies are not submitted.

MAILING INFORMATION

DELIVERY INFORMATION

Megan Alubicki Program Manager Connecticut State Department of Education P.O. Box 2219 Hartford, CT 06145	Megan Alubicki Program Manager Connecticut State Department of Education 165 Capitol Avenue, Room 215 Hartford, CT 06106
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Application Contact

Megan Alubicki, 860-713-6786, megan.alubicki@ct.gov.

Freedom of Information

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act, CGS Section 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

APPLICATION PACKET

COVER PAGE

**Connecticut State Department of Education
Division of Teaching, Learning and Instructional Leadership
Bureau of Teaching and Learning**

Bilingual Education Program Grant Application

Application for 2012-2013

Applying Organization: _____

Program Title: _____

Bilingual Director Name: _____

Bilingual Director Title: _____

Address: _____

Telephone: _____

E-mail Address: _____

Fax: _____

Certification by Authorized Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Superintendent of
Schools or Executive Director

Title

Signature of Superintendent of Schools or
Executive Director

Date

**APPLICATION PREPARATION
CHECK-OFF SHEET**

The submitted application has the following:

- Cover Page
- Application Preparation Check-off Sheet
- Fiscal Information
- Program Information By School
- Program Component Descriptions
- Appendix A: Statement of Assurances
- Appendix B: Affirmative Action Packet on File

Preparer of Grant Application _____ Date _____

**One-Year Grant ED 114
 Bilingual Education Program Grant Application
 FISCAL YEAR 2012-2013**

GRANTEE NAME:		TOWN CODE:	
GRANT TITLE: Bilingual Education Program			
PROJECT TITLE:			
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 17042 YEAR: 2013 PROGRAM: 82079			
CHARTFIELD1: 170002 CHARTFIELD2:			
GRANT PERIOD: July 1, 2012 – June 30, 2013		AUTHORIZED AMOUNT:	
	CODE	DESCRIPTION	BUDGET AMOUNT
111A		ADMINISTRATOR/SUPERVISOR SALARIES	
111B		TEACHERS	
112A		EDUCATION AIDES	
112B		CLERICAL	
119		OTHER	
200		PERSONAL SERVICES-EMPLOYEE BENEFITS	
321		TUTORS	
322		INSERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	
323		PUPIL SERVICES	
324		FIELD TRIPS	
325		PARENTAL ACTIVITIES	
330		OTHER PROFESSIONAL/TECHNICAL SERVICES	
580		TRAVEL	
590		OTHER PURCHASED SERVICES	
611		INSTRUCTIONAL SUPPLIES	
612		ADMINISTRATIVE SUPPLIES	
641		TEXTBOOKS	
642		LIBRARY BOOKS	
690		OTHER SUPPLIES	
700		PROPERTY/EQUIPMENT	
940		INDIRECT COSTS	
		TOTAL	

_____ ORIGINAL REQUEST DATE	_____ STATE DEPARTMENT OF EDUCATION	_____ DATE OF
_____ REVISED REQUEST DATE	PROGRAM MANAGER AUTHORIZATION	APPROVAL

Grant Budget Narrative

Sub-Grantee Name _____

Complete a budget narrative for each category for which you are applying. Make copies as necessary.

CODE	OBJECT	AMOUNT
111A	Administrator/Supervisor Salaries Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients.	\$
111B	Teachers Salaries for employees providing direct instruction/counseling to pupils/clients, including staff for whom the grantee is paying employee benefits and who are on the grantee payroll.	\$
112A	Education Aides Salaries for grantee employees who assist staff in providing classroom instruction. This category includes all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.	\$
112B	Clerical Salaries for grantee employees performing clerical/secretarial services. This category includes all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.	\$
119	Other Salary for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B.	\$

CODE	OBJECT	AMOUNT
200	Personal Services-Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119.	\$
321	Tutors Payments for services performed by qualified persons directly engaged in providing learning experiences for students, including the services of teachers and teachers' aides <u>who are not on the payroll of the grantee.</u>	\$
322	In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.	\$
323	Pupil Services Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, <u>contracted</u> guidance counselors, etc.	\$
324	Field Trips Costs incurred for conducting educational activities off-site, including admission costs to educational centers, fees for tour guides, etc.	\$
325	Parental Activities Expenditures related to services for parenting, including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.	\$

CODE	OBJECT	AMOUNT
330	<p>Other Professional/Technical Services Payments for professional or technical services that are not directly related to instructional activities. This category includes payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.</p>	\$
580	<p>Travel Expenditures for transportation, meals, hotel and other expenses associated with staff travel, including per diem payments to staff in lieu of reimbursement for subsistence (room and board).</p>	\$
590	<p>Other Purchased Services All other payments for services rendered by organizations or personnel not on the GRANTEE payroll and not detailed in 580. These include: insurance costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity; printing and binding - publication costs; and advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property.</p>	\$
611	<p>Instructional Supplies Expenditures for consumable items purchased for instructional use.</p>	\$
612	<p>Administrative Supplies Expenditures for consumable items directly related to program administrative (non-instructional) activities.</p>	\$

CODE	OBJECT	AMOUNT
641	Textbooks Expenditures for textbooks, workbooks, textbook binding and repair.	\$
642	Library Books Expenditures for library books, reference books, periodicals and newspapers that are purchased for use by the school library.	\$
690	Other Supplies Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation supplies.	\$
700	Property/Equipment In accordance with the Connecticut State Comptroller's definition of equipment, including all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over <u>\$1,000</u> and a useful life of more than one year.	\$
940	Indirect Costs Costs incurred by the grantee which are not directly related to the program but are a result thereof. Beginning fiscal year 1998, grantees must submit indirect cost proposals to the CSDE to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	\$
	TOTAL	\$

APPENDICES

APPENDIX A: STATEMENT OF ASSURANCES

Connecticut State Department of Education Standard Statement of Assurances

PROJECT TITLE: _____

THE APPLICANT: _____ HEREBY ASSURES
THAT:

(Insert Local Educational Agency Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body. The undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education (CSDE).
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the CSDE. This report should include information relating to the project records and access thereto as the CSDE may find necessary.
- H. The CSDE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state and federal funding.

- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes (C.G.S.), and the applicant shall return to the SDE any moneys not expended in accordance with the approved program/operation budget as determined by the audit.
- L. The grant award is subject to approval of the SDE and availability of state or federal funds.
- M. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated thereunder are hereby incorporated by reference.

N. Required Language:

- 1) For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section, “minority business enterprise” means any small contractor or supplier of materials and 51 percent or more of the capital stock or assets must be owned by a person or persons: (1) who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of Section 32-9n of the C.G.S. and “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

- 2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or the State of Connecticut. The contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees that all solicitations or advertisements for employees placed by or on behalf of the contractor, state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union, representative of workers and vendors with which such contractor has a collective bargaining agreement or other contract or understanding, a notice to be provided by the Commission advising the labor union, workers’ representative or vendors of the

contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and Sections 46a-68e and 46a-68f of the C.G.S. and with each regulation or relevant order issued by said Commission pursuant to Sections 46a-56, 46a-68e and 46a-68f of the C.G.S.; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as they relate to the provisions of this section and Section 46a-56 of the C.G.S.

- 3) Determination of the contractor's "good faith efforts" shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- 4) The contractor shall develop and maintain adequate documentation in a manner prescribed by the Commission of its "good faith efforts".
- 5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state. Such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Section 46a-56 of the C.G.S. If such contractor becomes involved in or is threatened with litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.
- 6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
- 7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union, representative of workers and vendors with which such contractor has a collective bargaining agreement or other contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union, workers' representative and vendors of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Section 46a-56 of the C.G.S.; and (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to

pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and Section 46a-56.

- 8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Section 46a-56 of the C.G.S. If such contractor becomes involved in or is threatened with litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature	_____
Name (typed)	_____
Title (typed)	_____
Date	_____

APPENDIX B: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE

Agencies with an affirmative action plan on file need to certify such by signing the statement below.

I, the undersigned authorized official, hereby certify that the applying organization/agency has a current affirmative action plan on file with the Connecticut State Department of Education. The affirmative action plan is, by reference, part of this application.

Signature of authorized official

Date

Name and title

PROGRAM INFORMATION BY SCHOOL

LIST THE SCHOOLS WHICH WILL SERVE STUDENTS IN BILINGUAL EDUCATION OR IN SECONDARY ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

	NAME OF SCHOOL	SPECIFY NATIVE LANGUAGE GROUP(S) SERVED	NUMBER OF ELIGIBLE STUDENTS REPORTED TO THE CSDE ON 10-01-11 BY LANGUAGE GROUP ON THE PUBLIC SCHOOL INFORMATION SYSTEM (PSIS)	* INDICATE PROGRAM TYPE (BILINGUAL or SECONDARY ESL)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

*There is only one instance where an ESL program is mandatory, i.e., when an eligible student enrolls in a secondary school with less than 30 months remaining before graduation.

PROGRAM COMPONENT DESCRIPTIONS

Describe how the bilingual education program or, if applicable, secondary English as a second language (ESL) program, to be funded under Sections 10-17e through j, inclusive, of the Connecticut General Statutes, will be implemented within the school district with respect to the following components. All references in brackets (below) refer to the relevant statutory citations.

1. Identification of Eligible Students [Sections 10-17e(1); 10-17f(a)]

Describe briefly the process employed in carrying out the following steps:

- a. preliminary assessment of dominant language;
- b. final determination of dominant language; and
- c. determination of English proficiency (indicate relevant timelines, assessment methods, testing instruments and personnel).

**2. Meetings with Parents/Guardians of Newly Enrolling Eligible Students
[Section 10-17f(e)]**

Regarding the required meetings, describe the following:

- a. how and when parents/guardians are notified of the meetings and of their children's eligibility and advised of their discretion to bring an interpreter or adviser; and
- b. how the language program options are explained to parents/guardians and how parents/guardians indicate choice of program.

3. Determining Initial Education Programming and Services for Newly Enrolling Eligible Students [Sections 10-17e(2)(3) and 10-17f(b) and (c).]

Describe the process whereby the school district determines the types of services and educational programming it will provide for each eligible student newly enrolled in the required bilingual education program, and if applicable, in the required special secondary ESL program. Include the following information as part of the description:

- a. the types of student information the district reviews in making such decisions;
- b. any additional assessments that the district makes; and
- c. the roles of staff persons that participate in such decision-making.

4. Description of Bilingual Education Program [Section 17e(2)]

Provide a separate description of the required bilingual education program in each school in which the program is offered. Include the following information as part of each description. You may add extra pages, if necessary:

- a. name of school and grade level(s) served;
- b. program of academic studies;
- c. use of native language for content area instruction;
- d. use of English for content area instruction and any modifications made to facilitate comprehension;
- e. instruction for English proficiency and literacy development; and
- f. development of native language skills (optional).

5. Description of Mandated Secondary ESL Program(s) [Sections 10-17e(3); 10-17f(d)]

Provide a separate description for the required special secondary ESL program, if applicable, in each school in which the program is offered. Include the following information as part of each description:

- a. name of school and grade level(s) served;
- b. program of academic studies;
- c. use of English for content area instruction and any modifications made to facilitate comprehension;
- d. instruction in English proficiency and literary development; and
- e. intensive services to enable students to speak, write and comprehend English and to meet course requirements for graduation (optional).

6. Instructional Materials

Check to demonstrate compliance.

New district:

- An adequate number of textbooks/materials in English and the native language are/will be available to students.

District with ongoing bilingual programs:

- have adequate number of textbooks;
- have native language textbooks/materials available to students; and
- textbooks that are current editions.

7A. Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard [Section 10-17f(c)]

Define the criteria or performance indicators that the school district uses to determine whether students enrolled in the program are making sufficient progress toward meeting the state English mastery standard.

7B. Language Support Services [Section 10-17f(c)]

Based on the criteria or performance indicators defined in Section 7A (Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard), list and describe the following:

- a. the process whereby determinations are made regarding whether sufficient or insufficient progress toward meeting the state English mastery standards is made;
- b. the types of language support services that the district provides for students who fail to make sufficient progress;
- c. the types of staff and their respective areas of responsibility that will participate in deciding which services must be provided;
- d. how the progress of students receiving such services are monitored; and
- e. the steps that are taken to consult with parents/guardians in providing such services.

8. Language Transition Support Services (LTSS) (The starting date for these services was September 2002.) [Section 10-17f(d)] (See Guidelines for Implementing Language Transition Support Services document, Connecticut State Department of Education (2002), available at <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=321092>).

Eligible students who do not meet the state English mastery standard at the end of 30 months will exit the program. These students must be provided with language transition support services. With respect to the provision of language transition support services, provide the following information:

- a. how the district determines the learning needs of the students who must receive language transition support services;
- b. the types of language transition support services that the district provides to assist students in meeting the state standards;
- c. the types of staff and their respective areas of responsibility to determine which language transitional support services should be provided for individual students;
- d. how the progress of students receiving such services are monitored; and
- e. the guidance that school professionals may provide to students' families to help the students make progress in their native language (optional).

9. Staffing [Sections 10-17f(f); 10-17j]

Describe the process for recruiting staff for the bilingual education program and the special secondary ESL program, if applicable. Include in your description:

- a. instructional skills required and how they are assessed;
- b. assessment process of native language and English competency; and
- c. have verification of subject area expertise.

**10. Dual Language/Two-Way Language Program Feasibility [Section 10-17f(i)];
Recognition of Student Language Proficiency [Section 10-17i]**

Explain how the school district will investigate the feasibility of establishing a dual language/two-way language program starting in kindergarten.