

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Division of Standards, Curriculum and Instruction

**Title III, Part A, Subpart 1 – English Language Acquisition
and Language Enhancement
2013-14 Application
Federal Grants**

P.L. 107-110

ESEA Federal Grants:

- Title III, Part A, Subpart 1- *English Language Acquisition and Language Enhancement*

The 2013-14 Title III, Part A, Subpart 1 – English Language Acquisition and Language Enhancement Application is due no later than **4 p.m. on Thursday, September 26, 2013**. One original and one copy are to be mailed or delivered to the following addresses:

Mailing Address:

Carla Ghostlaw – Room 215
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145

Delivery Address:

Carla Ghostlaw – Room 215
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

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
860-807-2101
Levy.Gillespie@ct.gov

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Title III, Part A, Subpart 1 – English Language Acquisition
and Language Enhancement
2013-14 Application**

	Check if Applying	Consortium Participant	Name Fiscal Agent for Consortium
ESEA Grants:			
Title III, Part A, <i>English Language Acquisition and Language Enhancement</i> Subpart 1			

Name of Applicant District:		
Name of Grant Contact:		
Phone:		
Fax:		
E-mail:		
Address of Grant Contact:		
Name of Superintendent (typed):		
Signature of Superintendent:		Date:

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INTRODUCTION

The 2013-14 Title III, Part A, Subpart 1 – English Language Acquisition and Language Enhancement Elementary and Secondary Education Act (ESEA) grant.

Goal

ESEA federal funds in this application must be used to reach the following federal goal that the Connecticut State Board of Education adopted under the No Child Left Behind Act of 2001. Districts' decisions regarding use of the funds should be based on their student achievement data:

- Goal 1: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

Title III, Part A, Subpart 1 – English Language Acquisition and Language Enhancement

Check the appropriate box below:

- The approved 2012-13 plan for use of Title III, Part A, Subpart 1 - English Language Acquisition and Language Enhancement funds will remain essentially unchanged and in effect for 2013-14. (**only complete** the budget, budget narrative and signature sections of this Title III update application).

OR

- The approved 2012-13 plan for use of Title III, Part A, Subpart 1 - English Language Acquisition and Language Enhancement funds will be revised as follows (**only revise** plan for substantial changes):

Complete sections below that require revision:

1. Describe briefly the **structure** of your Title III instructional program/model. Include in your description the English as a Second Language (ESL) and content area instruction that is provided. Describe the elementary school, middle school and high school levels of your program, as appropriate.
2. Describe the major **classroom practices and strategies** used by teachers to provide instruction in ESL and in other core content areas (e.g., math, science, reading, social studies, etc.) for the Limited English Proficient (LEP) students. Where applicable, describe strategies used for specific core content areas.
3. Describe the **professional development plan** for all staff (administrators, teachers and other staff) serving LEP students. Include goals and activities of the plan.
4. **Explain the scientific research** that your district is using to serve the English language learners. Research should support the program structure, classroom practices/strategies and professional development activities you are implementing.

VENDOR NAME:		VENDOR CODE:		
GRANT TITLE: Title III, Part A English Language Acquisition				
PROJECT TITLE:				
CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20868 PROGRAM: 82075				
BUDGET REFERENCE: 2014 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/01/2013 - 6/30/2015 AUTHORIZED AMOUNT: \$				
AUTHORIZED AMOUNT by SOURCE:				
LOCAL BALANCE: \$		CARRY-OVER DUE: \$		CURRENT DUE: \$
CODES	DESCRIPTIONS	PUBLIC	NON-PUBLIC	TOTAL
100	PERSONAL SERVICES/SALARIES			
200	PERSONAL SERVICES/EMPLOYEE BENEFITS			
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES			
500	OTHER PURCHASED SERVICES			
600	SUPPLIES			
700	PROPERTY			
890	OTHER OBJECTS			
940	INDIRECT COSTS		XXXXXXX	

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

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

Name of Applicant District: _____ Town Code: _____ Date: _____

Title III, Part A – English Language Acquisition (20868)

Directions

- 1) Provide a separate budget narrative for each grant.
- 2) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

Title III, Part A – English Language Acquisition (20868)

CODE	OBJECT	AMOUNT	
		Public	Non-Public
100	<p>PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.</p> <p>Expenditures for administrative costs may not exceed 2 percent of the total grant. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.</p>	\$	\$
	<p>Administrators: _____ (FTE) Coordinators</p> <p>Teachers: _____ (FTE) Full-Day Kindergarten _____ (FTE) Reading Teachers _____ (FTE) Math Teachers _____ (FTE) Other (please specify)</p> <p>Other: _____ (FTE) Paraprofessionals _____ (FTE) Tutors (if on LEA Payroll)</p>		
200	<p>PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.</p> <p>Expenditures for administrative costs may not exceed 2 percent of the total grant. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.</p>	\$	\$
300	<p>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.</p>	\$	\$

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)

CODE	OBJECT	AMOUNT	
		Public	Non-Public
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$	\$
600	SUPPLIES. Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Included are: instructional supplies, administrative supplies, text books, library books, other supplies.	\$	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$	\$
890	OTHER OBJECTS. Expenditures for goods or services not properly classified in one of the above objects (miscellaneous expenditures). Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	\$	\$
940	INDIRECT COSTS. Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	\$	
	TOTAL	\$	\$

SECTION 2A: GRANT BUDGET NARRATIVE – NON-PUBLIC (Page 1)

Name of Applicant District: _____ Town Code: _____ Date: _____

Title III, Part A – English Language Acquisition (20868)

Directions

- 1) Provide a separate budget narrative for each grant.
- 2) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

<input type="checkbox"/> Title III, Part A – English Language Acquisition (20868)		
CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees. Private schools may not hire any personnel using federal funds. District personal services for private schools must be provided by public school staff. (Stipends are permitted. Substitute costs are not approvable expenses.)	\$
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$

SECTION 2A: GRANT BUDGET NARRATIVE – NON-PUBLIC (Page 2)

CODE	OBJECT	AMOUNT
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$
890	OTHER OBJECTS. Expenditures for goods or services not properly classified in one of the above objects. (Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.)	\$
940	INDIRECT COSTS. Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	\$
	TOTAL	

**SECTION 2B: CONSORTIUM LETTER OF AGREEMENT FROM AUTHORIZED OFFICIALS
FOR TITLE III***

Date:	
Authorized Consortium Official:	
Title:	
District:	

Dear _____,
(Authorized Consortium Official)

As the authorized official of _____, I agree to assign all of the
(district)

district's _____ 2013-14 entitlement funds to the consortium headed
(federal program)

by _____. Our district's _____ entitlement funds
(fiscal agent) (federal program)

total \$ _____. In return, _____ will coordinate all services and activities as noted in our
(exact amount)

joint proposal to the Connecticut State Department of Education. _____ will also assure
that all regulations and guidelines and Connecticut State Department of Education requirements will be adhered
to during the course of the entitlement program.

Thank you for your assistance with this matter.

ACCEPTANCE	
_____ (Authorized Accepting Official)	_____ (Date)

Sincerely,

(Authorized Assigning Official)

***Title III - Districts receiving less than \$10,000 must form a consortium in order to receive funds.**

SECTION 2C: CONSORTIUM MEMBERSHIP
(To be completed by Fiscal Agent)

If this is a consortium application, list below the school districts for which the application is being submitted.

Title III, Part A	Fiscal Agent	Participating District(s)	
<i>English Language Acquisition and Language Enhancement</i>	<hr/>	1.	\$
		2.	\$
		3.	\$
		4.	\$
		Fiscal Agent Allocation	\$
		Total	\$

SECTION 2D: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

1. To ensure timely and meaningful consultation, the district, educational service agency, consortium of those agencies or entity shall consult with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues, including, but not limited to the following:
 - (A) how the children’s needs will be defined;
 - (B) what services will be offered;
 - (C) how, where, and by whom the services will be provided;
 - (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
 - (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - (F) how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the district disagrees with the views of the private school officials on the provision of services through a contract, they will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
2. Send this page to each private school within the school district. Duplicate this page as necessary.
3. After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

1. Prepare original and one copy.
2. Submit original to the public school or other entity.
3. Retain one copy for your files.

Name of Private School:	
Name of School Administrator:	
School Address:	
Telephone Number:	Fax Number:

CERTIFYING STATEMENTS: (must answer all items)

- | | YES | NO |
|---|--------------------------|--------------------------|
| (a) I have been CONSULTED by the local school district with respect to the expenditures under each grant program. | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) This school is a PRIVATE NONPROFIT ORGANIZATION. | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) I wish to have my school PARTICIPATE in the following grant programs: | | |
| Title III, Part A (<i>English Language Acquisition and Language Enhancement</i>) | <input type="checkbox"/> | <input type="checkbox"/> |

PRELIMINARY ALLOCATIONS GENERATED FOR SERVICES FOR THIS SCHOOL:

Title III, Part A	\$

Signature of Authorized School Official

Title

Date

STATEMENT OF ASSURANCES

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS**

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO 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, and 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 State Board of Education and the Connecticut State Department of Education;
- 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 Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H.** The Connecticut State Department of Education 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/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, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

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 fifty-one percent or more of the capital stock, if any, or assets of which is 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; 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 of the state of Connecticut. The contractor further agrees to take affirmative action to insure 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, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to 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 or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative 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 and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (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 relate to the provisions of this section and section 46a-56.

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 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; provided, 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 of 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 or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative 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; (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; provided, 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.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: _____
Name: *(typed)* _____
Title: *(typed)* _____
Date: _____

SECTION 2F: GENERAL ASSURANCES

(a) Any applicant that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that —

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such 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;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant 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 such program;

(6) the applicant will —

(A) 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 such program; and

(B) 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; and

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

(b) GEPA PROVISION- Section 442 of the General Education Provisions Act shall not apply to programs under this Act.

**SECTION 2G: GENERAL PROVISIONS – (PART E, SECTION 9524) SCHOOL PRAYER
CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

SECTION 2H: CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover~ transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

**SECTION 2I: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION
PACKET IS ON FILE**

2013-14 TITLE III APPLICATION

Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below. This is in lieu of completing the required packet again.

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

Signature: _____
Superintendent or Executive Director

Name (typed): _____

Date: _____

**SECTION 3: MANAGEMENT AND CONTROL OF THE PROGRAM AND GRANT CONSULTATION
ROLE OF THE STATE**

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

SECTION 4: FREEDOM OF INFORMATION ACT

All of the information submitted with this application is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Section 1-200 et seq. 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.

SECTION 5: TITLE III, PART A, Subpart 1

English Language Acquisition and Language Enhancement

Assurances

The LEA will:

1. Annually assess limited English proficient (LEP) students in Grades 3-8 in mathematics and reading and in science as per section 1111 (b)(3) and subject to exemptions authorized by state statutes.
2. Annually assess in English the reading achievement of all LEP students K-12, as per section 1111(b)(3).
3. Annually assess the English proficiency of all LEP children in Grades K-12 participating in a program under Part A, Subpart 1, as per section 1111(b)(7).
4. Meet all annual measurable achievement objectives described in section 3122(b)(1) including:
 - annual increases in the number/percentage of children making progress in English proficiency; and
 - annual increases in the number/percentage of children attaining English proficiency by the end of each school year.
5. Make adequate yearly progress (AYP) for LEP children, as per section 1111(b)(2)(B).
6. Use a language instruction curriculum that is tied to scientifically-based research on teaching LEP children and that has been demonstrated to be effective as per section 3115(c)(1).
7. Enable LEP children in “language instruction educational programs” in Grades K-12 to: a) speak, read, write and comprehend English; and b) meet state academic content standards and student academic achievement standards in the core academic subjects. “Language instruction educational program” means an instructional program in which a LEP child develops and attains English proficiency and meets state academic content and student academic achievement standards as required by section 1111(b)(1). It may make instructional use of both English and the child’s native language and may include the participation of English proficient children, if such course is designed to enable all participating children to become proficient in English and a second language (section 3301). It is also referred to as Title III instructional program or Title III program in this document.
8. Use not more than 2 percent of funds for administrative costs.
9. Use available federal funds under Part A, Subpart I, to supplement the level of federal, state and local public funds that, in the absence of such availability, would have been expended for programs for LEP children and in no case to supplant such federal, state and local public funds.
10. Promote parental and community participation in programs for LEP children as per section 3302.
11. Consult with teachers, researchers, school administrators, parents and, if appropriate, with education-related community groups, non-profit organizations and institutions of higher education, in developing its subgrant plan for submission to the State Department of Education.
12. Certify that all teachers that are in, or that will be in, the Title III instructional program are fluent in English and any other language used for instruction, including proficiency in writing and oral communication skills.
13. Not later than 30 days after the beginning of the school year, inform a parent or parents of an LEP child identified for participation in, or participating in, a Title III educational program, of: a) the reasons for the identification of their child as LEP and for the need for placement in such a program; b) the child’s level of English proficiency, how it was assessed, and the child’s academic achievement status; c) the method of instruction used in the program and the methods of other available programs; d) how the program will address the child’s educational strengths and needs; e) how the program will help the child acquire English and meet age-appropriate academic achievement standards for grade promotion and graduation; f) the specific exit requirements for the program, the expected rate of transition to the mainstream program, and the expected graduation rate from secondary school for such children; g) how the program will address the individualized education plan of students with disabilities; and h) parental rights in writing to remove the child from the program, to decline enrollment, to choose another program or method of instruction, and for assistance in selecting among programs and methods.
14. Inform parents in cases where a school district providing a Title III instructional program funded under Part A, Subpart 1, has failed to make progress on the annual measurable achievement objectives, as per section 3122, for any fiscal year for which the program is in effect, not later than 30 days after such failure occurs.
15. Provide information to parents in an understandable and uniform format and, to the extent practicable, in language that the parent can understand, including holding, and sending notices for, regular meetings.
16. For students identified for participation in a language instruction educational program after the beginning of the school year, provide all parental notification within two weeks of placing the child in such a program.
17. Inform parents of how they can: a) be involved in the education of their children; and b) actively participate in assisting their children to learn English, to achieve high levels in core academic subjects and to meet state academic content and student academic achievement standards.
18. Hold, and send notices to parents concerning regular meetings for formulating and responding to recommendations regarding the parents’ involvement and assistance in the education of their children;
19. Ensure that the Local Education Agency is not in violation of any state law, including state constitutional law, regarding the education of LEP children, consistent with sections 3126 and 3127.

20. Neither admit nor exclude students from participating in any federally assisted educational program, including Title III, on the basis of a surname or language-minority status.
21. Provide equitable services to private school LEP children if requested by the private schools.
22. Work with charter schools to determine what services will be provided for LEP children in those schools.

Purpose:

To provide grants to carry out one or more of the following by using approaches/methodologies tied to scientifically-based research on teaching LEP children:

1. develop and implement new language instruction educational programs and academic content instruction programs for LEP children at the early childhood, elementary and secondary levels;
2. expand or enhance existing language instruction educational programs and academic content instruction programs for LEP children;
3. implement schoolwide programs for restructuring, reforming and upgrading all relevant programs/activities relating to language instruction educational programs and academic content instruction programs for LEP children; and
4. implement districtwide programs for restructuring, reforming and upgrading all relevant programs/activities relating to language instruction educational programs and academic content instruction programs for LEP children.

Required Uses of Funds:

1. Develop and conduct language instruction educational programs tied to scientifically-based research demonstrating their effectiveness for increasing:
 - LEP children’s English proficiency in speaking, reading, writing and comprehending English; and
 - their academic achievement in the core academic subjects.
2. Provide and conduct professional development for classroom teachers, including mainstream program teachers, principals, administrators and other school or community-based organizational personnel, that is:
 - designed to improve the instruction and assessment of LEP children;
 - designed to enhance teachers’ understanding and use of curricula, assessment measures and instructional strategies for LEP children;
 - based on scientifically-based research that shows its effectiveness for increasing English proficiency and teachers’ content knowledge and teaching skills; and
 - of sufficient intensity and duration to have a positive, lasting impact on teacher performance.

Authorized Uses of Funds:

1. Upgrade program objectives and instructional strategies.
2. Identify, acquire and upgrade curricula, instructional materials, educational software and assessment procedures.
3. Provide tutorials, academic/vocational education and intensified instruction.
4. Develop and implement elementary or secondary school language instruction educational programs coordinated with other relevant programs and services.
5. Improve English proficiency and academic achievement of LEP children.
6. Provide 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 students.
7. Assist parents in helping their children to improve their academic achievement and in becoming active participants in their education.
8. Improve LEP children’s instruction by providing for:
 - acquisition/development of educational technology or instructional materials;
 - access to/participation in electronic networks for materials, training and communication;
 - incorporation of these resources into language instruction educational programs; and
 - other activities consistent with the purposes of educating LEP children in these programs.

Other Program Activities and Components:

1. Select one or more methods or forms of instruction (e.g., program model, language[s] of instruction, teaching strategies) to be used in the programs and in the activities undertaken to assist LEP children to attain English proficiency and to meet state academic content and student academic achievement standards.
2. Provide the State Education Agency with an evaluation at the end of every second fiscal year containing:
 - description of the programs and activities implemented and evidence of student success;
 - data analysis and how it will drive instruction of LEP children, including the number/percentage of children, who: 1) are making progress in attaining English proficiency; 2) have achieved English proficiency; 3) have transitioned into the mainstream program because of their level of English proficiency and because of their achievement in academic content to standards expected of all children; 4) are meeting the same state academic content and student academic achievement standards as all other children, including for each of the two years after such children are no longer receiving services, as per section 1111(b)(3)(C); and

- other information that the SEA may require.
3. Use the evaluation to:
 - improve programs and activities; and
 - determine the effectiveness of the language instruction educational program.
 4. Use evaluation measures designed to assess:
 - the progress of LEP students in attaining English proficiency in comprehending, speaking, listening, reading and writing;
 - the attainment of state academic achievement standards on assessments described in section 1111(b) (3);
 - progress in meeting annual measurable achievement objectives as per section 3122;
 5. Build the school district's capacity to continue to offer high-quality language instruction educational programs that assist LEP children in meeting:
 - state academic content standards; and
 - student academic achievement standards when assistance under Part A, Subpart 1 is no longer available.
 6. Develop an improvement plan if the school district has failed to make progress toward meeting the annual measurable achievement objectives for LEP children for two consecutive years, in order to ensure that the objectives are met.
 7. If the school district has failed to meet the annual measurable achievement objectives for four consecutive years, 1) modify its curriculum, program and method of instruction or 2) replace educational personnel relevant to the district's failure to meet such objectives.
 8. Provide appropriate instructional services for preschool LEP students.

Other provisions:

1. School districts may serve LEP students simultaneously with children with similar educational needs in the same educational setting, as appropriate, and are not required to establish, continue or eliminate any particular type of instructional program for LEP students, as per section 3125.
2. Nothing in Title III, Part A will be construed to negate or supersede state law, or the legal authority under state law or any state agency, state entity or state public official, over programs that are under the jurisdiction of the state agency, entity, or official, as per section 3126.
3. Nothing in the Title III, Part A will be construed in a manner inconsistent with any federal law guaranteeing a civil right, as per section 3127.

Guidelines for Developing the Title III Program Narrative and for Describing the Program's Scientific Research Basis

Section 3115 of Title III of NCLB states that the instructional and professional development components of Title III programs must be grounded in scientifically-based research related to the education of LEP students. Scientifically-based research is defined in Section 9101(35) of the Act.

Section 9101(35) favors the citing of research studies that employ experimental or quasi-experimental research designs as a basis for a Title III program's instructional and professional development activities. As a practical matter, districts may have to refer to other types of quantitative and qualitative research studies that address the education of LEP students. In submitting their applications for Title III funding to the State Department of Education, school districts must: 1) describe the instructional program/model; 2) classroom strategies/practices; and 3) professional development components and activities of their Title III program.

The following guidelines will assist you in completing the Title III program narrative and description of the program's scientific research basis.

Instructional component:

1. **Program/model structure description.** Describe the **structure** of your Title III instructional program. Include such structural features as: the language(s) of instruction; the types of teachers employed; the type(s) of English as a second language (ESL) instruction provided (e.g., pull-out, inclusion, separate classes, etc.); the type(s) of instruction provided for the various content areas (e.g., "sheltered" content instruction, self-contained, integrated or departmentalized classes, etc.); how the LEP students are grouped or organized for instruction and integrated with other students; how the instructional elements of the program are sequenced and why; and any other features you feel are important.
2. **Description of instructional classroom strategies/practices.** Name and describe the major strategies and practices that program teachers employ during **ESL instruction** (listening, speaking, reading and writing) and during **content area instruction** (mathematics, science, social studies, language arts and reading, etc.). Focus on the **practices, strategies, methods and approaches** that teachers use to facilitate the English language acquisition and content learning of the LEP students. These may include such strategies as total physical response, content-based ESL,

academic language instruction in the content classroom, providing students with learning strategies, cooperative learning, use of contextual clues for meaning, etc.

Professional development program and plan:

Section 3115 of Title III of NCLB requires that professional development: 1) be provided for all personnel involved in the education of the LEP students including teachers (bilingual, ESL, mainstream, etc.), principals, administrators and others; 2) increase the staff's subject matter knowledge, instructional skills and understanding of assessment measures; and 3) be comprehensive and long-term.

1. **Description of professional development program and plan.** Describe the professional development program and its activities. Indicate which staff will be trained, the areas in which training will take place, the training activities that will occur over the year and how the program and plan are comprehensive and long-term. Include the types of training activities that will occur (coaching, demonstrating, workshops, conferences, self-analysis, teacher directed planning/sharing/development sessions, etc.) and their characteristics (school-based, long-term, role-focused, teacher guided, interactive, etc.).
2. **Research basis.** Cite specific research studies that support the structure of the program described, the strategies and approaches described, and the types of training activities that will be implemented and the characteristics that underlie them. For each study cited, indicate the name of the research study, the author(s), the date and the publisher. Also, provide specific statements, information and data from the studies cited that support the various facets of the program structure that you have designed and will implement for your LEP students, the instructional strategies used by staff in providing ESL, content area instruction, professional development plan, types of activities that will be implemented and their major characteristics.

Guidelines on the Statutory Flexibility School Districts Have for Developing and Implementing Title III Instructional Programs for LEP Students.

As per section 3113(b)(6) of Title III of NCLB, the following guidelines describe the flexibility that school districts have in designing Title III instructional programs. While school districts have wide discretion in designing their Title III programs, they must predicate them on scientifically-based research on the teaching of LEP children. The research must demonstrate that the program curriculum and instructional practice selected by the district are effective for educating LEP students and the district must implement the program in a manner that is most beneficial to the students.

NCLB outlines three activity areas that are required for programs under Title III: 1) development of students' English proficiency; 2) achievement in the core academic subjects; and 3) professional development that is long term and comprehensive. Beyond the requirement that such curricula and activities be based on scientific research related to the teaching of LEP students, NCLB provides maximal flexibility in designing and implementing Title III educational programs. NCLB specifies the following:

School districts are required to select one or more methods or forms of instruction to be used for the program and its activities to assist LEP students in acquiring English proficiency and in meeting state content and academic standards (section 3115);

1. Title III instructional programs may make instructional use of both English and a child's native language for instructional purposes (section 3301);
2. school districts may include the participation of English proficient students in Title III instructional programs if these are designed to enable all participating children to become proficient in English and in a second language (section 3301); this, in effect, permits the implementation of two-way bilingual or dual language immersion programs under Title III;
3. school districts may also serve LEP students and other students with similar educational needs in the same educational settings, where appropriate (section 3125);
4. school districts may not be required "to establish, continue, or eliminate any particular type of instructional program for LEP children" (section 3125);
5. school districts may not be required to limit the preservation or use of Native American languages;
6. programs under Title III "may include programs of instruction, teacher training, curriculum development, evaluation and assessment designed for Native American children learning and studying Native American languages...except that an outcome of programs serving such children shall be increased English proficiency among such children" (section 3128);
7. the Secretary of education "shall neither mandate nor preclude the use of a particular curricular or pedagogical approach to educating limited English proficient children" (section 3129);

8. nothing in the No Child Left Behind Act specifies any time limit for the provision of program services; rather, the Act stresses that program students must attain English proficiency, high levels of academic attainment in English and the same challenging state academic content and student academic achievement standards as all children are expected to meet (section 3102);
9. Title III requirements for professional development activities are that they must be: 1) designed to improve student instruction and assessment, increase teacher knowledge/skills in curriculum, assessment measures and instructional strategies; 2) based on scientific research; and 3) long term, comprehensive and of lasting impact (section 3115);
10. beyond these, school districts are free to use whatever combination of professional development practices are deemed effective, such as: program-related, role-focused and teacher-guided workshop series; workshop follow-up; coaching and lesson demonstration; long-term individual and group professional development plans; and teacher study groups.