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| ***New Mexico Public Education Department******Title III Immigrant Funding Application*****neweagle****2014-2015****Deadline: July 26, 2014** **SY 2014-2015** |
| **PROJECT OVERVIEW** |
| **General Information** |
| Immigrant funds are awarded based upon a significant increase in immigrant student population rather than through a formula. Eligible entities are those LEAs with a significant increase in their immigrant student population, based on the average of the past 3 years. |
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| **Program Activities:** |
| **Provide approved enhanced instructional opportunities for immigrants, which may include**: |
| * Family literacy services, parent outreach, and training to assist parents in becoming active participants in the education of their children;
 |
| * Support for personnel, including teacher aides, to provide services to immigrants;
 |
| * provision of tutorials, mentoring and academic or career counseling for immigrants;
 |
| * Acquisition/identification of curricular materials, educational software and technologies to be used in the program carried out with Title III funds;
 |
| * Basic instruction services directly attributable to the presence of immigrants (e.g., additional classroom supplies, transportation);
 |
| * Other instruction services designed to assist immigrants to achieve in U.S. schools (e.g., programs of introduction to educational system and civics);
 |
| * Activities coordinated with community-based organizations, institutions of higher education, private-sector entities; and
 |
| * Or other entities with expertise in working with immigrants, to assist parents of immigrants by offering

comprehensive community services. |
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| **Available funds: $ 150,000.00** for the State to distribute **among** selected proposals.  |
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| **DEFINITIONS** |
| **Immigrant children and youth:**  “means individuals who:  |
| 1. Are aged 3 to 21;
 |
| 1. Were not born in any State; and
 |
| 1. Have not been attending one or more schools in any one or more States for more than 3 full academic years.”
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| **SY 2014-2015 Significant increase:** The increase will be defined based on the enrollment data and LEA submitted numbers for the last three years (SY 2011-2012, SY 2012-2013 and SY 2013-2014) with a growth in the number of students of 5 or more. Eligible districts must:1. Have 50 more immigrant students (defined above) as identified in STARS; AND
2. Have experienced an increase in the number of immigrant students of at least 5 (five) more students (when comparing SY2013-2014 numbers to the average of SY 2011-12 and SY 2012-2013.
 |
| **Accessing the Application:**  |
| *The SY14-15 Title III - Immigrant Funding Application is available via email and sent directly to eligible districts only. BMEB will provide technical assistance and guidance in the development of applications for eligible districts.*  |
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| **REQUIRED SECTIONS TO COMPLETE** |
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| **PART I.**  |
| **A. District Responsibilities- Assurances** |
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| **B. Application Signature Sheet** |
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| **C. Previous history of Grant Implementation**  |
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| **PART II- Significant Increase** |
| **PART III- Program Quality** |
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| **PART IV- Program Activities and Funding****A. Activities and Budget** |
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| **B. Budget Breakout**  |

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| **PART I**  |
| **PART I****A. DISTRICT RESPONSIBILITIES (ASSURANCES)** |
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| **INSTRUCTIONS** |
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| **STEP 1:** Carefully read the Assurances below. They include the General Assurances for Federal Applications and the supplementary Assurances for Title I and Title III. (The requirements for Title I and Title III overlap in several areas.) |
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| **STEP 2:** District Signature Page. The District Superintendent**, District** Business Manager and Program Director must sign and date this page. |
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| **THE LEA SHALL:** |
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| 1. Afford a reasonable opportunity for public comment on the application and has considered such comment.
2. Consult with the appropriate representatives from eligible private nonprofit schools and charter schools to ensure equitable participation of children, teachers and other educational personnel in these programs.
3. Administer each program covered under this application in accordance with all applicable statutes, regulations and requirements including the Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 76, 77, 79, 80, 81, and 85.
4. Use funds resulting from approval of this application to supplement existing programs and activities and that in no case will these funds be used to supplant local programs and activities already in place.
5. Cooperate in carrying out any evaluation of the programs conducted by or for the state education agency, the Secretary of the U.S. Department of Education or other Federal officials.
6. Use such fiscal control and fund accounting procedures as will ensure proper reimbursement of, and accounting for, federal funds paid to such applicant under the applicable programs. Reimbursement policies apply and should be submitted monthly.
7. Report to the state education agency and the Secretary of the U.S. Department of Education as may be necessary to enable such agency and the Secretary to perform their duties under the programs.
8. Maintain records, provide such information, and afford access to the records as the state education agency or the Secretary of U.S. Department of Education may find necessary to carry out their duties.
9. Repay to the state education agency with non-federal funds or from federal funds for which no accountability is required to the federal government, any amounts which the U.S. Department of Education orders the state education agency to repay because of the applicant’s failure to comply with applicable statutes, regulations and requirements.
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| **SUPPLEMENTARY ASSURANCE FOR GENERAL EDUCATION PROVISIONS ACT (GEPA)** |
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| 1. The LEA will develop and describe the steps the LEA proposes to take to ensure equitable access to, and equitable participation in the project or activity to be conducted with assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers based on gender, race, color, national origin, disability, and age.
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| **SUPPLEMENTARY ASSURANCE FOR SCHOOL PRAYER** |  |
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| 1. The LEA certifies that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer as set forth in Federal Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools.
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| **SUPPLEMENTARY ASSURANCES FOR TITLE I PART A** |
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| 1. Eligible schools and parents will be informed of school-wide project authority.
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| 1. Technical assistance and support will be provided to school-wide projects and schools in need of improvement.
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| 1. The LEA will work in consultation with schools to develop and assist in the implementation of applications to ensure that each school will make adequate yearly progress toward meeting state content and student performance standards.
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| 1. School improvement responsibilities will be fulfilled, including taking corrective actions.
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| 1. The LEA will consider model programs and relevant research indicating that services may be most effective in the earliest grades.
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|  6. The programs and projects described in the Application for Funds are conducted in attendance areas in the local education agency in rank order on the basis of the total number of children from low-income families in each area or school, using the same measure of poverty with respect to all school attendance areas in the LEA. |
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| 7 The programs and projects described in the Application for Funds include: |
| 1. Programs, activities and procedures for the involvement of parents, which are planned and implemented with meaningful consultation with parents of participating children, and
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| 1. A written parent involvement policy developed jointly with, agreed upon, and distributed to parents of participating children.
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| * 1. If a LEA uses Title I funds to employ instructional assistants, the applicant will ensure that such assistants:
 |
| 1. Possess the knowledge and skills sufficient to assist participating children in meeting the educational goals of Title I;
 |
| 1. Meet the requirements listed in section 1119 of Title I;
 |
| 1. Are under the direct supervision of a teacher who has primary responsibility for providing instructional services to eligible children.
 |
| * 1. The local education agency will use state and local funds to provide services in project areas, including school-wide projects, which, collectively taken, are at least comparable to services provided in areas which are not receiving funds under Title I. Where all attendance is in project areas, the LEAs will use State and local funds to provide services that are subsequently comparable in each project area. The LEA further assures that it has:
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| 1. Established a district-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, auxiliary personnel; and
 |
| 1. Established and implemented other measures for determining competence.
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| **SUPPLEMENTARY ASSURANCES FOR TITLE III PART A** |
| All district and school personnel (superintendent, principals, teachers, bilingual directors, finance officers and support staff) shall be knowledgeable of the requirements below to comply with the No Child Left Behind Act of 2001 and the 1964 Civil Rights Act. LEAs Shall: |
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| 1. Develop and implement a plan which will not be in violation of any state or federal laws regarding the education of English Language Learners (ELL) or Limited English Proficient (LEP) children (Sec. 3126).
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| * 1. Be required to use funds to build capacity to continue to provide high-quality language instruction educational programs for ELL/LEP students once the sub-grant is no longer available [Sec. 3113 (b) (3) (G)].
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| * 1. Include in its plan a certification that all teachers in a Title III language instruction Educational program for ELL/LEP children are fluent in English and any other language used for instruction [Sec. 3116 (c)].
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| * 1. Ensure that students enrolled in this program participate in the New Mexico Standards-Based Assessment (SBA) Program. In those grades that students do not participate in the SBA, the public school district shall develop and implement an assessment and evaluation program. [Sec. 3113 (b) (3) (C)].
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| * 1. Assess immigrant students identified as English Language Learners (ELL) on an annual basis with a state approved assessment until proficiency in English is achieved. ELL students not participating in the program must also be assessed for English Language Proficiency and be served to meet their linguistic needs [Sec. 3113(b) (3) (D)].
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| 1. Notify parents of a child's placement in a language instruction program not later than 30 days after the beginning of the school year, or for later enrollment, within two weeks of the student's placement. The notification must be provided in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand. The parent notification shall include (Sec. 3302):
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| 1. Reasons for student's placement;
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| 1. The child's level of English Language proficiency, how such level was assessed, and the status of the child's academic achievement;
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| 1. Description of the range of program models available;
 |
| 1. Description of how the program will meet the linguistic and academic needs of the child;
 |
| 1. Specific exit requirements for the program;
 |  |
| 1. Description of how the program meets the objectives of the Individualized Education Program of a child with a disability; and
 |
|
| 1. Parents' options to decline to enroll their child in the program or to choose another program, if available.
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| * 1. Use funds to pay for activities [Sec. 3114] (d.) (1) that provide enhanced instructional opportunities for immigrant children and youth, which may include:
 |
| 1. Family literacy services, parent outreach, and training to assist parents in becoming active participants in the education of their children;
2. Support for personnel, including teacher aides, to provide services to immigrants;
3. provision of tutorials, mentoring and academic or career counseling for immigrants;
4. Acquisition/identification of curricular materials, educational software and technologies to be used in the program carried out with Title III funds;
5. Basic instruction services directly attributable to the presence of immigrants (e.g., additional classroom supplies, transportation);
6. Other instruction services designed to assist immigrants to achieve in U.S. schools (e.g., programs of introduction to educational system and civics);
7. Activities coordinated with community-based organizations, institutions of higher education, private-sector entities; and
8. Or other entities with expertise in working with immigrants, to assist parents of immigrants by offering

 comprehensive community services. |
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| 10. Evaluate the LEA's program to determine effectiveness and accomplishment of goals.  |
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| **SUPPLEMENTARY ASSURANCES FOR TITLE III PART A** |
| Immigrant programs are required to use funding under section 3114 (d) (1) to pay for activities that provide enhanced instructional opportunities for immigrant children and youth for one or more activities listed as Project Activities. |
| **END OF TITLE III APPLICATION – I-A. ASSURANCES** |

**PART I**

**B. APPLICATION SIGNATURE SHEET**

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| 1. DISTRICT: Gadsden Independent School District | Project Code: 24163 |
| 2. Superintendent: Efren Yturralde |
| Signature: | Date: |
| 1. Program Director: Susan Yturralde
 | 3a. Telephone #:575-882-6267  |
| 3b. FAX #: 575-882-6207 |
| Signature: | Date: |
| 4. Business Manager: Steve Suggs  | 4a. Telephone #:575-882-6241  |
|  | 4b. FAX #:575-882-6228 |
| Signature: | Date: |
| The authorized representative of the above-named applicant certifies to the New Mexico Public Education Department that the information in this application package is accurate and complete and certifies compliance with the assurances in the application. The local school board of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this application as recorded in the minutes of the local Board of Education meeting. |
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| **Date of Board Meeting: July 24, 2014** |
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| **For Bilingual Multicultural Education Bureau Use Only** |
| **BMEB Reviewer:**  |
| **Approved\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Disapproved\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |
|  |
| **Signature (Authorized BMEB Official)** |

4. Submit the signed original and electronic copy of your application by July 26, 2014

Icela Pelayo, Ph.D., State Director

Bilingual/Multicultural Education Bureau

NM Public Education Department

Jerry Apodaca Education Building

300 Don Gaspar Ave, Room 303

Santa Fe, NM 87501-2786

Email: icela.pelayo@state.nm.us

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| **PART I C - PREVIOUS HISTORY** |
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| **1.** Has the district received Title III Immigrant funding in past years? Yes ( X ) No ( ) If Yes please complete the following:*(This chart may be expanded.)*

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| --- | --- | --- | --- | --- |
| Year | Amount | Proposed Activities | Accomplishments | Comments |
| 2013-14 | $150,000 | Creating a Family Literacy Center andFunding for tutoring Immigrant children after school | Both tasks accomplished.  |  |
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|  Has the district maintained the program even if funding was decreased or expired? Yes ( X ) No ( ) |
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| **2.**  Did the district have Carryover Funds from previous years or Title III Immigrant funds? Yes ( X ) No ( )  |
| If Yes, what was the amount of the Carryover? \_\_\_\_\_\_\_\_\_\_\_\_$99,000\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Has all the Carryover from 2009-2010 been expended and cleared? Yes ( ) No ( ) N/A |
| If No, how much of the Carryover funding remains? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|   |
| **3**. Did the district receive a Technical Assistance/Focused Monitoring visit within the past 3 years?  Yes ( X ) No ( ) If Yes, has the Action Plan developed in response to the visit been implemented and evaluated periodically? |
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| **PART II- SIGNIFICANT INCREASE** |
| Please list the number of immigrant students for the years listed below: |
| **Year** | **2011-2012** | **2012-2013** | **2013-2014** |
| **Total District Enrollment** | 13574 | 13602  | 13297  |
| **Total Number of Immigrants** | **330** | **415** | **405** |
| **Students Home Language(s)** |  SpanishEnglishASL |  SpanishEnglishASL | SpanishEnglishASL  |
| **Number Immigrant Increase from Previous Year** | 228  |  85 | -10  |
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| **PART III - PROGRAM QUALITY** |
| **Please feel free to expand this page as needed.** |
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| In awarding the grants to LEAs, the SEA is required to: |
| *Section 3114 (d) (2):*  |
| *“(A) shall equally consider eligible entities that satisfy the requirement of such paragraph*  |
|  *(1),but have no experience in serving immigrant children and youth; and* |
| *“(B) shall consider the quality of each local plan under section 3116 and ensure that each sub-grant is of*  |
|  *sufficient size and scope to meet the purposes of this part.”*  |
|  |
| **1. What are the goals of the program to serve immigrant students and families?** |
| The S.M.A.R.T. goals for immigrant students are the same for all students: for AY 2014-15 SGT in Reading is 65.3% and SGT in Math is 60%.The district has established and will maintain a Family Literacy Center for immigrant students and families in the northern part of the district.  |
| **2.   How will the program goals be aligned to the Educational Plan for Student Success (EPSS)?** |
| The EPSS goals for this project will be outlined in Goal 3: Ready for Success and Goal 6: Effective Options for Success.  |
| **3. What are the program’s strategies/activities to address the academic and linguistic needs of immigrant students?**  |
| The district is aware that 81% of the immigrant students are English Language Learners (ELL). These students need to meet the AMAO goals for ELL students: in AY 2014-15 AMAO I (Making Progress) is 50%, AMAO II (Attaining Proficiency) is 12%, and AMAO III: SGT in Reading is 65.3% and SGT in Math is 60%.Immigrant students who attain a Composite level 5.0 will be reclassified from ELL to FEP status. They will then be monitored for a period of two years for academic success. Currently, the district has 37 immigrant students in FEP monitoring status (10%).In addition, 61% of the immigrant students participate in the district’s bilingual education program. 64% of the students participate in the elementary or secondary Transition program and 36% participate in a 50:50 Dual Language program.  |
| **4. How will the district provide a program on a regular basis if this project is not funded, and will the** **district have the resources and commitment to continue the program when assistance is no longer**  **available?**The district is committed in identifying immigrant students in need of service. Immigrant students who are ELL will receive the same programs that non-immigrant ELL students receive. The Family Literacy Center begun in the SY2013-14 for the northern part of the district will continue for parents of immigrant students to access information about their child’s academic achievement and career readiness, as well as personal improvements in parenting and schooling. In addition, the afterschool tutoring will continue as well. This tutoring was extremely beneficial as the number of students that FEPed this year was significantly higher than compared to other years. |
| **5. If the district received immigrant funds previously, how will the project you are applying for differ** **from previous projects under this program?**  We look to continuing the same projects for the 2014-15 school year, as our start date for these projects began in January 2014. Even though we had a late start, the gains for our immigrant children was significant. |

**IV. PROJECT ACTIVITIES AND FUNDING**

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| --- | --- | --- | --- | --- | --- |
| **Authorized Activities****(Section 3114) (d) (1)** | **Objective(s)** | **Description** | Budget Amount | **Staff Responsible** | **Expected Measurable****Outcomes** |
| Family literacy, parent outreach, and training activities designed to assist parents to participate in the education of their children. | Teach parents computer skillsESL classesPrograms by family outreach extension services from NMSUGED opportunitiesClasses on how to help their children succeed in schoolProvide parents with children’s literature books so they can read with their children at home | Continue the Family Literacy activities by providing workshops, materials for parents to work with their children at home, and possible parent attendance at conferences, transportation, etc. | 10,000 | Executive Director, Curriculum & InstructionDirector of Federal ProgramsDistrict Coordinator for Parental Involvement | Parents will become more involved in the education of their children. Parents would become more comfortable in participating in school activitiesParents will be able to counsel their children in order for them to be successful in school |
| Support for personnel, including teacher aides to provide services to immigrant children and youth. | Parent Liaison position to coordinate activities for parents | This person would continue organize the activities listed above | 25,000 |  | A variety of activities will be coordinated by the parent liaison to promote parental involvement |
| Tutorials, mentoring, and academic or career counseling for immigrant children and youth. | After school tutoring/ for our immigrant students 2-3 days a week/or Saturdays | Continue after school tutoring on the Imagine Learning software.  |  25,000 | Executive Director, Curriculum & InstructionCampus Principals | Immigrant students will acquire the necessary skills in English and Spanish to order to be successful in school. |
| Identification and acquisition of curricular materials, educational software, and technologies. |  |  |  |  |  |
| The provision of basic instruction services that are directly attributable to the present in the school district of immigrant children and youth, including payment of cost of providing additional classroom supplies, cost of transportation, or such other costs as are directly attributable to such additional basic instructional services.  |  |  |  |  |  |
| Such other activities related to the purpose of this grant. |  |  |  |  |  |

NOTE: This page may be duplicated as needed.