



New Mexico Public Education Department Language and Culture Division

Budget Adjustment Request (BAR) Description

This form is to be submitted with each Increase or Transfer BAR.

District:	Gadsden ISD
Program:	Title III
Fund code:	24163
Document ID#	

Justification Narrative

*In addition to providing the Title III Award Letter (or Title III Planning Allocation for initial BARs), please also provide sufficient justification to ensure that funds are being used as allowable under the ESEA, Title III, Sec. 3115. (c) and (d). **Note: Costs must be reasonable, allocable, and allowable.** Failure to submit sufficient descriptions will delay approval of BARs. Please refer to the Considerations listed in the footer below before responding and submitting BAR description.*

1. Explain why the transfer or increase is needed:

We received the final FY19-20 subaward for carryover and/or other additional distribution for funding through Title III English Language Acquisition Immigrant (24163) in the amount of \$4,132.52. A BAR and a copy of this letter should be submitted through OBMS by December 15, 2020.

2. Please give a detailed description regarding what the funds will be used for and for whom. Attach any supporting documentation (vendor quotes, product descriptions etc.).

The Funds will be used to provide GED Classes in Spanish to two different immigrant groups;

- 12th Grade Immigrant Students at 4 high school campuses
- Immigrant Parents from any of the district 24 schools

39% of Gadsden students are considered English Language Learners, some of them were born here and others are considered immigrants. When immigrant students who are coming from Mexico transition into our schools, the EL programs support their transition providing support and an equitable education. There is a small part of this group that faces big challenges in the transition; immigrant students who start their education in the US in their 11th or 12th grade. For these specific population the acquisition of a new language along with the credit requirements of High School represents a huge challenge and not all of them can be successful; some of them drop out of school and decide to join into the workforce to support their struggling families. This small student population needs a different approach. We would use the immigrant funds to provide this group of students the opportunity to take GED classes in Spanish and get a GED certificate. We believe this would be the best way to support them and provide a fair and equitable opportunity for them.

Title III Considerations:

1. What is the instructional program/service provided to all students?
2. What does the LEA do to meet Lau vs. Nichols (1974) requirements?
3. What services is the LEA required by other federal, state, and local laws or regulations to provide?
4. Was the program/service previously provided with state, local, and federal funds?



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The GED class will also be offered to immigrant parents of students whom don't have a high school education. We firmly believe that when we support our parents, it is reflected in our student's education. Getting the GED certificate will help them find better jobs or continue with their own education. We will provide on-line GED classes for parents in the evenings when it's a more convenient time for them and also when they can use their children's chromebooks.

Classes will take place from January 2021 to April 2021. The GED in Spanish program consists of 30 classes, 2 hours each, twice per week. Funds will be used on the materials and books supporting the class and the teacher's fee.

3. Please indicate all school sites where the materials/services will be used.

The classes will be provided on-line to 12th graders from all 4 district high schools and parents that children attend any of the 24 schools at GISD. If we transition to a hybrid model, Gadsden High School (Centralized Location) will be the location used for classes.

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