

# Arlington Public Schools

*"We provide the means to accomplish dreams"*

## Supportive Information Sheet

**Subject: TITLE III GRANT/LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS**

Action

**Page(s):** Eight (8), including cover

**Submitted by:** Diane Kirchner-Scott, Executive Director of Teaching & Learning

**Date:** September 22, 2008

### **Background Information:**

This is the annual application for Title III funds.

### **Administrative Consideration:**

This grant enables our district to purchase curriculum materials and provide training for school staff on strategies to teach students with limited English in all classrooms across the district. The total grant is for \$26,682.

### **Superintendent's Recommendation:**

That the Board approves the Title III Grant for Language Instruction for Limited English Proficient Students for the 2008-09 school year.

**232 Title III LEP (District Package)**

**Fiscal Year:** 08-09

**Milestone:** Final Approval Issued (Printed 9/10/2008)

**District:** Arlington School District

**Organization Code:** 31016

**ESD:** Northwest Educational Service District 189

**Request Substantially Approvable Status (SAS) Option**

**Purpose:** Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the later of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

**Important!** In order to incur any costs associated with this program **as of July 1**, the district must first request (email link below) **Substantially Approvable Status (SAS)**. Next, OSPI will review the request and communicate back to the district an approved or unapproved response.

<b>District Chooses To Request Substantially Approvable Status (SAS):</b>	No
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**Action:** If, **No is selected**, (in drop down menu above), **Mark This Page Not Applicable**

**Action:** If, **Yes is selected**, (in drop down menu above), complete the application pages listed below then press the **Mark Completed** icon.

- 1. Budget
- 2. Assurances
- 3. All Application Pages

**Action:** Email Request To Choose SAS: [Title III Program Office](#)

<b>All Districts Regardless of Option Chosen</b>
<b>DO NOT REQUEST FORM PACKAGE APPROVAL AT THIS TIME!</b> Please wait for final allocation amounts to be uploaded. The amounts will be announced to the field.

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**Assurances and Certification**

The district must provide the following assurances and certifications in its application:

**Check all assurances.**

Compliance with parental notification specified in section 3302 of the statute.

- Annual assessment of English proficiency of LEP students (listening, speaking, reading, and writing with WLPT-II).
- That the proposed plan is founded on scientifically based research on teaching LEP children.
- That the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards.
- That the district is not in violation of any State law, including State constitutional law, regarding the education of LEP children.
- That the district consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with institutions of higher education and education-related community groups and non-profit organizations, in developing the plan (include list of planning team).
- That all teachers in any language instruction educational program that is or will be funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills.

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**Allocation Amount: \$26,846** Preliminary Amount (Planning Purposes Only)

**Wait For Final Amounts Before Requesting Final OSPI Approval**

**Title III Student Counts**

There is a two percent administrative cap for this program.

Eligibility is defined by the State Transitional Bilingual Instructional Program and the Title III guidance for Native Americans. Documentation must support all students counted.

Transitional Bilingual Instructional Program Student Count	150
Native American Student Count (only include students with a qualifying placement score)	
Private School Count (include only participating schools)	
<b>Total Count</b>	<b>150</b>

Yes Total allocation amounts to at least the minimum of \$10,000.

No Apply as a consortium (districts that do not qualify for the minimum \$10,000 allocation).

**Use of Title III Funds**

Describe how the district will use the Title III funds (examples: professional development plan, upgrade

curriculum materials, parents' literacy development, etc.).

- Title III funds will be used to purchase updated materials for for LEP students
- Title III funds will be used to provide professional growth opportunities for bilingual and general education staff members
- Title III funds will be used to provide parent education meetings

#### Accountability

Describe how the District will hold schools accountable for:

- Meeting the annual measurable achievement objectives AMAO 1 - Making progress
  - AMAO 1 - Making progress
  - AMAO 2 – Exiting from the TBIP
  - Making adequate yearly progress (AYP)

The district will hold schools accountable for AMAO for English Language Learners through analysis of AMAO targets 1 (making progress) and 2 (exiting from TBIP) by analyzing and reporting to schools their annual AMAO data for English Language Learners. The data will be used to assist school improvement teams in developing annual goals and for program development.

#### Promoting Parental and Community Participation

Describe the activities that promote active parental and community participation in programs for LEP students scheduled for the 2008-09 school-year.

The process for promoting parental and community participation in programs for LEP students by: • Written and oral communication with parents in their native language. • Opportunities to meet with school staff with an interpreter present at all teacher-parent conferences. • Meetings held for parents of LEP students to explain the state's academic content and student achievement standards and informing them of how they can assist their children in learning English. • Written communication with parents of LEP students to explain the state's academic content and student achievement standards and informing them of how they can assist their children in learning English. • Parent newsletters for student in our Dual-Language classrooms. • Encouraging parents of LEP students to volunteer in schools and their PTA's.

**District Instructional Program** Check all program models that apply.



**Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education):**

Dual language programs (also known as two-way bilingual education and two-way immersion) provide integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

Describe your (Dual Language) program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates a teacher's English and other language fluency in written and oral communication.

Two years ago we began a Dual Language Program model to better serve our Hispanic student population. This program model has expanded to four classrooms - K-3. The research we used to support this intervention model was Effective Practice for Hispanic Students In Washington State, Research Report #5, July 2003. Our goal in the Dual Language Model program is to promote bilingualism and bi-literacy. Approximately 50 students are now served in this program and approximately another 15 will be added to our kindergarten program and another 5-10 to grades 1-3. Students are identified by

parent referral, the WLPT-II, and teacher/principal recommendations. The district evaluates a teacher's English and other language fluency in written and oral communication through transcript review and endorsements, interviews, and observation.

- One-Way Language Program**  
All students participating in this model are from the same primary language and are instructed in their primary language as well as English, each language of instruction is used in separate sections.

Describe your One-Way language program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates a teacher's English and other language fluency in written and oral communication.

- Developmental Bilingual Education (DBE or Late-Exit):**  
Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), is an enrichment program that educates English language learners using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

Describe your DBE (Late-Exit) program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates a teacher's English and other language fluency in written and oral communication.

- Transitional Bilingual Education (Early-Exit or TBE):**  
Transitional bilingual education (TBE) – also known as early-exit bilingual education (Ramirez, 1992) – is the most common form of bilingual education for English language learners in the United States. TBE provides academic instruction in English language learners' primary language as they learn English.

Describe your TBE (Early-Exit) program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates a teacher's English and other language fluency in written and oral communication.

- Sheltered Instruction (SI) (Content-Based ESL):**  
Sheltered instruction (SI) is an approach used widely for teaching language and content to English language learners, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g., science, social studies) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of English language learners, although it may be used in classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of English language learners.

Describe the SI instructional program and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.

- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates a teacher's English and other language fluency in written and oral communication.

Our rationale for selecting this instructional model is to serve level 2 and 3 language acquisition students as they move to English proficiency. Through this model we support the majority of our ELL student through small group and individual instruction in both language acquisition as well as content knowledge using both English and their native language. The research we used to support this intervention model was Effective Practice for Hispanic Students In Washington State, Research Report #5, July 2003. Students are identified for Sheltered Instruction-Content-Based ESL instruction through WLPT-II placement tests. The district evaluates a teacher's English and other language fluency in written and oral communication through transcript review and endorsements, interviews, and observation.



**Newcomer Program:**

The goals of newcomer programs are to help students acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the U.S. school system. Some programs have additional goals, such as developing students' primary language skills and preparing students for their new communities.

Describe the Newcomers instructional program and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates a teacher's English and other language fluency in written and oral communication.

Our rationale for selecting this instructional model is to address the needs of recent immigrant students, or those students with very limited English Language Proficiency. Newcomer programs are supported in the research by the Center for Research on Education, Diversity and Excellence (CREDE) - Practitioner Paper #3, September 2001. Students supported through this model are identified by parents, school counselors and principals. Our Newcomer Program is implemented through an evaluation of the student's needs and creating a student-centered program based on those needs. Our program focuses on creating a welcoming environment for immigrant students and their families as well as focusing on the acquisition of core academic skills so students can access mainstream classes. Typically our ESL teacher will block out one to two hours per day to spend with a "newcomer" until the student is able to gradually transition to less and less support. The district evaluates a teacher's English and other language fluency in written and oral communication through transcript review and endorsements, interviews, and observation.

**Professional Development Plan**

Describe your professional development plan and how it will provide for teachers, administrators, and others involved in language instruction educational programs to:

- a. Improve the instruction and assessment of LEP students and
- b. Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to LEP children.

**Note:** Professional development plan must be:

- Research based and specific to the instructional need of ELL;
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

Exclude activities such as one-day or short-term workshops and conferences unless the activity is a component of an established comprehensive professional development program for teachers.

The district's professional development plan builds the capacity of educators to deliver instruction, including the use of curriculum materials, instructional strategies, assessment measures and second-language acquisition strategies. These professional development activities include: • 3 hours per month of professional development (27 hours from September – May) will be offered through the

district's Staff Development Offerings in Meeting the Needs of English Language Learners using Washington State's English Language Development Standards. Target audience is K-12 classified and certificated staff. • Yearly WLPT training • Opportunities for classroom teachers and ELL staff members to attend regional professional development will be researched, provided they enhance our long term staff development plan.

If funding a district professional development position, provide a description of the trainer's qualification and experience.

The district's trainer is a certificated teacher with a TESOL/ESL endorsement who has taught ESL since 2006. She has completed SIOP training this year.

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#### **Coordination**

Describe how the district coordinates Title III with other Titled and State programs.

Inherent in our service model is coordination of student services among Title III, Transitional Bilingual, Title I, LAP and Special Education to best meet the needs of each individual student.

#### **Child's Participation**

Describe the process the district uses to inform parents of their child's participation in a language instruction educational program (examples: phone communication, PAC meetings, printed notices, etc.).

#### **Include each of the following:**

- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students.
- The child's level of English proficiency, assessment used and the status of academic achievement.
- The method of instruction, including a description of other alternative programs.
- How the program will meet the educational strengths and needs of the child.
- How the program will help the child learn English and meet academic achievement standards.
- The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school.
- How the program will meet the objectives of an individualized education program for a child with a disability.
- Parents' rights, include written guidance that explains a parent's right to remove their child from a language instruction program upon request, describes the parent's options to decline program services or to choose another program or method of instruction, if available, and to assist parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Our process to inform parents of their child's participation in a language instruction educational program occurs through: • Home Language Survey at registration • Informing parents in writing of the needs to further assess language proficiency for services • Acquiring written parent approval for further assessment of language proficiency • Informing parents in writing of assessment results and permission to provide services • Home visits • Parent newsletters and parent meetings for students in Dual-Language Model classrooms.

**Budget** Expenditures should reflect how funds will support proposed activities.

**Title III** allowable activities: professional development, material acquisition, extended day/year instruction, parental involvement, technology, and FTE for an in-house professional development trainer.

Title III section 3115, requires that available funds be used "to supplement the level of Federal, State, and local public funds and in no case to supplant such Federal, State, and local public funds". In this section, "supplement" means "an addition" and "supplant" means "to take the place of".

Budget	Title III Funds	STBIP Funds	Other State/Fed. Funds	Total
Salaries *(extended day and extended year or professional development trainer)		\$126,156	\$306,195	\$432,351
Professional Development	\$7,500		\$1,000	\$8,500
Curriculum Development/Acquisition	\$12,500		\$5,000	\$17,500
Materials Acquisition	\$3,459			\$3,459
Parental Involvement/Literacy	\$600			\$600
Assessment	\$600			\$600
Salaries for Substitute Teachers	\$1,500			\$1,500
Tuition				\$0
Stipends for Teacher Training				\$0
Other (please describe in text block below)	\$523	\$9,500		\$10,023
<b>Totals</b>	<b>\$26,682</b>	<b>\$135,656</b>	<b>\$312,195</b>	<b>\$474,533</b>

\*Cannot replace other funding sources.

**Describe Other:** Indirects