

New Mexico
Public Education Department

**TITLE III EMERGENCY
IMMIGRANT
FUNDING APPLICATION**

GADSDEN SCHOOLS



2013-2014

2013-2014 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. Section 3114 of the Elementary and Secondary Act (ESEA) as amended requires the State Education Agency SEA to award subgrants under section 3114 (d) (1) to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage and number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities.

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);
- Identification and acquisition of curricular materials, educational software, and technologies;
- 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.

Available funds: Estimated \$200,000.00 for the State to distribute among selected proposals.

DEFINITION

Immigrant children and youth: “means individuals who:

1. Are aged 3 to 21;
2. Were not born in any State; and
3. Have not been attending one or more schools in any one or more States for more than 3 full academic years.”

Note: Section 3301 (14) of the ESEA defines State as each of the 50 states, the District of Columbia and the Commonwealth of Puerto Rico.

Significant increase: The increase will be defined based on the enrollment data and LEA submitted numbers for the last three years. Growth will be calculated taking the average percentage of growth for three years (2010-2011, 2011-2012) with the percentage of growth in 2012-2013. This growth will determine eligibility for the school year 2013-2014.

REQUIRED SECTIONS TO COMPLETE

PART I.

- A. District Responsibilities- Assurances**
- B. Application Signature Sheet**
- C. Previous history of Grant Implementation**

PART II

- A. Significant Increase**

PART III

- A. Program Quality**

PART IV

- A. Activities and Budget**
- B. Budget Breakout**

PART I (10 Points)

A. DISTRICT RESPONSIBILITIES (ASSURANCES)

INSTRUCTIONS

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.

STEP 2: District Signature Page. The District Superintendent, District Business Manager and Program Director must sign and date this page.

THE LEA SHALL:

- Afford a reasonable opportunity for public comment on the application and has considered such comment.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Repay to the State Education Agency (SEA) 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.

SUPPLEMENTARY ASSURANCE FOR GENERAL EDUCATION PROVISIONS ACT (GEPA)

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.

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:

- 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).
- 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)].
- 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)].
- 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)].
- 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)].
- 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):
 - Reasons for student's placement;
 - The child's level of English Language proficiency, how such level was assessed, and the status of the child's academic achievement;
 - Description of the range of program models available;
 - Description of how the program will meet the linguistic and academic needs of the child;
 - Specific exit requirements for the program;
 - Description of how the program meets the objectives of the Individualized Education Program of a child with a disability; and
 - Parents' options to decline to enroll their child in the program or to choose another program, if available.
 - Use funds to pay for activities [Sec. 3114] (d.) (1) that provide enhanced instructional opportunities for immigrant children and youth, 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
 - Or other entities with expertise in working with immigrants, to assist parents of immigrants by offering comprehensive community services.
 - Evaluate the LEA's program to determine effectiveness and accomplishment of goals.

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.

B. APPLICATION SIGNATURE SHEET

DISTRICT:	
Superintendent: Efren Yturalde	Email: eyturalde@gisd.k12.nm.us Telephone #: 575-882-6200
Signature:	Date:
Business Manager: Steve Suggs	Email: ssuggs@gisd.k12.nm.us Telephone #: 575-882-6200
Signature:	Date:
Bilingual Director: Susan Yturalde	Email: sytturalde@gisd.k12.nm.us Telephone #: 575-882-6267
Signature:	Date:

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

SCHOOL BOARD MEETING

DATE: June 13, 2013

Applications will be reviewed in the order that they are submitted. We encourage you to submit your plan as soon as possible, but no later than **June 14, 2013**.

Submit the signed original application to:

Marilyn Newton-Wright
Bilingual Multicultural Education Bureau, Rm 303
NM Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501-2786
Email: marilyn.newton@state.nm.us

PART I C - PREVIOUS HISTORY

1. Has the district received Title III Immigrant funding in past years? Yes () No (X)
 If Yes, please complete the following:

(This chart may be expanded.)

Year	Amount	Proposed Activities	Accomplishments	Comments

Has the district maintained the program even if funding was decreased or expired? Yes (N/A) No ()

2. Did the district have Carryover Funds from previous years or Title III Immigrant funds? Yes () No (X)
 If Yes, what was the amount of the Carryover? _____
 Has all the Carryover from 2012-2013 been expended and cleared? Yes (N/A) No ()
 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 () No (X)

If Yes, has the Action Plan developed in response to the visit been implemented and evaluated periodically?

PART II- SIGNIFICANT INCREASE- (20 Points)

Please list the number and average of immigrant students for the years listed below:

Year	2010-2011	2011-2012	Average of 2 years	2012-2013	Increase Yes/No
Total District Enrollment	13731	13574	13653	13602	No
Total Number of Immigrants & Percentage	2	330	166	415 83%	Yes
Students Home Language(s)	Spanish English ASL	Spanish English ASL		Spanish English ASL	

If there has not been a significant increase in population of immigrant children, please provide a rationale for requested funding. (Based on the rationale and need of the program, a waiver may be granted.)

PART III - PROGRAM QUALITY (30 Points)

Please feel free to expand this page as needed.

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 2013-14 SGT in Reading is 61% and SGT in Math is 55%.

The district would like to establish 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 82% of the immigrant students are English Language Learners (ELL). These students need to meet the AMAO goals for ELL students: in AY 2013-14 AMAO I (Making Progress) is 49%, AMAO II (Attaining Proficiency) is 10%, and AMAO III: SGT in Reading is 61% and SGT in Math is 55%.

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.

In addition, 63% of the immigrant students participate in the district’s bilingual education program. 65% of the students participate in the elementary or secondary Transition program and 35% 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 proposed for the northern part of the district will be initiated in fall 2013 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.

5. If the district received immigrant funds previously, how will the project you are applying for differ from previous projects under this program?

NA



IV. PROJECT ACTIVITIES AND FUNDING (40 POINTS)

Authorized Activities (Section 3114) (d) (1)	Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/ Participants	Budget Amount
Family literacy, parent outreach, and training activities designed to assist parents to participate in the education of their children.	Create a Family Literacy Center: Teach parents computer skills ESL classes Programs by family outreach extension services from NMSU GED opportunities Classes on how to help their children succeed in school Provide parents with children's literature books so they can read with their children at home	2013-14 SY	Executive Director of Curriculum/Instructional Support Director of Federal Programs	\$100,000
Support for personnel, including teacher aides to provide services to immigrant children and youth.	Instructional aide position to coordinate activities for parents	2013-14 SY	Executive Director of Curriculum/Instructional Support Director of Federal Programs	\$20,000
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	2013-14 SY	Campus Principals and Teachers	\$10,000
Identification and acquisition of curricular materials, educational software, and technologies.	ELL immigrant students will have access to a site license for Imagine Learning, a computer assisted program for English language development and proficiency. The software is web-based, so these students and parents can have access from home. The Parent component with this software is excellent	2013-2014	Campus Principals and Teachers Family Literacy Center Coordinator	-0-
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.	Children's books, supplies for the various activities that will take place in the Family Literacy Center	2013-14 SY	Executive Director of Curriculum/Instructional Support Director of Federal Programs	\$20,000
Such other activities related to the purpose of this grant.				
BUDGET TOTAL				\$150,00.00

NOTE: This page may be duplicated as needed.