



New Hampshire

Department of Education

Title III—Language Instruction for English Learners and Immigrant Students

Application 2020-2021

What is Title III?

Title III, of the [Every Student Succeeds Act](#) (ESSA), is a supplemental federal program which supports State Educational Agencies (SEA) and Local Educational Agencies (LEA) in meeting the academic language needs of English Learners. In New Hampshire public schools, English Learners are defined as multilingual students who use English as a second or other language (ESOL) and who have yet to attain grade-level proficiency. For more information on the identification, placement and exit of English Learners (ELs) in New Hampshire, please visit the NH DOE's ESOL program page: [ESOL K-12 English for Speakers of Other Language](#) .

For further details see:

- The United States Department of Education Non-Regulatory Guidance: [Title III of the ESSA](#), and
- The identification and placement assessments for [NH Public School Guidance-WIDA Consortium](#).

Is your LEA eligible?

All LEAs with English Learners are eligible to apply. However, before applying, please ensure your LEA has submitted an updated Local Compliance Plan (also, known as Lau Plan) which details your program for English Learners. If you have any questions regarding Local Compliance Plans, you may direct these to Wendy Perron, State EL Consultant at Wendy.Perron@doe.nh.gov.

In addition federal information about developing programs for English Language Learners may be found at the following link: <https://www2.ed.gov/about/offices/list/ocr/ell/developing.html>.

How many English Language Learners are in your LEA?

Title III grant allocations are based on the number of English Learners in your LEA.

If an LEA or charter school qualifies for a \$10,000 allocation, it may apply as a single entity.

If an LEA or charter school does not qualify for a \$10,000 allocation, it may apply as a member district within a Title III Consortium.

- The 2020-2021 Preliminary Allocations will be posted on the NH DOE's [Title III webpage](#).
- For guidance on joining or creating a Title III Consortium, please contact Aaron.Hughes@doe.nh.gov.

New Hampshire Department of Education

Title III Application 2020-2021

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1. **Initial Application Sections:** (Sections A-D should be submitted by email by **7/31/20***)
 - A. LEA Contact Information
 - B. Certification and Assurances for Title III Consortia
 - C. ESOL Coordinator Contact
 - D. Private School Participation
2. **Budget Narrative and Summary:** Proposal for AY 2021 (uploaded by **9/30/20**)
 - i. May be submitted along with Sections A-D
 - ii. Must be uploaded to NH DOE Grants Management System
3. **Planning Resources**

*This is a priority deadline and may be adjusted by the NH DOE. Applications will continue to be received until the Sept 30, 2020, or upon request from a Local Education Agency at a mutually acceptable deadline.

Section A: Contact Information (for Fiscal Agent)

Instructions: input the contact information for your program staff. If you have Title III grants open from previous years, ensure the correct contact information appears in the NHDOE Grants Management System (GMS) for those grants as well.

Please complete the table below.

Name of LEA (fiscal agent)	SAU#
Mailing Address:	
Superintendent or Authorized Representative:	Phone:
Email:	Fax:
Title III Project Manager:	Phone:
Email:	Fax:
Title III Fiscal Manager:	Phone:
Email:	Fax:

Section B: Certification and Assurances (Required only for applicants applying as a consortium)

Instructions: provide the following authorization to enter into a Title III Consortium. Identify the Fiscal Agent and acknowledge the terms of participation.

Please review the statement below and complete the table, adding additional lines as necessary. It is highly recommended that LEAs/Charters entering a consortium establish a Memorandum of Understanding (MOU).

Title III Cooperative Agreement Statement

Each of the LEAs participating in the consortium assures that it will: (1) abide by all statutory and regulatory requirements of ESEA, Title III, and Uniform Grant Guidance 2) agree to work together for the purposes of serving English Learners, as delineated in the law, for the period of the consortium agreement. We, the undersigned, understand that the lead LEA will serve as the fiscal agent for the Title III funds. Add additional lines as necessary.

Name of LEA Consortium Member District	Name of Superintendent or Authorized Representative (include Title)	Signature and Date
Lead LEA (Fiscal Agent)		
Member LEA		
Member LEA		
Member LEA		
Member LEA		
Member LEA		
Member LEA		

Section C: ESOL Coordinator (for all applicants)

Instructions: provide the following information about the district’s ESOL Coordinator in each for the consortium’s member LEAs/districts. The ESOL Coordinator is responsible for providing English Learner data to the State; organizing [ACCESS for ELLs® 2.0](#) test administration; and communicating Title III SEA announcements and guidance to all ESOL staff in the district.

Please complete the table below adding additional lines as necessary.

LEA name	ESOL Coordinator	Phone #	Email Address

Section D: Equitable Participation by Non-Public (for all applicants)

Instructions: After reviewing the NHDOE’s list of [private schools](#), please locate the non-profit schools in your jurisdiction for consultation. After the initial consultation is completed, the LEA determines the number of eligible students participating and complete the table below.

Please list all of the non-profit private schools in your jurisdiction. If no students are eligible, write zero. If you do not have non-profit private schools within your jurisdiction, please write “not applicable”.

Name of Private School	Number of Eligible English Learners

Budget Narrative and Summary of Proposed Activities AY 2021

Clarification: to allow for continued needs assessment and project planning, over the summer and at the beginning of the academic year, this section may be submitted after Sections A through D. However, the deadline for this section is **September 30, 2020**. A project is not considered complete, nor will it receive a budget and program review, until this section is complete and uploaded to the NHDOE Grants Management System (GMS) along with all applicable attachments.

Instructions: Each LEA must complete the Title III Budget Worksheet. Title III Consortia Members must submit their budget worksheets to the Fiscal Agent of their Title III Consortium at or before the beginning of the academic year for which Title III funds are to be utilized, barring extenuating circumstances.

REQUIRED SUBGRANT CATEGORY #1: Language Instruction Section 3115 (c)(1) District _____

Priority

—To increase the English language proficiency of English Learners by providing effective language instruction educational programs that meet the needs of English Learners and demonstrate success in increasing: (A) English language proficiency, and (B) student academic achievement.

Address activities that you plan to implement regarding enhancing instruction and curriculum.

Allowable Activities	Activity Description & Person Responsible	Timeline	Salaries 100 Series	Benefits 200 series	Contracted Services 300 Series	Conference & Travel 500 Series	Instructional Materials 600 Series	Equipment (supple.) 700 Series	Special Projects 800 Series	Subtotal
1. Upgrade program objectives & effective instructional strategies.										
2. Improve the instruction program for EL children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.										
3. Provide tutorials and academic or vocational education for EL children, and intensify instruction										
4. Develop and implement elementary or secondary school language instruction educational programs that are coordinated with										

Allowable Activities	Activity Description & Person Responsible	Timeline	Salaries 100	Benefits 200	Contracted Services 300	Conference & Travel 500	Instructional Materials 600	Equipment (supplies) 700	Special Projects 800	Subtotal
5. Improve the English proficiency and academic achievement of EL children										
6. Provide for the acquisition or development of educational technology or instructional materials.										
7. Provide for access to, and participation in, electronic networks for materials, training, and communication.										
8. Provide for incorporation of resources to improve English language skills of EL students into curricula and programs.										
9. Additional activity										
<p>Please note that each activity description must include a <u>performance measure</u> and <u>expected outcome</u>. You may use this space for further explanations.</p>										Sub-Total:

REQUIRED SUBGRANT CATEGORY #2: Professional Development Section 3115 (c)(2) District _____

Priority

—To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel,

That is—

- (A) designed to improve the instruction and assessment of English learners;
- (B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
- (C) effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- (D) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

Address activities that you plan to implement regarding enhancing professional learning and development.

Activity Description	Timeline	Participants	\$ Amount & Object Code(s)
Please note that each activity description must include a <u>performance measure</u> and <u>expected outcome</u> .		Sub-Total:	

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NOTE: Professional Development shall not include activities such as one-day or short-term workshops and conferences unless these activities are one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher.

REQUIRED SUBGRANT CATEGORY #3: Parent, Family and Community Engagement Section 3115 (c)(3)(A) District _____
Priority

—To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—

- (A) Shall include parent, family, and community engagement activities; and
- (B) May include strategies that serve to coordinate and align related programs.

Address activities that you plan to implement regarding enhancing parent, family, and community engagement.

Allowable Activities	Activity Description	Timeline	Person(s) Responsible	\$ Amount & Object Code(s)
1. Provide community participation, family literacy services, and parent outreach and training activities to assist parents in helping their children to improve their academic achievement and become active participants in the education of their children.				
2. Other				
Each activity description must include a <u>performance measure</u> and <u>expected outcome</u>			Sub-Total:	

BUDGET DETAIL AND SUMMARY

District _____

ALL applicants (LEAs) complete table on the left:

Consortium Fiscal Agents ONLY complete table on the right:

BUDGET SUMMARY	\$ Amount	COMBINED BUDGET SUMMARY for a Consortium	\$ Amount
Sub-Total – Required Activity #1		Member #1 Name:	
Sub-Total – Required Activity #2		Member #2 Name	
Sub-Total – Required Activity #3		Member #3 Name	
Direct costs (max 2%)		Member #4 Name	
Indirect costs (restricted LEA)		Member #5 Name	
		Member #6 Name	
		Member #7 Name	
Title III Funds Requested		Title III Funds Requested	
TOTAL		GRAND TOTAL	

Planning Resources

- Center for Applied Linguistics (CAL)
<http://www.cal.org/>
- English Language Development Standards: WIDA Professional Learning Workshops
<https://www.wceps.org/widapl#/>
- Every Student Succeeds Act Office Non-Public Education
<https://www2.ed.gov/about/inits/ed/non-public-education/essa.html>
- National Clearinghouse for English Language Acquisition (NCELA)
<https://ncela.ed.gov/>
- National Association of English Learner Program Administrators
<https://www.naelpa.org/>
- NHDOE English for Speakers of Other Languages (ESOL) Program, K-12
<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/esol-k-12-english-for-speakers-of-other-languages>
- Northern New England Teachers of English to Speakers of Other Languages (NNETESOL)
<http://www.nnetesol.org/>
- Office of English Language Acquisition (OELA)
<https://www2.ed.gov/about/offices/list/oela/index.html>
- Teaching English to Speakers of Other Languages (TESOL)
<https://www.tesol.org/>
- Title III Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA)
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>