

**Grant Application:**

**Title III, Part A—Supplemental Supports for English Learners**

**2021-2022 Title III Application**

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| **Section A: Contact Information (for Fiscal Agent)**  **Instructions: input the contact information for your program staff in the fillable PDF below. 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.** |

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| --- | --- |
| 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: |

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| **Section B: Participating LEA Member 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. LEAs/Charters entering a consortium must establish a Memorandum of Understanding (MOU). A sample MOU is available in Appendix A.

**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.

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| **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 |  |  |

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| **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/charters. The ESOL Coordinator is responsible for providing English Learner data to the State via i4see ESOL database; organizing** [**ACCESS for ELLs® 2.0**](https://wida.wisc.edu/memberships/consortium/nh) **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.

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| **LEA name** | **ESOL Coordinator** | **Phone #** | **Email Address** |
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| **Section D: Equitable Participation by Non-Public (for all applicants)**  **Instructions: After reviewing the NHDOE’s list of** [**private schools**](https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-educational-opportunities/nonpublic-school-approval-office)**, 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.** |
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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”.

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| **Name of Private School** | **Number of Eligible English Learners** |
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| **Section E: Budget Narrative and Summary of Proposed Activities AY 2022**  **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-D. However, the deadline for this section is September 30, 2021. 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. Single entity LEAs may complete the worksheet in the GMS system. Title III Consortia Members must complete the worksheet below and submit to the Fiscal Agent of their 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)**

*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.*

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| Required Activity #1—**Language Instruction Educational Program** | | | |
| PRIORITY: | | | |
| ACTIVITIES: | | | |
| LEA: | | | |
| PERFORMANCE MEASUREMENT: |  | | |
| OUTCOME: |  | | |
|  | | | |
| **Function Code** | | **Object Code** | **TITLE III, PART A** |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
|  | | Totals: | **0.00** |

Note: Please add additional rows as needed.

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

*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.*

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| Required Activity #2 –**Professional Development** | | | |
| PRIORITY: | | | |
| ACTIVITIES: | | | |
| LEA: | | | |
| PERFORMANCE MEASUREMENT: |  | | |
| OUTCOME: |  | | |
|  | | | |
| **Function Code** | | **Object Code** | **TITLE III, PART A** |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
|  | | Totals: | **$0.00** |

Note: Please add additional rows as needed.

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

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

1. *Shall include parent, family, and community engagement activities; and*
2. *May include strategies that serve to coordinate and align related programs.*

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| Required Activity #3 –**Family and Community Engagement** | | | |
| PRIORITY: | | | |
| ACTIVITIES: | | | |
| LEA: | | | |
| PERFORMANCE MEASUREMENT: |  | | |
| OUTCOME: |  | | |
|  | | | |
| **Function Code** | | **Object Code** | **TITLE III, PARTA** |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
| Choose an item. | | Choose an item. | 0.00 |
|  | | Totals: | **$0** |

Note: Please add additional rows as needed.



**Grant Application: Planning Resources**

**Title III, Part A—Supplemental Supports for English Learners**

* Center for Applied Linguistics (CAL)

[**http://www.cal.org/**](http://www.cal.org/)

* English Language Development Standards: WIDA Professional Learning Workshops

[**https://www.wceps.org/widapl#/**](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**](https://www2.ed.gov/about/inits/ed/non-public-education/essa.html)

* National Clearinghouse for English Language Acquisition (NCELA)

[**https://ncela.ed.gov/**](https://ncela.ed.gov/)

* National Association of English Learner Program Administrators

[**https://www.naelpa.org/**](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**](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 (NNTESOL)

[**http://www.nnetesol.org/**](http://www.nnetesol.org/)

* Office of English Language Acquisition (OELA) [**https://www2.ed.gov/about/offices/list/oela/index.html**](https://www2.ed.gov/about/offices/list/oela/index.html)
* Teaching English to Speakers of Other Languages (TESOL)

[**https://www.tesol.org/**](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/essatitleiiiguidenglishlearners92016.pdf**

**END**