2015-2016
Non-English Speaking Program (NESP)

Office of English Learning and Migrant Education

2015-2016 NESP Grant Application

- Per pupil allocation: $ 175.86
- Application Due Date: August 28, 2015
- Submission Method: DOE Online
  *email assurances to titleiii@doe.in.gov

NESP Purpose and Expenditures

NESP Program Purpose

The purpose of the Non-English Speaking Program (NESP) is to provide English language development instruction to K-12 limited English proficient (LEP) students in order to increase their English language proficiency and academic achievement. Appropriations are for students who have a primary language other than English and have limited English proficiency.

Federal Requirements

Any school corporation that has LEP student(s) attending their school corporation is federally required to provide English language development services to the student(s), above and beyond the core instruction that all students (LEP and non-LEP) receive. The English language development services these students receive (*including personnel, curriculum, resources, etc*.) must be paid for with **local or state** (NESP) funds only.

“Lau” Requirements:

English language development services that are provided to **LEP students** in order to meet federal requirements. These services are ***in addition to*** the core instruction. **State (NESP) and local funds** are used to meet the Lau Requirements. *Federal funds (ex: Title III) cannot be used to meet this requirement*.

Core Instruction:

Provided to all students.

NESP Allowable Expenditures

The following are examples of allowable expenditures for NESP

- Personnel:
  - Teachers/paraprofessionals that provide the English language development services in order to meet the Lau Requirements
  - Certified staff that administer the WIDA ACCESS for ELLs or placement (W-APT)
  - Substitutes to cover classrooms of teachers that administer the annual or placement exams
  - Translators
  - Parent/School liaisons

- <u>Instructional Materials:</u>
  - English language development textbooks, curriculum, resources, etc.
  - Native language support resources
  - Bilingual dictionaries

- <u>Technology:</u>
  - Computer hardware for English Learners
  - English language development software

- <u>Professional Development:</u>
  - Consultant fees
  - EL professional development books
  - Costs for workshops, conferences, etc.
  - Stipends for teachers for EL professional development
  - WIDA implementation

- <u>Parent Involvement</u>
  - Workshops for parents
  - EL Family Nights
  - EL Parent Resources

Non-allowable Expenditures

While the NESP state grant is used along with your local funds to provide the Lau Requirements to LEP students at your LEA, there are a few items that NESP funds cannot support:

- Salary/fringe of EL Director/Coordinator *(i.e. the administrative costs associated with managing the grant)*: the purpose of NESP funds is for **direct instruction** of LEP students

- Indirect Costs: the NESP state grant does not allow for indirect costs

- Non-LEP students: NESP funds can only be used to support instruction for students that have been identified as LEP

NESP Grant Application

Please view the accompanying attachment in the Learning Connection announcement titled *Directions on How to Access the DOE Online and Apply for the NESP Grant* if you need assistance accessing the DOE Online system

NESP Grant Application Sections

- Part I: Assurances
- Part II: Program Goals
- Part III: Activities
- Part IV: Program Type
- Part V: Budget

Part I: Assurances

- The Assurances page is required to be printed and signed by the Superintendent
- The Assurance page should then be scanned and emailed to the IDOE to titleiii@doe.in.gov
- An LEA's application will not be accepted until the Assurance page has been received

Part II: Program Goals and Performance Indicators (PI)

- There are **three** goal sections
  - Goal 1: Student Performance
  - Goal 2: Professional Development
  - Goal 3: LEP Parent Involvement

- Within each goal, there are several **performance indicators** to choose from. An LEA is required to select **three** performance indicators.

- At least **one** performance indicator must be checked from "**Goal 1: Student Performance**"

Example

At least one goal must be from the Goal 1 category

A second or third goal may be from any combination of Goal 1, 2, or 3

Select 3	Program Goals & Performance Indicators (PI)	Corp. Baseline % from SY 2013-14 Required field	Corp. Target % for 2014-15 Required field
Goal 1:	**Student Performance - LEP students will demonstrate growth in English language acquisition and in academic achievement**		
☐	PI 1.1: % of K-12 Level 4 LEP students (as of Spring 2014 for SY 2013-14) attaining an Overall score of FEP (fluent English proficient) on the English language proficiency assessment in Spring 2015 for SY 2014-15		
☐	PI 1.2: % of K-12 LEP students maintaining or improving their English language proficiency assessment overall/composite score from Spring 2014to Spring 2015		
☐	PI 1.3: % of assessed LEP students achieving a 'pass' or 'pass +' on ISTEP+ mathematics in Spring 2015 will increase from the Spring 2014 results		
☐	PI 1.4: % of assessed LEP students achieving a 'pass' or 'pass +' on ISTEP+ English/ language arts in Spring 2015 will increase from the Spring 2014 results		
☐	PI 1.5: % of assessed LEP students improving their scale score on ISTEP+ mathematics in Spring 2015 will increase from the Spring 2014 results		
☐	PI 1.6: % of assessed LEP students improving their scale score on ISTEP+ English/ language arts in Spring 2015 will increase from the Spring 2014 results		
☐	PI 1.7: % of assessed LEP students improving their performance on locally administered assessment such as NWEA, NAEP, Accelerated Reader, Scholastic reading, or Reading counts		
Goal 2:	**Professional Development - School corporations and charter schools will provide increased opportunities for LEP related professional development to instructional staff**		
☐	PI 2.1: Increase the number of LEP related professional development activities offered during the school year for certified and non-certified staff		
☐	PI 2.2: The % of mainstream teachers participating in LEP related professional development activities will increase		
Goal 3:	**LEP Parent Involvement - School corporations and charter schools will provide additional support to parents of LEP students**		
☐	PI 3.1: Increase the number of LEP parental involvement activities offered during the school year		
☐	PI 3.2: The % of LEP parents attending activities during the school year will increase		

Corporation Baselines and Targets

- Once three goals have been checked, the LEA is required to put in their **target goal** in the "**Corp. Target % for 2015-16**" (last column)

- Note: If you picked the same goal last year, then the "**Corp. Baseline % from SY 2014-15**" will be pre-populated with what your actual outcome was from last year. You may choose different goals from previous years.

- Note: If you did not pick that same goal last year and/or you did not apply for NESP funds last year, the **"Corp. Baseline % from SY 2014-15"** will not be pre-populated. If this is the case, there should be a "0" in that column

- When making targets for the annual ELP assessment results (ACCESS for ELLs), please set your targets in comparison to your baseline from SY 2015-2016.

Example

Select 3	Program Goals & Performance Indicators (PI)	Corp. Baseline % from SY 2014-2015 Required field	Corp. Target % for 2015-2016 Required field
	Goal 1: Student Performance - LEP students will demonstrate growth in English language acquisition and in academic achievement		
	PI 1.1: % of K-12 Level 4 LEP students (as of Spring 2014 for SY 2013-14) attaining an Overall score of FEP (fluent English profi[illegible]ent) on the English language proficiency assessment in Spring 2015 for SY 2014-15		
	PI 1.2: % of K-12 LEP students maintaining or improving their English language proficiency assessment overall/composite score fr[illegible]		
	PI 1.3: % of assessed LEP students achieving a 'pass' or 'pass +' on ISTEP+ mathematics in Spring 2015 will increase from the Sp[illegible]		
	PI 1.4: % of assessed LEP students achieving a 'pass' or 'pass +' on ISTEP+ English/ language arts in Spring 2015 will increase fr[illegible]		
	PI 1.5: % of assessed LEP students improving their scale score on ISTEP+ mathematics in Spring 2015 will increase from the Spri[illegible]		
	PI 1.6: % of assessed LEP students improving their scale score on ISTEP+ English/ language arts in Spring 2015 will increase fro[illegible] the Spring 2014 results		
	PI 1.7: % of assessed LEP students improving their performance on locally administered assessment such as NWEA, NAEP, Accelerated Reader, Scholastic reading, or Reading counts		
	Goal 2: Professional Development - School corporations and charter schools will provide increased opportunities for LEP related professional development to instructional staff		
	PI 2.1: Increase the number of LEP related professional development activities offered during the school year for certified and non-certified staff		
	PI 2.2: The % of mainstream teachers participating in LEP related professional development activities will increase		
	Goal 3: LEP Parent Involvement - School corporations and charter schools will provide additional support to parents of LEP students		
	PI 3.1: Increase the number of LEP parental involvement activities offered during the school year		
	PI 3.2: The % of LEP parents attending activities during the school year will increase		

This column will be pre-populated based off of the actual target from last year. If you picked a new goal this year or did not apply for NESP last year, this column will not pre-populate. If this is the case, please provide the baseline.

In this column, indicate your target goal for the school year 2015-2016

Part III: Program Activities

- Place a checkmark in any activity in which you plan to use your NESP grant funds. These activities/funds will be used to meet your NESP Goals/Performance Indicators.

Part IV: Program Type

- Place a checkmark in the type(s) of English language development program(s) that is implemented at your LEA

- Select all that apply to K-12 English language development instruction

Part V: Required Narratives

- Narrative 1:
  - Indiana's ESEA Federal Flexibility Waiver requires Indiana to have college and career ready English language development (ELD) standards for English learners. Indiana has adopted the WIDA ELD standards, which can be found at www.wida.us and www.doe.in.gov/elme
  - Please provide the district plan to ensure that these standards are implemented with fidelity by all teachers of English learners (i.e. content area, EL staff)
  - This same question exists on the FFY Title III 2015 application. LEAs that have answered this question on their FFY Title III 2015 application may provide the same information here in the NESP application.

Part V: Required Narratives

- Narrative 2:
  - Indiana's ESEA Federal Flexibility Waiver requires Indiana to formally monitor former limited English proficient (LEP) students for two years and allows LEAs to include these students in the LEP AMO subgroup during the formal monitoring
  - Please provide the district plan to ensure that these students are formally monitored for two years. Sample forms can be found in the Title III and NESP Learning Connection community under files/bookmarks > forms > monitoring

Part VI: Budget

- The budget table should have a complete description of any activity that NESP funds are being used for

- If personnel are paid through the NESP grant, the Personnel Table is required to be filled out

Personnel Table

- In the salary and fringe column, indicate the total salary and fringe through all funding sources
- In the *"% of salary paid by NESP/Other"* you will indicate the percentage amounts paid through each funding source
- **Please check your math!** When totaling the Salary and Fringe columns in the Personnel table, it should equal the total that you put in your Budget Table under "*Personnel*"

Example

An LEA plans to use their NESP funds to pay for ***two certified EL teachers*** *to deliver the Lau Requirements to their LEP students. Each of these teacher's salaries/fringes will be paid 50% through NESP and 50% through local funds. How should the Budget and Personnel table look?*

(please see the next slide for a visual)

PART V - BUDGET:

Please complete the budget chart below. **If any funds are used for Personnel, the Personnel detail chart must also be completed.** Funds must be encumbered by June 30, and spent by September 3
Any unused funds must be returned to the Indiana Department of Education for reallocation.

Please use 1000 characters maximum per description.

CATEGORY	DESCRIPTION	AMOUNT
Personnel * (Salary & Fringe)	Two certified EL teachers that work with K-12, levels 1-4, LEP students to deliver the Lau Requirements (English language development services) via a push-in model	50,000
Instructional Materials		
English Proficiency Assessment		
Technology		
Professional Development		

Detailed description provided

Total amount (salary/fringe) of two teachers paid through NESP

PERSONNEL FUNDED BY THE NESP: Total MUST equal the amount itemized for personnel on BUDGET DETAIL PAGE

Please use 500 characters maximum per Responsibility.

Name	Grade Level	Hours Daily	Total # of Days	Salary	Fringe	----- Indicate % of Salary paid by ----- NESP*	Other*	C/N**	Responsibilities
Teacher A	1-6	8	180	40,000	10,000	50	50	C	Deliver English langauge c
Teacher B	7-12	8	189	40,000	10,000	50	50	C	Deliver English langauge c

Indicates total salary through all funding sources. If the totals were added up multipled by the % paid through NESP, it matches the amount in the Budget table for "Personnel" (50,000)

NESP Grant Application Submission

DOE Online

- The grant application can be accessed on the DOE Online at the following address: *https://dc.doe.state.in.us/DOEOnline/Login.aspx*

- For information regarding how to access the grant, obtain a username/password, change your password, etc. please review the *"Directions on How to Access the DOE Online and Apply for the NESP Grant*" guidance document

Completing the NESP Grant

- As you complete each section of the grant application, you must click the "*Submit and Continue*" button to move to the next section

- If you need to make changes to the previous section, you must click "*Submit and Go Back*"

Before Submitting

- Before you submit your grant application, you will be given two options:
  - Review Form: Allows you to go back and review your application and make necessary edits
  - Submit: Allows you to submit your completed NESP Grant Application to the IDOE

Submission

- Once your form has been submitted, you will receive the following notification:

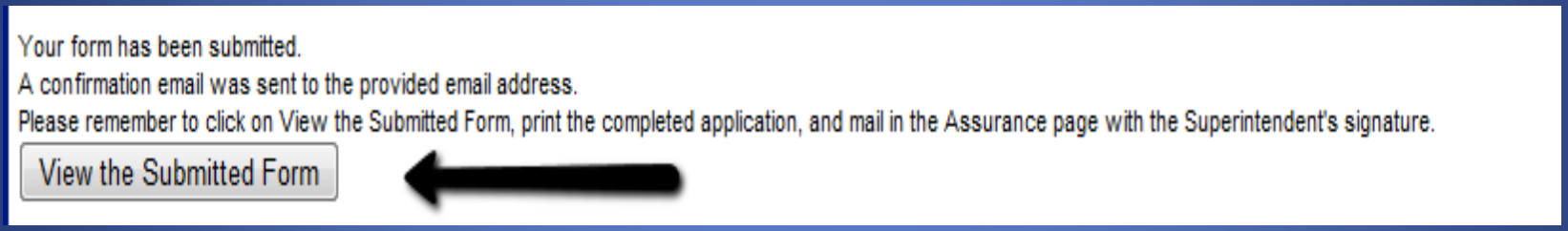
Your form has been submitted.
A confirmation email was sent to the provided email address.
Please remember to click on View the Submitted Form, print the completed application, and mail in the Assurance page with the Superintendent's signature.

View the Submitted Form

- A confirmation email is also sent when your application is submitted. If you do not receive a confirmation email within 24 hours, please contact the Office of English Learning and Migrant Education via email at rdavidson@doe.in.gov

Viewing and Printing the NESP Application

- In order to view your completed application and print the assurance page, you must click on "*View the Submitted Form*"



- Once in the application, click the "*Print Completed Application*" button

Assurances

- In order for your NESP Application to be approved, you must email (titleiii@doe.in.gov) the **Assurance** page with the Superintendent's signature

Part I ASSURANCES

By printing the assurance page and submitting it with the Superintendent's original signature, each school corporation is assuring that the following will occur:

- identification of the original Home Language Survey (HLS) that a student completed during their first enrollment in an Indiana school corporation or implementation of a new HLS if the student is enrolling for the first time in school or new to Indiana, for the purpose of identifying limited English proficient (LEP) students;
- administration of the LAS Links Placement Assessment upon initial enrollment
- administration of the annual LAS Links Assessment every spring for all LEP students and first year level 5 students, until exiting criteria is met;
- placement of LEP students in a grade that is age appropriate;
- implementation of appropriate classroom modifications and the appropriate level of English language development (ESL, ENL, sheltered content courses, structured immersion, bilingual education etc.) for each LEP student, documented on an Individual Learning Plan (ILP), to allow for meaningful participation in the district's educational program;
- implementation of specific criteria to safeguard against inappropriate identification and placement into special education or speech services;
- establishment of guidelines to ensure that retention of language minority students is not based solely upon English language proficiency;
- employment and/or training of sufficiently qualified personnel to provide instructional services appropriate to the needs of LEP students; provision of instruction from properly certified, licensed teachers; ensuring that instructional aides work under the direct supervision of a certified teacher and not having the sole responsibility of teaching units of study; and that the ratio of the number of LEP students to qualified teachers in a class shall not exceed the state mandated student/teacher ratio for all classrooms;
- implementation of reclassification, exiting from services, and monitoring policies; and
- communication between the school and the home, whether about language minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.

Superintendent's Signature _____

Assurances must be signed by the Superintedent and emailed to the IDOE

Email the assurances page with the Superintendent's signature to:

titleiii@doe.in.gov
Indiana Department of Education

**The grant will not be approved until the signed assurance page has been received*

How Do I Know When My Application Has Been Accepted by IDOE?

- When your signed assurances have been received and your application has been reviewed and accepted by IDOE, you will receive an **email** from the Office of English Learning and Migrant Education with your award letter notification. At that point, you may begin submitting NESP cash requests.

Funding Reimbursement

- The NESP grant is a "cash request"
- Cash Request Form: Submit a monthly Cash Request Form to the following email address: nesp@doe.in.gov
- Cash Requests are required to be submitted by the **first of every month**
- The grant effective date will be when the application was submitted in substantially approvable form, including the assurance page.
- NESP Funds must be requested by **June 1, 2016.**
- Any funds left unrequested after June 1, 2016 will be forfeited.
- NESP Funds that were requested by June 1, 2016 should be spent out in a timely manner in accordance to your grant. Funds must be encumbered by Sept. 30, 2016 and liquidated by Dec. 15, 2016. Any funds which, at the end of the project period, remain unspent must be returned. Checks must be made payable to the IDOE, Non-English Speaking Program, within 30 days after the submission of the NESP Financial End Report.

How Do I Locate the Cash Request Form?

- The Cash Request Form can be found in the IDOE – Title III and NESP (English Learners) Learning Connection Community in the following location:
  - Files and Bookmarks tab
  - IDOE – Non- English Speaking Program folder
  - NESP Cash Request Form

Questions?

Please contact the
Office of English Learning and
Migrant Education:

317-232-0555