

Frequently Asked Questions (FAQ) for Texas Pre-Kindergarten Limited English Proficiency (LEP) Pilot Program

Q1.

What is the purpose of the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program?

A1.

The purpose of the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program is to identify, evaluate and document successful multi-age programs serving 3-,4-, and 5-year-olds that provide innovative dual language instructional activities to prepare them to succeed in school.

Q2.

Is the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program a federal or a state grant?

A2.

The Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program is state-funded grant authorized by House Bill 1, General Appropriations Act, Article III, Rider 52, (a) and (b) funded by Rider 74, passed by the 79th Texas Legislature, Regular Session, 2005 and consistent with section 29.155 of the Texas Education Code.

Q3.

Who is eligible to apply for the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program?

A3.

Government organizations (including public school districts, open-enrollment charter schools, Education Service Centers (ESCs), counties, cities, municipalities, Council of Governments (COGs) and state agencies), public nonprofit agencies, and community based organizations in Texas are eligible to apply for a grant under the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program

NOTE: For-profit entities are not eligible to apply.

Q4.

What is the definition of a “Student of Limited English Proficiency”?

A4.

As defined by the Texas Education Code (TEC) , Chapter 29.052, means a student whose primary language is other than English and whose English skills are such that the student has difficulty performing ordinary classwork in English.

Q5.

Are Shared Services Arrangements allowed under this grant?

A5.

No, Shared Services Arrangements are not allowed under the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program

Q6.

Do 3-, 4- and 5-year-olds need to be in the same classroom?

A6.

No, 3-, 4- and 5-year-olds don't have to be in the same classroom.

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Q7.

Can this grant serve 4-year-olds in Pre K and 5-year-olds in kinder?

A7.

No, this grant is only allowed to serve Pre-kindergarten children.

Q8.

Can we implement activities district wide?

A8.

The maximum funding amount is only \$200,000. There is no restriction on the number of campuses that may be proposed, but applicants should keep in mind the amount of services that can be provided given the limited funds.

Q9.

Can we integrate our district's migrant center? Can we use its facility and utilize some of its students?

A9.

There is no restriction against coordinating facilities, resources and populations served. Applicants may propose the target population that they have identified as most in need of services, as long as the population is prekindergarten 3-, 4-, and 5-year-old students. However, if the migrant center is currently fully funded from federal migrant education funds, and the district wishes to use their facilities now for the Texas Pre-K LEP program, costs must be prorated accordingly to avoid inappropriate use of migrant funds.

Q10.

When is the application due date, and how many complete applications must be received?

A10.

To be eligible to be considered for funding, 5 complete applications must be received in the Texas Education Agency's Document Control Center on or before 5:00pm Central time on Tuesday, December 20, 2005. All required attachments, such as proof of non-profit status and of financial stability must also be attached to the application.

NOTE: TEA accepts no responsibility for delays in mail, shipping, and courier service. Applicants are strongly advised to allow for and anticipate any such delays by mailing or shipping the application as early as possible.

Q11.

What is the project period of the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program?

A11.

Applicants must plan for a project starting date of no earlier than February 1, 2006, and an ending date of no later than August 31, 2006.

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Q21.

Where can I find additional / clarifying information or errata notices?

A21.

Applicants are responsible for periodically checking the Division of Discretionary Grants website under Current and Upcoming Discretionary Grants Opportunities at: <http://www.tea.state.tx.us/opge/disc/index.html> for any postings of additional/clarifying information or errata notices that pertain to this application.

Q22.

Who can I contact to obtain clarifying information about this application?

A22.

Any person wishing to obtain clarifying information about this application may contact Karen Harmon, Division of Discretionary Grants, 1701 North Congress Avenue, Austin, Texas 78701-1494, 512-463-9269.

Q23.

Are there any page limits for the schedules?

A23.

Schedules are limited to the space provided (text box), front side only, with a font size no smaller than 9 point (Times or Arial) for narrative schedules.

Q24.

We currently have a bilingual Pre-K program for Spanish speakers that has 90% of instruction in Spanish and 10% in English. It would not be considered a dual-language program. We also have Pre-K ESL classrooms that have LEP students and low SES students in the same classroom. The LEP students speak one of at least 20 different languages represented across our district, but the instruction is in English. Is the purpose of this pilot program to establish a pre-k classroom that has both native English speakers and native speakers of another language and instruction is given in both languages? Therefore, all of the LEP students in this classroom would need to have the same native language (such as French). Is that correct?

A24.

This grant is primarily for Bilingual programs. The language other than English may be Chinese, Spanish, French or something else, but the applicant must be able to describe how instruction will be in both languages so children can learn concepts in a language they understand while developing their English skills. This is a requirement of the authorizing statute. If you have a model that demonstrates that can be done in a multi-language setting, you are free to propose that model.

Q25.

Will this money affect the Pre-K Expansion Grant formula grant?

A25.

There is no effect on the Pre-k Expansion Grant.

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Q26.
What does dual language mean?
A26.
The common definition includes a program in which the teacher provides instruction and support in both the native language and in English.
Q26a.
Does dual language mean a transitional bilingual program or does it mean a two way dual program?
A26a.
Dual language refers to a two-way program.
Q26b.
Which do we have to implement?
A26b.
This is a matter for the applicant to determine and describe in the application. However, the application must describe how instruction will be in both languages so children can learn concepts in a language they understand while developing their English skills. If you have a model that demonstrates that can be done in a multi-language setting, you are free to propose that.
Q26c.
Do we implement dual language?
A26c.
This is a matter for the applicant to determine and describe in the application.
Q26d.
What happens to subsequent years, after children go to the k, 1, 2 and 3?
A26d.
This is a matter for the applicant to determine and describe in the application.
Q27.
If we are only serving specified classrooms - can we provide professional development to the other teachers who are also serving the LEP population, but district wide?
A27.
The maximum funding amount is only \$200,000. There is no restriction on the number of campuses that may be proposed or on district-wide professional development, but applicants should keep in mind the amount of services that can be provided given the limited funds.