

Application Guidelines-Part 2: Program Guidelines

Application Guidelines – Part 2: Program Guidelines

Name of Program	School Years	SAS #	Application Due Date
Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program	2005 – 2006 and 2006 - 2007	A764-06	Tuesday, December 20, 2005 5 p.m. Central Time

Use these guidelines in conjunction with the *Application Guidelines Part 1: General and Fiscal Guidelines and the Schedule Instructions*. All guidelines and instructions will be incorporated by reference into the NOGA if selected for funding.

Program Guidelines

1. Background Information

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

The purpose of the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program grant 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. The program will examine methods used in government organizations, public non-profit corporations and in community-based organizations in an effort to identify successful models.

The findings of a National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement (http://www.crede.org/research/llaa/1.1_final.html) indicate that it is crucial that education provide a socioculturally supportive environment for language minority students that allows natural language, academic, and cognitive development to flourish in both the native and secondary languages.

This research has shown that academic achievement of bilingually schooled students exceeds academic achievement of comparable monolingually schooled students in all subjects after four years of dual language schooling. Research has also shown that persons fluent in two languages are better equipped for problem solving, are more mentally alert, and are less likely to suffer mental decline at older ages. Students who acquire a second language in early childhood may also benefit from development of neuronal circuits which may improve cognitive function later in life.

Many program models exist to address academic biliteracy for students. The National Study cited above also found that each school context is different and significant elements within each educational context can have strong influence on students' academic success in the long term. Major factors that influence the success of programs include:

- the quality of the type of program;
- the realized quality of the program;
- the breadth of the program focus;
- the quality of the school's instructional environment; and
- the quality of available instructional time.

A separate study funded by the Institute of Education Sciences at the United States Department of Education on Effective Reading Programs for English Language Learners (<http://www.csos.jhu.edu/crespar/techReports/Report66.pdf>) concluded that evidence favors bilingual approaches, especially paired bilingual strategies that teach reading in the native language and English at the same time. Whether taught in their native language or English, English language learners (ELL) have been found to benefit from instruction in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring programs, cooperative learning programs and programs emphasizing extensive reading. In addition, the study found no convincing evidence to support the idea that English language learners need to wait before beginning English reading instruction, if they are also receiving reading instruction in the native language in the early years.

A variety of models exist to implement these specific strategies. This pilot seeks to determine which of those models are more successful when applied to the education environment in Texas and will identify successful methods used not just in school districts, but in other government organizations, public nonprofits, and community-based organizations.

2. Application Information

A. Request For Application

The purpose of this application is to solicit grant applications from eligible applicants to identify, evaluate and document successful programs that serve 3-, 4-, and 5-year olds that assure that English language learning children receive innovative dual language instructional activities to prepare them to succeed in school. Specifically, the TEA is seeking applications from entities currently implementing strong, successful prekindergarten LEP programs, supported by research and data that show successful results over several years.

B. Eligible Applicants

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. For-profit entities are not eligible to apply.

Priority will be given to entities that serve a high percentage of limited English proficient children. A "Student of limited English proficiency" as defined by TEC, Chapter 29.052, means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

C. Application Due Date

To be eligible to be considered for funding, the required number of complete applications must be received in the Texas Education Agency's Document Control Center on or before 5:00 p.m. Central Time on Tuesday, December 20, 2005, according to the application submission procedures in Part 1 of the *Guidelines*. Applications not received by the deadline time and date are ineligible for review and will be returned to the applicant. In establishing the time and date of receipt, the Commissioner of Education will rely solely on the time/date stamp of the Document Control Center.

TEA will not accept nor consider for funding any late competitive applications due to any reason. Accepting one late application for any reason could invalidate the entire competition and require the publication of a new RFA and re-submittal of applications by all applicants on a new deadline date. This poses an undue burden for applicants who did meet the deadline and causes significant delays in the implementation of the grant program.

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.

Refer to the General and Fiscal Guidelines for additional information pertaining to the submittal of the application.

D. Project Period

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, 2007. All obligations of funds for activities and services conducted shall occur within these dates. All goods must be received and all services must be provided or delivered by the ending date of the grant.

E. Program Purpose, Goals, Funding, and Description

The purpose and goals of the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program are to assure that ELL children receive innovative dual language instructional activities to enter school prepared to succeed. The goal of the program is to evaluate a variety of models implementing strong, successful prekindergarten LEP programs, supported by research and data that show successful results over several years. An additional goal is to determine and document which models and methods of instruction are the most successful, efficient and cost effective for diverse groups of students.

Many program models exist to address academic biliteracy for students. The National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement found that each school context is different and significant elements within each educational context can have strong influence on students' academic success in the long term. Major factors that influence the success of programs include:

- the quality of the type of program;
- the realized quality of the program;
- the breadth of the program focus;
- the quality of the school's instructional environment; and
- the quality of available instructional time.

Overall, programs for ELL that "score high" in the above five major factors are long-term and enriched forms of bilingual/ESL instruction. These types of programs provide for most or all of the documented achievement gap to be closed in the long term. Programs that "score low" on these major factors are remedial, short-term, and ineffective.

Quality Of The Type Of Program

This refers to the power of a particular program's features to influence student achievement. Some school programs for ELLs are "feature-rich," with enhanced potential to affect student achievement, while others are "feature-poor," with little or no theoretical reason to believe that their use will help ELLs to close the achievement gap.

Realized Quality Of The Program

This is the degree of full and effective implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which program installation, processes, and outcomes are monitored and formatively evaluated.

The Breadth Of The Program Focus

This refers to an instructional focus on the Prism Model dimensions of linguistic, cognitive, and academic development to native-speaker levels of English, as well as in students' primary

language, in a supportive sociocultural school environment, as contrasted with a narrow and restrictive instructional focus, such as "just learning enough English to get by."

Quality Of The School's Instructional Environment

This refers to the degree to which the school becomes an additive language-learning environment rather than a subtractive environment, including parental engagement and support of the instructional program. In an additive bilingual environment, students acquire their second language without any loss of their primary language. Students who continue to develop cognitively in their primary language and develop age-appropriate proficiency in both first and second language can outscore monolinguals on school tests.

Quality Of Available Instructional Time

This is the degree to which instructional time is used effectively so that students receive maximally comprehensible instruction for an instructionally optimum time period in classrooms where ELL are not isolated, but where all students interact together and where instruction is driven by students' cognitive, academic, and linguistic developmental needs.

A variety of models exist to implement these specific strategies and this pilot seeks to determine which of those models are more successful when applied to the educational environment in Texas, and will identify successful methods used not just in school districts, but in other government organizations, public nonprofits, and community-based organizations.

F. Program Requirements

In addition to the requirements in Section III of this RFA, each application must address each of the requirements identified below (on the appropriate schedule) in order to be considered for funding.

1. A description of how the pilot programs will provide many opportunities for the acquisition of English, while supporting the child's first language including social services, appropriate training and modeling, and research-based curricula and supplies to enhance the development of both languages;
2. A description of how instruction will be in both languages so children can learn concepts in the language they understand while developing their English skills; and
3. A description of how programs will include bilingual education specialists and continued professional education to support teachers.
4. A description of how programs will be compliant with the TEA *Pre-kindergarten Curriculum Guidelines* (<http://www.tea.state.tx.us/curriculum/early/prekguide.html>).

G. Program Evaluation and Performance Measures

The TEA will provide for the evaluation of this pilot program via a contract with an external, third-party evaluator. Therefore, evaluation activities will not be funded by this grant opportunity and applicants should not budget for extensive evaluation expenses in the application. However, the applicant should describe in the application a plan for monitoring the implementation of the program on an ongoing basis and for determining whether the program met its stated goals and objectives and achieved the desired results based on the established performance indicators. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by the TEA and agrees to submit the reports in the format and at the intervals requested by the TEA, including cooperating with and providing information to the third-party evaluator.

In addition, the applicant must describe a set of performance measures that are clearly related to the intended results of the project and will produce quantitative and qualitative data that will permit the applicant to:

- ensure reliability and compliance with project goals, objectives and activities;
- ensure processes for collecting data, including program-level data (i.e., program activities, number of students served, etc.) and student-level academic data (i.e., achievement results, attendance data, etc.); and
- implement processes to identify and correct of problems throughout the duration of the grant project.

At the time that the third-party evaluator is selected, standard performance measures may be required of all grant recipients. Awardees will be notified of these performance measures at the appropriate time.

H. Application Funding

The amount of \$1,500,000 is available for funding Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program grants during the February 1, 2006 through August 31, 2007 project period. It is anticipated that approximately seven entities will be awarded grants in an amount not to exceed \$200,000 each year. Second year funding will be contingent upon successful grant requirement compliance, completion of first year activities, and substantial progress toward stated first year goals and objectives. In addition, continuation funding will be dependent upon satisfactory cooperation with the independent, third-party evaluator.

I. Use of Funds

Funds expended through this project must be used for those purposes described in the Program Goals, Project Description, and Project Requirements sections of these guidelines. Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the project goals and objectives. Applicants are strongly encouraged to coordinate federal, state, and local programs to eliminate duplication of resources. A district may coordinate with community organizations to supplement district activities to accomplish the purpose of the grant.

Program funds shall not be obligated for expenditure prior to the effective date of the application or after the ending date of the program.

Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this RFA and for implementing activities as described. Funds may not be used for lease/purchases (i.e., debt service). Refer to the instructions to the specific SAS schedules for additional guidance pertaining to allowable and unallowable costs.

In general, the budget schedules must evidence that:

1. project costs are reasonable in relation to expected outcomes:
 - (a) the amount requested might realistically be expected to have an impact on the stated needs, and
 - (b) the expected outcomes are sufficient to justify the amounts requested.
2. the program will identify and coordinate funding from several sources.
3. all expenditures are pertinent to and appropriate for the objectives/activities stated.

J. Limitation of Administrative Funds

TEA limits the amount of funds that may be expended to administer the program to no more than eight (8) percent of the total grant awarded for any fiscal year. Direct administrative costs may

include costs associated with accounting and other fiscal activities, auditing, and overall program administration as long as these costs are not part of an agency's indirect cost pool. Direct administrative costs also include salaries and benefits for staff who supervise activities of program staff and insurance that protects the grantee. Refer to the SAS instructions for *Schedule #5—Budget Summary* for more detailed information pertaining to administrative costs.

K. Supplement Not Supplant

Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

Applicants must describe in the application on Schedule #4B—Program Description: Project Management how program funds will supplement and not supplant state mandates, SBOE rules, or activities previously conducted with state or local funds.

L. Report Due Dates

The grantee agrees to comply with any reporting and evaluation requirements that may be established by the TEA, as agreed upon by the project participants, and that it will submit the reports in the format requested by the TEA.

Activity/Progress Reports

The applicant agrees to provide written activity/progress reports during the project in the format requested by the TEA, including cooperating with and providing information to the third-party evaluator. Each activity/progress report is due to the TEA project administrator within fifteen (15) days after the close of the reporting period. These reports will be used by the project administrator to determine if modifications or adjustments to the program are indicated and by the third-party program evaluator for data collection and quality review purposes. Reports will be due according to the following schedule, subject to change as determined by the needs of the evaluation of the project.

<u>Report</u>	<u>Reporting Period</u>	<u>Due Date</u>
First Activity/Progress Report	02/01/06 – 08/31/06	09/15/06
Second Activity/Progress Report	09/01/06 – 12/31/06	01/15/07
Final Activity/Progress Report	01/01/07 - 08/31/07	09/30/07

Expenditure Reports

The applicant agrees to provide expenditure reports on a properly completed and certified Report of Project Expenditures. Semi-annual and other interim reports are due to the TEA DCC within 15 days after the end of each reporting period. The final expenditure report is due within 30 days after the ending date of the grant. Final payment is contingent upon receipt of the Report of Project Expenditures and all required programmatic reports/documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.

Unless otherwise specified, grantees are required to request payment through the Automated ER System. Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within established thresholds. Refer to *Application*

Guidelines—Part 1: General and Fiscal Guidelines for information pertaining to requests for payments through ER and for information pertaining to thresholds.

<u>Report</u>	<u>Reporting Period</u>	<u>Due Date</u>
First Interim Report	02/01/06 – 08/31/06	09/15/06
Second Interim Report	09/01/06 – 12/31/06	01/15/07
Final Expenditure Report *	01/01/07 – 08/31/07	09/30/07

*Final payment is contingent upon receipt of all required programmatic and financial reports and documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports. The total project cumulative costs of the grant should equal but in no case may exceed the total cumulative expenditures reported.

Refer to the section on *Expenditure Reports* in *Part 1: General and Fiscal Guidelines* for specific information related to expenditure reports and revised expenditure reports.

M. Clarifying Information

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.

See Application Guidelines—Part 1: General and Fiscal Guidelines for more detail regarding clarifying or additional information.

N. Sequence of Events – Critical Dates

Day of Week, Month, Day, Year	Event
On or about Friday, November 11, 2005	Publication of Request for Application
Tuesday, December 20, 2005	Application due to TEA by 5:00 p.m., Central Time
Early January 2006	Projects selected and notified
Wednesday, February 1, 2006	Beginning date of project
Friday, August 31, 2007	Ending date of project
Sunday, September 30, 2007	Final Expenditure Report due to TEA
Sunday, September 30, 2007	Final Evaluation Report (and final product, if applicable) due to TEA

It should be noted that all of these dates except the final completion date may vary slightly as conditions require. If a report due date falls on a weekend or holiday, the report will be due the following business day.

O. Specific Review Criteria

In reviewing the information submitted in the application and in recommending applications for funding, the review committee and TEA staff will consider criteria as listed in *Application Guidelines: Part 1 – General and Fiscal Guidelines*. Grant applicants must receive a score of 70 points in order to be eligible for funding through this grant program.

Application Guidelines

Part 2: Program Guidelines

Applications will be selected based on expert reviewers' assessments of each applicant's ability to carry out all requirements contained in the RFA. Reviewers will evaluate applications based on the overall quality and validity of the proposed grant programs and the extent to which the applications address the primary objectives and intent of the project. Applications must address each requirement as specified in the RFA to be considered for funding. The TEA reserves the right to select from the highest-ranking applications those that address all requirements in the RFA.

Grant-Specific Criteria	Maximum Points
Need for the Proposed Project	10
Quality of the Project Design	40
Quality of Management Plan	20
Quality of Performance Measures	15
Appropriateness of Budget	10
Organization and Completeness of Application	5
Total Maximum Number of Points	100

P. Copyright/Ownership

For school districts and Nonprofit Organizations: All materials, conceptions, and products created or conceived by Contractor, its employees, agents, consultants, or subcontractors arising out of the contract shall be the sole property of Agency. Agency shall hold the copyright and shall have the exclusive right to patent and trademark all materials, conceptions, and products, created or conceived under this contract. Contractor shall so bind all concerned through written agreements with subcontractors.