

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
Academic Office



**BILINGUAL EDUCATION PROGRAM GRANT APPLICATION**

**2016-2017**

**Sections 10-17et seq., Connecticut General Statutes**

**Purpose: To educate children identified as English Learners in schools where 20 or more are of the same language group.**

**Applications Due: October 14, 2016**

**Revised: May 2016**

**ED 229**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dr. Dianna R. Wentzell  
Commissioner of Education**

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Levy Gillespie  
Equal Employment Opportunity Director/American with Disabilities Act Coordinator  
Connecticut State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
860-807-2101  
[Levy.Gillespie@ct.gov](mailto:Levy.Gillespie@ct.gov)

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## **PROGRAM INFORMATION AND REQUIREMENTS**

### **Overall Purpose**

To educate children identified as English Learners in schools where 20 or more are of the same language group.

### **Background**

Beginning in 1977, the General Assembly provided for programs of bilingual education in the public schools. The Connecticut State Department of Education (CSDE) has issued guidelines for the provisions of the law referring to implementing language transition academic support services beginning in 2002. All children who are identified as English learners are covered by bilingual education legislation.

### **Program Description**

A bilingual education program makes instructional use of both English and an eligible student's native language. This program enables students to achieve English proficiency, academic mastery of subject matter content and higher order skills to meet appropriate grade promotion and graduation requirements. It provides for the continuous increase in the use of English and a corresponding decrease in the use of the native language for the purpose of instruction and provides for the use of English for more than half of the instructional time by the end of the first year. The program *may* also develop the native language skills of eligible students, and include the participation of English proficient students, if the program is designed to enable all enrolled students to become more proficient in English as a second language.

### **Eligible Applicants**

School districts that meet the threshold of 20 or more eligible students and provide the program the following year.

### **Grant Period**

July 1, 2016 – June 30, 2017. All funds must be obligated by June 30, 2017. There are no exceptions or waivers to this requirement.

### **Funding**

Individual district allocations can be found on the CSDE Web site at the following link: [Request for Proposals](#).

### **Reporting Requirements**

Section 10-17g of the Connecticut General Statutes (CGS) indicates that the board of education for each local and regional school district receiving funds shall annually, on or before September 1, submit to the State Board of Education a progress report. More detailed information will follow. Refer to the mailing and delivery information on page 3.

## **APPLICATION REQUIREMENTS**

**The grant application must include the following completed forms:**

### **Cover Page**

Use the form provided. The cover page should be the first page of the application.

### **Application Preparation Check-Off Sheet**

Please complete and submit with the grant application.

### **Budget**

Use the form provided. Only districts and agencies that have an approved indirect cost rate for the 2016-17 school year may include indirect costs as a component of their budget proposal. In such cases, the indirect cost line item cannot exceed the percentage approved for the indirect cost.

### **Budget Narrative**

The budget narrative should describe the basis for determining the amounts shown on the budget page in detail. The budget narrative may be single-spaced. Both the budget and the narrative should be aligned with the activities described in the narrative of the proposal, demonstrate effective and efficient use of funds, and show the full range of resources that will be used to accomplish the goal of the project which should be described clearly.

### **Assurances**

Use the forms provided.

**PLEASE NOTE: For new districts only, please attach pertinent local forms used.**

# SUBMISSION INSTRUCTIONS

## Due Date

Applications, IRRESPECTIVE OF POSTMARK DATE, **must be received by 4:00 p.m. on or before Friday, October 14, 2016.**

All submissions must have one (1) original signed in **blue ink**, including required assurances, and one copy. All applications become the property of the CSDE and are part of the public domain.

Facsimile (faxed) copies of applications will not be accepted. Only applications with original signatures will be accepted.

**Note:** The CSDE will not make copies on behalf of districts failing to meet this requirement. The application will be deemed incomplete and ineligible for review if requisite copies are not submitted.

## MAILING INFORMATION

## DELIVERY INFORMATION

Suzanne Alicea Support Staff Connecticut State Department of Education P.O. Box 2219, Room 222 Hartford, CT 06145	Suzanne Alicea Support Staff Connecticut State Department of Education 165 Capitol Avenue, Room 222 Hartford, CT 06106
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## Application Contact

Joe Di Garbo, 860-713-6863, [joe.digarbo@ct.gov](mailto:joe.digarbo@ct.gov)  
Megan Alubicki Flick, 860-713-6786, [megan.alubicki@ct.gov](mailto:megan.alubicki@ct.gov)

## Freedom of Information

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act, CGS Section 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

**APPLICATION PACKET**

**COVER PAGE**

**Connecticut State Department of Education  
Academic Office**

**Bilingual Education Program Grant Application**

**Application for 2016-2017**

Applying Organization: \_\_\_\_\_

Program Title: \_\_\_\_\_

Bilingual Director Name: \_\_\_\_\_

Bilingual Director Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Fax: \_\_\_\_\_

Certification by Authorized Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached statement of assurances.

\_\_\_\_\_  
Typed or Printed Name of Superintendent of  
Schools or Executive Director

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature of Superintendent of Schools or  
Executive Director

\_\_\_\_\_  
Date

**APPLICATION PREPARATION  
CHECK-OFF SHEET**

The submitted application has the following:

- Cover Page
- Application Preparation Check-off Sheet
- Fiscal Information
- Program Information By School
- Program Component Descriptions
- Appendix A: Statement of Assurances
- Appendix B: Affirmative Action Packet on File

Preparer of Grant Application \_\_\_\_\_ Date \_\_\_\_\_



**One-Year Grant ED 114  
 Bilingual Education Program Grant Application  
 FISCAL YEAR 2016-2017**

GRANTEE NAME:		TOWN CODE:
GRANT TITLE: Bilingual Education Program		
PROJECT TITLE:		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 17042 YEAR: 2017 PROGRAM: 82079		
CHARTFIELD1: 170002 CHARTFIELD2:		
GRANT PERIOD: July 1, 2016 – June 30, 2017		AUTHORIZED AMOUNT:
	DESCRIPTION	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES - EMPLOYEE BENEFITS	
321	TUTORS	
322	IN SERVICES	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
500	OTHER PURCHASED SERVICES	
600	SUPPLIES	
700	PROPERTY	
917	INDIRECT COSTS	
	TOTAL	

\_\_\_\_\_ ORIGINAL REQUEST DATE  
 \_\_\_\_\_ REVISED REQUEST DATE

\_\_\_\_\_ STATE DEPARTMENT OF EDUCATION  
 \_\_\_\_\_ PROGRAM MANAGER AUTHORIZATION

\_\_\_\_\_ DATE OF  
 APPROVAL

## Grant Budget Narrative

Subgrantee Name \_\_\_\_\_

Complete a budget narrative for each category for which you are applying. Make copies as necessary.

CODE	OBJECT	AMOUNT
111A	<p><b>Non-Instructional</b>            Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross payments for these individuals while they are on the grantee payroll, including overtime salaries paid to employees of a temporary nature.</p>	\$
111B	<p><b>Instructional</b>            Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.</p>	\$
200	<p><b>Personal Services-Employee Benefits</b>            Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless is part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.</p>	\$
321	<p><b>Tutors (Instructional Non-Payroll Services)</b>            Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides <u>who are not on the payroll of the grantee.</u></p>	\$
322	<p><b>In-service (Instructional Program Improvement Services)</b>            Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.</p>	\$

<b>CODE</b>	<b>OBJECT</b>	<b>AMOUNT</b>
323	Pupil Services (Non-Payroll Services) Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, <u>contracted</u> guidance counselors, etc.	\$
324	Field Trips Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.	\$
325	Parental Activities Expenditures related to services for parenting, including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.	\$
330	Employee Training and Development Services Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	\$
500	Other Purchased Services Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
600	Supplies Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	
700	Property Expenditures for acquiring fixed assets, including land or existing buildings, improvement of grounds, initial equipment, additional equipment and replacement of equipment. In accordance with the Connecticut State Comptroller's definition, included in this category are all items of equipment (e.g., machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000.00 and a useful life of not less than five years.	\$

<b>CODE</b>	<b>OBJECT</b>	<b>AMOUNT</b>
917	Indirect Costs Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education (CSDE) to apply for a restricted and unrestricted rate. Only Grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the CSDE may use the rate approved by another federal agency.	\$
	TOTAL	\$

**APPENDICES**

**APPENDIX A: STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

\_\_\_\_\_  
\_\_\_\_\_

**THE APPLICANT:**

HEREBY ASSURES THAT:

\_\_\_\_\_  
\_\_\_\_\_

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

**J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

**K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) “Commission” means the Commission on Human Rights and Opportunities;
- (2) “Contract” and “contract” include any extension or modification of the Contract or contract;
- (3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) “Gender identity or expression” means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;

- (9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b)
  - (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-

68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to



pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

**M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

**N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* \_\_\_\_\_

Title: *(typed)* \_\_\_\_\_

Date: \_\_\_\_\_

**AFFIRMATIVE ACTION CERTIFICATE**

**CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE**

*According to the Connecticut Commission on Human Rights and Opportunities (CHRO) **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.***

**I, the undersigned authorized official, hereby certify that the applying organization/agency:**  
\_\_\_\_\_, **has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.**

Signature of Authorized Official: \_\_\_\_\_ Date: \_\_\_\_\_

Name and Title: \_\_\_\_\_

# PROGRAM INFORMATION BY SCHOOL

LIST THE SCHOOLS WHICH WILL SERVE STUDENTS IN BILINGUAL EDUCATION OR IN SECONDARY ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

	NAME OF SCHOOL	SPECIFY NATIVE LANGUAGE GROUP(S) SERVED	NUMBER OF ELIGIBLE STUDENTS REPORTED TO THE CSDE ON 10-01-15 BY LANGUAGE GROUP ON THE PUBLIC SCHOOL INFORMATION SYSTEM (PSIS)	* INDICATE PROGRAM TYPE (BILINGUAL or SECONDARY ESL)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

\*There is only one instance where an ESL program is mandatory, i.e., when an eligible student enrolls in a secondary school with less than 30 months remaining before graduation.

## **PROGRAM COMPONENT DESCRIPTIONS**

Describe how the bilingual education program or, if applicable, secondary English as a second language (ESL) program, to be funded under Sections 10-17e through j, inclusive, of the Connecticut General Statutes, will be implemented within the school district with respect to the following components. All references in brackets (below) refer to the relevant statutory citations.

### **1. Identification of Eligible Students [Sections 10-17e(1); 10-17f(a)]**

Describe briefly the process employed in carrying out the following steps:

- a. preliminary assessment of dominant language;
- b. final determination of dominant language; and
- c. determination of English proficiency (indicate relevant timelines, assessment methods, testing instruments and personnel).

**2. Meetings with Parents/Guardians of Newly Enrolling Eligible Students**  
**[Section 10-17f(e)]**

Regarding the required meetings, describe the following:

- a. how and when parents/guardians are notified of the meetings and of their children's eligibility and advised of their discretion to bring an interpreter or adviser;
- b. how the language program options are explained to parents/guardians and how parents/guardians indicate choice of program; and
- c. how native language accommodations for mastery examinations are explained to parents/guardians.

**3. Determining Initial Education Programming and Services for Newly Enrolling Eligible Students [Sections 10-17e(2)(3) and 10-17f(b) and (c).]**

Describe the process whereby the school district determines the types of services and educational programming it will provide for each eligible student newly enrolled in the required bilingual education program, and if applicable, in the required secondary ESL program. Include the following information as part of the description:

- a. the types of student information the district reviews in making such decisions;
- b. any additional assessments that the district makes; and
- c. the roles of staff persons that participate in such decision-making.

#### **4. Description of Bilingual Education Program [Section 10-17e(2)]**

Provide a separate description of the required bilingual education program in each school in which the program is offered. Include the following information as part of each description. You may add extra pages, if necessary:

- a. name of school and grade level(s) served;
- b. program of academic studies;
- c. use of native language for content area instruction;
- d. use of English for content area instruction and any modifications made to facilitate comprehension;
- e. instruction for English proficiency and literacy development; and
- f. development of native language skills (optional).

**5. Description of Mandated Secondary ESL Program(s) [Sections 10-17e(3); 10-17f(d)]**

Provide a separate description for the required secondary ESL program, if applicable, in each school in which the program is offered. Include the following information as part of each description:

- a. name of school and grade level(s) served;
- b. program of academic studies;
- c. use of English for content area instruction and any modifications made to facilitate comprehension;
- d. instruction in English proficiency and literary development; and
- e. intensive services to enable students to speak, write and comprehend English and to meet course requirements for graduation (optional).



## 6. Instructional Materials

Check the appropriate box below.

New district:

- An adequate number of textbooks/materials in English and the native language are/will be available to students.

District with ongoing bilingual programs:

- have adequate number of textbooks;
- have native language textbooks/materials available to students; and
- textbooks that are current editions.

**7A. Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard [Section 10-17f(c)]**

Define the criteria or performance indicators that the school district uses to determine whether students enrolled in the program are making sufficient progress toward meeting the state English mastery standard.

**7B. Language Support Services [Section 10-17f(c)]**

Based on the criteria or performance indicators defined in Section 7A (Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard), list and describe the following:

- a. the process whereby determinations are made regarding whether sufficient or insufficient progress toward meeting the state English mastery standards is made;
- b. the types of language support services that the district provides for students who fail to make sufficient progress;
- c. the types of staff and their respective areas of responsibility that will participate in deciding which services must be provided;
- d. how the progress of students receiving such services are monitored; and
- e. the steps that are taken to consult with parents/guardians in providing such services.

**8. Language Transition and Academic Support Services [Section 10-17f(d)]** (See Guidelines for Implementing Language Transition Support Services document, Connecticut State Department of Education (2002), available at <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=321092>.)

If an eligible student does not meet the English mastery standard at the end of the initial thirty months of the bilingual program or at the end of an extension of the bilingual program of up to thirty months for such student, the student must be provided with language transition and academic support services. With respect to the provision of language transition and academic support services, provide the following information:

- a. how the district determines the learning needs of the students who must receive language transition and academic support services;
- b. the types of language transition and academic support services that the district provides to assist students in meeting the state standards;
- c. the types of staff and their respective areas of responsibility to determine which language transition and academic support services should be provided for individual students;
- d. how the progress of students receiving such services is monitored; and
- e. the guidance that school professionals may provide to students' families to help the students make progress in their native language (optional).

**9. Staffing [Sections 10-17f(f); 10-17j]**

Describe the process for recruiting staff for the bilingual education program and the secondary ESL program, if applicable. Include in your description:

- a. instructional skills required and how they are assessed;
- b. assessment process of native language and English competency; and
- c. verification of subject area expertise.

**10. Dual Language/Two-Way Language Program Feasibility [Section 10-17f(i);  
Recognition of Student Language Proficiency [Section 10-17i]**

Explain how the school district will investigate the feasibility of establishing a dual language/two-way language program starting in kindergarten.