

# Arizona Department of Education

## ***REFUGEE SCHOOL IMPACT GRANT (RSIG) APPLICATION INSTRUCTIONS***

### **Directions for FY2013-2014**

Directions to apply for FY2013 Refugee School Impact Grants are described below. ADE will award grants to support projects that facilitate the enrollment, attendance and success in school of Refugee students. **This year will begin a funding period for the award date (likely to be May 1, 2013) to June 30, 2014. Two year projects are contingent upon funding availability from the Department of Economic Security/Office of Refugee Resettlement and yearly evaluation of program objectives and compliance with fiscal requirements.** The applications will be evaluated based on the ability of applicants to identify a compelling need, articulate a responsible methodology and propose a system to measure project effectiveness as outlined in the evaluation criteria accompanying these instructions. Grant awards will not be made to LEAs that are out of compliance with state or federal requirements. Please read these directions and the additional material supplied with this information packet carefully.

Contact information:

#### **Highly Effective Schools Division Programs – Refugee School Impact Grant Program**

For program questions, call Frank Migali at 602-542-4963. The ADE will provide a pre-application workshop for potential subgrantees. Announcements will be posted on the Calendars/Conferences/Events web page of the ADE web site at [http://www.ade.az.gov/cal\\_conf\\_evnts.asp](http://www.ade.az.gov/cal_conf_evnts.asp)

#### **Grants System:**

For problems or General Statement of Assurances information, call (602) 542-3452 or e-mail at [Grants@ade.az.gov](mailto:Grants@ade.az.gov).

#### **On-line Access:**

Call the ADE Support Center (602) 542-7378.

### **OVERVIEW**

The purpose of the Refugee School Impact Grant Program is to assist local educational agencies (LEAs) in serving refugee school aged children between ages five (5) and eighteen (18), who are in the United States for three (3) years or less, and their families, and who are defined as an eligible beneficiary.

The services provided with these funds cannot supplant existing academic programs and must be designed to expand upon or improve services provided as part of the school's current academic programs.

## FUNDING

LEAs are eligible to apply for funding up to \$20,000 per academic year of this program.

## DOCUMENTATION

It is important to remember that the LEA must MAINTAIN ADEQUATE DOCUMENTATION OF PROGRAM COMPONENTS AND ACTIVITIES FOR A PERIOD OF THREE YEARS AFTER THE FINAL COMPLETION REPORT HAS BEEN SUBMITTED for local dissemination, evaluation purposes, and program audit and review. However, the LEA MUST maintain records for longer than THREE years for unresolved audit findings.

An LEA has the option to use any format or systematic means for documenting program activities, purposes, rationale, etc. However, the LEA is responsible and must be certain that the ESSENTIAL ELEMENTS of the program information have been recorded in any locally designed formats to ascertain their completeness under regulatory requirements.

## APPLICATION PROCESS

Each LEA must submit a **yearly application** that **establishes a budget** for the year. Note the following requirements in the application process for this year:

- ♦ All applications will be submitted on the ADE Internet Web Site ([www.azed.gov](http://www.azed.gov)) through a direct link from the Grants Management HOME page and will be **due by 5 PM on Monday, April 08, 2013.**
- ♦ In addition to the budget information and budget descriptions, this application includes a Supplemental Application that must be completed in order to submit the application. Applications will be evaluated based on this information, as outlined in the accompanying scoring rubric.
- ♦ Successful grantees will be notified following the scoring of the applications by the review panel and the approval by the State Board of Education.

**To apply electronically:** Electronic submission greatly reduces the processing time and improves the accuracy of the data/information you submit. The direct link to the Grants Management Home Page is [www.azed.gov/gme/](http://www.azed.gov/gme/). If you do not have Internet access, contact the ADE Support Center for assistance.

In order to access the On-Line Applications, the user must have a current General Statement of Assurance on file with the Arizona Department of Education. The General Statement of Assurance is the contract between the Local Educational Agency (LEA) and the Arizona Department of Education that ensures the LEA will follow all ADE policies and procedures pertaining to the programs for which the LEA is applying. Passwords to access the On-Line Applications are issued to signatories of the current General Statement of Assurance on file with the ADE. For more information please contact the Grants Management Office at (602) 542-3452 or e-mail at [Grants@ade.az.gov](mailto:Grants@ade.az.gov)

## ON-LINE APPLICATION INSTRUCTIONS

All Refugee School Impact Grant Applications must be submitted electronically. Prior to beginning the on-line process, it is recommended that the LEA review the narrative questions required in the Supplemental Application section at the end of the application. These directions are available for downloading in the Application Downloads section of the Grants System. The ADE Grants System will "time-out" after one hour per page. Pages do not save automatically; each page must be saved before proceeding to the next. If you prepare narrative answers in a word processing document, cut and paste the responses into the appropriate boxes, and then save. You will be able to complete the

application without losing data to system time limits. Narrative answers are not limited to the space on your screen; the box will expand to fit your response.

## COVER PAGE

- ♦ Enter the name of the Project Director/Contact.
- ♦ Enter the Phone Number.
- ♦ Enter the Project Period Begin and End Dates.

The default for the BUDGET PERIOD is: Begin July 1, 2012 and End June 30, 2013.

- ♦ Enter E-mail Address(es)

## BUDGET LINE ITEMS

For assistance in completing the FY 2013 Budget Line Items Report, refer to the Chart of Accounts and Expense Classifications—Uniform System of Financial Records (USFR). If you have questions or need further assistance, please call the School Finance Unit of the Arizona Department of Education at (602) 542-5695, or the Accounting Service Division of the Office of the Auditor General at (602) 553-0333. Additional copies of the USFR may be purchased from the Arizona Department of Education, Central Distribution, by calling (602) 542-3088.

- ♦ Enter budget amounts for each line item.
- ♦ Indirect Costs (rate is automatically computed). Each program has a limit on what percent of the funds can be designated indirect costs. The LEA will be unable to exceed that limit. The LEA may choose to use more of the funds in the program and establish a smaller indirect cost than the limit. Indirect costs are unallowable for property or fixed asset purchases.  
**Note: Some programs may limit indirect cost expenditures.**
- ♦ Capital Outlay / Fixed Assets
- ♦ Verify that Line Item Totals and Project Budget Total Amounts do not exceed allocation amount

## BUDGET JUSTIFICATIONS

- Enter brief descriptions of the program costs under the appropriate **Function and Object Code** for each line item. These **must match the line items on the Budget Line Item Report**.
- Verify Total Amount Budgeted for EACH Line Item Total and Project Budget Total.

## PAYMENT SCHEDULE

- Enter the requested payment amount the LEA will need for its first month's payment. Additional payments from the balance of funds will be made from RSP (remaining scheduled payments) to the LEA by submitting monthly cash management reports. The **Final** payment schedule will be determined by ADE.

**REMINDER:** An LEA's payments may be interrupted if the LEA accumulates excess cash or fails to submit cash management reports on time or does not provide the Consolidated State Performance Report each year.

Select **Save/Continue** to proceed to the Supplemental Application Section. A list of the narrative items is included in this packet. You may download this file from the Application Downloads in the Grants System to your computer to complete the narrative answers, then copy and paste them into the on-line application. Since you will not be able to submit your application without completing the Supplemental Application section, **all data will be submitted on line.**

## Supplemental Application Data

Provide the number of K-12 students identified in SAIS with a Refugee Need for your LEA for FY12.

1. Program Design #1 (required)
  - A. Identify and justify a specific need. **(7500 Characters Max)**
  - B. Check the applicable allowable activities from the list provided.
  - C. Describe the strategies and programs that will be implemented with the grant money in order to meet the need above. **(7500 Characters Max)**
  - D. Explain how you will determine that progress was made towards meeting the need. **(7500 Characters Max)**
2. Program Design #2 (optional)
  - A. Identify and justify a specific need. **(7500 Characters Max)**
  - B. Check the applicable allowable activities from the list provided.
  - C. Describe the strategies and programs that will be implemented with the grant money in order to meet the need above. **(7500 Characters Max)**
  - D. Explain how you will determine that progress was made towards meeting the need. **(7500 Characters Max)**
3. Program Design #3 (optional)
  - A. Identify and justify a specific need. **(7500 Characters Max)**
  - B. Check the applicable allowable activities from the list provided.
  - C. Describe the strategies and programs that will be implemented with the grant money in order to meet the need above. **(7500 Characters Max)**
  - D. Explain how you will determine that progress was made towards meeting the need. **(7500 Characters Max)**

### Scoring:

- Each application will receive a maximum of 103 points on the corresponding scoring rubric.
- The LEA's budget line items must match the program design, for 10 points.
- 90 points will be determined by the Program Designs. Each Program Design will be scored on 90-point scale, and the number of Designs chosen will be averaged.
- Up to 3 bonus points will be awarded to applications that include letters of support or Memorandums of Understanding from local agencies that serve Refugee children, youth, and families.
- No preference will be given to applications based on the quantity (1, 2, or 3) of Program Designs.
- LEAs with an average application score of less than 70 will not be considered for allocations.
- LEAs with an average application score of 70 or greater will be rank ordered by score.
- When multiple LEAs receive identical average application scores, they will be rank ordered by the percentage of refugee students within their total enrollment for FY12, according to SAIS.
- Funding will be allocated from the top of the rank order down, until it is exhausted.

## SCORING RUBRIC FY13

(One will be used for each Program Design submitted)

### 1. The LEA's budget line items match the program design. (10 points possible)

### 2. Program Design # \_\_\_\_\_

#### A. Identify and justify a specific need. (30 points possible)

- Need is compelling. (6)*
- Addresses services that are/are not available in the area.(6)*
- Supported by data (qualitative and quantitative).(6)*
- Identifies the approximate number of Refugee students to benefit from the program.(6)*
- Clearly impacts the enrollment, retention, and educational success of Refugee children and youth.(6)*

#### B. Check the applicable allowable activities from the list provided. (not scored)

#### C. Describe the strategies and programs that will be implemented with the grant money in order to meet the need above. (30 points possible)

- The proposed program and services clearly align with the identified need.(5)*
- Includes a description as to how the program and services will expand or enhance existing services.(5)*
- Services are clearly supplemental. Funding is NOT to be used to fund existing programs.(5)*
- Identifies and describes key community partnerships, including coordination with local and State agencies that serve Refugee children, youth, and families. (5)*
- Prioritizes direct services to students and their families.(5)*
- Action steps are apparent for implementing the program.(5)*

#### D. Explain how you will determine that progress was made towards meeting the need. (30 points possible)

- Sets measurable objectives that align with the needs and program design. (6)*
- Identifies a variety of data sources to track and document the impact of the program (6)*
- Identifies possible sources of written evidence to demonstrate progress towards meeting the identified need. (6)*
- Includes timelines and benchmarks for evaluating program implementation. (6)*
- Indicates, specifically, who is responsible for tracking and documenting the progress of Refugee children and youth.(6)*

#### E. Bonus points (3 possible)

Up to 3 bonus points will be awarded to applications that include letters of support or Memorandums of Understanding from local agencies that serve Refugee children, youth, and families. Letters must be mailed to Frank Migali at ADE, 1535 W. Jefferson St. BIN #14, Phoenix, AZ 85007 and **must be postmarked by April 8, 2013.**

# **REFUGEE SCHOOL IMPACT GRANT (RSIG)**

## **Allowable Activities FY 13-14**

### **Supplemental English Language Development (ELD)**

- a. Provide supplemental ELD at various proficiency levels to address students' needs, including enterprising approaches, with at least 35 percent of refugee students demonstrating an increase of at least one level in their English language proficiency after 12 months.
- b. Partner with community colleges and/or community-based organizations in the provision of ELD for parents.

### **After-school tutorials**

- a. Provide tutorials that augment refugee students learning in the classroom and provide regular opportunities and resources for assistance with homework completion.
- b. Provide services that shall improve student reading and writing skills with the goal of 50 percent of refugee students achieving academic progress.
- c. Ensure services demonstrate a 35 percent increase in refugee student participation in afterschool programs extracurricular activities, and/or peer mentorship opportunities by the end of the school year.

### **Focused high school completion programs**

- a. Implement services that will advance refugee students' full and substantive participation in public schools.
- b. Provide technical assistance to participating schools to surmount barriers to refugee students' academic progress and adjustment within the school environment.
- c. Provide students with opportunities for mentoring and leadership in their school, including extra-curricular activities.
- d. Provide programs that address such challenges to socio-cultural adjustment as bullying, dating violence, and teen suicide through proven approaches that yield substantial improvement in students' social adjustment and academic success.
- e. Provide programs that result in at least 35 percent of refugee students achieving the necessary academic progress to meet Arizona's academic standards to include, at a minimum, AIMS and AZELLA testing.

### **Behavioral health interventions for refugee children**

- a. Collaborate with parents, VOLAGs, MAAs, and refugee specific behavioral health providers to identify and refer refugee children who appear to have behavioral health issues to linguistically and culturally appropriate behavioral health providers.
- b. Ensure that 100 percent of refugee parents with students identified as experiencing behavioral health issues are provided information on culturally and linguistically appropriate behavioral health providers.
- c. Ensure that 100 percent of refugee parents requesting assistance with their children's behavioral health issues will receive information on culturally and linguistically appropriate education interventions (such as individual or group counseling).

### **Summer program activities**

- a. Provide a minimum of two (2) activities to support remedial work and promote school readiness in conjunction with such activities as field trips, sports and summer camps.

### **Parental involvement programs**

- a. Conduct parent training sessions and/or parent support groups that advance student academic support by assisting parents in understanding school policies, procedures, and their children's learning activities (classroom structure, homework, etc.)
- b. Provide at least three (3) comprehensive trainings that advance parents' understanding of school policies, procedures, and their children's learning activities.
- c. Ensure that 60 percent of refugee parents participate in at least one parent training opportunity.
- d. Ensure that 100 percent of refugee parents are afforded information (in their identified language) that provides an overview of school policies, procedures and learning activities and explains the importance of parental involvement in students' success.

### **Interpretation and translation services**

- a. Provide linguistically appropriate services to 100 percent of refugee students and their parents to include interpretation and translation services for appropriate crisis intervention, counseling, parent/teacher conferences and other school communications.
- b. Utilize Bilingual/bicultural counselors, as appropriate.

### **Interventions for children with learning disabilities**

- a. Identify refugee students impacted by learning barriers and ensure appropriate testing and linkages to the sponsoring VOLAG, mainstream public entities (such as the Division of Developmental Disabilities), and/or private agencies that may assist students in surmounting obstacles to their academic progress and adjustment within the school environment.