

California Department of Education

# Dual Language Immersion Grant

For Transitional Kindergarten through Grade Twelve

## Request for Application Instructions

Application Due Date:

March 18, 2022

Must be received via electronic submission using the platform described within by 4 p.m. PST

Administered by the

Multilingual Support Division

Language Policy and Leadership Office

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### INTRODUCTION

The California Department of Education (CDE) invites schools, school districts, county offices of education, charter schools, or consortia of the aforementioned entities to apply for grants to expand or establish dual language immersion (DLI) programs, also known as two-way immersion programs. The Dual Language Immersion Grant (DLIG) was established by Assembly Bill 130, Chapter 44, Section 158 of the Statutes of 2021, to expand access to quality dual language learning and foster languages that English learners bring to California’s education system. It requires grantees to provide integrated language learning and academic instruction in elementary and secondary schools for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

DLI programs include approximately 50 percent native English speakers and 50 percent native speakers of the target language other than English (LOTE), with no fewer than one-third of either group. Academic instruction takes place through both languages, with the non-English language being used at least 50 percent of the time at the onset of the program. (*Improving Education for English Learners: Research-Based Approaches,* CDE,2010).

In November 2016, over 73 percent of California voters approved Proposition 58, now known as the California Education for a Global Economy (CA Ed.G.E.) Initiative. The CA Ed.G.E. Initiative provides a mechanism for parents to request multilingual programs for their children.

In February 2017, the National Academies of Science, Engineering, and Math published the research volume *Promising Futures: Promoting the Educational Success of Children and Youth Learning English*. This volume includes research demonstrating that the test scores of English learners in dual immersion programs far outpace those of English learners in other programs.

In July 2017, the California State Board of Education (SBE) unanimously approved the English Learner (EL) Roadmap Policy which lays a foundation for the education of English learners in Transitional Kindergarten (TK) through grade 12 in California. The EL Roadmap Policy identifies high-quality multilingual programs as the most effective approach to educating EL students.

In 2018, the *Global California 2030 Initiative: Speak. Learn. Lead.* published statewide goals to promote and advance multilingual programs in support of all students interested in learning a language in addition to English. Specific goals include reaching 1,600 DLI schools, tripling the number of Seals of Biliteracy awarded per year from 46,952 to 140,856, and increasing the number of teachers earning a bilingual teaching certificate to 2,000. All goals are to be attained by the year 2030.

### DLIG AUTHORIZATION

Assembly Bill 130, Chapter 44, Section 158 of the Statutes of 2021, provides $10,000,000 over a period of three fiscal years for the DLIG to assist eligible entities to expand current or establish new DLI programs.

### DLIG DESCRIPTION

#### Grant Information

This application covers the grant period beginning July 1, 2022, and ending June 30, 2025 (Fiscal Years 2022–23, 2023–24, and 2024–25). Funds may be available to successful applicants based on the merit of the application, including the proposed budget. The total grant budget for this Request for Application (RFA) is $10,000,000, to be distributed as a minimum of 25 grants of up to $380,000 each. Grantees establishing a new DLI program will receive an additional $20,000 in grant funds. Grants will be distributed over a three-year period.

#### Eligibility Requirements

Applicants for the DLIG may include any of the following eligible entities:

* A school
* A school district
* A county office of education
* A charter school
* Consortia composed of any of the entities described above

The CDE will ensure, to the extent possible, that recipients selected for purposes of this grant are balanced with regard to grade levels, grade spans, geographic regions, and urban and rural settings.

#### Allowable Activities and Costs

DLIG funds shall be used for activities that directly support the development of DLI programs in elementary and secondary schools, grades TK–12, including the following activities:

* Instructional materials and resources
* Professional development for teachers and school administrators
* Teacher recruitment
* Development of instructional materials
* Development of curriculum
* Family and student outreach

Applicant budgets for the use of grant funds will be reviewed. Any items that are determined to be non-allowable, excessive, or inappropriate may disqualify the application. All expenditures must contribute to the activities listed above and be reasonable, necessary, and within the project proposal described in the application.

The grantees may use grant funds to enter into subcontracts with one or more educational service providers to assist in conducting the activities outlined in the purposes of this grant.

#### Non-Allowable Activities and Costs

Funds provided under this grant may not be used for the following purposes:

* Supplanting of existing funding and efforts;
* Classroom teacher salaries (stipends for supplemental work beyond the contract day are allowable);
* Administrator salaries
* Acquisition of equipment for administrative or personal use;
* Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables);
* Food services, refreshments, banquets, meals;
* Purchase of space;
* Payment for memberships in professional organizations;
* Purchase of promotional favors, such as bumper stickers, pencils, pens, or T- shirts;
* Rental of venue for providing professional development;
* Subscriptions to journals or magazines; and
* Travel to states included in Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws (*Government Code*, Section 11139.8) list found at the Office of the Attorney General web page at <https://oag.ca.gov/ab1887>.

#### Administrative Indirect Cost Rate

The indirect cost rate is restricted to the maximum 8 percent for this project. Indirect costs reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. For consortia, only the lead agency of a consortium can charge indirect costs.

### DLIG ACCOUNTABILITY: Reporting requirements

Ongoing communication with CDE is an integral part of the reporting requirements. The grantees will participate in an orientation meeting and at least one meeting for each grant year, to be convened by the CDE. The CDE may provide opportunities for technical assistance during additional meetings.

Additionally, the following regular reporting will be completed and submitted by each grantee:

* 1. A semi-annual fiscal activity report;
  2. A semi-annual narrative progress report that includes a description of accomplishments, challenges, identified resources, effective practices, and next steps to be developed; and
  3. An annual program report including data on the implementation of the goals and activities described in the proposed plan.

If the required reports are not provided, program activities are not completed, or there is a lack of participation in meetings, the CDE may halt funding to the grantee.

### DLIG APPLICATION PROCESSES AND PROCEDURES

#### Application Timeline

| **Activity** | **Date** |
| --- | --- |
| **RFA Release Date** | **February 4, 2022** |
| Application Workshop Webinar/Training | February 11, 2022 at 2 p.m. |
| **Intent to Submit Application Due to the CDE** | **February 25, 2022 by 4 p.m.** |
| **Applications Due to the CDE** | **March 18, 2022 by 4 p.m.** |
| Application Evaluation | Week of April 18, 2022 |
| **Announce Grantees** | **May 6, 2022** |
| Last Day to Receive Appeals at the CDE | May 13, 2022 at 4 p.m. |
| Orientation Webinar for Grantees | May 25, 2022 |
| **Applicable Forms Due from Grantees** | **June 1, 2022** |
| **Effective Date of Grant Award** | **July 1, 2022** |

#### Application Process

Any eligible entity planning to apply for the DLIG must notify the CDE of its intention to apply no later than February 25, 2022. Applicants complete the **Intent to Apply Electronic Form.** The electronic form can be found on the CDE DLIG RFA web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>.

If applying for the DLIG as a consortium, the lead agency must complete the Intent to Apply form and the DLIG application, identify the consortium members, participate in meetings on behalf of the consortium (consortium members may also participate), and submit semi-annual grant reports.

The following steps outline the application process:

* 1. Applicants use the instructions in Section 7 for completing the **DLIG Online Application** available at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature.

Applicants must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system, will be considered incomplete, and will not be reviewed.

* 1. Applicants complete the online application which requests three categories of information:
     1. Applicant Information and Data;
     2. Applicant Narrative; and
     3. Budget Information.
  2. Applicants must address the prompts within each section of the narrative description. Refer to the evaluation rubric in Appendix A for guidance on how the application will be scored.
  3. Saving Responses

Applicants must select the “Save Responses” button on the first page of the online application if they do not intend to complete the application in one session. Having selected the Save Responses button, a page will appear that asks for an email address. The applicant will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that the applicant copy the URL on the application page and save it, in case they do not receive a confirmation email. This address will allow the applicant to return to the application and complete it at a later date. Upon completion of the application, it is recommended that applicants print a copy of their application responses before submitting the application.

* 1. **Applications must be received through the electronic submission protocol by 4 p.m. PST on March 18, 2022.**
     1. Applicants will receive a confirmation email regarding the information received via the intent form at the CDE. If the applicant wishes to change any of the information in the submission to the CDE, the applicant must resubmit the entire application prior to the submission deadline of 4 p.m. PST on March 18, 2022.
     2. If an application is resubmitted, only one submission will be accepted. Only the last application submitted will be reviewed.
     3. The CDE is not able to modify the application information once submitted.
     4. Incomplete or late applications will not be considered.

#### Application Review

Complete applications will be reviewed by the CDE and evaluated using the Evaluation Rubric (Appendix A). The CDE ensures that reviewers have no conflict of interest with the applicants.

Each application will receive a single score. Reviewers will be instructed to assign points in each section of the narrative and budget as the criteria are met through the descriptions provided in the DLIG evaluation rubric (Appendix A).

#### Technical Assistance

The CDE will conduct one virtual application information webinar for technical assistance to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date and time of the **DLIG RFA Orientation Webinar is February 11, 2022, at 2 p.m.**

#### Appeals Process

The CDE must receive any request for appeal no later than **4 p.m. PST on   
May 13, 2022**. The CDE DLIG RFA web page includes the link to the electronic form to submit an appeal at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>. Appeals submitted through means other than the electronic form will **not** be accepted.

In the case of a consortium, only the lead agency may electronically submit an appeal on behalf of the entire consortium.

Appeals shall be limited to the grounds that the CDE **failed to** **correctly apply the process for reviewing the application** as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not contained in the original application. A final decision will be provided in writing within 10 business days from the deadline to file appeals for this specific RFA.

#### Grant Award Notification

Applicants selected for funding will receive a Grant Award Notification (GAN), CDE Form AO- 400, the official CDE document that awards funds to local projects. The grantees must sign and return the notification to the CDE before funds will be disbursed.

#### **Assurances, Certifications, Terms, and** Conditions

Assurances, certifications, terms, and conditions are required of the grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

##### Assurances and Certifications

The individual acting as the authorized agent must agree to:

* Appendix C, DLIG Project Statement of Assurances, and the
* General Assurances and Certifications - <https://www.cde.ca.gov/fg/fo/fm/generalassurances2021-22.asp>

Applicants do not need to sign and return the Project Statement of Assurances and General Assurances and Certifications with the application. Instead, applicants must download the current year General Assurances and Certifications to keep on file and make available for compliance reviews, complaint investigations, or audits. The signature on the GAN acknowledges the grantee is committed to comply with the assurances and certifications associated with the grant.

General assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

##### Terms and Conditions

The grant award will be processed upon receipt of the signed GAN. The GAN must be signed by the authorized agent and returned to the CDE within 10 working days of receipt. Generally, funds will be distributed in six payments, two in each grant year: one in July and one in December. The following schedule can be used for planning purposes:

* **Year 1:** 40 percent of the total grant award in equal payments in July and December
* **Year 2:** 40 percent of the total grant award in equal payments in July and December
* **Year 3:** 20 percent of the total grant award in equal payments in July and December

Payments may be delayed if semi-annual reports indicate funds have not been used.

All released funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2022–23 fiscal year. Encumbrances may be made at any time after July 1, beginning with the 2022–23 fiscal year. No extensions of this grant will be allowed.

Grantees are not to make any significant changes to the budget without prior CDE approval. Grantees will request changes through the semi-annual reporting process.

The budgets must display annual implementation showing how the grant will be used to purchase instructional materials and resources, to recruit teachers, to provide professional development for teachers and administrators, to develop instructional materials and/or curriculum, and/or for family and student outreach. Proposed expenditures must demonstrate appropriate use of state funds.

### DLI BACKGROUND AND GUIDANCE

The successful applicants will use grant funds to establish or expand a DLI program. Other language education programs such as one-way bilingual, developmental bilingual, transitional, or other programs are not eligible for this grant. For more information regarding multilingual programs, visit the CDE Multilingual Education web page at <https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>.

DLI programs have three overall goals. They are:

* Bilingualism and biliteracy in English and a LOTE
* High levels of academic achievement in each of both languages
* Cross-cultural understanding (skills include: respect, acceptance, empathy, knowledge of other cultures, etc.)

The three goals are defined in *EC* Section 306(c)(1).

DLI programs integrate native English speakers with native speakers of the LOTE in each participating classroom. Ideally, each student group represents approximately one-half of the class composition. At minimum, each student group may represent one-third of the class with balanced bilingual students (students fluent in English and the LOTE) representing the remaining one-third. The language allocation model (e.g., 90/10, 80/20, 50/50), representing the time dedicated toward instruction in each language (LOTE/English), is determined locally. An important focus of DLI programs is ensuring that both languages have equal status schoolwide in the eyes of administration, teachers, students, and parents. Using the language allocation percentages, determine the amount of time spent in each language during the day or week. Monitor the time spent in each language, avoiding erosion of time in the LOTE, in particular. Include time spent in assemblies, physical education, art, and other formal and informal school activities and interactions. Recess and lunch are not included in this time.

For more information regarding DLI program configuration and instruction, read Chapter 3: Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do (Olsen) from the 2020 CDE publication, *Improving Education for Multilingual and English Learner Students: Research to Practice* at the CDE Improving Education: Research to Practice web page at <https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp>.

For more information on multilingual program structure and instruction, download a free copy of the *Guiding Principles of Dual Language Education, Third Edition*.

The EL Roadmap Policy, adopted by the SBE in July 2017, provides the foundation for building and implementing any program serving dual language learners and English learners in preschool through grade 12. The EL Roadmap Policy includes four overarching principles. They are: (1) assets-oriented and needs-responsive schools, (2) intellectual quality of instruction and meaningful access, (3) system conditions that support effectiveness, and (4) alignment and articulation within and across systems. DLI programs are most effective when built upon the EL Roadmap principles and their accompanying elements, from school and classroom culture to instruction, system building, and coordination across systems, including early education through secondary. For more information regarding the EL Roadmap Policy and free downloadable document, visit the CDE English Learner Roadmap web page at <https://www.cde.ca.gov/sp/el/rm/>.

The EL Roadmap printed document features a connection from the EL Roadmap principles and elements to the priorities of the Local Control and Accountability Plan (LCAP). This Crosswalk to LCAP, found at the CDE Crosswalk to LCAP web page at <https://www.cde.ca.gov/sp/el/rm/roadmaptolcap.asp>, assists in building a sustainable program that grows over time.

High-quality programs for English learners take into consideration the three prongs of *Castañeda v. Pickard* [U.S. Court of Appeals, Fifth Circuit (1981) 781 F2d 456,] to guide the cycle of continuous improvement.

* First, the program implementation must be based on sound educational theory, with the research demonstrating that the program is effective and produces results when fully implemented according to design.
* In the second prong, programs must be implemented with sufficient resources to meet the articulated goals of the program. These resources include, but are not limited to, certificated teachers, resource teachers, and special education teachers with the appropriate authorizations, necessary instructional materials to support classroom instruction and augmented educational experiences such as bilingual school library books and bilingual technology resources, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals.
* Castañeda’s third prong requires regular program evaluation.
* To evaluate a program’s effectiveness, data is collected to demonstrate not only the impact the program has on students in reaching the goals within a reasonable amount of time, but data on how the program is implemented. Possible questions might include:
* How do we know the program is effective in producing student outcomes within a reasonable amount of time?
* What data demonstrates the program model is being fully implemented as designed?
* Are there sufficient resources allocated to implement the program as intended?

For more information on the cycle of continuous improvement, visit the CDE Resources for Continuous Improvement web page at <https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp>

Professional development for both teachers and administrators include direct professional development, follow-up coaching, communities of practice, collaboration and instructional co-planning time, and other best practices. Effective teacher and administrator professional development is based on the Quality Professional Learning Standards (QPLS), which identify characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations. More information regarding the QPLS can be found at the CDE Quality Professional Learning Standards web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

High-quality instruction in both English and the LOTE addresses the strengths and needs of the whole child; incorporating social-emotional skills, as well as linguistic, academic, and multicultural skills. DLI instruction is based on the following documents and resources:

* California Association for Bilingual Education (CABE) DLI Guide: <https://di.gocabe.org/get-started/>
* *Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* Portable Document Format *(*PDF) document: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>
* *Common Core State Standards: Mathematics* PDF document:<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>
* *Common Core en Español* (for programs in Spanish):<https://commoncore-espanol.sdcoe.net/>
* English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
* English Language Development Standards:<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
* English Learner Roadmap: <https://www.cde.ca.gov/sp/el/rm/>
* History-Social Science Standards: <https://www.cde.ca.gov/ci/hs/>
* *Improving Education for English Learners: Research-Based Approaches* (2010) can be ordered at CDE Press web page: <https://cdep.klas.com/product/001702/>
* *Improving Education for Multilingual and English Learner Students: Research to Practice* (2020) PDF: <https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf>
* Next Generation Science Standards for California Public Schools, K–12: <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
* Spanish Language Development Standards(for programs in Spanish): <https://www.cde.ca.gov/sp/el/er/sldstandards.asp>
* World Languages Framework:<https://www.cde.ca.gov/ci/fl/cf/>
* World Languages Standards: <https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

The third goal of DLI programs is cross-cultural understanding. Regardless of whether a DLI program is a strand within a school or the entire school, students, families, and staff benefit from a schoolwide approach to appreciation of cultures, experiences, and the development of specific skills that lead to cross-cultural understanding and multicultural proficiency. Creating an assets-based, inclusive, and equitable community at the school promotes confidence and appreciation for all students and families. This, in turn, leads to higher linguistic and academic achievement and higher self-esteem for students.

For more information regarding cross-cultural understanding, download:

* *Improving Education for Multilingual and English Learner Students: Research to Practice* (2020*)* Chapters 2 and 7 at <https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp>

### DLIG APPLICATION

A complete application is submitted electronically through the **DLIG Online Application**, a link to which is available on the CDE DLIG RFA web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>. **See Section 5: DLIG Application Processes and Procedures** for instructions. Applicants must separately attach supporting evidence, such as budget, curriculum vitae, and letters of commitment.

#### Applicant Information and Data

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Director Name** | List the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee. |
| **Project Director Title** | Provide the title of the Project Director. |
| **Project Director’s Office** | Provide the name of the Project Director’s office. |
| **Type of Entity Applying** | Select “School”, “District”, “County Office of Education”, Charter School”, or “Consortium.” |
| **Name of Entity Applying** | Provide the name of the entity applying for the grant. |
| **County-District-School (CDS) Code** | Provide the CDS code of the entity applying for the grant. |
| **Street Address** (Ex: 1430 N Street) | Provide the street address of the applying entity. |
| **City** | Provide the city where the applying entity is located. |
| **State** (Ex: CA) | Provide the state where the applying entity is located. |
| **Zip Code** (5-digit: 00000) | Provide the zip code where the applying entity is located. |
| **Project Director Telephone Number** (000-000-0000) | Provide the Project Director’s telephone number. This number will be used to contact the Project Director, if necessary. |
| **Project Director Extension** | Provide the Project Director’s telephone extension number, if necessary. |
| **Project Director Email Address** | Provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted. |
| **Fiscal Agent Name** | List the name of the person who will serve as the Fiscal Agent of the grant, if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant. |
| **Fiscal Agent Title** | Provide the title of the Fiscal Agent. |
| **Fiscal Agent Telephone Number** (000-000-000) | Provide the Fiscal Agent’s telephone number. |
| **Fiscal Agent Extension** | Provide the Fiscal Agent’s telephone extension number, if appropriate. |
| **Fiscal Agent Email Address** | Provide the Fiscal Agent’s email address. |
| **Target School(s) and DLI Program Status** | Provide the name(s) of the target schools and current DLI program status (new, expanding). |
| **Consortium Members** (if applicable) | If applying as a consortium, provide the name of each participating member. |
| **Student Language Profile Data** | Provide demographic data for potential participating students’ language profiles. Include the number of English learners (EL), initially fluent English proficient (IFEP), reclassified fluent English proficient (RFEP), and English only (EO) students in each grade level. Use the Demographic Data Table Template on the RFA web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>. |
| **Current Classroom Language Profile Ratios** (if applicable) | Describe student language profile (EL, IFEP, RFEP, EO) classroom ratios (percentage) for the current DLI program (if applicable). Use the Classroom Language Profile Ratios Template on the RFA web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>. |

#### Application Narrative

Provide a narrative that clearly and concisely describes the applicant’s plan to expand a current, or establish a new, DLI program.

Address the prompts for the sections below within the narrative. The evaluation rubric in Appendix A describes how the responses will be evaluated.

##### The Context

Within a 3,000-character maximum narrative:

* Describe the applicant’s location and local demographics.
* Describe how the applicant has already assessed community interest in DLI programs and how the needs assessment was conducted. Describe why the applicant is applying for the DLIG.
* Describe the available resources (funding, staff support for DLI, family and community support for DLI, the current number of bilingual teachers by grade level that are authorized to teach in a DLI program, etc.)
* Describe related programs in and beyond the school (i.e. preschool with primary language instruction/home language support, expanded learning opportunities to support dual language development, etc.) and how these are articulated with the proposed DLI program.

##### Goals and Expected Outcomes

Within a 3,000-character maximum narrative:

* Describe the theory of action for expanding or establishing a DLI program that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement.
* Describe the research that supports the theory of action and the program design.
* Describe the program implementation goals and measurable student outcomes in detail for the overall project and for each fiscal year. Include details about how the program implementation and measurable student outcomes advance the applicant’s attainment of the three DLI program goals.

##### DLI Program Implementation Plan

Within an 8,000-character maximum narrative:

* Describe the implementation plan, including the actions to be taken to reach the DLI program goals and the expected student outcomes. Include a timeline of activities.
* Describe the additional resources that are needed to expand or establish the DLI program.
* Describe how the program will be inclusive for all enrolled students, including different typologies of English learners, students with disabilities, etc.
* Describe support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement in each language.
* Describe how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes.
* Describe how and what implementation data will be collected and analyzed to determine whether both the program goals are met and the students are successful in each of the DLI program areas.
* Describe the intended plan for student assessment, including possible processes or tools for assessment in the Language Other Than English (LOTE) and English.
* Describe plans for strengthening the applicant’s system for sustaining a cohesive program over time, including staff and student recruitment and retention, professional development, and the purchase of and/or development of program materials and curriculum.
* Describe how the funds in the Local Control and Accountability Plan (LCAP) and LCAP Federal Addenda, as well as any other plans for funds, further support the implementation of the DLI program for long-term sustainability.

##### Professional Learning

Within a 2,000-character maximum narrative:

* Describe the model (e.g. coaching, community of practice, coursework, etc.) that will be used during professional learning for teachers and administrators.
* Describe the amount and/or intensity of the professional learning for participants, and the application and implementation of the professional learning.

##### Language Allocation and Development

Within a 3,000-character maximum narrative:

* Describe the program language allocation model and grade levels of implementation.
* Describe how the program design promotes equal status of both the LOTE and English.
* Describe how designated and integrated English language development will be delivered to English learners.

##### Cross-Cultural Understanding

Within a 2,000-character maximum narrative:

* Describe how cross-cultural understanding is addressed in the implementation plan.
* Identify the skills to be taught (i.e. respect, acceptance, empathy, knowledge of other cultures, etc.) and how they will be implemented within the DLI program and schoolwide.

##### Project Leadership/Staff

Within a 750-character maximum narrative:

* Describe the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project (supporting documents may be included in the attachment upload).
* Attach a curriculum vitae (CV) or résumé (one page maximum) for each of the DLIG Leadership team members. Include the bilingual authorizations for all personnel involved with this grant, as applicable.
* Provide letters of commitment from:
  + - The applicant’s executive-level leadership committing to the terms of the DLIG to expand or establish a DLI program and sustain the program over time.
    - If applying as a consortium, provide letters of commitment from the executive-level leadership for each consortium member.

#### Application Budget

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal’s goals and activities. A projected budget for each year of the entire grant period (July 1, 2022, through June 30, 2025) is required for the application. The budget will be reviewed and scored. Provide expenditure amounts for the following areas:

* Amount to be allocated to activities in each of the selected areas allowed:
* Instructional materials and resources
* Professional development for teachers and school administrators
* Teacher recruitment
* Development of instructional materials
* Development of curriculum
* Family and student outreach
* Indirect charges, capped at eight percent

Applicants use the DLIG Proposed Budget Template available on the CDE DLIG RFA web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>. The Proposed Budget Detail includes a detailed budget narrative (description) for each line item in the three-year in period. For each allowable category, the application includes how the proposed costs are necessary, reasonable, and proportionate in terms of grant activities and outcomes. Provide sufficient detail and a calculation that justifies each line item. Group the line items by the object code series and provide lines for object code totals.

The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Detail. The Budget Summary includes three project years:

* **Project Year 1:** July 1, 2022, through June 30, 2023
* **Project Year 2:** July 1, 2023, through June 30, 2024
* **Project Year 3:** July 1, 2024, through June 30, 2025

The DLIG Proposed Budget must be submitted as an Excel file through the online application. Please see the Attachment Instructions in Section 7E: Attachment Instructions.

#### Electronic Signature

| **Application Field** | **Instructions** |
| --- | --- |
| Project Statement of Assurances (Appendix C)  and  General Assurances and Certifications (Hyperlink) | Select the checkbox to declare:  I have reviewed the DLIG Project Statement of Assurances (Appendix C) and  [https://www.cde.ca.gov/fg/fo/fm/generalassurances2021-22.asp](%20https://www.cde.ca.gov/fg/fo/fm/generalassurances2021-22.asp) and hereby certify that each of the requirements contained therein will be met. |
| Signature by Authorized Agent | The organization’s authorized agent should type their name in the field which will serve as a signature that certifies agreement with the statement below.  I hereby certify that, to the best of my knowledge, the information in this application is correct and complete and agree to the submission of this application. As **(insert title)** of the **(insert name of agency)**, I declare support of the application for the DLIG and commit my organization to completing all of the tasks and activities that are described in this application. |

#### Attachment Instructions

The following documents are required for this online application to be complete.

* The DLIG Proposed Budget in an Excel file
* Letter(s) of Commitment (agency and, when applicable, each consortium member)
* Curriculum vitae and/or résumé
* Bilingual authorization information
* Other documents the agency wants to provide to support this application

All documents are to be uploaded as one single zip file onto the online application system. Applicants are allowed only one attachment. The zip file size limit is 20MB.

## APPENDIX A: DLIG Evaluation Rubric

### Application Narrative (See Section 7)

**Definition of Terms:**

* **Thoroughly:** Including every part or detail
* **Convincingly:** Bringing to belief, consent, or a course of action
* **Adequately:** Of a quality that is good or acceptable and easily understood, but without convincing detail
* **Partial:** Incomplete details or elements essential to program components; leaves the reader with questions
* **Minimally**: With the least amount of detail

#### The Context

| Outstanding (16–13 points) | Strong (12–9 points) | Partial (8–5 points) | Minimal (4–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s location and local demographics. | Adequately describes the applicant’s location and local demographics. | Partially describes the applicant’s location and local demographics. | Minimally describes the applicant’s location and local demographics. |
| Thoroughly and convincingly describes how the applicant has already assessed community interest in DLI programs and the needs assessment was conducted.  Thoroughly and convincingly describes why the applicant is applying for the DLIG. | Adequately describes how the applicant has assessed community interest in DLI programs and the needs assessment was conducted.  Adequately describes why the applicant is applying for the DLIG. | Partially describes how the applicant assessed community interest in DLI programs and the needs assessment was or will be conducted.  Partially describes why the applicant is applying for the DLIG. | Minimally describes how the applicant assessed community interest in DLI programs and the needs assessment was or will be conducted.  Minimally describes why the applicant is applying for the DLIG. |
| Thoroughly and convincingly describes the available resources (funding, staff support for DLI, family and community support for DLI, the current number of bilingual teachers by grade level that are authorized to teach in a DLI program, etc.) | Adequately describes the available resources (funding, staff support for DLI, family and community support for DLI, the current number of bilingual teachers by grade level that are authorized to teach in a DLI program, etc.) | Partially describes the available resources (funding, staff support for DLI, family and community support for DLI, the current number of bilingual teachers by grade level that are authorized to teach in a DLI program, etc.) | Minimally describes the available resources (funding, staff support for DLI, family and community support for DLI, the current number of bilingual teachers by grade level that are authorized to teach in a DLI program, etc.) |
| Thoroughly and convincingly describes related programs in and beyond the school (i.e. preschool with primary language instruction/home language support, expanded learning opportunities to support dual language development, etc.) and how these are articulated with the proposed DLI program. | Adequately describes related programs in and beyond the school (i.e. preschool with primary language instruction/home language support, expanded learning opportunities to support dual language development, etc.) and how these are articulated with the proposed DLI program. | Partially describes related programs in and beyond the school (i.e. preschool with primary language instruction/home language support, expanded learning opportunities to support dual language development, etc.) and how these are articulated with the proposed DLI program. | Minimally describes related programs in and beyond the school (i.e. preschool with primary language instruction/home language support, expanded learning opportunities to support dual language development, etc.) and how these are articulated with the proposed DLI program. |

#### Goals and Expected Outcomes

| Outstanding (16–13 Points) | Strong (12–9 Points) | Partial (8–5 Points) | Minimal (4–0 Points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the theory of action for expanding or establishing a DLI program that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement. | Adequately describes the theory of action for expanding or establishing a DLI program that integrates the EL Roadmap Policy and the cycle of continuous improvement. | Partially describes the theory of action for expanding or establishing a DLI program that integrates the EL Roadmap Policy and the cycle of continuous improvement. | Minimally describes the theory of action for expanding or establishing a DLI program that integrates the EL Roadmap Policy and the cycle of continuous improvement. |
| Thoroughly and convincingly describes the research that supports the theory of action and the program design. | Adequately describes the research that supports the theory of action and the program design. | Partially describes the research that supports the theory of action and the program design. | Minimally describes the research that supports the theory of action and the program design. |
| Thoroughly and convincingly describes the program implementation goals and measurable student outcomes in detail for the overall project and for each fiscal year.  Thoroughly and convincingly includes details about how the program implementation and measurable student outcomes advance the applicant’s attainment of the three DLI program goals. | Adequately describes the program implementation goals and measurable student outcomes in detail for the overall project and for each fiscal year.  Adequately includes details about how the program implementation and measurable student outcomes advance the applicant’s attainment of the three DLI program goals. | Partially describes the program implementation goals and measurable student outcomes in detail for the overall project and for each fiscal year.  Partially includes details about how the program implementation and measurable student outcomes advance the participant’s attainment of the three DLI program goals. | Minimally describes the program implementation goals and measurable student outcomes in detail for the overall project and for each fiscal year.  Minimally includes details about how the program implementation and measurable student outcomes advance the participant’s attainment of the three DLI program goals. |

#### DLI Program Implementation Plan

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the implementation plan, including the actions to be taken to reach the DLI program goals and the expected student outcomes.  Provides a thorough and convincing timeline of activities. | Adequately describes the implementation plan, including the actions to be taken to reach the DLI program goals and the expected student outcomes.  Provides an adequate timeline of activities. | Partially describes the implementation plan, including the actions to be taken to reach the DLI program goals and the expected student outcomes.  Provides a partial timeline of activities. | Minimally describes the implementation plan, including the actions to be taken to reach the DLI program goals and the expected student outcomes.  Provides a minimal timeline of activities. |
| Thoroughly and convincingly describes the additional resources that are needed to expand or establish the DLI program. | Adequately describes the additional resources that are needed to expand or establish the DLI program. | Partially describes the additional resources that are needed to expand or establish the DLI program. | Minimally describes the additional resources that are needed to expand or establish the DLI program. |

**DLI Program Implementation Plan (Part II)**

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the program will be inclusive for all enrolled students, including different typologies of English learners, students with disabilities, etc.  Thoroughly and convincingly describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement in each language. | Adequately describes how the program will be inclusive for all enrolled students, including different typologies of English learners, students with disabilities, etc.  Thoroughly and convincingly describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement in each language. | Partially describes how the program will be inclusive for all enrolled students, including different typologies of English learners, students with disabilities, etc.  Thoroughly and convincingly describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement in each language. | Minimally describes how the program will be inclusive for all enrolled students, including different typologies of English learners, students with disabilities, etc.  Thoroughly and convincingly describes support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement in each language. |
| Thoroughly and convincingly describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes. | Adequately describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes. | Partially describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes. | Minimally describes how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes. |
| Thoroughly and convincingly describes how and what implementation data will be collected and analyzed to determine whether both the program goals are met and the students are successful in each of the DLI program areas. | Adequately describes how and what implementation data will be collected and analyzed to determine whether both the program goals are met and the students are successful in each of the DLI program areas. | Partially describes how and what implementation data will be collected and analyzed to determine whether both the program goals are met and the students are successful in each of the DLI program areas. | Minimally describes how and what implementation data will be collected and analyzed to determine whether both the program goals are met and the students are successful in each of the DLI program areas. |

**DLI Program Implementation Plan (Part III)**

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the intended plan for student assessment, including possible processes or tools for assessment in the Language Other Than English (LOTE) and English. | Adequately describes the intended plan for student assessment, including possible processes or tools for assessment in the LOTE and English. | Partially describes the intended plan for student assessment, including possible processes or tools for assessment in the LOTE and English. | Minimally describes the intended plan for student assessment, including possible processes or tools for assessment in the LOTE and English. |
| Thoroughly and convincingly describes plans for strengthening the applicant’s system for sustaining a cohesive program over time, including staff and student recruitment and retention, professional development, and the purchase of and/or development of program materials and curriculum.  Thoroughly and convincingly describes how the Local Control and Accountability Plan (LCAP) and LCAP Federal Addenda, as well as any other plans for funds, further support the implementation of the DLI program for long-term sustainability. | Adequately describes plans for strengthening the applicant’s system for sustaining a cohesive program over time, including staff and student recruitment and retention, professional development, and the purchase of and/or development of program materials and curriculum.  Adequately describes how the LCAP and LCAP Federal Addenda, as well as any other plans for funds, further support the implementation of the DLI program for long-term sustainability. | Partially describes plans for strengthening the applicant’s system for sustaining the program over time, including staff and student recruitment and retention, professional development, and the purchase and/or development of program materials and curriculum.  Partially describes how the LCAP and LCAP Federal Addenda, as well as any other plans for funds, further support the implementation of the DLI program for long-term sustainability. | Minimally describes plans for strengthening the applicant’s system for sustaining the program over time, including staff and student recruitment and retention, professional development, and the purchase and/or development of program materials and curriculum.  Minimally describes how the LCAP and LCAP Federal Addenda, as well as any other plans funds, further support the implementation of the DLI program for long-term sustainability. |

#### Professional Learning

| Outstanding (4 points) | Strong (3 points) | Partial (2 points) | Minimal (1 point) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the model (e.g., coaching, community of practice, coursework, etc.) that will be used during professional learning for teachers and administrators.  Thoroughly and convincingly describes the amount and/or intensity of the professional learning for participants and the application and implementation of the professional learning. | Adequately describes the model (e.g., coaching, community of practice, coursework, etc.) that will be used during professional learning for teachers and administrators.  Adequately describes the amount and/or intensity of the professional learning for participants and the application and implementation of the professional learning. | Partially describes the model (e.g., coaching, community of practice, coursework, etc.) that will be used during professional learning for teachers and administrators.  Partially describes the amount and/or intensity of the professional learning for participants and the application and implementation of the professional learning. | Minimally describes the model (e.g., coaching, community of practice, coursework, etc.) that will be used during professional learning for teachers and administrators.  Minimally describes the amount and/or intensity of the professional learning for participants and the application and implementation of the professional learning. |

#### Language Allocation and Development

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the program language allocation model and grade levels of implementation.  Thoroughly and convincingly describes how the program design promotes equal status of both the LOTE and English. | Adequately describes the program language allocation model and grade levels of implementation.  Adequately describes how the program design promotes equal status of both the LOTE and English. | Partially describes the program language allocation model and grade levels of implementation.  Partially describes how the program design promotes equal status of both the LOTE and English. | Minimally describes the program language allocation model and grade levels of implementation.  Minimally describes how the program design promotes equal status of both the LOTE and English. |
| Thoroughly and convincingly describes how designated and integrated English language development will be delivered to English learners. | Adequately describes how designated and integrated English language development will be delivered to English learners. | Partially describes how designated and integrated English language development will be delivered to English learners. | Minimally describes how designated and integrated English language development will be delivered to English learners. |

#### Cross-Cultural Understanding

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how cross-cultural understanding is addressed in the implementation plan.  Identify the skills to be taught (i.e., respect, acceptance, empathy, knowledge of other cultures, etc.) and how they will be implemented within the DLI program and schoolwide. | Adequately describes how cross-cultural understanding will be addressed in the implementation plan.  Identify the skills to be taught (i.e., respect, acceptance, empathy, knowledge of other cultures, etc.) and how they will be implemented within the DLI program and schoolwide. | Partially describes how cross-cultural understanding will be addressed in the implementation plan.  Identify the skills to be taught (i.e., respect, acceptance, empathy, knowledge of other cultures, etc.) and how they will be implemented within the DLI program and schoolwide. | Minimally describes how cross-cultural understanding will be addressed in the implementation plan.  Identify the skills to be taught (i.e., respect, acceptance, empathy, knowledge of other cultures, etc.) and how they will be implemented within the DLI program and schoolwide. |

#### Project Leadership/Staff

| Outstanding (8–7 points) | Strong (6–5 points) | Partial (4–3 points) | Minimal (2–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project. | Adequately describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project | Partially describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project. | Minimally describes the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project |
| Attach a CV or résumé (one page maximum) for each of the DLIG leadership team members.  Includes the bilingual authorizations for all personnel involved with this grant, as applicable | Not Applicable | Not Applicable | Does not attach CV or résumé (one page maximum) for each of the DLIG leadership team members.  Does not include the bilingual authorizations for all personnel involved with this grant, as applicable. |

### Project Leadership/Staff (Part II)

| Outstanding (4 points) | Strong (3 points) | Partial (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| Provides letter(s) of commitment from the applicant’s executive-level leadership committing to the terms of the DLIG to expand or establish a DLI program and sustain the program over time.  If applying as a consortium, provides letters of commitment from the executive-level leadership for each consortium member. | Not Applicable | Not Applicable | Does not provide letter(s) of commitment from the applicant’s executive-level leadership committing to the terms of the DLIG to expand or establish a DLI program and sustain the program over time.  The consortium does not provide letters of commitment from the executive-level leadership for each consortium member. |

### Application Budget

| Outstanding (16–13 points) | Strong (12–9 points) | Partial (8–5 points) | Minimal (4–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly provides a detailed budget narrative using the Proposed Budget Template for the Proposed Budget Detail for each line-item in the grant period.  For each allowable category, the application includes a thorough and convincing description of how the proposed costs are necessary, reasonable, and proportionate in terms of grant activities and outcomes.  Provides thorough detail and calculation that justifies each line-item for each grant year.  Thoroughly groups the line-items by the object code series and provides lines for object code totals.  Indirect charges, are capped at eight percent. | Adequately provides a detailed budget narrative using the Proposed Budget Template for the Proposed Budget Detail for each line-item in the grant period.  For each allowable category, the application includes an adequate description of how the proposed costs are necessary, reasonable, and proportionate in terms of grant activities and outcomes.  Provides adequate detail and calculation that justifies each line-item for each grant year.  Adequately groups the line-items by the object code series and provides lines for object code totals.  Indirect charges are capped at eight percent. | Partially provides a detailed budget narrative using the Proposed Budget Template for the Proposed Budget Detail for each line-item in the grant period.  For each allowable category, the application includes a partial description of how the proposed costs are necessary, reasonable, and proportionate in terms of grant activities and outcomes.  Provides partial detail and calculation that justifies each line-item for each grant year.  Partially groups the line-items by the object code series and provides lines for object code totals.  Indirect charges are capped at eight percent. | Minimally provides a detailed budget narrative using the Proposed Budget Template for the Proposed Budget Detail for each line-item in the grant period.  For each allowable category, the application includes minimal or no description of how the proposed costs are necessary, reasonable, and proportionate in terms of grant activities and outcomes.  Provides minimal or no detail and calculation that justifies each line-item for each grant year.  Minimally or does not group the line-items by the object code series and does not provide lines for object code totals.  Indirect charges are not capped at eight percent. |

## 

## Appendix B: Assembly Bill 130, Chapter 44, Section 158 of the Statutes of 2021

**AB-130 Education finance: Education omnibus budget trailer bill** (2021–22)

### CHAPTER 44

(70) This bill would appropriate $10,000,000 from the General Fund to the Superintendent for purposes of the DLIG Program, which the bill would establish, to expand access to quality dual language learning and foster languages that English learners bring to California’s education system. The bill would require the department to award a minimum of 25 one-time DLIGs over a period of 3 fiscal years to eligible entities to expand or establish DLI programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language.

### SEC. 158.

(a) The sum of ten million dollars ($10,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction to administer the DLIG Program, which is hereby established, to expand access to quality dual language learning and foster languages that English learners bring to California’s education system.

(b) (1) The State Department of Education shall award a minimum of 25 one-time DLIGs over a period of three fiscal years of up to three hundred eighty thousand dollars ($380,000) per grant to an eligible entity to expand or establish DLI programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(2) The State Department of Education shall identify criteria for evaluation of applicants and awarding grants.

(3) When awarding a grant to an applicant proposing to establish a new DLI program, the State Department of Education shall provide additional funding of up to twenty thousand dollars ($20,000) over the amount of the grant award pursuant to paragraph (1).

(c) Applicants for a DLIG may include any of the following eligible entities that meet the criteria established pursuant to paragraph (2) of subdivision (b):

(1) A school.

(2) A school district.

(3) A county office of education.

(4) A charter school.

(5) Consortia composed of any of the entities described in paragraphs (1) to (4), inclusive.

(d) A DLIG shall be used for activities that directly support the development of DLI programs, as described in paragraph (1) of subdivision (b), in elementary and secondary schools, including any of the following activities:

(1) Instructional materials and resources.

(2) Professional development for teachers and school administrators.

(3) Teacher recruitment.

(4) Development of instructional materials.

(5) Development of curriculum.

(6) Family and pupil outreach.

(e) On or before June 1, 2026, the State Department of Education shall submit a report to the appropriate budget and policy committees of the Legislature regarding outcomes resulting from the use of DLIG Program funds including, but not limited to, the number of awards, the award recipients, the amount of each award, and how funds were used.

(f) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the *EC*, for the 2020–21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the *EC*, for the 2020–21 fiscal year.

## Appendix C: DLIG Project Statement of Assurances

The (insert entity name here) supports the proposed project and commits this organization to completing all of the tasks and activities that are described in the application. The authorized agent for this entity agrees that it will meet each of the following requirements of the DLIG application:

* The Grantee agrees to make no significant changes to the budget.
* All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. The Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines.
* The Grantee must limit administrative indirect costs to a maximum eight percent indirect cost rate each year per Section 84 of Chapter 51 of the Statutes of 2019.
* The Grantee will provide information and all reports according to the predetermined reporting schedule, including semi-annual fiscal reports to monitor cash management.
* The Grantee will report to the CDE, by July 15 of each program year, activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.
* The Grantee shall ensure that any new professional learning or course materials, including curriculum and resources, developed as a result of this grant, are available as open educational resources.
* The Grantee commits to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
* The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for team meetings and professional learning activities.