

General Assurances

Is Form Validated? Yes	Last Modified By Cynthia Saunders	Last Modified On 6/19/2019 4:51 PM
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INSTRUCTIONS

Agency Information

Agency's Legal Name
The Manatee School Board

DUNS Number
100012962

Agency Code
410

EIN Number
596000728

Project Information

Grant
Title III - Language Instruction for English
Language Learners

Last Submitted
6/19/2019 4:55 PM

Project ID
APP-2019-20-00007

General Assurances

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a **General Assurances** document which must be signed by all agencies and organizations that receive federal or state funds, to comply with:

1. Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).



2. Applicable federal statutes.
3. State laws and regulations pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at:
General Assurances -- Section D

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition. **Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies** are required to submit the certification page of the General Assurances with an e-signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

Certification

I, Cynthia Saunders, am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the "Project Application and Amendment Procedures for Federal and State Programs" (Green Book).

Agency Legal Name

The Manatee School Board

Agency Code

410

By checking the checkbox below, I certify that the agency will adhere to each of the assurances contained in this set of General Assurances, Terms, and Conditions for Participation in Federal and State Programs as applicable to the project(s) for which this agency is responsible.

true

Name of Agency Head

Cynthia Saunders

Title of Agency Head

Superintendent

Email

saundersc@manateeschools.net

Telephone Number

(941) 708-8770

E-Signature of Authorized Head or Official

Cynthia Saunders

Signed Date

6/19/2019

Authorization Letter

Attachment Name	Type	Description	Last Modified	Owner
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Pending Board and FLDOE Approval



FLORIDA DEPARTMENT OF EDUCATION
Title III Supplementary Instructional Support for English Language Learners (ELLs)
Narrative Response Attachment

Directions: Please provide responses to each section in the box below each section.

1. Needs Assessment

Provide evidence of need for each of the services that will be funded through this project application. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews) and the kinds of data and information analyzed (the most current state assessment data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous project, which ones were not, and new programs that the LEA will implement with this project for the 2019-2020 school year as a result of the previous year's outcomes. Summarize results and list proposed needs in order of priority.

- To determine the types of research-based supplementary services and materials needed to provide quality education to English Language Learners (ELLs) and former ELLs, the staff of the School District of Manatee County's ESOL Program, along with the Office of Assessment and Accountability, analyze data based on ACCESS 2.0 for ELLs, FSA results and Imagine Learning data. Input from parents that attended district advisory council meetings is considered when making decisions regarding supplementary services offered to ELLs as well as surveys completed by both parents and teachers from various meetings and trainings throughout the school year. All participants in the ESOL Department's professional development complete surveys at the end of the trainings. This input from teachers, bilingual paraprofessionals and administrators is considered when planning activities, purchasing supplemental materials and developing professional development all designed to increase the academic achievement of ELLs in Manatee County.
Data on the progress of ELLs in Manatee County is presented to the district's administrators including the Deputy Superintendent of Curriculum, Elementary and Secondary Executive Directors, and site-based administrators. Data from 2018-2019 school year indicates that teachers continue to need professional development in preparing their English Language Learners to be academically successful in content area classes. Support for all schools will continue through professional development and collaboration with district level Instructional Coaches, ESOL Resource Teachers, and District ESOL Specialists. The ESOL Department will continue to train all staff at each of our schools on how ACCESS 2.0 for ELLs scores can improve instruction of English language learners. This year we will continue to coach and support elementary and secondary science teachers who attended our Summer Science Institutes to make content comprehensible and increase student achievement. These teachers will receive additional training and coaching using and implementing the strategies learned in the Summer Science Institutes throughout the school year. The ESOL Department will also offer a Summer Social Studies Institute to secondary social studies teachers with the goal of increasing the academic achievement of ELLs in these content area classes.
SDMC will also continue to use Imagine Learning to increase the English language acquisition of the newest ELLs in our district in grades K-5. We will continue to offer our afterschool tutoring program, Club ExcEL which is designed to increase students' vocabulary on the language of science, math, social studies and language arts. The ESOL Department will continue to support the implementation of the updated curriculum in the secondary elective courses and support the use of the supplementary materials purchased for these courses. The ESOL Department will closely monitor the implementation of the updated curriculum and use of supplementary materials for these courses throughout the school year to make any necessary adjustments to ensure that our ELLs in secondary schools are receiving instruction that builds English language acquisition while focusing on content area vocabulary. We also continue to use Nearpod lessons to supplement our ESOL elective and afterschool tutoring programs.

Need 1: Increase Academic Achievement Levels

Evidence: ELLs are not attaining the state's proficiency targets for reading, writing, mathematics and science. Challenges exist in the areas of literacy levels for students arriving in our schools. In addition, the graduation rate for ELLs/former ELLs needs to continue to increase.

Based on the data from the Florida Department of Education, in science and Biology EOC, ELLs in Manatee County scored at a proficiency rate of 11%, with an achievement gap of 6%, compared to the state total on the FCAT Science assessment and Biology End of Course Exam (EOC) in 2017-2018. This represents a 4% decline in the gap between SDMC ELLs and ELLs in the state of Florida between 2016-2017 and 2017-2018. In civics and history EOCs, 34% of ELLs in SDMC scored at a level 3 or above, this is an increase of 6% over the state proficiency of ELLs on the civics and history EOCs. The math assessment results indicated that 27% of ELLs scored at a level 3 and above on the FSA Math Assessment with an achievement gap of 4%, compared to the state totals for ELLs. This data shows a decrease of 2% in the gap between SDMC ELLs and the ELLs statewide from 2016-2017 to 2017-2018 on FSA Math. On the English Language Arts Assessment, 11% of ELLs scored at a level 3 or above, with an achievement gap of 6% as compared to the state totals for ELLs. This data shows no change in the gap from 2016-2017 and 2017-2018 on the ELA FSA.

The graduation rate for ELLs in 2017-2018 was 65.0%, with a 10.0% gap, as compared to the 75.0% statewide graduation rate for ELLs. The gap between Manatee County ELLs and the state-wide graduation was closed by 9% from 2016-2017 to 2017-2018.

Rationale: ELLs' performance on statewide assessments and EOCs must continue to increase to meet the state's established targets from the Florida State Board of Education Strategic Plan. The graduation rate for ELLs in Manatee County must continue to increase to meet the state's established targets from the Florida State Board of Education Strategic Plan.

Need 2: Increase English Language Proficiency Levels

Evidence: Based on the ACCESS 2.0 for ELL assessment data as compared to the state's proficiency levels, programs, training and services must continue to be implemented to increase English Language Acquisition. Based on the ACCESS 2.0 for ELLs scores for 2018, the state had an average of 25% of students scoring at proficiency while Manatee County had an average of 20% of ELLs scoring at proficiency.

Rationale:

ELLs' performance on the test of English language proficiency (ACCESS 2.0 for ELLs) must increase significantly to meet the state's established targets from the Florida State Board of Education Strategic Plan.

Need 3: Increase Parent Involvement in their children's education.

Evidence: Based on school-based and district-based parent meetings conducted by the ESOL department staff, parents need continued support on how to help their children be academically successful. Parents have asked for support in the following areas: information about good study habits that will result in linguistic and academic success, family literacy, understanding the school system and how to parent when the child gains English proficiency and the parents do not. Parents of middle and high school students have requested information on high school graduation requirements, applying for scholarships and programs for gifted English Language Learners. Surveys conducted at the parent meetings indicate that parents would like additional support in assisting their children at home with the Florida Standards, understanding graduation requirements, applying for scholarships and about gifted programs for ELLs. The ESOL Specialists will continue to work with the District Curriculum Specialists to provide support to parents. During the 2018-2019 school year, there were 87 parent meetings held at both the school and district level.

Rationale: Based on research findings from the Southwest Educational Development Laboratory, when schools, families, and community groups work together to support learning, children tend to be more successful in school, stay in school longer, and like school more.

2. Programs, Services and Activities

List and describe each of the LEA's proposed programs, services, and activities and include how they are aligned with the needs assessment, state content standards, student achievement standards, and state assessments. If applicable, indicate how the included activities are evidence based. Also, describe how the activities will enable LEA to close the achievement gap and meet all ELL achievement targets. Activities must include professional development and parental involvement.

The School District of Manatee County will utilize the Title III funding to aid English Language Learners in achieving English language proficiency, strengthening and developing academic English, and school-to-home needs. Using supplemental programs current ELLs will be served as they progress to meet district, state and federal mandates and benchmarks.

- District ESOL Specialists, ESOL Resource Teachers and tutors will continue to provide support services to 33 elementary, 9 middle, 7 high, 3 alternative, and 15 charter schools (addresses needs 1, 2, 3 and 4). This year SDMC will have 19 ESOL Resource Teachers supporting schools with the highest ELL population. The District's general fund will pay for 12 teachers (for elementary schools with 100 or more ELLs) and Title III will supplement that by paying for 7 teachers (serving down to elementary schools with 75 or more ELLs).
- SDMC will enhance the ESOL program by continuing to train elementary and secondary science teachers with strategies to make content comprehensible for ELLs and increase student achievement. These teachers will receive additional training throughout the school year, collaboratively plan lessons for their ELLs, and receive on-site coaching from the ESOL Specialists and site-based ESOL Resource Teachers (addresses needs 1, 2 and 3).
- SDMC will continue to offer afterschool supplemental programs (Club ExcEL) to ELLs to increase academic achievement in grades 3-8. High school ELLs will have the opportunity to attend tutoring that specifically targets ACT and SAT preparation so that students struggling to meet the FSA target for graduation may meet this requirement through a concordant score. The afterschool tutoring will specifically address the English language development standards and graduation requirements (addresses need 1).
- SDMC will offer a summer science camp for middle school ELLs as an enrichment program. This program is based on the Next Generation Science Standards and gives students hands-on exposure to the standards they are taught in middle school (addresses need 1 and aligns).
- SDMC will continue to use Imagine Learning in conjunction with the Title III Immigrant, Title III, Title IV, Title I Part C, and Title I Grants for recently identified English Language Learners and ELLs scoring at a level 1 or 2 on the ACCESS 2.0 test of English language acquisition. This program will provide native language assistance in learning foundational reading skills as a supplemental program (addresses needs 1 and 2).
- SDMC will provide on-going training for ESOL Bilingual Paraprofessionals, ESOL Teachers, content area teachers and district personnel on the best instructional practices and English language development standards to support ELLs in mainstream classroom settings (addresses needs 1, 2, and 3).
- Increase parent awareness of services available in Manatee County Schools through continued outreach in the family's native language where feasible, using newsletters and Connect Ed phone calls in the native language as well as web-based resource tools found on the Title III page of the school districts website.

3. English Language Learner Achievement Targets

Percent Proficient in English Language Acquisition

Increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **5%** with 2019 as the baseline year. If the LEA's percentage of ELLs is at or above the state percentage of ELLs becoming proficient, then the LEA must increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **2%**.

Based on the most recent assessment results for , the LEA will increase the percentage of ELLs becoming proficient from to by the end of 2020.

Describe how project activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline LEA initiatives that are addressing or will address measurable objectives.

- All activities of the Title III grant are designed to increase the academic achievement, English language proficiency and graduation rates of English Learners in the School District of Manatee County.

The Title III funded ESOL Specialists collaborate with Curriculum Specialists to design and deliver professional development to assist science and social studies teachers in making content comprehensible for all English Learners. ESOL Specialists will use school data to determine specific supports for subject area teachers. ESOL Specialists will continue to train all faculties on ACCESS for ELLs data so that teachers can use these scores to plan appropriate lessons for their English learners.

To decrease the gap in English Language Arts, Title III works with Title IV, Title I Part C to provide licenses for Imagine Learning to assist students in acquiring the foundational reading skills necessary to be academically successful. The ESOL Department has also rewritten the English Language Development curriculum to support secondary English Learners needing support in acquiring English as a second language. The ESOL Department works closely with teachers of these courses to ensure that ELLs are meeting graduation requirements and that students are fully involved in setting their own goals towards graduation.

Progress in Graduation Rate and Content Areas

Increase the graduation rate of ELLs and the percentage of ELLs achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies by **5%** as measured by the Florida Standards Assessment with 2019 as the baseline year. If the LEA's percentage of ELLs graduating and achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies is at or above the state percentage or ELLs achieving satisfactory in these areas, then the LEA must increase the percentage of ELLs graduating and achieving satisfactory or higher by **2%**.

Based on the most recent graduation and assessment results for , the LEA will increase by the end of 2020.

to the percentage of ELLs graduating,
 to the percentage of ELLs achieving satisfactory or higher in English Language Arts,
 to the percentage of ELLs achieving satisfactory or higher in Mathematics,
 to the percentage of ELLs achieving satisfactory or higher in Science,
 to the percentage of ELLs achieving satisfactory or higher in Social Studies

Describe how project activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline LEA initiatives that are addressing or will address measurable objectives.

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4. Increasing Supplemental Professional Development

This application must include supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition. Include in the description how accountability and transfer of skills and knowledge to the job will be addressed and how the professional development activities will supplement, not supplant, existing LEA programs.

- Supplementary professional development activities supported by Title III funding will increase teachers' abilities to effectively instruct English Language Learners. The elementary and secondary science teachers that attended the summer science institutes will continue to receive additional training and support from the ESOL Department. Both elementary and secondary science institutes are held each summer to address the on-going needs of science teachers and allow the ESOL Department to increase the number of science teachers trained in our District. The ESOL Department will deliver the summer social studies institute for secondary social studies teachers. The purpose of these institutes is to continue to offer strategies and support for teachers that need assistance in making content comprehensible for their English Learners.

The ESOL department will also offer trainings specifically designed on English Language Development Standards, the Florida State Standards, Understanding ACCESS 2.0 for ELLs score reports, Grading of ELLs, and additional training for teachers of science and social studies on increasing achievement of ELLs. The ESOL Coordinator and Specialists will also attend state and national conferences to keep current on Title III and ESOL state and federal updates and the latest research and subsequent innovations regarding the most effective methods of instruction for ELLs.

Surveys are given to all participants of supplemental Professional Development to determine how to follow-up and support teachers as they implement the strategies learned in each session.

5. Increasing Parental and Community Participation in the Educational Experience of ELLs

This application must include parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe all parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition.

- Parent, family, and community involvement is extremely important to the success of ELLs; therefore, Title III will help support various opportunities for parents to become active participants in their children’s education. This will be accomplished through school-based Parent ESOL Meetings and district-based Parent Leadership Council Meetings, as well as various publications and supplemental materials that will assist them in developing their own English language skills and to collaborate with their child’s school. The ESOL Coordinator, ESOL Specialists and immigrant support staff will provide parents the option of attending parenting classes on helping their children navigate the school system and how to assist their children to be both academically and socially successful. The ESOL department will also provide training opportunities to parents on how to login and use the district’s online student information portal so parents can track student grades, daily assignments, progress reports, schedules, and behavior reports. All these parent trainings/classes are supplemental to district training opportunities for parents. In surveys conducted at the parent meetings, most parents asked that the district support them in understanding good cause, graduation requirements, literacy skills and community resources. Parents indicated that they also want continued opportunities to connect with other parents of English learners and this will be achieved by conducting parent meetings for each school’s parent representative. The ESOL Specialists will continue to work with the District Curriculum Specialists to provide support to parents. During the 2018-2019 school year, there were 84 parent meetings held at both the school and district level. Meetings held at the District level had parents providing input on the District ELL Plan, learning about adult learning opportunities through various community agencies and support for assisting their children’s’ academics at home.

6. Consultation with Private School Officials (Equitable Services for Private School Participation)

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing timely, meaningful, and ongoing consultation for equitable services to private school children and teachers within the LEA service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>

Include a description and complete plan of action on how timely, meaningful, and ongoing consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying ELLs, and services provided.

- In November 2018, all private schools in the area were informed about the availability of all federal programs, including Title III. Invitations to attend our Private Schools Fair were mailed to all private schools. Schools that requested services were contacted. A plan of action was then created ensuring that regular consultation would take place throughout the school year. Title III funds would be used to provide services to those private schools requesting assistance. Upon approval of the grant application, a follow up letter will be sent to private schools informing them of the services that could be provided to ESOL students at their schools. Should they indicate interest in those services, a timely consultation will follow, identification of eligible students based on federal guidelines. Private schools that indicated they would like to receive services for the 2019-2020 school year are: Community Christian School, Edison Academics, St. Joseph Catholic School, and West Coast Christian.

Each school uses the questions on the Home Language Survey to determine if a student is considered an English Language Learner. The District can assist schools with this determination by using paper copies of the IPT to gauge a student’s English proficiency.

7. Collaborative Partners (community based)

Identify federal/state/local community based, faith-based organizations and/or community partners; briefly describe in simple narrative, the types and benefits of the collaborative activities; include the program(s) and primary target group(s).

- Title III Part A collaborates with the Title I Part A, Title III Immigrant, and Title I Part C (Migrant) and Title IV programs. These programs are in the same department and support many of the same students. Title III can access each school's Title I Basic budget information when a request is made for tutoring or supplemental materials for ELLs. This ensures that all local and Title I funds have been expended before Title III funds can be considered.

ESOL staff, school administrators and teachers collaborate extensively with community agencies for field trip opportunities, to schedule speakers, and to provide extracurricular experiences for ELLs including, but not limited to, the Campaign for Grade Level Literacy, Project Light and the United Way.

Title III collaborates at the district level with initiatives involving MTSS, serving on district core committees, school-based Problem-Solving Teams and district focus committees so that schools will have procedures in place when problem-solving for ELLs.

Title III collaborates with district and state training opportunities involving the implementation of the Florida State Standards. The Coordinator and Specialists attend conferences and serve on Florida State Standard district committees.

Title III collaborates with district programs by ensuring that Title III staff are members of district committees and councils. Title III is represented on Student Progression Planning, Student Promotion and Good Cause, MTSS, Curriculum, ESE, Gifted, Testing and Evaluation, Leadership, Student Information Systems, Grading and Reporting, Guidance, Professional Development, Elementary and Secondary Principals, Human Resources, Charter Review and other committees as needed. It is through this strong collaboration that the ESOL Department can ensure that the needs of the ESOL students are being addressed in Manatee County Schools.

8. Accountability for Schools with English Language Learners (ELLs)

Describe how the LEA will hold elementary and secondary schools accountable for meeting the goals and measurable objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs.

- The district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal.

The ESOL Coordinator and ESOL Specialists will review all school and student data, focusing on the achievement of ELLs. This data will be used to provide support to school administrators and teachers as they plan instruction and professional development. Title III will continue to provide additional support to schools demonstrating a high need based on FSA, ACCESS 2.0 for ELLs data and schools targeted for support on the Federal Index. The ESOL Coordinator and ESOL Specialists will also monitor the usage of supplemental programs such as Imagine Learning for fidelity of implementation. Schools' usage will be monitored and placed in Tiers of support in relation to their usage. This is to decrease any barriers that might be preventing ELLs from using these supplemental programs.

The ESOL Department staff participates in all elementary retention and good cause committee meetings at the district level to review and monitor ELLs' progress and promotion status. The ESOL department also monitors student assessment data through School City and will present the ACCESS 2.0 for ELLs data and instructional implications of ACCESS 2.0 to all teachers in Manatee County. All teachers will learn how to interpret ACCESS 2.0 for ELLs data and the instructional implications they have on planning.

The ESOL Coordinator and Specialists will continue to serve on district support teams assigned to schools who are receiving Differentiated Accountability assistance to provide specific suggestions and support for ELLs and teachers of ELLs at those schools. This support will include working with the DOE and school leadership teams to gather data by observing classrooms, creating action plans for the school and follow up with specific Title III support for PD, along with coaching and additional support to increase the achievement of ELLs.

The Executive Directors of Elementary and Secondary Schools also look at the data on the performance of ELLs in the schools they support. Low performing schools in the District are required to create a "State of the Schools" presentation quarterly where they look at the data and goals they have for their students. Data on ELLs is specifically highlighted in these presentations.

9. Dissemination of Information of Programs, Services, and Activities

Describe how information about this application will be disseminated to appropriate populations. The description should include how the LEA will ensure that all school-to-home communications will be in the parent/guardian home language unless clearly not feasible.

- Dissemination of information to families, employees, stakeholders in the community, and representatives of non-public schools shall be done in a variety of ways:

Letters, brochures and other publications will be sent home in English, Spanish and other languages, where feasible. Further, families will have access to information announcing the programs and services supported by Title III through print, online, social media, translated phone calls and school-based ESOL Parent Meetings. Communications shared with parents/families also include data regarding ACCESS 2.0 for ELLs scores, information regarding ESOL Parent Leadership Council meetings, as well as information about the progress of the Title III funded programs. Heritage language interpretation services are provided at parent meetings.

School employees will be notified of Title III-funded programs through the Title III website, as well as through various letters, brochures, publications and email notifications. Further, presentations to school-based and district-level administrators are scheduled during the year to provide information on the initial start-up of Title III funded programs as well as to offer details and date related to participation of progress of ELLs at the schools.

10. Methods of Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes resulting from projects funded through this application to parents and other LEA and school stakeholders. Note - Per the Every Student Succeeds Act of 2015, Section 3121:

“Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes—

- (1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;
- (2) the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- (3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State’s English language proficiency assessment under section 1111(b)(2)(G);
- (4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;
- (5) the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- (6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and
- (7) any other information that the State educational agency may require.”

- The District will use the following methods to report student and program outcomes to school staff, parents, and the community: school and district newsletters (August), the District Back to School Report (August), news releases (upon receipt of school grades), report cards, individualized progress reports, School Advisory Council Meetings, the District’s free app (that parents can receive messages and updates from), school and district-based ESOL Parent Meetings and through the use of social media along with the Federal Programs and Grants website.

Parent communications will be in the language of the parent, unless clearly not feasible. Student report cards and the Parent Portal, where student grades and academic progress are maintained, are available to all parents online and are available in English, Spanish and Haitian Creole. FSA and ACCESS 2.0 for ELLs parent letters are in the parents’ home language when feasible.

The ESOL Department will also develop a Title III evaluation (to be disseminated through Survey Monkey) for teachers, paraprofessionals and parents to determine the effectiveness of the initiatives of the ESOL Department using Title III funds. These surveys are used to determine program needs for teachers, Bilingual ESOL Paraprofessionals and families.

Budget Narrative

Budget ID	Function Code	Other Function Code and Title	Object Code	Account Title	Other Object Code and Title	Set-Aside Code	FTE Position	% of FTE Allocated to This Project	Narrative	Amount	% of Total Budget
B3758	5100		120	Classroom Teachers				N/A	Hire 7 additional ESOL Resource Teachers to serve schools with certified classroom teachers with 75-100 English Language Learners. The district is providing ESOL Resource Teachers for schools that have 100 or more English Language Learners Enrolled.	\$329,000.00	39.07 %
B3814	5100		210	Retirement				N/A	Retirement for ESOL Resource Teachers at 8.47%	\$27,866.30	3.31 %
B3815	5100		220	Social Security				N/A	Social Security for ESOL Resource Teachers at 7.65%	\$25,168.50	2.99 %
B3816	5100		230	Group Insurance				N/A	Health insurance for ESOL Resource Teachers at 12.5%	\$41,125.00	4.88 %
									Life Insurance for ESOL		

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B3817	5100		232	Life Insurance				N/A	Resource Teachers at .22%	\$723.80	0.09 %
B3818	5100		240	Workers Compensation				N/A	Workers Compensation for ESOL Resource Teachers at 1.4%	\$4,606.00	0.55 %
B3819	6300		130	Other Certified Instructional Personnel			3.2	N/A	Other Certified Instructional Personnel Salaries (3 @ .75 & 1 @ 1) ESOL Specialists work with school principals and teachers to ensure quality academic services for ELLs, participate in developing and delivering professional development to teachers and school staff, and to assist ESOL Liaisons and family services	\$209,811.00	24.92 %
B3820	6300		210	Retirement				N/A	Retirement for ESOL Specialists at 8.47%	\$17,770.99	2.11 %
B3821	6300		220	Social Security				N/A	Social Security for ESOL Specialists at 7.65%	\$16,050.54	1.91 %
B3822	6300		230	Group Insurance				N/A	Health insurance for ESOL Specialists at 12.5%	\$26,226.38	3.11 %
B3823	6300		232	Life Insurance				N/A	Life Insurance for ESOL Specialists at .22%	\$461.58	0.05 %

Pending Board and FLDOE Approval

B3824	6300		240	Workers Compensation				N/A	Workers Compensation for ESOL Specialists at 1.4%	\$2,937.35	0.35 %
B3825	7200		790	Miscellaneous Expenses				N/A	Miscellaneous Expense - Indirect Cost 2% Cap	\$16,841.72	2.00 %
B3826	5100		369	Technology-Related Rentals				N/A	Supplemental software (license renewals) for Imagine Learning. Cost per student is \$97.50.	\$23,339.60	2.77 %
B3827	6300		369	Technology-Related Rentals				N/A	Supplemental software (license renewals) for Project ELL to track student achievement and assist with lesson planning. Cost of \$5.50 per license.	\$42,977.00	5.10 %
B3828	5100		120	Classroom Teachers				N/A	Pay teachers their hourly rate to provide before/after school tutoring for ELLs.	\$15,000.00	1.78 %
B3829	6400		120	Classroom Teachers				N/A	Pay 50 teachers the PD rate of \$15.00 to attend 30 hour science and social studies institutes.	\$22,500.00	2.67 %
B3830	6400		210	Retirement				N/A	Retirement of 8.47% for 50 teachers being paid \$15/hour.	\$1,016.40	0.12 %
									Social security at 7.65%		

Pending Board and FLDOE Approval

B3831	6400		220	Social Security				N/A	for 50 teachers being paid \$15/hour.	\$918.00	0.11 %
B3832	6400		240	Workers Compensation				N/A	Workers Compensation at 1.4% for 50 teachers being paid \$15/hour.	\$168.00	0.02 %
B3833	7800		790	Miscellaneous Expenses				N/A	Miscellaneous Expenses-Bus Transportation for ELLs for after school tutoring and ESOL summer programs.	\$500.00	0.06 %
B3834	6400		750	Other Personal Services				N/A	Substitutes for ESOL Teachers attending professional development training.	\$1,000.00	0.12 %
B3835	6400		220	Social Security				N/A	Social security at 7.65% for substitutes for ESOL Teachers attending professional development training.	\$76.50	0.01 %
B3836	6400		240	Workers Compensation				N/A	Workers compensation at 1.4% for substitutes for ESOL Teachers attending professional development training.	\$14.00	0.00 %
B3837	6300		330	Travel				N/A	Travel-local daily travel for ESOL Specialists	\$1,000.00	0.12 %
									Other purchased		

Pending Board and FLDOE Approval

B3838	6300		370	Communications				N/A	services-Postage to mail student information.	\$250.00	0.03 %
B3839	6300		390	Other Purchased Services				N/A	Printing-Supplemental printing for ESOL Specialists	\$500.00	0.06 %
B3840	6300		510	Supplies				N/A	Supplies and materials for Title III ESOL Specialists.	\$500.00	0.06 %
B3909	6400		310	Professional and Technical Services				N/A	Professional and technical services including experts to provide training for teachers at schools providing services to ELLs during the summer science institutes.	\$500.00	0.06 %
B3910	6400		330	Travel				N/A	Travel to state and national conferences including FABES, Sanibel Leadership, and TESOL for specialists to attend for updates and professional development in the area of ESOL and Title III.	\$2,000.00	0.24 %
B3911	6400		510	Supplies				N/A	Supplies-supplemental supplies for professional development training including materials for participants in the	\$900.00	0.11 %

Pending Board and FLDOE Approval

									summer professional science and social studies institutes.		
B3912	6400		730	Dues and Fees				N/A	Dues and Fees: registrations to state and national conferences.	\$500.00	0.06 %
B3919	5100		510	Supplies				N/A	Supplies for teachers providing supplemental language development and academic support for ELLs in after school tutoring programs. Supplies may include: markers, paper, flash drives, index cards, tape, chart paper and notebooks.	\$500.00	0.06 %
B3920	5100		622	Audio Visual Materials Non-Capitalized				N/A	A.V. Materials under \$1,000-provide supplemental language development and academic support for ELLs with the purchase of CDs, DVDs, and materials for ELMO projectors.	\$500.00	0.06 %
B3921	5100		330	Travel				N/A	Travel-Fees for local Florida facilities to provide ELLs learning opportunities during summer programs.	\$2,000.00	0.24 %

Pending Board and FLDOE Approval

									Includes cost of entry into local museums or parks.		
B3922	5100		610	Library Books				N/A	Library books-to provide supplemental language development and academic support for ELLs. Reference books may include picture dictionaries, content area glossaries, and student dictionaries. Costs of individual items may vary: picture dictionaries \$20.00, bilingual dictionaries \$10.00, and content glossaries \$20.00.	\$6,837.34	0.81 %
									Total Project Amount	\$842,086.00	

Pending Board and FLDOE Approval