

Florida Department of Education Project Award Notification

Project Recipient

Agency Name Manatee County School District	Grant Title III - Immigrant Students	TAPS Code 20A013
Application ID APP-2019-20-00006	Project Number 410-1020M-OCI01	Last Submitted 07/29/2019

Recipient Contact & Business Information

Contact Name Debra Estes	Contact Telephone Number (941) 751-7374	Contact Email estesd@manateeschools.net
Fiscal Contact Name Heather Jenkins	Fiscal Telephone Number (941) 708-8770	Fiscal Email jenkinsh@manateeschools.net
Agency Mailing Address 215 Manatee Ave. W., Bradenton, Florida, 34205,9069	Agency Physical Address 215 Manatee Ave. W., null, Bradenton, Florida, 34205	DUNS Number 100012962
FEIN Number 596000728		

Project Information

CFDA/CSFA Number 84.365	Authority PL 107-110 I ELEMENTARY AND SECONDARY EDUCATION AC	FAIN Number S365A190009
Reimbursement Options Federal Cash Advance	Budget Period 07/01/2019 - 06/30/2020	Program Period 07/01/2019 - 06/30/2020

Amendment Information

Amendment Number N/A	Amendment Type N/A	Effective Date
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Funding Information

Current Approved Budget \$120,088.00	Amendment Amount \$0.00	Estimated Roll-Forward Funds \$0.00
Certified Roll-Forward Funds \$0.00	Total Project Amount \$120,088.00	

Timelines

Activity	Date
Last date for incurring expenditures and issuing purchase orders	6/30/2020
Date that all obligations are to be liquidated and final disbursement reports submitted.	8/20/2020
Last date for receipt of proposed budget and program amendments.	5/31/2020

Refund date of unexpended funds; mail to DOE Comptroller 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400	6/29/2020
Date(s) for program reports	6/29/2020
Federal Award Date	7/1/2019

Terms and Special Conditions

Description

This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.

Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education, with the final expenditure report. The check must clearly identify the project number for which funds are being returned.

In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation.

All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the Project Award Notification.

For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.

DOE Contacts

Program Office

Chane Eplin

Telephone

(850) 245-0417

Email Address

chane.eplin@fldoe.org

Grants Management

(850) 245-0496

Comptroller's Office

(850) 245-0401

Approval

Approved ?

Yes

Name of DOE Staff

Chane Eplin

Title of DOE Staff

Bureau Chief

E-Signature of Authorized

Official on behalf of

Richard Corcoran,
Commissioner of Education

Chane Eplin

Date

08/15/2019

Telephone Number

(850)245-0417

General Assurances

Is Form Validated? Yes	Last Modified By Cynthia Saunders	Last Modified On 6/19/2019 4:28 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 - Immigrant Students	Last Submitted 6/19/2019 4:49 PM	Project ID APP-2019-20-00006
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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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**FLORIDA DEPARTMENT OF EDUCATION
Title III Immigrant Project Narrative Response Attachment**

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

1. Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. Identify the unique needs of recently arrived immigrants. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews, document reviews, etc.) and the data and information analyzed to determine the need for supplementary services. Summarize results and list proposed needs in order of priority.

Need 1: Increase Academic Achievement Levels

Evidence:

2018-19 data will be input if available before project is approved.

FSA Reading (2017-2018) Total students tested:743		
Level	Number of students	percentage
Level 1	498	67%
Level 2	109	15%
Level 3	78	11%
Level 4	44	5.25%
Level 5	13	1.75%

51% of all students tested on the 2017-2018 FSA Reading scored a level 3 or above in Manatee County.

18% of immigrant students tested on the 2017-2018 FSA Reading scored a level 3 or above in Manatee County.

There was a 33% reading gap between immigrant students and the total student population

FSA Math (2017-2018) Total students tested: 518		
Level	Number of students	percentage
Level 1	287	55.4%
Level 2	82	15.8%
Level 3	84	16.2%
Level 4	43	8.3%
Level 5	22	4.2%

55% of all students tested on the 2017-2018 FSA Math scored a level 3 or higher in Manatee County.

29% of immigrant students tested on the 2015-2016 FSA Math scored a level 3 or higher in Manatee County.

There was a 26% math gap between immigrant students and the total student population.

ACCESS 2.0 for ELLs

22% of all LY students in Manatee County scored proficient on ACCESS 2.0

13.1% of all Immigrant students in Manatee County scored proficient on ACCESS 2.0

Total # of Immigrant Students in Manatee: 1654 **Percent of district** 3.3%

Main Languages Spoken by Immigrant Students	
Spanish	1044
English	300
Haitian-Creole	129
Other languages	181

Countries Most Represented by Immigrant Students	
Honduras	259
Guatemala	259
Mexico	197
Haiti	150
Venezuela	145
Cuba	109

Immigrant Students by Grade Level	
PK	30
KG	169
1	181
2	179
3	177
4	112
5	123
6	117
7	114
8	92
9	109
10	105
11	102
12	42

Schools with the Highest Count of Immigrant Students	
Daughtrey EL	102
Bayshore EL	82
Bayshore HS	81
Southeast HS	77
Sugg MS	69
Moody EL	52
Lakewood Ranch HS	50
Manatee HS	49
Prine EL	43
Braden River HS	37

Rationale:

There is a need to close the achievement gap between immigrant and non-immigrant students' performance on state standardized assessments. Twenty-three percent of immigrant students will test proficient in reading and thirty-one percent of immigrant students will test proficient in math based on the Florida Standards Assessment (FSA) for the 2019-2020 school year.

2. Programs, Services and Activities

Briefly list and describe each of the major proposed programs, services, and activities and include how they are aligned with the needs assessment, achievement standards, and state assessments. If applicable, indicate how the included activities are scientifically research based. Also, describe how the activities will enable LEAs to close the achievement gap and address acculturation needs of students and their families. Identify how the activities proposed are supplementary and do not supplant activities and services funded under state or other federal funds. Describe how the LEA will continue to build capacity at LEA and school levels to address needs and provide enhanced instructional opportunities for immigrant children and youth. Please refer to NCLB Section 3115 (e) *Activities by Agencies Experiencing Substantial Increases in Immigrant Children and Youth* for guidance on strategies.

The Bilingual Home School Liaison (HSL) will work with the ESOL Specialists to improve home/school communication and work to identify and help families in accessing community resources. The HSL will also gather data from parents and students to help inform trainings and professional development opportunities for parents and teachers of immigrant students. The HSL will improve classroom instruction by ensuring that teachers understand cultural differences, especially those present in the educational system that may hinder students from making academic progress. They will also progress monitor student academic progress via the student information system. Immigrant students that are also English Learners in grades K-5 will have Imagine Learning accounts created for them that will assist with English, reading and acculturation. Title III, Immigrant funds will also be used to provide heritage language dictionaries and subject area glossaries for students (and families).

Services provided through this project provide immigrant students and their families with additional resources supplemental to the state and federal funds and builds the school district's capacity to provide services for parents/families that will include: information on graduation requirements, translation services, parent support groups, access to schools and cultural assimilation.

3. Increasing Supplemental Professional Development Activities

Please describe the supplemental professional development activities to be supported by Title III Immigrant Children and Youth Grant. 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, language acquisition and acculturation. Include in the description how the professional development activities will supplement, not supplant, existing LEA programs.

Training for teachers, guidance counselors and other school staff that will address the unique needs of immigrant students will be provided. These needs, beyond the achievement gaps as evidenced on FSA data, will be taken from data and responses gathered during needs assessments of immigrant students and their parents. This supplementary professional development will include but is not limited to assisting parents/students with cultural assimilation, technology, and graduation requirements for immigrant students. Teacher, administrator and guidance counselor trainings in response to identified needs are in addition to regular professional development and are targeted to the needs of immigrant students. Teachers of immigrant students will also be trained on Imagine Learning (specifically on what the data from the program indicates and how to use the supplemental resources in the program).

4. Increasing Parental and Community Participation in the Educational Experience of Immigrant Children and Youth

In accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities for immigrant children and youth that the LEA proposes to impact student achievement and language acquisition. Include the activities that will be implemented to carry out parent involvement activities that build the capacity of parents.

Parent involvement is extremely important to the success of immigrant students; therefore, the Immigrant Grant and Title III will work together to help support various opportunities for parents to become active participants in their children’s education. This will be done through school-based Parent 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 partner with their child’s school. The ESOL/Immigrant Coordinator, ESOL Specialists and Immigrant Home School Liaison (HSL) 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 HSL 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.

Parents will also receive training and instructions on how their immigrant children using Imagine Learning can access this program outside of school. All parent trainings/classes are supplemental to district training opportunities for parents. In surveys conducted at the parent meetings it was indicated that parents would like support in assisting their children at home with the new standards, understanding graduation requirements, applying for scholarships and about gifted programs for immigrant students. At the end of each training/parent meeting, the District will survey the parents to determine what the next steps should be and how to continue to support the parent of our Immigrant students.

5. 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 consultation for equitable services to private school children and teachers with 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 of how the consultation with private schools has been and will continue to be implemented to address equitable services to Immigrant Children and Youth in private schools. Please list the number of individual schools contacted, how the Immigrant Children and Youth were identified, the number of students and type(s) of services provided.

In November 2018, all private schools in the area were informed about the availability of all federal programs, including Title III, Immigrant. 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, Immigrant 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 immigrant student.

6. Coordination of Services (other funding sources)

Identify how services from other federal, state, and locally funded sources coordinate with Title III Immigrant Children and Youth programs; briefly describe in a simple narrative, the type and benefit of the collaborative activities; include the program(s) and primary target group(s).

The Immigrant Grant collaborates with the Title I Part A, Title III Part A, and Title I Part C (Migrant) programs. These programs are in the same department and support many of the same students. The Immigrant Home School Liaison can access each school's Title I Basic budget information when a request is made for tutoring or supplemental materials for ELLs, to ensure that all local and Title I funds have been expended before immigrant funds can be considered. The Curriculum Department will coordinate with the Immigrant program when planning and developing activities and lessons for the district's curriculum offerings, providing support for the acculturation and academic development of newly arrived immigrant students.

The Immigrant Home School Liaison also 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 immigrant students. Title III and Title I Part C will collaborate when ESOL/Migrant Home-School Liaisons assist in scheduling meetings between immigrant students and parents with teachers and guidance counselors. Meetings are planned to take place twice a year at each Title I school.

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).

The Immigrant Home School Liaison coordinates with several local agencies to provide services to parent of immigrant students. These agencies include, but are not limited to, Catholic Charities, Manatee County Public Libraries, the YMCA, Manatee Glens, Florida Department of Health, The Lawton Chiles Center, MCR Health Services, Gulf Coast Legal Services, The Boys and Girls Club, Harvest Methodist Church, First Haitian Church of the Nazarene, Manatee Rural Health, and St. Joseph Food Pantry. These local agencies provide support to families that the school district is unable to provide. These community resources are available to immigrant families on an as needed basis. Parents of immigrant students work with the Immigrant Home School Liaison to access services provided by these community partners.

8. 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 communication will be in the parents/guardians home language unless clearly not feasible.

The methods and strategies used to share information about the Supplemental Instructional Support for Immigrant Students include brochures and flyers sent out to parents, students and community organizations, and through advertising with various partnership agencies including the School District of Manatee County’s Parent Information Center. All information is shared in the parent’s native language where feasible.

9. Methods of Reporting Outcomes

Describe the methods that will be used to report student and program outcomes resulting from project(s) funded through this application to parents and other LEA, school, and/or community stakeholders.

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 serves supported by Title III, Immigrant through print, online, social media, via 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, Immigrant funded programs. Heritage language interpretation services are provided at parent meetings.

School employees will be notified of Title III, Immigrant funded programs through the ESOL/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, Immigrant funded programs as well as to offer details and date related to participation of progress of immigrant students at the schools.

Budget Narrative (DOE-101)

Is Form Validated?

Yes

Application Simple

Agency Information

Agency's Legal Name :

The Manatee School Board

DUNS Number

100012962

Agency Code

410

EIN Number

596000728

Project Information

Grant

Title III - Immigrant Students

Last Submitted

6/19/2019 4:49 PM

Project ID

APP-2019-20-00006

Funding Information

Total Funds Allocated

\$120,088.00

Estimated Roll-Forward Funds

\$0.00

Total Project Amount

\$120,088.00

Indirect Cost Rate

Indirect Cost Rate Fiscal Year

-

Administrative Cap (%)

2.00%

Code Type

Financial and Program Cost Accounting and Reporting for Florida Schools Manual

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
B4018	5100		369	Technology-Related Rentals				N/A	Supplemental software (license renewals) for Imagine Learning. Cost per student is \$97.50.	\$57,660.40	48.02 %
B4019	7200		790	Miscellaneous Expenses				N/A	Miscellaneous Expense: Indirect Cost of 2%	\$2,401.76	2.00 %
B4020	6150		160	Other Support Personnel			1.00	N/A	Other support personnel salaries. Bilingual Home School Liaison to work with students and families by providing bilingual assistance.	\$26,803.00	22.32 %
B4021	6150		210	Retirement				N/A	Other support personnel. Retirement for Bilingual Home School Liaison at 8.47%.	\$2,270.21	1.89 %
B4022	6150		220	Social Security				N/A	Other support personnel salaries. Social Security for Bilingual Home	\$2,050.43	1.71 %

									School Liaison at 7.65%.		
B4023	6150		231	Health and Hospitalization				N/A	Other support personnel salaries. Life Insurance for Bilingual Home School Liaison at .22%.	\$58.97	0.05 %
B4024	6150		232	Life Insurance				N/A	Other support personnel salaries. Health Insurance for Bilingual Home School Liaison at 12.5%.	\$3,350.38	2.79 %
B4025	6150		240	Workers Compensation				N/A	Other support personnel salaries. Workers Compensation for Bilingual Home School Liaison at 1.40%.	\$375.24	0.31 %
B4026	5100		520	Textbooks				N/A	Instructional Materials: newcomer kits for all secondary schools in the district. 18 kits at \$799 each plus shipping.	\$15,000.00	12.49 %
B4186	5100		610	Library Books				N/A	Library books-to provide supplemental language development and academic support for immigrant students. Reference books may include picture dictionaries, content glossaries, and student dictionaries. Costs of	\$10,117.61	8.43 %

									individual items may vary: pictures dictionaries \$20.00, bilingual dictionaries \$10.00, and content area glossaries, \$20.00.		
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									Total Project Amount	\$120,088.00
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Project Amount by Object Codes

Object Code Name	Amount
160	\$26,803.00
210	\$2,270.21
220	\$2,050.43
231	\$58.97
232	\$3,350.38
240	\$375.24
369	\$57,660.40
520	\$15,000.00
610	\$10,117.61



790	\$2,401.76
Total	\$ 120,088.00

Project Amount by Set-Aside Codes

Set-Aside Code	Amount
Total	