



## Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

**Narrative Section and Application  
Enhanced Instructional Opportunities for Recently Arrived  
Immigrant Children and Youth**

**Baseline Data:**

**2022-2023 K-10 FAST ELA/Reading Results  
2023-2024 Immigrant Students**

Grade	2022-2023 Level					% Proficient
	1	2	3	4	5	
<b>All</b>	<b>79%</b>	<b>10%</b>	<b>6%</b>	<b>4%</b>	<b>2%</b>	<b>11%</b>
KG	100%	0%	0%	0%	0%	0%
1st	79%	12%	5%	3%	1%	9%
2nd	94%	5%	1%	0%	0%	1%
3rd	63%	15%	12%	7%	4%	23%
4th	76%	12%	8%	3%	1%	12%
5th	74%	13%	7%	5%	1%	13%
6th	77%	12%	6%	3%	3%	11%
7th	80%	8%	5%	6%	2%	12%
8th	82%	6%	7%	4%	1%	12%
9th	81%	8%	4%	4%	3%	11%
10th	85%	4%	5%	5%	2%	11%
11th	77%	12%	9%	2%	0%	12%
12th	90%	4%	4%	2%	0%	6%

**2022-2023 K-8 FAST Math/BEST Algebra 1 & Geometry  
Results  
2023-2024 Immigrant Students**

Grade	2022-2023 Level					% Proficient
	1	2	3	4	5	
<b>All</b>	<b>62%</b>	<b>14%</b>	<b>11%</b>	<b>8%</b>	<b>4%</b>	<b>24%</b>
KG	100%	0%	0%	0%	0%	0%
1st	78%	15%	5%	2%	0%	7%
2nd	84%	12%	4%	0%	0%	4%
3rd	45%	17%	17%	15%	5%	37%
4th	46%	20%	14%	14%	6%	34%
5th	61%	14%	14%	10%	2%	26%
6th	62%	13%	7%	9%	10%	26%
7th	57%	14%	13%	11%	6%	29%
8th	62%	9%	12%	8%	8%	29%
9th	52%	17%	10%	11%	10%	31%
10th	29%	11%	32%	7%	21%	61%
11th	66%	6%	20%	8%	1%	28%
12th	76%	5%	15%	4%	0%	18%

**Total # of Immigrant Students in Manatee:** 2279 **Percent of district** 4.1%

## Activities

### 1. Increase Parent Involvement in their children’s education

Based on school-based and district-based parent meetings conducted by the ESOL and Immigrant department staff, it is evident that parents need continued support on how to assist their children. Specific information requested from parents include help with assisting their children with 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 Immigrant Students. The ESOL Department will continue to work with the District Curriculum Specialists to provide support to parents. During the 2022-2023 school year there were more than 83 parent meetings held at both the school and district level, which was an increase over the last year as it has been a struggle to hold in-person meetings since the pandemic. The goal is for each school to hold at least two meetings a year for their parents of Immigrant and ESOL students (120 meetings for the whole district).

The Director of ESOL, the ESOL Specialists and Graduation Enhancement Technician (specialists are funded through Title III and the Graduation Enhancement Technician and an ESOL teacher are funded through this project) will work to improve home/school communication and work to identify and help families in accessing community resources. This team will also gather data from parents and students to help inform trainings and professional development opportunities for parents and teachers of immigrant students. This team of district staff will also assist in improving 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 and for those immigrant students in grades K-5 that will be using Imagine Learning. These recently arrived students in grades K-5 will also have Imagine Learning accounts created for them to 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).

## **2. Provide Support for Newcomers**

During the 2023-2024 school year, schools with the largest Immigrant population will begin to hold small group sessions to assist student acculturation and literacy support. These students will be pulled out in small groups for 12-14 weeks (depending on the support the individual student requires), 2-3 times per week but not during core lesson delivery by their certified classroom teacher. The ESOL teachers providing this additional support will do so as part of their job embedded duties and also hold Professional Teaching Certificates. Data will be collected during the first year to determine how to best grow this program for the next school year (data will include benchmark data, Imagine Learning data, teacher assessment and the progress monitoring that will occur three times per year).

Services provided through this project provide immigrant students and their families with additional resources supplemental to the state and federal funds provided to all students that include the following services for parents/families: graduation requirements, translation services, parent support groups, access to schools and cultural assimilation.

## **3. Supplemental Professional Learning**

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 FAST data, will be taken from data and responses gathered during needs assessments of immigrant students and their parents. This supplementary professional learning 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).

Schools will also be encouraged offer Parent Literacy Classes (built and designed by the ESOL Department) to assist non-English speaking parents to provide academic support to their children. The goal is to have ten additional schools offer these courses to parents during the 2023-2024 school year.

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

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 Director, ESOL Specialists and Immigrant Graduation Enhancement Technician (GET) 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 GET 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.

#### **Evaluation**

Immigrant student academic achievement will be measured by analyzing test-wide assessment scores, graduation rates, and language proficiency levels from ACCESS 2.0 for ELLs and the state's FAST assessments. A report shall be compiled and submitted to the state according to the timeline and procedures outlined in the approved grant. Grades and progress will be reported to parents via progress reports, the Parent Portal in Focus, and report cards. In elementary schools all parents attend mandatory report card conferences for the 2<sup>nd</sup> and 4<sup>th</sup> quarters.

#### **Deliverables**

- Materials developed for the parent literacy course (including the lessons and then the sign-in sheets and timesheets).
- Handouts, sign-in sheets, PowerPoints from Parent Meetings.

- Pre and post tests for the newcomer materials used in the secondary and elementary schools.
- Imagine Learning reports detailing usage for immigrant students.
- Handouts and sign-in sheets from trainings for teachers, guidance counselors, and administrators.

**Other**

Project Administrator: Debra Estes, Director of ESOL, Migrant and Dual Language Programs. Twenty-six years as an educator with ten years of experience in writing and administering Title III and Immigrant Grants. Also, the Project Manager of an Office of English Language Acquisition grant in conjunction with the University of South Florida.

**Support for Reading/Strategic Imperatives**

The use of Imagine Learning’s Language and Literacy program ties directly to our District’s reading goals. This program is designed to reinforce foundational literacy skills while also providing heritage language support. Providing literacy classes for parents will also support the District’s reading initiatives by assisting parents in understanding strategies they can use at home to help their children.

**Consultation with Private School Officials (Equitable Services for Private School Participation)**

Per Section 8501, ESEA as amended by ESSA, the applicant must provide detailed information about the required timely, meaningful, and ongoing consultation for equitable services to private school children and teachers within the LEA service area.

In November 2022, all private schools in the area were informed about the ability to participate in all federal programs, including Title III and the Immigrant Grant. Letters were mailed to all private schools. Schools that requested services were contacted and a plan of action was created that ensured that regular consultation would take place throughout the school year. 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 immigrant students at their schools. Should they indicate interest in those services, a timely consultation will follow, including identification of eligible students based on federal guidelines. At the time of our district meeting, no private school indicated they would participate in the Immigrant Grant.

**Equitable Services Allocations**

Section 8501(a)(3)(C), ESEA as amended by ESSA, requires the Florida Department of Education to provide notice to the appropriate private school officials of the allocation of funds for educational services and other benefits that LEAs have determined are available for eligible private school children. Please provide the amount your LEA has allocated for the provision of private school equitable services.

Total allocation for equitable services is \$ 0.

If none, please indicate “0” and explain why.

No private school indicated they would like to participate in the Immigrant Grant at this time.

**Coordination of Services** (other funding sources)

The Immigrant Grant collaborates with the Title I Part A, Title III Part A, Title I Part C (Migrant) programs, and Title IV. These programs are in the same department and support many of the same students. The Specialists in the ESOL/Immigrant program can access each school's Title I Basic budget information when a request is made for tutoring or supplemental materials for immigrant students, 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 Specialists supporting ESOL/Immigrant students also collaborate 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.

**Collaborative Partners** (community based)

The Specialists in the ESOL/Immigrant program along with the Director also coordinate 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, MCAT, Gulf Coast Legal Services, The Boys and Girls Club, Harvest Methodist Church, First Haitian Church of the Nazarene, Manatee Rural Health, Unidos Now, The Campaign for Grade Level Reading, and the St. Joseph Food Pantry. These local agencies provide support to families that the school district is unable to provide and these community resources and are available to immigrant families on an as needed basis. Parents of immigrant students work with our department to access services provided by these community partners.

**Conditions for Acceptance**

The requirements listed below should be met for applications to be considered for review:

- 1) Application is submitted to the Office of Grants Management within the timeframe specified by the RFA
- 2) Application includes required forms: DOE 100A Project Application Form and DOE 101 Budget Narrative
- 3) All required forms must have the assigned TAPS Number included on the form



- 4) All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
  - **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record. The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.

The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

5) Application must be submitted **electronically** to the Office of Grants Management through the ShareFile system, Word format preferred for expeditious, timely review and final approval.

A) School District of Manatee County  
 Name of Eligible Recipient

B) \_\_\_\_\_  
 Project Number (DOE Use Only)

<b>TAPS Number</b>
<b>24A013</b>

## FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6300	161	Graduation Enhancement Technician (GET) to support Immigrant	1	48050.72
6300	210	Retirement		7209.04
6300	220	FICA		3676.61
6300	230	Health and Hospitalizations		12132
6300	230	Life Insurance		110.54
6300	240	Worker's Comp		600.76
5100	130	ESOL teacher to support Immigrant students and families	1	53230.87
5100	210	Retirement		7984.64
5100	220	FICA		4072.17
5100	230	Health and Hospitalizations		8335.95
5100	230	Life Insurance		122.44
5100	240	Worker's Comp		665.39
5100	390	Printing (glossaries and materials for student use)		3000
5100	610	Library Books (heritage language dictionaries for Immigrant student		10000
5100	510	Supplies (for immigrant student use)		5000
5100	519	Technology Related Supplies (purchase headphones for newcome		5023.34
72010	479005	Indirect Cost		5738.53
<b>C) TOTAL</b>				



# Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

**A.** Enter Name of Eligible Recipient

**B. (DOE Use Only)**

**Column 1 (Function) School Districts Only:**

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**Column 2 (Object) School Districts:**

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**Community Colleges:**

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

**Universities & State Agencies:**

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

**Other Agencies:**

Use the object codes as required in the agency's expenditure chart of accounts.

**Column 3 All Applicants:**

**Account Title:** Use the account title that applies to the object code listed in accordance with the agency's accounting system.

**Narrative:** Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

**Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:**

Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

**Column 5 (Amount)** Provide the budget amount requested for each object code.

**C. Total** - Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.