



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Charlotte County School District	2 PROJECT NUMBER 080-1027B-7CI01	
3 PROJECT/PROGRAM TITLE Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth <p align="right">TAPS 17A013</p>	4 AUTHORITY 84.365A Title III Part A, English Language Acquisition USDE or Appropriate Agency FAIN#: S365A160009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2016 - 06/30/2017 Program Period: 07/01/2016 - 06/30/2017	
7 AUTHORIZED FUNDING Current Approved Budget: \$8,436.27 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$8,436.27	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2017</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2017</u> • Last date for receipt of proposed budget and program amendments: <u>05/31/2017</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2016</u> 		
10 DOE CONTACTS Program: Chane Eplin Phone: (850) 245-0417 Email: Chane.Eplin@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 796112662 FEIN#: F596000539002	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (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. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. • If the district includes estimated roll-forward funds, the district will be authorized to expend estimated roll-forward funds when the Department of Education Comptroller's Office certifies these funds. Agencies receiving funds under Title III, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering the program. 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="138 1738 751 1871">  <hr/> Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div data-bbox="776 1751 1052 1835"> <p align="center"><i>10-28-16</i></p> <hr/> Date of Signing </div> <div data-bbox="1192 1703 1450 1780">  <p align="right">FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>		

25 FTE
Part

423

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

TAPS Number:
1. 17A013 ✓

Please return to:
Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:
Charlotte County District School Board
1445 EDUCATION WAY
PORT CHARLOTTE, FL 33948 ✓

DOE USE ONLY
Date Received
REC'D JUN 28 2016

B) Applicant Contact Information

Contact Name: Christine Mumo

Telephone Number: 941-255-0808 Ext: 3031

Fiscal Contact Name: Kate Raslavsky

Mailing Address: 1445 Education Way Port
Charlotte, FL

Fax Number: 941-255-7567

E-mail Address:
christine.mumo@yourcharlotteschools.net

Physical/Facility Address: 1445 Education Way Port
Charlotte FL 33948

DUNS Number: 102242745 ✓

FEIN Number: 596000539 ✓

Programs

1. Title III Part A -Immigrant 2016-2017	080-1027B-7CI01 ✓	\$8,436.27	8,436.27 ✓
---	-------------------	------------	------------

CERTIFICATION

I, Steve Dionisio, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) [Signature] Title CFO Date 4/27/16
Signature of Agency Head Title Date

✓
Certified as
Original
JTB
JTB

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title III Part A -Immigrant 2016-2017**

A) NAME OF ELIGIBLE RECIPIENT: **Charlotte County District School Board**B) Project Number (DOE USE ONLY): **080-1027B-7C101**

E) TAPS Number 17A013

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Aides: salary additional hours for participating in parent engagement and acculturation activities in support of ELL and immigrant parents, including facilitating classes for English language acquisition and cultural engagement for parents (requested by the parents)	6150	150	<u>Aides</u> Aides: Salary	0.000	\$1,000.00
2	Retirement: for positions described in F/O 6150 150 @ 0.0752	6150	210	<u>Retirement</u> Retirement: Retirement	0.000	\$75.20
3	Social Security: for positions described in F/O 6150 150 @ 0.062	6150	220	<u>Social Security</u> Social Security: Social Security	0.000	\$62.00
4	Medicare: for positions described in F/O 6150 150 @ 0.0145	6150	220	<u>Social Security</u> Social Security: Medicare	0.000	\$14.50
5	Workers Compensation: for positions described in F/O 6150 150 @ 0.01	6150	240	<u>Workers Compensation</u> Workers Compensation: Workers Compensation	0.000	\$10.00
6	Travel: for immigrant parents to attend a regional Parent Engagement conference in Nov. 2016	6150	330	<u>Travel</u> Travel: Travel	0.000	\$500.00
7	Postage: for immigrant parent communication	6150	370	<u>Communications</u> Communications: Postage	0.000	\$109.04
8	Sub-awards less than \$25,000: Printing for immigrant parent communication	6150	391	<u>Subagreements up to \$25,000</u> Sub-agreements up to \$25,000: Sub-awards less than \$25,000	0.000	\$200.00
9	Supplies:for Immigrant Parent Engagement activities	6150	510	<u>Supplies</u> Supplies: Supplies	0.000	\$150.00
10	Salary: Compensate paraprofessional as EL Achievement and Parent Liaison	6300	150	<u>Aides</u> Aides: Salary	0.250	\$4,000.00
11	Retirement for positions described in F/O 6300 150 @ 0.0752	6300	210	<u>Retirement</u> Retirement: Retirement	0.000	\$300.80
12	Social Security - for positions described in F/O 6300 150 @ 0.062	6300	220	<u>Social Security</u> Social Security: Social Security	0.000	\$248.00

13	Medicare - for positions described in F/O 6300 150 @ 0.0145	6300	220	<u>Social Security Social Security: Medicare</u>	0.000	\$58.00
14	Group Insurance: for positions described in F/O 6300 150. Benefit computed at subscription rate.	6300	230	<u>Group Insurance Group Insurance: Group Insurance</u>	0.000	\$1,500.00
15	Workers Compensation - for positions described in F/O 6300 150 @ 0.01	6300	240	<u>Workers Compensation Workers Compensation: Workers Compensation</u>	0.000	\$40.00
16	Indirect/Administrative cost at 2%	7200	790	<u>Miscellaneous Expenses Miscellaneous Expense: Indirect/Administrative cost at 2%</u>	0.000	\$168.73
Totals:					0.250	\$8,436.27

DOE 101



Pam Stewart, Commissioner

General Assurances

FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Department of Education (USDE); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the FDOE, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

New: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in Education Department General Administration Regulations (EDGAR) Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers (CFO) Council web site: <https://cfo.gov/cofar>.

LEAs, Community Colleges, Universities, and State Agencies

- The certification of adherence, currently on file with the FDOE 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.

Program Specific Assurances

Title III, Part A English Language Acquisition:

- The Local Educational Agency (LEA) will use the subgrant to build capacity to continue to provide high-quality language instruction educational programs for ELLs once the project funds are no longer available.
- The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for ELLs are fluent in English and any other language used for instruction.
- The LEA will be of sufficient size and scope to support high-quality programs.
- The LEA consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.
- The LEA will annually assess the English proficiency of all students identified as ELLs.
- The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.
- The LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

- X** LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children (former ELLs) no longer participate in a Title III language instruction educational program.
- X** The LEA will provide the following information to parents of ELLs: how determination of the need for ESOL services was made, how the educational needs of their children will be met, including available options of various instructional delivery models. Information will be provided to parents in a language that they can understand, unless clearly not feasible. The right to comprehensible instruction cannot be waived.
- X** The LEA will ensure that no more than 2% of the Title III grant will be allocated towards administrative (direct and indirect) costs and that documentation to support these costs will be maintained.

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.

Response:

Needs Assessment Response: 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.

With improved immigrant data now available for the LEA, Charlotte County Public Schools must move beyond simply identifying immigrant students, but truly assessing their needs in terms of language and acculturation, as well as academics and achievement.

The Needs Assessment for recently-arrived immigrant children and youth involves multiple sources for information and data, modes of input and communication, and opportunities for reflection and evaluation as part of each school's and the LEA's Improvement Planning process. Major components of the Needs Assessment process are:

Multiple sources for information and data:

- Analysis of immigrant student demographics and available prior school records to identify country of origin, home language, English language proficiency, and academic levels;
 - o Recently immigrant families span countries and continents, from the highest numbers being from Hispanic countries of origin, a relatively stable amount from Haiti and nearby areas, to increasing numbers from the Ukraine and Middle Eastern countries.
- Analysis of available prior school records to identify country of origin, home language, English language proficiency, and academic levels, as language facility is one of the strongest indicators of successful academic progress and healthy social development;
- Analysis of grade level and school placement of immigrant students individually, as the ability to adjust to new cultures varies with the student's age at migration;
- Analysis of immigrant student distribution to identify groups of similar-culture immigrant students within particular schools or areas within the community;
- Informal school site interviews with previously identified immigrant students;
- For immigrant children or youth having arrived just prior to or during SY2015-16:
 - o Analysis of 2016 FSA/NGSSS summative data;
 - o Analysis of 2015-2016 progress monitoring assessments and data for performance and growth through
 - i-Ready (Reading and Math, K-8)
 - USATP (Reading – Grades 9-11, Science – Grades 5 & 8, Algebra I & II, Geometry, Biology, Civics, US History)
- Analysis of student data and performance indicators (attendance, behavior) related to student achievement through School Portal, the LEA's supplemental student data warehouse and reporting system;
- Title I Parent Survey – provided for in Spanish and also available in other languages upon school or parent request;
- ACCESS for ELLs results as available for immigrant children and youth identified as EL.

Modes of input and communication:

- LEA provided Data Days at the beginning, middle, and end of the year to review student individual and sub-group data by class, grade, and school level;
- I-Ready and USATP reports that identify individual gaps in Reading and Math domains to inform instruction;
- LEA Title III mini-grant awards for teacher-designed programs selecting supplemental instructional aids targeted to individual EL students who may also be identified as immigrant;
- LEA and school Parent Involvement Plans that are collaborative efforts among school and parent stakeholders with immigrant

and EL parents specifically invited to participate; and

- Feedback and qualitative data from the supplemental Title III/Immigrant EL Achievement and Parent Liaison;

Opportunities for reflection and evaluation:

- The supplemental Title III/Immigrant EL Achievement and Parent Liaison will access and track progress and performance data for immigrant students;
- Each schools' Needs Assessment during the school improvement 8 Step problem solving process as part of their School Improvement Plans;
- Evaluations of LEA Title III mini-grant programs in terms of improved EL/Immigrant student achievement and program effectiveness – may include qualitative data of programs and activities;
- Review of school and LEA Parent Involvement Plans that are to identify EL/immigrant parent needs;
- Informal input and anecdotal feedback from EL/immigrant parent meetings facilitate by the supplemental Title III/Immigrant EL Achievement and Parent Liaison and Title I Resource & Family Liaison;
- Review of systemic data during the needs assessment process in applying for similar grants; and
- The LEA's improvement model that aligns School Improvement Plans with the District Improvement and Achievement Plan, which in turn serves as the annual component of the District Strategic Plan with the common goal of CCPS becoming the #1 district in the state

The prioritized needs based on data review are as follows:

1. Identify immigrant students per school site and grade level to facilitate acculturation methods immediately upon school opening;
 2. Identify immigrant students per school site and grade level to facilitate parent outreach to support effective school-home communication and acculturate families;
 3. Use focused analysis of state and district assessment data, and district performance indicator data, to specify the needs of immigrant students regarding language acquisition and development, identify gaps in reading and math domains, measure content knowledge proficiency, and differentiate learning needs that support achievement;
 4. Improve the identification and implementation of school-level strategic actions to engage immigrant students in learning activities that support English language acquisition within standards-based content and instruction;
 5. Implement school and classroom level approaches to engage immigrant students in learning and other activities that support acculturation with respect to their primary cultures;
 6. Provide supplemental staff support for classroom teachers and school leaders to ensure that immigrant students and families are receiving the additional resources and support necessary for successful language acquisition, academic progress, and health social acculturation.
 7. Promote teacher and school leader involvement in professional development activities that improve their capacity to support immigrant students and families.
 8. Extend already successful strategies to engage parents of EL students to those of parents of immigrant students, involving them as partners in their children's education, encouraging them to motivate their children to experience growth and achievement in English language acquisition and academic success.
-

Programs, Services & 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.

Response:

During SY2015-16 the LEA worked collaboratively with all stakeholders at the school and district levels to align School Improvement Plans with the District Improvement and Achievement Plan, in developing the District Strategic Plan (DSP). This process relies on analyzing student data individually and as trends, identifying the barriers most common to student achievement, and sharing the strategic actions that schools found most effective in reducing the barriers. One of the three main barriers targeted in the DSP is "Weak knowledge, implementation, experience, instructional focus, and curriculum cohesion as related to the FL Standards and Assessments, including increased rigor of [both]." Reducing this barrier demands that all LEA major programs and activities are aligned with the needs assessment for immigrant children and youth, as well as state content and student achievement standards and assessments.

SY2015-16 major programs, services, and activities serving immigrant students and families include:

- Add the supplemental position of the EL/Immigrant Achievement & Parent Liaison as a full-time position serving immigrant and EL students and families, and supporting teachers of these students (This position is split-funded for services and accountability between Title III and Title III – Immigrant);
- Creating an "EL/Immigrant Achievement Team" including the added EL/Immigrant Achievement & Parent Liaison, the Title I Resource & Family Engagement Liaison, and the Curriculum & Instruction Specialist for EL that coordinates district efforts in

-
- aligning support and resources focused on immigrant and EL students, families, teachers, and schools;
- Develop immigrant parent outreach efforts for input on issues affecting their children's education. Several Immigrant/EL Parent meetings will be held during the year, facilitated by the EL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Engagement Liaison. These meetings for EL were highly successful for SY2015-16, and have been requested for next year, along with topics on how EL/immigrant parents can support their children;
 - Extend EL parent outreach efforts to specifically include immigrant parents to provide them with information and materials to assist in their own language acquisition process. As a result of these efforts with EL parents during SY2015-16, parents have requested English language classes to be held at elementary schools for SY2016-17;
 - The EL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Engagement Liaison will provide PD for teachers and school leaders in accessing performance indicators as part of the Early Warning System safety net to identify struggling immigrant students;
 - Provide for possible additional contracted hours for a bilingual educator in assisting school and district staff in ensuring that all immigrant students are receiving the necessary support for language acquisition and academic success, and to facilitate communication between school staff and the parents of immigrant students;
 - Provide for possible additional hours for immigrant or EL paraprofessionals participating in supplementary parent engagement activities for immigrant parent outreach;
 - Regularly inform teachers and paraprofessionals of PD opportunities specific to the needs of EL students, and actively encourage participation; and
 - Provide all schools with Data Days (funded through Titles I & II), for ELA, Math, Science and Social Studies teachers to drill down into formative/summative assessment data, focusing on standards and curriculum alignment, and creating action plans to improve achievement for all students.
 - In-depth i-Ready data analysis examined by student subgroup, English language acquisition within subgroups, and comparison to grade level standards. i-Ready provides for gap analysis in reading/math domains for teachers to target areas of weakness. i-Ready diagnostic and reading is core standards-based instruction and assessment;
 - Increased use of EDIS School Portal, enabling teachers to create custom reports to compare student state assessment scores with district progress monitoring data, ACCESS for ELLs, and other performance indicators; in School Portal teachers can create reports that identify students by home language or other indicators, and can create groups based on immigrant or EL status to specifically track immigrant student progression.

Additionally, the LEA will provide for:

- Purchase/subscribe at the LEA level to research-based and/or evidence-based programs appropriate for student grade and ability levels to help students acquire English language skills and/or content knowledge. These items may include:
 - Education City supports language acquisition through whole class instruction and individualized learning. A web-based platform, Education City provides engaging Pre-K through 6th grade student activities and teaching resources aligned to state and Common Core ELA, science aligned with NGSSS, and ESL components. Teachers can use this program to provide students with individual, group, or whole-class instruction through a wide assortment of tools unique to their classroom needs;
 - BrainPop ESL is a comprehensive English language learning program using engaging animated movies to model conversational English while seamlessly introducing grammar concepts and vocabulary words. The movies have a spiral approach that reinforces vocabulary, grammar, pronunciation, reading comprehension, and writing skills throughout the program.
- Extend the use of mini-grant projects awarded through the LEA's Title III to be used for immigrant student as appropriate. Teachers apply for the supplemental resources they have selected to assist in English language acquisition and academic achievement of their students. Teachers submit proposals based on the students' immigration or EL status, data, courses, and evaluation of individual learning needs. Data analysis and needs assessment are required components of the application. Evaluation of grant funded activities and student progress are submitted at the conclusion of the school year. The entire process is facilitated by the EL/Immigrant Achievement Team, and monitored by the Coordinator of State & Federal Programs to ensure funding is for items or services per grant requirements. Mini-grants have been very successful based on teachers' year-end evaluations including student growth data;

Sample Mini-Grant requests include:

- o Leveled readers to facilitate content understanding and language acquisition for EL students; high-low readers with high interest topics that bridge cultural perspectives;
 - o Vocabulary readers for content area classes to advance learning of core content standards;
 - o Text Connections – With this reading intervention program, students improve comprehension and critical thinking skills within culturally diverse readers. Based on Kylee Beers work and research on literacy for struggling readers, the program provides translation for academic vocabulary and differentiation for EL learners;
 - o Technology hardware and applications which enable teachers and students to engage through recorded lessons, audio/visual resources, written materials, interactive lessons and assessments. Multimedia and interactive technology may include smart pens, recorders, iPads, and other peripherals as well as PD in their effective use by teachers and students. Activities include listening to fluent English while reading, students recording/listening to their own reading for comparison and improvement, having oral direction for written assessments, learning to take notes - whether in English, native language, or through illustrations - that can be reviewed later, accessing computerized translation programs as necessary. Various modes of translation programs have been especially effective for secondary learners in courses with advanced vocabulary or technical requirements.
-

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.

Response:

During 2016-17 the LEA will use Title III and Title III – Immigrant funds to add a supplemental EL/Immigrant Achievement & Parent Liaison who will assist in identifying the need for, as well as designing and delivering, additional PD activities for school and district staff working with immigrant and EL students and their families. The responsibilities of this position specifically include targeting immigrant families to help the LEA develop specific supports and resources for this population, particularly in identifying acculturation needs. This position will be working closely with the Title I Resource & Family Engagement Liaison, as well as the Curriculum & Instruction Specialist for EL, to develop a comprehensive program throughout the school year of PD opportunities. For example, the Title I Resource & Family Liaison is a Thinking Maps trainer who has developed a parent component of Thinking Maps, but will work with the EL/Immigrant Liaison to tailor it specifically to EL/immigrant parents and families. Other PD activities planned for 2016-17 include:

- Navigating the Parent Involvement Experience for EL/Immigrant Families
- Using Data for Effective Parent Conferences with EL/Immigrant Families
- Communicating with Parents for EL/Immigrant Families
- Creating EL/Immigrant Family Friendly Schools

PD topics for teachers of immigrant and EL students may include:

- Characteristics that influence acculturation: age, language, attitude;
- Environmental factors that influence acculturation: living arrangements, school experiences, parental attitudes;
- Degree of difference between original and new culture.

The new EL/Immigrant Achievement & Parent Liaison will also receive training in the most used language acquisition programs of DynEd and Rosetta Stone, who will in turn train and provide support for teachers using these and other Title III purchased programs in their classrooms. Title III funds will be used for the three specialists listed to attend EL/Immigrant PD opportunities such as the 2016 Sanibel Leadership Conference and similar programs. The LEA is increasing subscriptions to other educator PD resources such as PD360 and Beacon Online that feature EL/Immigrant components. The LEA will increase within the embedded PD opportunities of school and district Data Days and PLCs the accessing of EL/Immigrant subgroup data for teachers and administrators to analyze and address to improve EL/Immigrant student achievement.

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.

Response:

The priority for immigrant parent involvement per the Needs Assessment is to thoroughly identify immigrant family cultures, needs, and distribution within the community. The LEA has greatly improved in implementing successful strategies of engaging parents of all students as partners in their children's education. Thus the LEA needs to continue and add to these strategies to focus on the particular needs of immigrant students in encouraging parents to motivate their children to comfortably acculturate to their school and community, progress in English language acquisition, and achieve academic success.

The LEA will build the capacity of parents through a variety of strategies:

Adding the supplemental position of EL/Immigrant Achievement & Parent Liaison to improve formal and informal communication with parents, and cultivate relationships with EL/Immigrant families in engaging them as active partners in their students' progress; The EL/Immigrant Achievement & Parent Liaison will facilitate child-friendly English classes for the parents of EL/Immigrant students at either multiple schools or a central location;

The EL/Immigrant Achievement & Parent Liaison will provide to classroom teachers and school leaders information specific to the challenges to immigrant families, as well as ideas for acculturation activities that promote the bidirectional sharing of cultural components;

EL Achievement & Parent Liaison and Title I Resource & Family Engagement Specialist will hold regularly scheduled, child-friendly, meetings with the EL/Immigrant Parent Leadership group to identify and discuss concerns of EL/Immigrant families;

The EL Achievement Team will work together to keep immigrant parents updated on EL/Immigrant program information and resources through a variety of communication mediums in supporting EL/immigrant language acquisition, acculturation, and academic achievement;

Promote the newly launched Family Portal, a student information program providing achievement, attendance, and behavior information available in four languages (English, Spanish, Creole, and Vietnamese);

Provide funding for immigrant parents to attend the Family Engagement to Increase Student Achievement Conference in November 2016 in the Tampa/St. Petersburg area.

Ensure that immigrant parents participate in each school's Parent Involvement Planning Team (PIPT) in the spring to provide input on issues specific to immigrant students and families;

The LEA Parent Involvement Plan and the Parent Guide will be available in multiple languages through the Parent Guide on the district and school websites, and the Title I Family Engagement app;

Upon registration, new immigrant families will be contacted by Achievement & Family Associates in Title I schools to welcome them and provide information on their school and family engagement, including ways they can be involved through school activities, teacher conferences, websites, and other resources;

The LEA will pursue continued and added partnerships with local radio stations and churches to disseminate information and provide translation services to area immigrant families (this has been successful in the past with Haitian and Ukraine populations within the community); and

The LEA will extend its list of local translators to access for parent events and informal materials, promote the use of translation programs such as Google Translate and TransAct, and use contracted services for larger projects and materials.

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 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 of 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 and assessing ELLs, and services provided.

Response:

Charlotte County private schools receive invitations (via Certified Mail with Return Receipt) to meet with CCPS' Coordinator of State & Federal Programs, Title I Private School Coordinator, and Title I Resource & Family Engagement Liaison to determine their students' eligibility and needs, and learn of the options available to them per the Equitable Services component of federal grant programs. The meetings deliver all required information per statute, additional LEA information, and provide for further consultation as needed by the private schools.

At the meeting, the Coordinator of State & Federal Programs explains the Title I, II, and III federal programs and how they can serve private schools and students. Both coordinators facilitate discussion with private school officials to help determine whether any of their students qualify for the services provided through the different federal programs, and in which programs the private school may wish to participate.

If a private school desires to participate with the LEA in a federal program, the Private School Coordinator schedules additional consultation meetings with the private school to:

- Review each federal programs' eligibility criteria and identify qualifying students (if any);
- Create a Service Delivery Plan for the school providing equitable services to the eligible students attending the private school;
- Assist the private school with the student selection process
- Establish an implementation plan schedule;
- Monitor services per private school as required per each federal program; and
- Provide for required surveys and evaluations as required.

For SY2016-17, the Private School Consultation Meeting was held on November 5 of 2015. The 12 private schools invited to attend were:

CHARLOTTE ACADEMY
 COMMUNITY CHRISTIAN SCHOOL
 GATOR WILDERNESS CAMP SCHOOL
 GENESIS CHRISTIAN ACADEMY
 GENESIS CHRISTIAN SCHOOL
 GOOD SHEPHERD DAY SCHOOL
 GRACE COMMUNITY SCHOOL
 JOYFUL NOISE OF PILGRIM SCHOOL
 MORNING STAR CHILD CARE CHRISTIAN ACADEME
 PORT CHARLOTTE ADVENTIST SCHOOL
 PORT CHARLOTTE CHRISTIAN SCHOOL
 ST. CHARLES SCHOOL

By the end of January 2016, 6 private schools forwarded signed intents to participate in Title I Part A for SY2016-17:

- St. Charles Borromeo School
- Good Shepherd Day School
- Port Charlotte Adventist School
- Genesis Christian School
- Charlotte Academy
- Gator Wilderness School

At the time of this application no private schools have indicated they will participate in Title III for SY2016-17. For the past 2015-16 school year, one student at St. Charles Borromeo was identified to receive Title III services but moved shortly after the school year started. Should Title III eligible EL students be identified for SY2016-17, the private school's Service Delivery Plan will be modified to integrate Title III components.

To determine equitable services amounts for the EL students in the private schools, the same formula is used as that in computing the per pupil allocation (PPA) for services with Title II. This figure for SY2016-17 is \$13.33, and will be used when creating individual student service delivery plans for the private school ELL students.

Process for identifying eligible private school EL students:

- Private school registration staff identify students who need to be tested for EL services;
- Private school registration staff administer the Home Language Survey (available in multiple languages, HLS are provided by the LEA to private schools in the district);
- During consultation with the private school officials, LEA verifies student eligibility for assessment from HLS forms completed for new or current private school students;
- Test private school students for EL eligibility using the same screening and assessment instruments as used in the LEA schools [IPT testing (aural/oral, reading, writing)] within 2 weeks of the student's initial attendance at school;
- Send parent(s) of tested students the Eligibility Determination Form;
- Arrange with private school officials to provide services for eligible EL students as agreed upon during consultation and as included in the Service Delivery Plan;

Note: Parents sometimes misinterpret the questions on the HLS, and may answer the questions incorrectly. Prior to administering the Aural/Oral test, the private schools registrar will inform the parent that testing will take place because a "yes" was indicated on the Home Language Survey. If the parent/student expresses concern that there is not another language spoken at home, the registrar will verify the information in person or via phone. The school is legally bound to test a student for whom there is a "Yes" response on the HLS.

The LEA has been intensely diligent in establishing collaborative partnerships with the private schools in the community. Beyond simply compliance measures and the spirit of the law being met, CCPS has established a Private School Advisory Council. Two private school leaders meet with the LEA's federal programs staff during the school year to discuss concerns, to evaluate better or different ways of collaborating, and share best practices for students, their parents and teachers. CCPS also hosts quarterly meetings for all the private school leaders and LEA federal programs staff.

Coordination of Services (other fund 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).

Response:

The LEA has purposefully coordinated services to immigrant and EL students and their families through Titles I, II, III, and III – Immigrant. For SY2016-17 the LEA has added the supplemental position of the EL/Immigrant Achievement & Parent Liaison as a full-time position serving immigrant and EL students and families, and supporting teachers of these students. This position is split-funded between Title III and Title III-Immigrant to coordinate services and accountability in meeting the needs of students in either or both groups. Funds from both Title III and Title III-Immigrant are also budgeted for immigrant and EL parents to attend the Family Engagement conference in St. Petersburg/Tampa in the fall of SY2016-17.

This supplemental position provides for collaboration with school and district initiatives under Title I, and most importantly facilitates coordination with the Title I Resource & Family Engagement Liaison in developing focused family engagement opportunities, communications, and training for immigrant and EL parents. These services area alternately unique to the needs of immigrant and EL families, but also in conjunction with general parent involvement activities to encourage participation with the school and community's general population.

In supporting teachers on approaches to working with EL/immigrant students and families, Title II funds may be used to offer professional development training for teachers and school leaders not only for student language acquisition and achievement, but also for cultivating a welcoming cross-cultural environment that promotes the understanding of and appreciation for diverse cultures.

With the supplemental EL/Immigrant Achievement & Parent Liaison from Titles III and III-Immigrant, and the Title I Resource & Family Engagement Liaison , the "EL/Immigrant Achievement Team" will be formed which includes the LEA's Curriculum & Instruction Specialist for EL. This collaboration ensures that Title efforts are supplemental to the immigrant and EL services required of the LEA, but also appropriately aligned.

These services provided to EL/immigrant families may also be coordinated with those of the federally funded Title X Homeless program. Should LEA social workers or other student services personnel identify qualifying students who are also recent immigrants, the EI/Immigrant Achievement & Parent Liaison can play a role in providing appropriate resources and support.

Collaborative Partners (community based)

Identify federal/state/local and community based collaborative partners; describe in a narrative the types and benefit to the students or programs of the collaborative activities; include the program(s) and primary target group(s).

Response:

The LEA's Coordinator of State and Federal Programs facilitates the collaborative relationship among the federal program team members and related divisions and departments. A formal federal program meeting is part of the LEA district kickoff for the new school year, and informal meetings among all or groups are ongoing. Both the LEA and individual schools have Partnership and Performance Councils (PPCs) that continuously target barriers to student achievement that can be reduced at the school level through identified strategic actions.

With the addition of the EL/Immigrant Achievement and Parent Liaison, an EL Achievement Team will be established to strengthen existing relationships, and develop further collaborative relationships within the schools and the community. Additional collaboration within the LEA includes:

- Parental involvement activities targeted to immigrant and EL families, both uniquely and in combination with the Title I sponsored Family Center programs at each Title I school;
 - Working with the Adult and Community Education program to provide educational opportunities for immigrant and EL parents and older students in the family;
 - Enhancing the LEA's website to provide current and relevant information, resources, and community links not only for EL families, but specific to immigrant families; the LEA's website can now be translated into multiple languages;
 - Titles I and III and the LEA facilitates the attendance of translators for numerous school and district programs and activities to assist EL families;
 - The Parent Guide has been entirely redesigned for SY2016-17, specifically to include detailed information for EL and immigrant families. The Parent Guide is distributed to all families annually and is available in English and Spanish (Spanish is overwhelmingly the county's second major language). The Parent Guide may be translated into other languages by accessing it through the LEA's website.
 - Title I continues to fund a subscription to Parent Institute, an online program in which parents can read brief segments and view videos in English or Spanish for hundreds of topics related to helping their children be successful; the Parent Institute provides for additional cultural components beyond just language acquisition.
 - Through the school and district school improvement process and district strategic planning, the LEA is able to meet with school and community stakeholders to receive input on the needs and concerns of EL students and families.
 - The LEA is very active with community stakeholders who support our students and schools in a variety of ways; many of this groups will be contacted by the EL/Immigrant Achievement Team to direct efforts specifically to immigrant and EL students and families. Such groups include:
 - The Charlotte County Family Services Center is located directly in the center of the county, and houses multiple nonprofit organizations that serve immigrant and EL students and their families through after school tutoring, parenting classes, youth leadership and development, homework assistance, adult and family literacy, social services, housing assistance, juvenile diversion and re-entry programs, community health services, and service learning opportunities;
 - The Suncoast Credit Union Foundation provides grant funds to the LEA each year to meet specific student and teacher needs through a mini-grant program for innovative classroom projects;
 - The Charlotte Local Education Foundation (CLEF) sponsors the "Teacher Depot," where teachers can select from donated items for their classrooms and their students free of charge. Items include books and textbooks, backpacks, shoes, classroom and art supplies, instructional materials, and more. CLEF sponsors an annual "Back to School Fair" where families can obtain free school supplies, physicals, and related information;
 - Big Brothers and Big Sisters provides mentors for students to help them with academic/affective needs, and strives to provide appropriate mentors for EL/Immigrant students;
 - The Boys and Girls Club provides after school activities and tutoring through their own grant programs and in partnership with the LEA and county government;
 - The "Ya-Ya Girls" is a grassroots local organization that provides backpacks of food to last an entire weekend to students in the LEA's Title I elementary schools.
 - Across the community multiple local Rotary groups sponsor the annual drive for new athletic shoes for students. The shoes are collected over the summer, and provided free to students throughout the school year;
 - The LEA fosters a strong collaborative relationship with the Haitian-American organization whose members are generous in volunteering to assist both students and programs, and also with the Ukrainian population across counties;
 - The Charlotte County Imagination Library (CCIL), an affiliate of the Dolly Parton Imagination Library, partners with CCPS to bring books into the homes of pre-k children and to encourage early literacy; with the success of CCIL in SY2015-16, the program is being further supported by the LEA through Title I Part A, but is specifically incorporating EL/immigrant components with its outreach efforts.
-

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.

Response:

The LEA has a comprehensive approach to disseminating information and promoting communication through print and electronic media that informs of and advocates for EL/immigrant activities and programs.

- The Director of Elementary Education who oversees EL grades K-12, along with the Curriculum & Instruction Specialist for EL, directly communicate with school principals and teachers not only required components of the district EL plan, but also of supplemental resources and opportunities for EL/immigrant students;
 - The EL/Immigrant Achievement Team, in combination with Title I Part A efforts, communicates to parents EL/immigrant programs and resources in writing through the Parent Guide, which is available in Spanish in print, and in multiple languages through the LEA website;
 - The EL/Immigrant Achievement Team, in combination with Title I Part A efforts, coordinates outreach efforts for EL/immigrant parents to attend meetings specifically for meeting their communication and information needs, and providing them opportunities for input;
 - The supplemental EL/Immigrant Achievement & Parent Liaison will assist schools in ensuring that regular school-to-home communication is in the home language as appropriate and feasible;
 - Schools provide information to parents and the community through annual open houses, monthly newsletters, school websites, parent conferences per request, monthly advisory groups (including SAC committees and Parent Teacher Organizations); with translators available as requested and feasible;
 - The LEA uses ParentLink telephone communications as appropriate or necessary to disseminate information from the district and the schools. ParentLink is available in several languages for messages sent to the parents of EL/immigrant students.
 - EL data and updates are shared monthly, and is provided as requested at School Board meetings and workshops.
 - Though updated annually, the LEA's Federal Programs page on the district website is scheduled to be completely redesigned in Fall of SY2016-17. All stakeholders have access through the LEA's home page at www.yourcharlotteschools.net. There are specific segments for Titles I, II, and III, as well as Head Start and Early Head Start. In addition to program specific information, there are links to related sites that are valuable sources of relevant information for parents, EL/immigrant families, EL/immigrant teachers and administrators, LEA staff, and any interested stakeholders. The entire website can be translated into more than 40 languages on the home page;
 - FOCUS and EDIS Family Portal, the LEA's student information systems, have parent accounts that provide access to their students' grades, attendance and discipline information at any time. Both programs are parent-friendly and can be viewed in multiple languages.
 - Translators are utilized when possible/available for EL/immigrant parents. The LEA has been diligent in translating common information, forms, and regular communications into Spanish and French/Haitian Creole, with the most used documents already translated in other languages such as German and Vietnamese. The LEA's contract with TransAct provides for additional translation services as needed.
 - In the Title III application the LEA provides for supplemental professional translation services specific to EL/immigrant parent and family information and communication as necessary and appropriate.
-

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.

Response:

- As funded through this application, the EL/Immigrant Achievement & Parent Liaison will collaborate with the Title I Resource & Family Engagement Liaison to host parent workshops on understanding state assessments. Workshops will include translated documents and presentation as necessary and feasible;
 - The EL/Immigrant Achievement & Parent Liaison will collaborate with the Title I Resource & Family Engagement Liaison to host parent workshops on effective communication with teachers and schools. Workshops will include translated documents and presentation as necessary and feasible;
 - The LEA communicates official student grades to parents quarterly with informal mid-quarter progress reports at three-to-four week intervals, with the exception of the three Year-Round elementary schools which operate on a trimester schedule. All school levels schedule parent conferences per school or parent request. Elementary schools host annual student-led conferences that may be requested more frequently. Both parent and student conferences may utilize the EL/Immigrant Achievement & Parent Liaison as a link between home and school to provide for effective communication;
 - FOCUS and EDIS Family Portal, the LEA's student information systems, have parent accounts that provide parental access to their students' grades, attendance and discipline information at all times. Parents can view daily assignments, homework, and grades across subject areas and teachers. . Both programs are parent-friendly and can be viewed in multiple languages. *Using EDIS Family Portal, parents can view progress monitoring assessments in addition to daily work, term grades, and state assessments. The links to FOCUS and EDIS Family Portal are prominently displayed on the home page every school's website as well as for the LEA; and
 - In addition to the federal programs website available through the home page of the LEA website at www.yourcharlotteschools.net (to be revamped in the Fall of SY2016-27 to better serve all stakeholders), there are links to other helpful sites where stakeholders can access information and data, including state assessment and school accountability data and community resources.
-



Shipping Tracking Manage Learn FedEx Office®

My Profile Support Language FedEx Express Search tracking number Sub Login

IMPORTANT! Flooding is causing hazardous conditions in the Southeast, U.S. Learn More

FedEx Tracking

873855705485

Ship date:

Mon 6/27/2016

Actual delivery:

Tue 6/28/2016 9:51 am

PORT CHARLOTTE, FL US

Delivered

9:51 am by A.M. LAMS

TALLAHASSEE, FL US

Travel History

Date/Time	Activity	Location
6/28/2016 - Tuesday 9:51 am	Delivered	TALLAHASSEE, FL

Shipment Facts

Tracking number	873855705485	Service	FedEx Priority Overnight
Special handling section	Deliver Weekday		



Search tracking number Sub

- Customer FedEx
- Now Customer Center
- Small Business Center
- Customer Guide
- Customer Support
- Company Information
- About FedEx
- Careers
- Media & Resources
- Register to FedEx email

- Featured Services
- FedEx Delivery Manager
- FedEx eShipDay
- FedEx Home Delivery
- FedEx TechConnect
- Healthcare Solutions
- Online Retail Solutions
- Packaging Services
- Account Clearance Services

- Other Resources
- FedEx Connect
- Developer Resources Center
- FedEx and Microsoft Software
- FedEx Mobile

- Companies
- FedEx Express
- FedEx Ground
- FedEx Office
- FedEx Freight
- FedEx Custom Critical
- FedEx Trade Network
- FedEx Cross Border
- FedEx Supply Chain

Private FedEx

Unsubscribe Request

© 2016 FedEx. All rights reserved.

Global Work | Site Map | Site Search | Terms of Use | Privacy Policy

Ask FedEx



FedEx Tracking Number

8738 5570 5485

SPH23
0215 8.18 Pa 9/5/16
Sender's Copy

1 From Please print and press hard.

Date 6/27/16 Sender's FedEx Account Number 1511-3528-5

Sender's Name Christine Murra Phone 941 255-0808

Company CHARLOTTE CTY PUBLIC SCHOOLS

Address 1445 EDUCATION WAY

City PORT CHARLOTTE State FL ZIP 33948

2 Your Internal Billing Reference

To Recipient's Name FL. DOE Phone 850 245-0496

Company Office of Grants Management

Address Turlington Bldg. Rm 332

Address 325 West Gaines Street

City Tallahassee, FL State FL ZIP 32399-0400

HOLD Weekday
FedEx location address
REQUIRED NOT available in
FedEx First Overnight

HOLD Saturday
FedEx location address
REQUIRED Available ONLY to
FedEx Priority Overnight and
FedEx 2Day to select locations.

0427707250

Try FedEx QuickShip at fedex.com
Access the shipping tools you need directly from Microsoft Office Outlook

4a Express Package Service
 FedEx Priority Overnight
 FedEx Standard Overnight
 FedEx First Overnight
 FedEx 2Day
 FedEx Express Saver

4b Express Freight Service
 FedEx 2Day Freight
 FedEx 3Day Freight

5 Packaging
 FedEx Envelope
 FedEx Pak
 FedEx Box
 FedEx Tube
 Other

6 Special Handling and Delivery Signature Options
 SATURDAY Delivery
 No Signature Required
 Direct Signature
 Indirect Signature

Does this shipment contain dangerous goods?
 No
 Yes
 Dry Ice
 Cargo Aircraft Only

7 Payment Bill to:
 Sender
 Recipient
 Third Party
 Credit Card
 Cash/Check

Total Packages Total Weight Total Declared Value
605

PULL AND RETAIN THIS COPY BEFORE AFFIXING TO THE PACKAGE. NO POUCH NEEDED

Key, Nicholas

From: Alberto, Ginger
Sent: Friday, October 21, 2016 2:38 PM
To: Wilkinson, Sue
Cc: Williams, Felicia; Key, Nicholas
Subject: FW: Charlotte - Title III Immigrant DOE 100
Attachments: Charlotte - Title III Immigrant - DOE 100 06-27-16.pdf

Hi,

Per our conversation last week (regarding Charlotte County missing immigrant grant DOE 100), please see the [DOE 100 Christine sent](#)—I will be sending the FedEx receipt in a separate email so you have all of our correspondence. Please let me know how/if you want me to respond or if you need additional information. (I wasn't sure who to send this to—so everyone got it) Thanks, Ginger

Ginger Alberto
Program Director
Student Achievement through Language Acquisition (SALA)
Florida Department of Education
850-245-0894
Ginger.alberto@fldoe.org



Please click [HERE](#) to complete a brief survey for the SALA Bureau.

From: Murno, Christine [mailto:christine.murno@yourcharlotteschools.net]
Sent: Friday, October 21, 2016 11:19 AM
To: Alberto, Ginger <Ginger.Alberto@fldoe.org>
Subject: Charlotte - Title III Immigrant DOE 100

Hi Ginger,

Apologies for the delay, my assistant went out on medical leave the day we spoke... Attached is a scanned copy of the signed DOE 100 by our CFO on June 27, 2016 - this was included with the signed 100s for Titles I Part A and Title III Part A, along with the letter of the authority for the CFO to sign for the Superintendent. Since the other programs received the 100s, I don't know why this one wasn't, and remember that the letter of authority got separated as well.

Are we able to move forward with this signed 100? Please let me know, if we need to speak I am available by phone after 1:15pm today - than you!

Christine Murno
Coordinator of State & Federal Programs
Charlotte County Public Schools
941.255-0808 Ext. 3031
christine.murno@yourcharlotteschools.net

One Voice ~ One Team ~ One Message