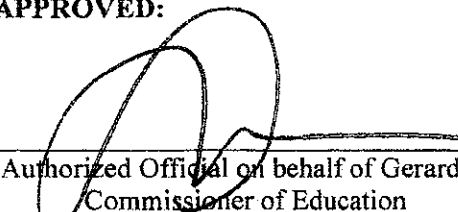



**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Flagler County School District <b>PROJECT/PROGRAM TITLE</b> Enhanced Instructional Opportunities for Recently Arrived Immigrant Children & Youth <p align="center"><b>TAPS 12C402</b></p>	<b>2 PROJECT NUMBER</b> 180-1022A-2CI01 <b>4 AUTHORITY</b> 84.365A Title III Part A, English Language Acquisition
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b> Budget Period: 07/01/2011 - 06/30/2012 Program Period: 07/01/2011 - 06/30/2012
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$ 31,802.78 Amendment Amount: Estimated Roll Forward: \$ Certified Roll Amount: Total Project Amount: \$ 31,802.78	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <span style="float:right">06/30/2012</span></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <span style="float:right">08/20/2012</span></li> <li>Last date for receipt of proposed budget and program amendments: <span style="float:right">06/30/2012</span></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports: <span style="float:right">Final Report</span></li> </ul>	
<b>10 DOE CONTACTS</b> Program: Dr. Adeola Fayemi Phone: (850) 245 - 9555 Email: <a href="mailto:adeola.fayemi@fldoe.org">adeola.fayemi@fldoe.org</a> Grants Management: Unit C (850) 245-0496	<b>11 DOE FISCAL DATA</b> DBS: 40 90 50 EO: BC Object: 720035
<b>12 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>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.</li> <li>For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20<sup>th</sup> of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.</li> <li>Other:</li> </ul>	
<b>13 APPROVED:</b> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">                   _____                  Authorized Official on behalf of Gerard Robinson                  Commissioner of Education             </div> <div style="width: 30%; text-align: center;">                 8/24/2011                  Date of Signing             </div> <div style="width: 15%; text-align: center;">  </div> </div>	

**INSTRUCTIONS**  
**PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
  - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
  - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
  - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
  - Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
  - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 1 DOE Fiscal Data: A unique payment number assigned by the Department of Education.
- 12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

ORIGINAL

FLORIDA DEPARTMENT OF EDUCATION- Project Application

<b>Please return to:</b> Florida Department of Education, Office of Grants Management, Room 332 Turlington Building, 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	<b>A) Program Name:</b>  <b>2010-2011 Title III, Part A          Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth</b>	12C-402 <b>DOE USE ONLY</b>						
<b>B) Name and Address of Eligible Applicant:</b>  Flagler County Schools 1769 East Moody Blvd. Bldg. #2 Bunnell, FL 32110		Date Received OFFICE OF GRANTS MANAGEMENT 2011 JUN 30 PM 2:23 RECEIVED						
<b>C) Total Funds Requested:</b>  \$31646.10  <hr/> <b>DOE USE ONLY</b> 31,802.78 <b>Total Approved Project:</b>	<b>D) Applicant Contact Information</b> <table border="1"> <tr> <td data-bbox="586 766 1037 850"> <b>Contact Name:</b>            Tammy Yorke         </td> <td data-bbox="1037 766 1519 850"> <b>Mailing Address:</b>            1769 East Moody Blvd. Bldg. #2            Bunnell, FL 32110         </td> </tr> <tr> <td data-bbox="586 850 1037 934"> <b>Telephone Number:</b>            386-437-7526 ext. 3114         </td> <td data-bbox="1037 850 1519 934"> <b>SunCom: Number:</b> </td> </tr> <tr> <td data-bbox="586 934 1037 1018"> <b>Fax Number:</b>            386-586-2351         </td> <td data-bbox="1037 934 1519 1018"> <b>E-mail Address:</b>            Yorket@flaglerschools.com         </td> </tr> </table>		<b>Contact Name:</b> Tammy Yorke	<b>Mailing Address:</b> 1769 East Moody Blvd. Bldg. #2 Bunnell, FL 32110	<b>Telephone Number:</b> 386-437-7526 ext. 3114	<b>SunCom: Number:</b>	<b>Fax Number:</b> 386-586-2351	<b>E-mail Address:</b> Yorket@flaglerschools.com
<b>Contact Name:</b> Tammy Yorke	<b>Mailing Address:</b> 1769 East Moody Blvd. Bldg. #2 Bunnell, FL 32110							
<b>Telephone Number:</b> 386-437-7526 ext. 3114	<b>SunCom: Number:</b>							
<b>Fax Number:</b> 386-586-2351	<b>E-mail Address:</b> Yorket@flaglerschools.com							

CERTIFICATION

I, Janet Valentine, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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) Janet Valentine  
 Signature of Agency Head



Flagler County School District

A) Name of Eligible Recipient: \_\_\_\_\_

B) 180-1022A-2C101  
Project Number: (DOE USE ONLY)

*Received via email 8/16/11 AP*

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

**11C402-12C402**

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5100	120	Classroom Teachers Stipends for Tutoring- \$25/hr.- \$1500 per MS/HS and \$2000 between charters/private (based on number of students- approx. \$500 each 2 charters and 1 private)	0.2	\$8,000.00
5100	210	Benefits-Retirement		\$1,077.00
5100	220	Benefits-Social Security		\$620.00
5100	221	Benefits-Medicare		\$145.00
5100	231	Benefits-Health & Hosp.		\$30.00
5100	240	Benefits-Workers' Comp.		\$200.00
5100	250	Benefits-Unemployment		\$20.00
7800	460	Diesel Fuel for after school tutoring busses		\$5000.00
7800	160	Bus drivers for tutoring busses- 4 busses x 2 days week X 30 weeks.		\$6500.00
7800	200	Bus driver benefits for tutoring busses		\$2000.00
6150	120	Parent Literacy Classes		\$2156.68
6150	210	Benefits-Retirement		\$1,451.00
6150	220	Benefits-Social Security		\$836.00
6150	221	Benefits-Medicare		\$196.00
6150	231	Benefits-Health & Hosp.		\$41.00
6150	240	Benefits-Workers' Comp.		\$270.00
6150	250	Benefits-Unemployment		\$27.00
6150	510	Consumable materials- District Cultural Fair- paper and supplies, posters, flyers for parents.		<del>\$1,000.00</del> * \$1,009.32 *
6150	590	Non-consumable materials for Parent resource center- materials, such as pamphlets, books and information packets.		
5100	590	Non-Consumable Materials- Checkout resources reading and math- approx. 120 students @ \$10 per student allocation		\$1,600.19
7200	790	Indirect Cost <i>2.0%</i>		<del>\$632.91</del> * 623.59 *
<b>C) TOTAL</b>				<b>\$31802.78</b> ✓

\*District exceeded maximum allowable indirect cost. Excess amount of \$9.32 added to line item 6150-510.

*wg 8/16/11*



## FLORIDA DEPARTMENT OF EDUCATION

### Request for Application (RFA)

#### **Bureau / Office**

Student Achievement through Language Acquisition/ K-12 Public Schools

#### **Program Name**

2011-2012 Enhanced Instructional Opportunities for Recently-Arrived Immigrant Children and Youth

#### **Specific Funding Authorities**

CFDA #84.365A, Public Law 107-110, No Child Left Behind (NCLB) Act 2001, Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement Act

#### **Funding Purpose/Priorities**

To assist eligible local educational agencies (LEAs) that experience significant increases in the number of immigrant children and youth provide high quality instruction, enhance efforts to transition such youth into American society, and focus on meeting the same challenging State academic content and student academic achievement standards as all students are expected to meet.

#### **Type of Award**

Entitlement

#### **Total Funding Amount**

*Preliminary amount:* \$6,080,028.00 (Please refer to Page 11 for specific district funding allocation).

#### **Budget Period**

July 1, 2011 through June 30, 2012

*(The effective date is the date when the DOE 100A with original signature of the Superintendent is received by the Bureau of Grants Management or the date of receipt by FDOE of the Federal Grant Award Notification, whichever is later.)*

#### **Program Performance Period**

July 1, 2011 through June 30, 2012

#### **Target Population**

Recently-Arrived Immigrant Children and Youth in Florida School Districts (Grades K-12)

### **Eligible Applicant(s)**

Eligibility depends on LEAs that experience a significant increase in the number of recently arrived immigrant children and youth as compared to the average of the two preceding fiscal years. See allocation chart on page 11.

### **Application Due Date**

On or before June 30, 2011

The due date is the date when the application is *received in Grants Management*. For Federal programs, the project effective date is the date that the application, which meets conditions for acceptance, is received within DOE, or the date of receipt of the Federal Award Notification, whichever is later. The ending date can be no later than June 30 of the fiscal year unless otherwise specified in statute or proviso.

### **Contact Persons**

Project Application Technical Support: Dr. Adeola Fayemi, (850) 245-0417, or via e-mail at [Adeola.Fayemi@fldoe.org](mailto:Adeola.Fayemi@fldoe.org).

Student Achievement through Language Acquisition Bureau Chief: Ms. Lori Rodriguez, (850) 245-0417 or via e-mail at [Lori.Rodriguez@fldoe.org](mailto:Lori.Rodriguez@fldoe.org).

Grants Management: Ms. Wanda Akisanya, Office of Grants Management, (850) 245-0782 or via e-mail at [Wanda.Akisanya@fldoe.org](mailto:Wanda.Akisanya@fldoe.org)

### **Assurances**

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

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- 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 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 <http://fldoe.org/comptroller/doc/gbsectiond.doc>

### **School Districts, Community Colleges, Universities and State Agencies**

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

**No Child Left Behind Assurances (Applicable to All Funded Programs)**

By the signature on this application, I hereby certify that the District will comply with the following requirements of the No Child Left Behind Act of 2001:

The LEA assures that, under Section 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

The LEA assures that, under Section 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

The LEA hereby certifies that, under Section 9524, it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools. The LEA further certifies that "among other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other non instructional time to the same extent that they may engage in non religious activities." The LEA certifies that its public schools will not be hostile to the religious rights of their students and their families.

The LEA hereby assures that, under Section 9532, if the state of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

The LEA hereby assures that, under Section 4141, it will expel from school for a period of not less than one year a student who is determined to have brought a weapon to school.

The LEA hereby certifies that, under Section 4141, it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school under the control and supervision of the LEA.

**Program Specific Assurances**

School districts are required to submit additional assurances under Title III, No Child Left Behind (NCLB). Signature of the Superintendent on the Project Application (DOE 100A) includes certification that LEA will also abide by additional assurances.

**CARDS - Cash Advance and Reporting of Disbursements System – Web-Based Reporting required monthly to record expenditures.**

**Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the CARDS - Cash Advance and Reporting of Disbursements System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the CARDS System.**

**Fiscal Requirements**

**Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.**

**NCLB (Section 3115) requires that each eligible entity receiving funds under Section 3114(a) for a fiscal year may use not more than 2 percent (including salaries) of such funds for the cost of administering this program.**

**How is the 2% administrative cost calculated for budget purposes?**

For school districts, take the amount available to earn indirect costs and subtract excluded costs (capital outlay—600 object codes, flow-through and sub-contracts). This is the net amount available for both indirect and direct costs. Divide the net amount by the applicable approved indirect cost rate plus 100% which will give the direct cost. Subtract the direct cost amount from the net amount available to get the indirect cost amount for the budget.

Example:

Project Amount	\$ 545,000
Less: excluded cost (600 object codes)	1,445
Net amount for direct and indirect cost	543,555
Divide net amount by 1.02 (combined percentage of 100 percent plus the applicable indirect cost rate percentage)	$543,555 / 1.02 = 532,897$
Subtract this amount from the net amount	$543,555 - 532,897 =$
Equals the administrative cost dollar amount	\$10,658

**Note: Personal digital assistants (PDAs) such as cell phones and blackberries can no longer be purchased with project funds, including the costs to support such devices.**

## NARRATIVE SECTION

### Needs Assessment

The data was reviewed for the immigrant students-the number of students enrolled in grades K-12 and the birth country. An assessment was done to determine what countries represent our growing immigrant population. Student achievement data, along with school parental involvement plans were reviewed. The recommendation was made that the resources should include students in grades K-6 have materials that could be checked out and taken home for additional academic support. Survey of schools showed that students in grades 7-12 need additional tutoring opportunities due to lack of availability of extended learning opportunities. The need for after school bussing was also indicated. Parent Involvement Plans indicate parents need to be more participatory in their student's education. Parent literacy classes will give parents access to reading and language acquisition support to help support the academic achievement of students. Based on changes in district demographics over the last 5 years, students, staff and parents would benefit from a district-wide cultural fair. Parent surveys also indicate that parents need more communication about services available to students. Additionally, based on coding errors found during the 2009-2010/2010-2011 school year registrars at schools need to accurately code immigrant students according to DOE guidelines and also code the data of students who receive supplemental assistance (this will not require funding).

### Program Design:

Flagler County has a growing immigrant population with an increase of immigrant students enrolling in our schools. Using 2010-2011 enrollment data, there were 117 immigrant students in grades K-12. Those immigrant students are equally divided between grades K-6 and grades 7-12.

During the 2009-2010 school year, Flagler County provided tutoring services to immigrant students in the District's two high schools. Since each elementary school has a variety of in-school and supplemental tutoring services, the scope of the tutoring services for the 2011-2012 school year will continue to focus on immigrant students in grades 7-12.

It was difficult for tutors to keep those students coming to the scheduled tutoring sessions. After school bussing was not available which made participation difficult. More interaction and contact is needed with families of these students to encourage family support for additional academic services for struggling immigrant students. Lack of after school bussing was a barrier to participation in tutoring. These services will be offered to immigrant students above and beyond any other tutoring programs available within the middle and high schools.

The families and the community need to be more aware of the available services for students, feel comfortable in contacting the school district and know where additional services are available for the families of immigrant students. Materials, such as pamphlets, books and information packets, to encourage parents to become actively engaged in their student(s) academic achievement will be added to the Parent Resource Centers and guidance offices at each school.

The 2011-2012 project for Recently Arrived Immigrant Children and Youth will focus on serving families of those students in grades K-12 through the guidance departments at each school in coordination with the ESOL contact at each school and the District/Title I Parent Liaison:

- Contacting families of K-12 immigrant students to let them know what services such as Adult Education classes, tutoring services, and parent resources are available in the schools and the community to assist them.
- Dispersing posters and flyers at the schools and in the community to assist newly arrived immigrant families know who the liaison contact person is that can assist them and their students.
- To provide additional resource materials for student/parent checkout, and to focus communication with families to encourage immigrant students to participate in supplemental tutorial services that are available specifically for immigrant students in grades 7-12 and to utilize checkout materials for immigrant students in grades K-6. Communication will also focus on the availability of bussing to support participation of immigrant students in after school tutoring programs.
- Provide teachers and students with classroom libraries in grades 3-12 that are leveled text above and beyond materials available through Title I and Title III.
- Coordinate translation services, both oral and written, to assist immigrant families who have language barriers in order for families to participate in school functions, teacher meetings and various parent notifications in addition to translation services available through Title III.
- Participate in the coordination of a District-wide Cultural Fair to celebrate the diversity of our students. The goal of the fair is to build community by bringing us all together to share our cultures in a way that leads to broader understanding, mutual respect and further dialogue. The Fair will showcase and celebrate the diversity of immigrant students and their families.
- Provide on-going training to school and district staff on DOE required coding for immigrant students and services (does not require any funding through this grant).

**Goals, Objectives, Strategies:**

The following goals are established to serve students and families in the Flagler County School District:

- To coordinate services between home, school and the community,
- Provide appropriate supplemental materials for immigrant students to use in classrooms.
- Break down language barriers for immigrant families.
- Provide supplemental academic assistance to immigrant students in grades 7-12 for academic success,
- Provide cultural awareness for staff, students and community members,
- To increase parental involvement in their student's academic program.

Our objectives and strategies are:

Decrease the percentage of immigrant students scoring Level 1 and Level 2 in grades 3-12 by 5% in either reading or math by the end of the 2009-2010 school year by:

Increasing supplemental tutorial services available for level 1 and level 2 FCAT immigrant students in grades 7-12.

Increasing the availability of supplemental leveled reading and math materials for immigrant students in classrooms.

Increasing the availability of resources for checkout to support academic skills for immigrant students in grades K-6.

Increase contact between home, school and community resources by:

Making home visits to immigrant families as necessary.

Organizing a district-wide cultural fair for parents, students and staff.

Developing a brochure of agencies and adult education programs that are available in the community to assist immigrant families and students within the community.

Providing written and oral translation services to break down barriers for immigrant parents to attend school/teacher meetings as appropriate(no funding required).

Coordinate resources with Title I and Title III to ensure that tutoring and academic support are available to as many eligible students as possible.

### **Build Capacity:**

Registrars in all of the Flagler County Public Schools will continue to receive training in properly identifying and coding immigrant students. Registrars will be tracking those students who receive extra tutoring assistance through SES, Title I and Title III. Students are taught by highly qualified teachers in all core area subjects and Reading Coaches assist teachers collaboratively in designing instructional lessons and selecting appropriate materials. ESOL teachers and ESOL contacts have assisted in collecting materials for immigrant students and providing information to immigrant students, however, not all immigrant students receive ESOL services. All eligible students, including immigrant students receive ESOL services. All students, including immigrant students are progress monitored and student data is evaluated to determine student needs. Training on TRANSACT will be conducted via webinars throughout the year in order to ensure immigrant families receive documentation and communication in the home language.

### **Supplementary Activities:**

The proposed activities are supplemental activities to provide additional after school tutorial services to immigrant students in grades 7-12. Activities such as the cultural fair and home visitations are supplemental to other parent involvement activities. These activities are beyond the scope of the Title III and Title I services provided in the district.

### **Increasing Parental and Community Participation in the Educational Experience of ELLs**

- Provisions will be made to provide conversational translators for parent meetings where appropriate and necessary.
- Transact services will be utilized to provide various forms of communication to parents in their primary language where appropriate and available.
- Supplemental training on Transact will be provided for teachers, administrators, counselors, nurses, ESOL teachers, deans, and registrars.
- Provisions will be made to provide translations of critical parent information materials from the federal, state, district, and school level where appropriate and available.
- Flagler County has a District Advisory Committee consisting of parents, community members, school board members, teachers and administrators who meet to focus on student achievement with careful attention to AYP subgroups (African American and other minority groups), English Language Learners, and SWD. The group makes recommendations to the superintendent and school board. The district will provide a series of parent involvement activities and informational nights called "Graduate One". The focus will be strategies to support increased graduation rates. Strategies to support academics and attendance will be the focus.

- Title III and immigrant funds will be used to provide additional opportunities for schools to provide Parent Literacy classes.
- District ESOL staff will consult with schools to support parent involvement nights and activities and Title III funds will be used to provide additional resources for translations.

**Unique needs of Immigrant Students:**

Recently arrived immigrant students face challenges and barriers unique to students and families. Many of these students and families are unfamiliar with our culture, foods, language and customs. These families will try to assimilate into our community but need to know the assistance of services provided within and outside of the schools.

In a school environment the students have to learn responsibilities, expectations and the school culture. Many of these students need support services to be able to meet the academic challenges and targets set for them.

The proposed activities address unique needs of the students and families. Providing supplemental classroom reading materials, additional tutorial services, inviting families into the schools, providing a cultural fair, and making available a resource of other community helping agencies and adult programs will help bridge the gaps for these families. Students need to achieve, parents need to feel comfortable, faculty, students and the community need to celebrate other cultures so all families and students can be successful.

**Immigrant Students SY 2010-2011:**

School	Total Active Students	Total Inactive Students	Total Students	Academic or Career Counseling Services
Belle Terre Elementary	1	0	1	1
Bunnell Elementary	8	5	13	13
Old Kings Elementary	12	2	14	14
Rymfire Elementary	1	0	1	1
Wadsworth Elementary	16	8	24	24
Buddy Taylor Middle School	7	0	7	7
Indian Trails Middle School	0	0	0	0
Flagler Palm Coast High School	9	18	27	27
Matanzas High School	18	7	25	25
Pathways Academy	1	0	1	1
Adult Education Center	0	2	2	2
Imagine School at Town Center	2	0	2	2
<b>TOTAL</b>	<b>75</b>	<b>42</b>	<b>117</b>	<b>117</b>

**How to Evaluate Outcomes**

The School Liaison will keep a log of all contacts made throughout the grant period. (home visits, community agencies, schools, parents, counselors, etc.)

The School Liaison will log attendance and participation at the district wide cultural fair.

The School Liaison will monitor progress of immigrant students who participate in the tutoring sessions. Emphasis will be placed on those students in grade 3-12 who scored a level 1 or level 2 in reading or math on the 2010-2011 FCAT.

Data will be collected through the Performance Matters system to progress monitor immigrant students by school, grade level, and individually.

### **Support for Reading/Next Generation RTI Imperatives:**

Research based reading interventions and guidelines provided through the District K-12 Reading Plan will be embedded in professional development and coaching support provided to ESOL teachers. Specific supplementary support provided will include:

- Supplemental training for ELL teachers, Reading Coaches, and ELL content teachers will occur for Thinking Maps® and Thinking Maps®: Path to Proficiency for English Language Learners. Substitutes, consultant fees, and materials for this training will be provided through Title III.
- Ongoing professional development will be provided on the components of all core and intervention reading programs specific to ELL support. Including training on providing differentiated instruction and iii support.
- The district will be entering our fourth year of implementing the Response to Intervention (RtI) model for any students performing below grade level. The guidelines and procedures established for RtI require extensive use of data to drive instruction and determine if students are on track to close the gap with their peers.
- All teachers will participate in training in the use of data, with supplemental training allotted for teachers of ELL's to review CELLA and district progress monitoring data for ELL students.
- The district will continue to provide training on implementation of the RtI model, including training on The District RtI Implementation Manual which addresses specific procedures for ELL students.

The school ESOL contact and guidance counselor will focus on contacts with immigrant families to encourage participation in school functions, the cultural fair and other parent make and take workshops that help students achieve and parents to understand the importance of their student's achievement. The District Title I Parent Specialist will provide additional contact and home visits as needed.

The parent involvement will provide immigrant families with community resources that will help families assimilate into their new community and also make them aware of adult education programs that have programs for Speakers of Other Languages for language acquisition. Providing translators for parent meetings and parent print materials will encourage parents to become more active in their student's education.

Elementary students have available resources and programs to assist immigrant students achieve academic success. It is at grades 7-12 that students need additional supplemental services available to them. For that reason the project will focus on students in middle and high schools who need the services of teachers who will tutor in core academic subjects based on district data and District Improvement Plan. The District Title I Parent Specialist will provide additional contact and home visits as needed.

### **Consultation with Private Schools:**

In the spring of each year the district sends registered letters to all private schools in the district to attend an informational meeting that outlines the opportunities for participation in the grants that the district receives. The grants are Title I & C, Title II A & D, Title III, Title IV, Title X and the Immigrant Grant. Schools that elect to participate will work with the Coordinator of Federal Grants to complete a comprehensive needs assessment for the students and the teachers at the school. Following the initial meeting the private school principal meets with the Coordinator of Federal Programs to review the Comprehensive Needs Assessment and determine what services will be provided to the school, students, parents and teachers.

One private school has elected to participate in Title I/III with Flagler County Schools. Monthly meetings are held at the district office with the Coordinator of Federal Programs who administers the grants to discuss concerns, services and needs of students. The school is given a Guide to Working with the District on Federal Grants. It outlines the process for requesting services and also how to initiate the grievance procedure. Flagler has a very good working relationship with its participating private school. Private schools will follow the same programmatic guidelines as the public schools for identifying and servicing student needs.

### **Coordination of Services:**

The Title I program works collaboratively with all public and private schools to provide for needs of homeless students in the district regardless of whether or not the student is in a Title I School. Parent Involvement activities are developed in collaboration with Title III requirements and IDEA requirements so that Title I, ESOL and ESE parents have additional opportunities for workshops and collaborative involvement such as School Advisory and District Advisory meetings. Any parent workshop targeting ESOL/Immigrant families will be open to all ESOL/Immigrant families regardless of assigned school.

Flagler's migrant students are served through Alachua County with multi-counties participating. Student needs not served thought that multi-county grant could receive some set a-side funding from Title I. There is access to Full Service Schools for health and counseling issues. Our representative from the multi-county grant visits families and communicates with the Title I staff to resolve issues and/or needs of those students. Title I has supplies and materials for students who do not have necessary school supplies.

Our ELLs (English Language Learners) and Immigrant students will be served through the Title III dollars and also Title I if they are attending a Title I school. Some of the services provided through Title I are additional family literacy activities, before and after school tutoring, and additional reading and math intervention provided during the school day. Non-Title I schools receive before and after school tutoring through the use of Supplemental Academic Instruction funding. Our school counselors, ESOL teachers and Full Service School program are available to ELLs. Parent Involvement will be encouraged through the Title I and Title III.

### **Collaborative Partners:**

- Flagler County has a District Advisory Council which is a group of parents, community members, school board members, teachers and administrators who meet to focus on the achievement gap of our minority populations (African American and other minority groups),

English language learners, immigrant students, and special education student populations. The Advisory Council makes recommendations to the board on resources needed to address the achievement gap and it also provides feedback on current programs.

- Focus on Flagler Youth Coalition works collaboratively with the district to provide programs for all students (including ELL and immigrant students) after school. The coalition also provides some dollars for our Safe and Drug Free Schools Program in grades K-12. They have given the district data that was used to determine the need for Bullying training.
- Each school has a School Advisory Committee (SAC) and a representative from all parent groups on it who provide parental input and recommendations to improve our schools. Their recommendations to Principals are considered when planning for the training this grant will provide to teachers, support staff, and administrators.
- A district Master Professional Development Plan was developed for use beginning in the 2010-2011 school year and funding assigned. Professional Development that will improve instruction for all students, including all student subgroups, will be provided through Title I, II, and III as well as the Immigrant Grant. In addition to school-based parent nights, immigrant parents are invited to all additional parent information nights provided through federal funding.
- The Flagler County Education Foundation (FCEF) funds mini grants for classroom teachers, grade K-12. These grants are for programs that are carried out in the classroom. The FCEF also buys scholarships for financially needy students who would not otherwise have an opportunity to attend college. They are a major financial contributor to the Teacher of the Year program and provide dollars for each new teacher to buy additional classroom materials.
- Kiwanis International's local organization provides dollars for books for all students, including immigrant students, attending a 3<sup>rd</sup> grade Summer Reading Camp. Throughout the year Kiwanis also recognizes students, including immigrant students, in grades K-6 with "Terrific Kids Awards" throughout the year. Kiwanis also provides a senior scholarship to a graduating senior.
- The Flagler County Health Department works in partnership with the district on health issues and a Health Advisory Board. The department provides physicals for children who have no means of attaining a physical examination to enter school.

### **Dissemination/Marketing:**

The Title I, II, III, Immigrant, and Homeless grants are prepared in hard copy and housed in the front office of each school, the Flagler County Chamber of Commerce and the two county public libraries. The grants are shared with each school SAC committee.

The Title I, II, III, Immigrant, and Homeless grants are all posted on the Flagler County Schools website. The district runs an advertisement in the local newspaper to notify the public of school reports and progress in the summer. Reference is made to the entitlement grants which direct community stakeholders and parents to the district web sites.

The Title I, II, III, Immigrant, and Homeless grants are presented to the Flagler County School Board with an explanation of the grant, the services it provides and how the schools and students are impacted by these grants. These meetings are publicly televised to the community.

### **Reporting Outcomes:**

Student progress and program outcomes are reported individually to parents at the end of the school year. Parents receive reports either in report cards or in a mailing once results are obtained from DOE. These reports are specific to their student's results on FCAT testing as well as the school report on Adequate Yearly Progress for the Title I School. This year Flagler County will utilize a new data management system, Performance Matters, that will allow the disaggregation of student data by AYP subgroups, as well as district defined groups such as immigrant students. This will allow for data to be reviewed by class, grade level, school and district for FCAT, FAIR, and Math/science progress monitoring assessments.

The schools report their AYP and school grade results to the Flagler County School Board at a publicly televised board meeting. The same information is posted on the district website and at individual school websites. In the summer the district runs an advertisement in the local newspaper which reports progress to parents and also directs parents and the community to the district website and/or school websites. Schools use their marquee to advertise AYP results and/or the State Grading status.

Project outcomes are reported in required annual reports for each entitlement. Those reports are compiled using individual school and district data. Adequate Yearly Progress Reports and School Grade Reports as well as SESIR (School Environmental Safety Indicator Reports) are used to report on the effectiveness of the grants. Schools in Need of Improvement (SINI) are required to report mid-year progress toward developed goals. Those reports are on the school and district websites and are shared with the SAC of each school required to report.