


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Hamilton County School District	2 PROJECT NUMBER 240-1029B-9C001	
3 PROJECT/PROGRAM TITLE Supplementary Instructional Support for English Language Learners TAPS 19A014	4 AUTHORITY 84.365A Title III Part A, English Language Acquisition USDE or Appropriate Agency FAIN#: S365A180009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2018 - 06/30/2019 Program Period:07/01/2018 - 06/30/2019	
7 AUTHORIZED FUNDING Current Approved Budget: \$19,977.46 Amendment Amount: Estimated Roll Forward: \$1,300.00 Certified Roll Amount: Total Project Amount: \$21,277.46	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2019</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2019</u> Last date for receipt of proposed budget and program amendments: <u>05/30/2019</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>07/01/2018</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#: 121892491 FEIN#: F596000629013	
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, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 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 1743 755 1879">  _____ Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div data-bbox="779 1743 1055 1848"> <u>9-14-18</u> _____ Date of Signing </div> <div data-bbox="1177 1701 1510 1816" style="text-align: right;">  FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small> </div> </div>		

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number:
1. 19A014

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:

Hamilton County District School Board
5683 US HIGHWAY 129 S
JASPER, FL 32052

DOE USE ONLY

Date Received

RECEIVED
 CONFIRMS GRANTS AND
 PROCUREMENT
 2018 JUN 27 PM 1:56

B) Applicant Contact Information

Contact Name: Phyllis Porter

Telephone Number: 386-792-7807 Ext:

Fiscal Contact Name: Crystal Workman

Mailing Address: 5683 US Highway 129 South-Suite 1
Jasper, FL

Fax Number: 386-792-3681

E-mail Address: phyllis.porter@hamiltonfl.com

Physical/Facility Address: 5683 US Highway 129
South

DUNS Number: 12182491 ✓

FEIN Number: F596000629013 ✓

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Project (DOE USE ONLY):
1. Title III, Part A: English Language Acquisition 2018-2019	240-1029B-9C001	\$21,153.41	ABC: \$19,977.46 ERF: 1,300.00 TOTAL: \$21,277.46

CERTIFICATION

I, Rex L. Mitchell, Superintendent, (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) Rex L. Mitchell SUPERINTENDANT 6/26/18
 Signature of Agency Head Title Date

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title III, Part A: English Language Acquisition 2018-2019**

A) NAME OF ELIGIBLE RECIPIENT: **Hamilton County District School Board**B) Project Number (DOE USE ONLY): **240-1029B-9C001**

E) TAPS Number 19A014

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Parent Outreach Specialist to provide parent outreach services for all grade clusters.	5100	160	<u>Other Support Personnel</u> Other Support Personnel- Parent Outreach Specialist at schools with significant ELL populations to provide parent outreach services for all grade clusters	0.500	\$15,495.09
2	Retirement for Parent Outreach Specialist	5100	210	<u>Retirement</u> Retirement -Parent Outreach Specialist (8.26%)	0.000	\$1,280.00
3	Social Security for Parent Outreach Specialist	5100	220	<u>Social Security</u> Social Security - Parent Outreach Specialist (6.2%)	0.000	\$978.41
4	Medicare for Parent Outreach Specialist	5100	220	<u>Social Security</u> Medicare- Parent Outreach Specialist (1.45%). The LEA uses the internal object code 221.	0.000	\$208.00
5	Group Insurance for Parent Outreach Specialist	5100	230	<u>Group Insurance</u> Group Insurance - Parent Outreach Specialist	0.000	\$2,202.00
6	Worker's Compensation	5100	240	<u>Workers Compensation</u> Workers Compensation -Parent Outreach Specialist	0.000	\$225.00
7	Materials and Supplies	5100	510	<u>Supplies</u> Supplies -Supplemental reading materials specific to ELL students for classroom use and for parent outreach. Will include take home instructional materials; notebooks, paper workbooks, school supplies.	0.000	\$481.96
8	Indirect Cost	7200	790	<u>Miscellaneous Expenses</u> Miscellaneous Expenses-Indirect Costs (Capped at 2%)	0.000	\$407.00
Totals:					0.500	\$21,277.46

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.

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- 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.
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Needs Assessment

Provide evidence of need for each of the services that will be funded through this project application. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews) and the kinds of data and information analyzed (the most current state assessment data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous grant, which ones were not, and new programs that the LEA will implement with this grant for the 2018-2019 school year as a result of the previous year's outcomes. Summarize results and list proposed needs in order of priority.

Response:

Response: The major data sources for the Title III needs assessment are the most recent available state assessment data (2017), 2016-2017 Federal Graduation rate, and the ACCESS for ELLs 2.0 (2018) data. The FSA data with the state average and Hamilton County average are in parentheses: Graduation rate (82.3-federal/67), English Language Arts (25.65/15.38), Science (25.68/**), and Civics and U.S. History (22.32/**). Hamilton County ELL is below the state average in all subject areas. Based on the FSA data, ELL students continue to present challenges, especially in reading. The 2016 and 2017 data show how the district ELL group compares to the state averages in percent scoring 3 and above. Note that the first number is for the district and the second is for the state (e.g., 15 is the district and 30 is the state).

Reading: 13/29 (2016); 25.93/53.5 (2017)

Math: 43/36 (2016); 35.38/55.77(2017)

ACCESS for ELLs 2.0 data were analyzed to determine areas of need for ELL students in grade clusters and academic areas. In addition, a federal program online District survey was conducted in May of 2018 to survey teachers, administrators and support staff to determine the needs for the district. Parents were surveyed in the Spring of 2017 using the 5Essentials Survey and in May of 2018 with the Title 1 Parent Involvement Survey (included questions related to ELL and ESOL) to determine parent needs, parent satisfaction and barriers to effective parent involvement (all elementary and middle/high schools in Hamilton County are Title 1 school wide programs).

As a population group, ELL students in Hamilton County are making some progress toward state proficiency on the FSA (2017) and ACCESS for ELLs 2.0 (2018). However, there is still a need to provide academic support to increase the academic achievement of all ELL students and address our low performing students in particular grade clusters and academic areas. The grade clusters are: (proficient = Levels 5 and 6) 2018 ACCESS 2.0 show the following results:

Grades K-2: 9% proficient in reading

Grades 3-5: 29% proficient in reading

Grades 6-8: 12% proficient in reading

Grades 9-12: 46% proficient in reading

Hamilton's goal is to increase by at least 5 percentage points the number of students in all grade clusters scoring proficient on the state assessment in reading. We made some progress in meeting our 5% goal, however, the FSA and ACCESS 2.0 data indicate that ELL students continue to need additional academic support in order to reach our 5% target in 2017-2018. Hamilton County would like to provide highly qualified teacher and paraprofessional hours as a support to our ELL students in the district. The instructional hours will provide academic support to build reading proficiency for ELL students.

Based on district parent surveys, parent involvement remains an area of focus for the Hamilton County. The goal of the District is to have 100% of parents involved in the education of their children. In order to make progress toward the goal, we will coordinate with Title 1, FDLRS, Migrant and other federal, state and local programs, both intra and inter-agency, to provide additional educational opportunities, supplemental educational materials and activities that will encourage ELL parents to participate in the education of their child(ren) as well as allowing parents opportunities to build their own English proficiency.

Activities

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

Response:

Response:

1. Provide additional academic support and tutoring by highly qualified teacher(s) and paraprofessional(s) at Hamilton County High (HCHS) and Hamilton County Elementary School (HCES) either after school or during the school day for ELLs in need of academic support to improve reading/language skills for at least 1.5 hours per day 2 days per week during the school year beginning in the Fall of 2017.

2. Provide bilingual parent outreach specialist (Title 1 and Title III) and parent outreach activities to include: meetings, parent conferences, home visitation and family literacy programs so that parents and students learn together.

3. Provide supplemental instructional materials to include reading materials and web-based sites specifically for ELL students to assist them in the classroom and to include take home materials and activities using a home-school connection (visitation) model.

4. Provide teacher and parent training in strategies to assist students with language acquisition in a Home-School Connection program through home visits and literacy materials. Training will be offered in Fall and Spring for both teachers and parents; home visits meetings will be scheduled in coordination with Title 1, Migrant, Homeless ESE, and FDLRS services as appropriate.

English Language Learner Achievement Targets

Percent Proficient in English Language Acquisition

Increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **5%** with 2018 as the baseline year. If the LEA's percentage of ELLs is at or above the state percentage of ELLs becoming proficient, then the LEA must increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **2%**.

Based on the most recent assessment results for Hamilton County,
the LEA will increase the percentage of ELLs becoming proficient from 21.00 to 26.00
by the end of 2019.

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

The Hamilton County School District will provide highly qualified teacher and paraprofessional tutoring hours after school or during the school day to assist our ELL students toward making gains in listening, speaking, reading and writing with Title III, Title 1 and district funds. The goal is to increase student achievement through progress in English language acquisition. The data indicate that our students are making gains in closing the gap in some areas with a need to support reading and writing. By continuing to work with individual and small groups of ELL students, the teachers and paraprofessional hours provide additional assistance along with existing language acquisition software, educational web materials and supplemental materials and resources for the classrooms. ELL students will also be monitored along with all students using Performance Matters, iReady, STAR Reading and STAR Math. The tutoring will focus on those in greatest need in all grade clusters. Our goal is to meet the state objective for the percentage of ELL students making progress in listening, speaking, reading and writing.

Progress in Graduation Rate and Content Areas

Increase the graduation rate of ELLs and the percentage of ELLs achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies by **5%** as measured by the Florida Standards Assessment with 2018 as the baseline year. If the LEA's percentage of ELLs graduating and achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies is at or above the state percentage of ELLs achieving satisfactory in these areas, then the LEA must increase the percentage of ELLs graduating and achieving satisfactory or higher by **2%**.

Based on the most recent graduation and assessment results for Hamilton County, the LEA will increase by the end of 2019.

50.00 to 55.00 the percentage of ELLs graduating,

15.38 to 20.38 the percentage of ELLs achieving satisfactory or higher in English Language Arts,

41.18 to 43.18 the percentage of ELLs achieving satisfactory or higher in Mathematics,

0.00 to 21.70 the percentage of ELLs achieving satisfactory or higher in Science,

0.00 to 33.30 the percentage of ELLs achieving satisfactory or higher in Social Studies

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

The Hamilton County School District goal is to meet the state objective for the percentage of ELL students making progress in core subject areas. Title III, Title I and other federal and district funds will provide highly qualified teacher and paraprofessional tutoring hours after school or during the school day to assist our ELL students toward making gains in ELA, Mathematics, Science and Social Studies. By continuing to work with individual and small groups of ELL students, the teachers and paraprofessional hours provide additional assistance along with existing language acquisition software, educational web materials and supplemental materials and resources in science (STEM initiatives) for the classrooms. Our ELL students will also be monitored along with all students using Performance Matters. The tutoring will focus on those in greatest need in all grade clusters. Our goal is to meet the state objective for the percentage of ELL students making progress in core subject areas. To continue the positive trend in graduation rate, the district will provide additional support from district and federal funds to assist all students with schedules, coursework selection and assist all students toward college and career ready programs and pathways.

Increasing Supplemental Professional Development Activities

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

Response:

The goal of the Hamilton County School District Professional Development Program to increase teacher knowledge of current ELL strategies and the process of language acquisition for ELL students. Throughout the 2018-2019 school year, teachers of ELL students will receive instructional support from the ELL coordinator, Staff Development Coordinator, Instructional Services Team, DOE Differentiated Accountability Team (DA Team) contracted services, NEFEC and FDLRS and other contracted services. Teachers will be provided with up-to-date resources and strategies (2018 Federal Program Survey of teachers and staff) to enhance and promote English language acquisition. Support will include, but not be limited to: web-based programs, iReady, Renaissance Learning (Accelerated Reader and Accelerated Math), English In A Flash, ABC Mouse, supplemental reading materials, dictionaries and research-based instructional strategies. Training in the use of new software to support the instructional needs of ELL students will be conducted on an as needed basis.

Increasing Parental and Community Participation in the Educational Experience of ELLs

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

Response:

ELL students in Hamilton County will attend the Hamilton County Elementary School and Hamilton County High School during the 2018-2019 school with the elementary school the largest population of ELL students in the district. Currently the ELL population for the district is 205 LY students of the 1801 total student population representing 11% of students in the District (2017 Survey 5 data). With the anticipated continuance of growth and a strong parent outreach program, we would like to have 100% of the parents utilize language acquisition and literacy resources. The parents of ELL students will have opportunities to meet with the school staff in a welcoming and participatory atmosphere at the schools with the assistance of the Parent Resource Specialist (bilingual). To further remove the barrier of language, a translator paid by other funding sources will be available during the school day and for home visits. Computers will be available for parents and students to access language acquisition resources to increase language and literacy skills. Materials and supplies will be provided from Title III funding to increase literacy and communication between parents and school personnel. Supplies will include notebooks, writing supplies, art supplies, and various language acquisition games as well as translation of materials/resources as needed. In addition to literacy, focus will be placed on activities to increase parent involvement in their child's education as they move through the schools and grade clusters in the district. Activities for involvement will include parent meetings, classroom meetings and observations, volunteering and special educational programs and school events. Parents will be surveyed in the Spring of 2019 with a survey adapted from a survey (English and Spanish available in both printed copy and online) to determine the effectiveness of the parent involvement services. A third party with a Ph.D. in Evaluation and Research will analyze the results and report them to the District for dissemination to parents and community in the Summer of 2019.

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:

The Hamilton County Federal Programs office will contact all private schools in the district by certified mail annually in late November or early December to inform them of the services available and invite them to an informational meeting held at the District. The list of private schools contacted will agree with the list of private schools obtained from the FDOE or other credible website. Follow up calls, letters and emails will be sent to private schools to build a relationship and answer any questions the private schools may have about participation. A second meeting will be held in January or February between the private school principals/directors and the Federal Programs Coordinator and other District grant coordinators to discuss equitable services, funding, student identification, parent involvement, and how services might be delivered if the school(s) decide to participate. In February, a letter of Intent to Participate will be sent to all private schools via certified mail to determine those who wish to participate. A written letter of Intent to Participate or decline services will be requested from each school. Other meetings and contacts will be scheduled to further discuss the identification of students, how services will be delivered and equitable funding for those students who are ELL and attend participating private schools. Entering ELL students will be given the Home Language Survey and given the district placement assessment. Curriculum, assessments and instruction and data collection will be discussed as well as how and when services will be provided to eligible students and all activities and services will be secular, neutral and non-ideological.

The participating private schools and the school district will conduct regular meetings (according to established timeline) to discuss student, teacher and parent services and monitor student progress and the implementation of all federal programs. The agendas of the meetings will include: How the school district will identify the needs of private school students, what services will be offered to private school students, how and when the district will make decisions about the delivery of services, how, where and by whom the school district will provide services to private school students including consideration of the views of the private school officials on provision of services through a contract with a third-party provider, the size and scope of the equitable services that the school district will provide to private school students and the portion of funds allocated to provide these services, complaint policy to be followed should the private school disagree with the actions of the District and the use of federal owned equipment

Methods of feedback from private school officials will include meetings, school visits, written documents, emails and phone calls. Districts adjacent to Hamilton County will also be contacted to determine if eligible students who reside in Hamilton County are attending private schools in their area or their students attending private schools in Hamilton County. A Memorandum of Agreement for services will be written when appropriate.

Collaborative Partners

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:

Hamilton County School District has developed collaborative partnerships with the Early Learning Coalition of Florida's Gateway, Inc., State of Florida Voluntary Prekindergarten Education Program, Head Start, East Coast Migrant Head Start, the Department of Children and Family Services, Partnership For Strong Families, the Challenger Learning Center of Tallahassee, and other agencies in formal inter-agency agreements. The district outreach includes coordinating activities with local faith-based organizations, civic organizations, community colleagues, WFSU-PBS station, Books Unlimited, Barnes and Noble, private businesses in the community such as; First Federal Bank of Florida, PotashCorp (Nutrena), universities and community colleges, public library, Hamilton County Health Department, local law enforcement, and other governmental agencies and local businesses. FDLRS (Florida Diagnostic Learning and Resource Services), a federally funded program, provides professional development opportunities and resources for teachers in addition to District and Title II staff development opportunities. The district collaborative partnerships and relationships both intra and inter-agency, foster improved complimentary and supplemental support services for students and their families and improve the response time to provide needed services. The collaborative partnerships listed are targeted to all subgroups of students in Hamilton County and the professional development to teachers in the district. Services to students and families include tutoring, mentoring, parent outreach such as translation, workshops, materials and supplies, home visits and other resources to provide equitable services to children and families and assist students to meet challenging state content and achieve at high levels.

Accountability for Schools with ELLs

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

Response:

The Hamilton County School District will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs by monitoring the progress of all students including ELLs and providing additional tutoring and assistance to ELL students who are in need of academic intervention. The District will compile reports on the family literacy initiatives, parent involvement and outreach activities and the effectiveness of the tutoring services. Student achievement will be reported using ACCESS for ELLs 2.0 scores, FL Assessment test scores (FSA), iReady and Performance Matters progress and student report cards. Results from all student assessments will be sent home to parents through the coordination of district and school personnel in a language parents can understand, unless clearly not feasible.

Dissemination of Information

Describe the LEAs dissemination plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents or guardians home language unless clearly not feasible.

Response:

The ELL Coordinator will disseminate information regarding the Title III Program to principals, guidance counselors and other pertinent program staff, district and school personnel. Parents will receive notice of the Title III Program through the School Advisory Council, District website, Parent Leadership Council, and school notices/newsletters. This information will be made available to the parents in a language they can understand, unless clearly not feasible, in a timely and accurate manner via contracted translation services funded by other funding sources.

Reporting Outcomes

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

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

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

Response:

The evaluation will be a continuous improvement model with routine monitoring of student progress and program implementation to provide feedback to refine and improve the program. The evaluation will use both quantitative (e.g. grades, FSA) and qualitative (surveys, observations, program documents) data to report on these areas: (a) description of programs and activities, (b) number and percentage of ELL making progress towards English language proficiency, (c) number and percentage of ELL who exit the program based on English language proficiency, (d) number and percentage of ELL who meet the State academic standards for each of the 4 years after each student is not receiving ELL services, (e) number and percentage of ELL who do not attain English language proficiency within 5 years of initial ELL classification, and (f) any other information required by the DOE. The results of the evaluation will be shared with parents and school staff with the goal of documenting program progress and strengthening future programs. An independent, external evaluator will be responsible for processing/analyzing the data collected and writing the final report. Data collection at the school site will be the responsibility of the district.