

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

- X** 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:

- X** 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.
- X** 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.
- X** The LEA will be of sufficient size and scope to support high-quality programs.
- X** 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.
- X** The LEA will annually assess the English proficiency of all students identified as ELLs.
- X** The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.
- X** 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.
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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 2016-2017 school year as a result of the previous year's outcomes. Summarize results and list proposed needs in order of priority.

Response:

The Needs Assessment (NA) for services in support of the achievement of the English Language Learners (ELLs) in Charlotte County Public Schools (CCPS) 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 2017 ACCESS results as available;
- Analysis of 2017 FSA/NGSSS summative data;
- Analysis of 2016-17 progress monitoring assessments and data for performance and growth through
 - o i-Ready (Reading and Math, K-8)
 - o USATP (Reading – Grades 9-11, Science – Grades 5f & 8, Algebra I & II, Geometry, Biology, Civics, US History)
- Analysis of student data and performance indicators related to student achievement through EDIS School Portal, the LEA's supplemental student data warehouse and reporting system;
- Title I Parent Survey – provided for in Spanish;
- Title I Teacher Survey
- School Climate Surveys; and
- School Principal Feedback

Modes of input and communication:

- LEA provided Data Days at the beginning, middle, and end of the year to review student data by individual, class, grade, and school level;
- i-Ready and USATP reports that identify individual gaps in learning and inform instruction;
- LEA school-based allocations of funds for teacher-designed programs selecting supplemental instructional aids targeted to individual or small groups of ELL students;
- LEA and school Family Engagement Plans that are collaborative efforts among school and parent stakeholders;
- Feedback and qualitative data from the Title III ELL Achievement and Parent Liaison; and
- Collaboration among the Director of Elementary Learning and ELL, the Curriculum & Instruction Specialist for ELA K-5 & ELL, the Coordinator of State & Federal Programs, the Title III/ELL Achievement & Parent Liaison, and the Title I Resource & Family Engagement Liaison.

Opportunities for reflection and evaluation:

- Schools conduct their initial Needs Assessments during the school improvement 8-Step Problem Solving process as part of their School Improvement Plans;
- Evaluation of school requests for use of Title III school allocation funds for resources and programs for improved student achievement and program effectiveness – may include qualitative data of programs and activities;
- Review of school and LEA Family Engagement Plans;
- Review of systemic data during the needs assessment process in applying for similar grants, particularly for student sub-group progress and achievement; 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; all with the common goal of CCPS becoming the #1 district in the state

The prioritized needs based on data review are as follows:

1. Continue focused data analysis within progress monitoring programs that identify ELL students to identify gaps in domain knowledge, and monitor growth towards individual learning targets.
2. Continue to use state and district assessment data, and district performance indicators, to identify the specific needs of ELL students regarding English language acquisition, development and fluency, content and subject area knowledge, and learning needs that support achievement.
3. Improve the identification and implementation of grade-level strategic actions to engage ELL students in learning activities that support ELL language acquisition within standards-based content and instruction;
4. Provide supplemental staff support for classroom teachers and leaders to ensure that all ELL students are receiving the additional resources and support necessary for successful language acquisition and academic achievement and successful school experiences.
5. Promote even higher levels of teacher and school leader involvement in professional development activities that improve their capacity to support ELL student success.
6. Continue and add to already successful strategies to engage parents of ELL students as partners in their children's education, encouraging parents to motivate their children to experience growth and achievement in English language acquisition and academic success.

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:

For SY2016-17 the LEA continued with the improvement process that involves all stakeholders at the school and district levels to align School Improvement Plans as part of the District Strategic Plan (DSP). This process analyzes student data individually and as subgroups and cohorts, observing trends in growth and achievement, identifying the barriers to student achievement, and sharing the strategic actions effective in reducing the barriers to language acquisition or academic achievement. One of the main barriers targeted in the DSP is "Insufficient differentiation as it applies to instructional application and technique." This barrier was most identified by school improvement teams. Schools identified the need for differentiated instructional approaches specific to learner needs, whether ELL status, ESE designation, low achievement, or other indicators. To reduce this barrier, LEA programs and activities have been evaluated and modified, with focused differentiation for student success on rigorous standards and state assessments.

SY2017-18 major programs, services, and activities will include:

- In-depth i-Ready data analysis per ELL subgroup, ELL growth within subgroups, and comparison to grade level peers. Teachers create instructional groups with similar learning profiles to target learning gaps. i-Ready provides for gap analysis in reading and math domains for teachers to target areas of weakness. i-Ready diagnostic and reading directly supports core standards-based instruction and assessment based on research that strongly correlates with core-based state assessments
- Use of EDIS School Portal, enabling teachers to create reports to compare student assessment scores with district progress monitoring, ACCESS, and performance indicators such as attendance, behavior, and interventions.
- Promote the supplemental position of the Title III ELL/Immigrant Achievement & Parent Liaison to a higher paraprofessional level, serving ELL and immigrant students and families, and supporting teachers of ELL students. This position was key in 16-17 in increasing ELL parent communication and participation, and supporting ELL outreach efforts to individual teachers, schools, and community resources.
- Extend activities collaboratively developed by the ELL Achievement Team that came together during SY 2016-17 in coordinating district efforts to align support and resources focused on ELL students, families, teachers, and schools.
- Target subscriptions to digital English acquisition programs. The LEA has extensively surveyed EL teachers and guidance counselors as to the use and effectiveness of online/software programs, and reviewed usage data. The data and feedback supports the re-alignment such as:

? All K-12 mono-lingual students may use DynEd, a supplemental program for K-12 ELL students that teachers have reported as effective for immediate language acquisition. DynEd has received awards by educators and independent education organizations, and provides research on ELL achievement tied to Common Core standards;

? K-5 students will continue to use Renaissance Learning's (RL) English in a Flash (EIAF) program, implemented in SY16-17. This program is accessible as an embedded element within RL utilized in all classrooms, thus students can easily use the same login. EIAF is focused on high/low frequency words and content-area vocabulary appropriate for developing listening, speaking, reading, and writing skills for elementary level ELL students.

? Extend the ELL school-allocation implemented in SY2016-17 based on active LY students. ELL teachers and counselors select the supplemental resources for ELL language acquisition and academic achievement unique to their students' differentiated learning styles and needs. Schools select resources based on students data, course content, and individual learning needs and gaps. All supplemental items require approval by the Director of Elementary Learning, and the Coordinator of State & Federal Programs. Data analysis and needs assessment of ELL students are required for school selections, and to be in alignment with the SIP. Evaluation of Title III funded resources and student progress are reviewed at the end of the school year.

o Evaluation of SY2016-17 school allocation funds indicated a strong need for comprehensive resources at the middle school level, continued support of implemented resources and programs at the elementary level, and high schools needing resources specific to individual students. Given the varied distribution of the population of ELL students, the school allocation approach proved to be effective and should be continued.

? School-selected resources include:

- A professional ELL Resource Library provides middle schools with teacher resources to support ELL instructional approaches and strategies rooted in research findings and best practices. Resources are for core ELA and math, and leveled texts in STEM and social studies.
- Leveled readers for content understanding and language acquisition for ELL students; high-low readers with high interest topics;
 - o Text Connections – With this reading intervention program, students improve comprehension and critical thinking skills. Based on Kylene Beers' work and research on literacy for struggling readers, the program provides Spanish translation for academic vocabulary and differentiation for ELL learners;
 - o Technology hardware specifically for ELL students that provide additional access to English language acquisition programs and practice; hardware and applications which engage students through recorded lessons, audio/visual resources, written materials, and interactive lessons and assessments. Mobile technology is effective as ELL students are not limited to the technology available in any given classroom.
 - o Multimedia and interactive technology includes recorders, Chromebooks, iPads, and peripherals. Activities include listening to fluent English while reading, students recording/listening to their own reading, having oral direction for written assessments, learning to take notes - in English, native language, or through illustrations – to be reviewed later, and accessing computerized translation programs. Translation apps have been effective for secondary learners in courses with advanced vocabulary or technical requirements.
- Increase ELL parent outreach efforts to obtain input on various issues affecting their children's education. Multiple ELL Parent meetings are held during the year, facilitated by the ELL/Immigrant Achievement Team. These meetings were highly successful in SY16-17, resulting in the parent-based request for an ELL Parent Advisory Committee
- Extend ELL parent outreach efforts that provided parents with information and materials to assist in their own language acquisition process. The Title III ELL/Immigrant Achievement & Parent Liaison made significant progress in SY16-17 in producing school and district materials in other languages.
- The Title III ELL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Engagement Liaison have jointly

developed PD for teachers and school leaders in accessing performance indicators as part of the Early Warning System safety net for struggling ELL students;

- Based on the Needs Assessment, increase communication with teachers and paraprofessionals of PD opportunities specific to the needs of ELL students; and
- Participate in at least one of each school's Data Days (funded through Titles I & II), for ELA, Math, Science and Social Studies teachers to drill down into formative and summative assessment data, focusing on standards and curriculum alignment, and creating action plans to diminish gaps and improve achievement for ELL students.

- The LEA may purchase/subscribe to evidence-based technology-based programs appropriate for student grade and ability levels to help students acquire English language skills and content knowledge.

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 2017 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 Charlotte County,

the LEA will increase the percentage of ELLs becoming proficient from 21.00 to 23.00

by the end of 2017

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.

Grant activities include district initiatives and school action plans focused on achieving the proficiency targets for English language acquisition. Starting with a review of FSA scores and ACCESS results, then in conjunction with progress monitoring data for i-Ready Math and Reading and USATP for Science and Social Studies, the data reported through the FOCUS and EDIS School Portal student information systems are key indicators for student progression.

- Providing schools with site-based funds for ELL classroom teachers offers the opportunity to select resources and materials that meet the individually identified needs of ELL student in their own classrooms, provides better means of differentiated instruction, and improves documentation of student growth through available progress monitoring data and teacher-based evidence and observations.
- The Coordinator of State & Federal Programs works with district-level ELL personnel including the psychometrician, Director of Elementary Learning (oversees EL for L-12), and the Curriculum & Instruction Specialist for ELA & ELL to review ELL student assessments and monitor EL student progress monitoring data in meeting measurable objectives. These district personnel work collaboratively with the Title III ELL/Immigrant Achievement and Parent Liaison to keep current of ELL student data.
 - o The Director and C&I Specialist work with the Title III ELL/Immigrant Achievement and Parent Liaison at the district level in communicating with school-based Lead Teachers/Instructional Coaches on accessing and reviewing ELL data and progress.
- The Title III ELL/Immigrant Achievement and Parent Liaison actively monitors ELL student progression in overall proficiency in collaboration with ELL teachers and school leaders.
- The Title III ELL/Immigrant Achievement and Parent Liaison and the Title I Resource & Family Liaison collaborate on parent meetings and workshops that educate parents of ELL students on understanding and preparing for state assessments.
- The Title III ELL/Immigrant Achievement and Parent Liaison and the Title I Resource & Family Liaison collaborate on parent meetings that support parent ELL English language development as a means in support of student English language acquisition.
- The Title III ELL/Immigrant Achievement and Parent Liaison and the Title I Resource & Family Liaison collaborate on teacher and school leader training for effective communication with ELL parents.
- Increased PD opportunities provided through Title III/Immigrant that target ELL needs include:
 - o Accessing EL student data through the district's student information systems, FOCUS and EDIS School Portal;
 - o Effectively using EDIS School Portal to create custom reports to compare student state assessment scores with district progress monitoring data, ACCESS, and other performance indicators.
- Increased subscriptions for Renaissance Learning's English in a Flash from only K-5 students to middle school, individual use of DynEd for mono-lingual students, and online resources as selected by teachers for 6-12 students to differentiate in improving individual language development. These programs support student learning gains in the specific domains of listening, speaking, reading, and writing, as well as overall proficiency.

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 2016 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 or 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 Charlotte County, the LEA will increase by the end of 2018.

65.40 to 67.40 the percentage of ELLs graduating,

25.40 to 27.40 the percentage of ELLs achieving satisfactory or higher in English Language Arts,

38.97 to 40.97 the percentage of ELLs achieving satisfactory or higher in Mathematics,

21.92 to 26.92 the percentage of ELLs achieving satisfactory or higher in Science,

44.68 to 46.68 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.

Grant-funded school or teacher-based activities will focus on differentiated instructional approaches to improve the graduation rate, and achieve the proficiency targets for ELA, math, science, and social studies content areas. Progress monitoring data for i-Ready Math and Reading, and USATP for Science and Social Studies, as reported within these programs and through the FOCUS and EDIS School Portal student information systems are key indicators for student progression. These progress monitoring programs are specifically aligned to the content areas of the Florida standards and state assessments, and have settings that enable ELL sub-groups to be specifically selected for review.

- Providing schools with site-based funds provides teachers the opportunity to select resources and materials that meet the individually identified needs in their own classrooms, specific to their content areas. School-selected resources are particularly effective for co-curricular content areas that identify resources specific to their subject areas. Teacher selected resources and materials have included:
 - o Multimedia technology with recording features to enhance listening and speaking, useful for subject area vocabulary that are typically more complex;
 - o Supplemental language acquisition and development programs that highlight content specific topics and vocabulary; and
 - o Software programs that integrate content-related topics to promote student interest in the subject area.
 - The Coordinator of State & Federal Programs works with district ELL personnel including the psychometrician, Director of Elementary Learning (oversees EL for L-12), and the Curriculum & Instruction Specialist for ELA & ELL to review ELL student assessments and monitor ELL student progression.
 - o The Director and C&I Specialist communicate with school principals and Lead Teachers/Instructional Coaches on accessing and reviewing EL data and progress, and assisting teachers with action plans and differentiated instruction based on data.
 - The Title III ELL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Liaison collaborate on helping middle and high schools apply the safety nets within the Early Warning System to identify ELL students at risk for not graduating, and to differentiate among academic and other support needs.
 - The Title III ELL/Immigrant Achievement & Parent Liaison actively monitors ELL student progression in collaboration with ELL teachers and school leaders.
 - The Title III ELL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Liaison collaborate on teacher and school leader training for effective communication with ELL parents to monitor and support student progression in all content areas, with focused explanation of 3rd grade promotion, middle school completion, and graduation requirements. Increased professional development opportunities will be offered including:
 - o Accessing ELL student data through the district's student information systems, FOCUS and EDIS School Portal;
 - o Effectively using EDIS School Portal which enables teachers to create custom reports to compare student state assessment scores with district progress monitoring data that are specific to content areas; and
 - o Developing action plans and preparing differentiated instruction based on data.
 - School sites will utilize DynEd English Language Learning software for K-12 EL students evaluated as essentially monolingual. DynEd is specifically requested by teachers to progress English language acquisition in support of content learning. Secondary schools supplement DynEd with content area resources that offer alternate languages, and in combination address differentiated student learning styles in support of advanced content areas. These programs are selected by classroom teachers in assisting students with the more complex vocabulary associated with specific content areas.
 - Grant funded supplements are offered to personnel at schools with higher reported ELL student enrollment to provide additional support to teachers of ELL students for academic progress, proficiency measures, positive performance indicators, and information and resources as appropriate such as middle school completion and high school graduation requirements.
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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:

During SY17-18, the LEA will use Title III and Title III – Immigrant funds to support the efforts of the Title III ELL/Immigrant Achievement & Parent Liaison, the Title I Resource & Family Engagement Liaison, and the Curriculum & Instruction Specialist for ELA & ELL in increasing the opportunities for professional development for teachers, leaders, and parents of ELL students. These team members combine efforts to seek input and identify the needs for professional development in support of ELL achievement. This team is developing a comprehensive program throughout the school year that encompasses opportunities for teachers, administration, and families. For example, the Title I Resource and Family Engagement Liaison is a Thinking Maps trainer who has developed a parent component of Thinking Maps, and has worked with the Title III ELL/Immigrant Achievement & Parent Liaison to include materials in Spanish, and to effectively deliver the training to ELL parents. Other professional development activities planned for SY17-18 include:

- Family Engagement – What Does it Mean? What Does it Mean for ELL Families?
- Using Data to Target Gaps in ELL Student Progression
- Using Data for Effective Parent Conferences with ELL Families
- Communication with Parents for ELL Families – More than Notification
- Cultivating ELL Family Friendly Schools

The Title III ELL/Immigrant Achievement & Parent Liaison has evolved as the district resource for the most used language acquisition programs such as Renaissance Learning's English in a Flash and DynEd, and an additional support for ACCESS. The liaison provides professional development for classroom teachers, school leaders, and other ELL support using these and other Title III purchased programs directly with students. Title III funds provide for the three primary team members listed to attend ELL professional development opportunities such as the 2017 Sanibel Leadership Conference, i-Ready's Using Data for ELL Students, and similar programs. The LEA is increasing subscriptions to other educator professional development resources such as PD360 and Beacon Online that feature ELL components. The LEA will increase within the embedded professional development opportunities of school and district Data Days and PLCs the accessing of ELL subgroup data for teachers and administrators to analyze and differentiate for increased ELL student achievement.

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:

The priority for EL family engagement in the Needs Assessment is to target classroom teachers in improved communication with ELL families. Parent involvement activities will incorporate successful strategies and new approaches to engaging parents of ELL students as partners in their children's education. Activities and communication will focus on encouraging parents to motivate their children to experience growth and achievement in English language acquisition and academic success.

The LEA will meet this priority through a variety of strategies:

- The Title I Resource & Family Engagement Liaison will provide ongoing training to teachers in parent communication approaches, and incorporate strategies specific to ELL parents.
- The Title III ELL/Immigrant Achievement & Parent Liaison will continue to facilitate formal and informal communication with parents, and cultivate relationships with ELL families in engaging them as active partners in their students' progress;
- The Title III ELL/Immigrant Achievement & Parent Liaison will facilitate child-friendly English classes for the parents of ELL students at either multiple schools or a central location;
- The Title III ELL/Immigrant Achievement & Parent Liaison will and Title I Resource & Family Engagement Specialist will hold child-friendly meetings with the ELL Parent Advisory Council to identify and discuss concerns of ELL families, and these concerns will be shared with school leaders to target with teachers for improved communication.
- Promote Family Portal, the district student information program providing achievement, attendance, and behavior information available in four languages;
- Provide specifically for ELL parents to attend the Family Engagement to Increase Student Achievement Conference in November 2017 in the Tampa/St. Petersburg area. ELL parents are able to attend this conference with the Family Engagement specialists at each Title I school, facilitating a direct partnership for ELL parents.
- Ensure that ELL parents participate in each school's Family Engagement Planning Team (FEPT) in the spring to provide input on issues specific to EL students and families; in May of 2017, for the first time the Title III ELL/Immigrant Achievement & Parent Liaison personally invited and hosted ELL parents at the FEPT to support their active participation.
- The LEA Family Engagement Plan and the Parent Guide is available in multiple languages through the Parent Guide on the district and school websites, and in each school's Family Resource Center.
- The LEA will pursue continued and added partnerships with local radio stations and churches to disseminate information and provide translation services to area EL families;
- 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;
- Upon new student registration, ELL families are 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 Title III ELL/Immigrant Achievement & Parent Liaison follows up with these families as well to ensure information and communication is provided in a language understood by the families; and
- The ELL Achievement Team works together to keep ELL parents updated on general school and ELL program information and resources through a variety of communication mediums in supporting ELL academic achievement and language acquisition.

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 Public 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 the option available to them per the Equitable Services 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 each can serve their schools and students. The Coordinator of State & Federal Programs and Private School Coordinator facilitate discussion with private school officials to 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 consultative meetings with the private school to:

- Review each federal programs' eligibility criteria and identify qualifying students (if any);
- Create a Service Delivery Plan (SDP) for the school providing equitable services to the eligible students attending the private school; and,
- Establish an implementation plan schedule.

For SY2017-18, the Private School Consultation Meeting was held on November 1 of 2016. By the end of January 2017, six private schools forwarded signed intents to participate in Title I Part A for SY2017-18:

- St. Charles Borromeo Catholic School
- Good Shepherd Episcopal 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 SY2017-18. For the past 2016-17 school year, no students were identified by schools to be considered to receive Title III services. Should Title III eligible ELL students be identified for SY2017-18, the private school's Service Delivery Plan will be modified to integrate Title III components. To determine equitable services amounts for the ELL students in the private schools, the same formula would be used as to compute the per pupil allocation (PPA) for services with Title II. This figure would be used when creating individual student service delivery plans for private school ELL students.

Process for identifying eligible private school ELL students:

- Private school registration staff identify students who need to be tested for ELL services;
- Private school registration staff administer the Home Language Survey (HLS), available in multiple languages. The HLS is 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;
- The LEA evaluates private school students for ELL eligibility using the same screening and assessment instruments as used in the LEA public schools [IPT testing (aural/oral, reading, writing)] within 2 weeks of the student's initial attendance at the private school and as the LEA is notified by the private school;
- The LEA, in coordination with the private school, send parent(s) of tested students the Eligibility Determination Form;
- Arrange with private school officials to provide services for eligible ELL 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, a private school's 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 incorporated a Private School Advisory meeting twice a year, in coordination with the required consultation meetings. Private school leaders choose to meet with the LEA's federal programs staff to provide feedback, discuss concerns, to evaluate better or different ways of collaborating, and to share best practices for their students, parents, and teachers. CCPS also hosts quarterly meetings for all the private school leaders and the federal programs staff.

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:

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 programs meeting is part of the LEA district kickoff for all school and district leaders before the start of the new school year, and informal meetings among all or groups of school and district leaders are ongoing. 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. Beyond school and district personnel for student services and achievement, the LEA maintains a strong recognized collaborative relationship with the teacher and support staff unions.

With the addition of the Title III ELL/Immigrant Achievement and Parent Liaison, the ELL Achievement Team has strengthened existing relationships, and developed further collaborative relationships within the schools and the community. Additional collaboration within the LEA includes:

- Parental Involvement activities targeted to ELL families, both uniquely and in combination with the Title I sponsored Family Resource Center programs at each Title I school;
- Working with the Adult and Community Education program to provide educational opportunities for ELL parents and older students in the family;
- Enhancing the LEA's website to provide current and relevant information, resources, and community links for ELL families; the LEA's website can now be translated into multiple languages;
- In conjunction with and in addition to Titles I and III, the LEA facilitates the attendance of translators for numerous school and district programs and activities to assist ELL families;
- The Parent Guide, entirely redesigned for SY2016-17, has again been updated for SY2017-18 in response to direct feedback on the previous year's guide. The Parent Guide specifically includes information and resources for ELL 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;
- 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 ELL 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 ELL Achievement Team to direct information and resources to ELL students and families. Such groups include:
 - o The Charlotte County Family Services Center is located directly in the center of the county, and houses multiple nonprofit organizations that serve ELL 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;
 - o 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;
 - o 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;
 - o Big Brothers and Big Sisters provides mentors for students to help them with academic/affective needs, and strives to provide ELL appropriate mentors;
 - o 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;
 - o 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.
 - o Across the community multiple local Rotary and Kiwanis groups sponsor annual drives for new athletic shoes, clothes, and school supplies for students. The items are collected over the summer, and provided free to students throughout the school year;
 - o The LEA fosters a strong collaborative relationship with the Haitian American organization within the community, whose members are generous in volunteering to assist both students and programs.
 - o The LEA has made initial connections with Russian family groups in the community, as a sub-group whose population is increasing.

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:

All schools are responsible for the achievement of ELL students, and their accountability is through the State of Florida's Differentiated Accountability Model. In the LEA's District Strategic Plan (DSP) the LEA emphasizes its foundation for improving student achievement on addressing the barriers identified by teacher and schools through their data and experience, and supporting the strategic actions the schools select and implement to reduce these barriers. The barriers and strategic actions are the content of the School Improvement Plans (SIPs), which drive the District Improvement & Achievement Plan (DIAP), which in turn is the annual component of the DSP. This aligned system of action planning makes all within the schools and district accountable for meeting goals and objectives.

Each school's SIP address the needs of ELL students and the strategic actions in providing effective instruction and appropriate support. SIPs are collaborative plans developed through school-based writing teams that include administrative and instructional staff as well as parent membership. SIPs are reviewed/ revised by each school's local School Advisory Council SAC per state statute, as well as the school's Partnership and Performance Council (PPC) according to the partnership agreement between the district and the teachers' union. When plans are approved by the School Board, they are posted on the LEA's website for public viewing. This transparency increases the accountability for the education of all students.

Throughout the school year progress monitoring data and teacher and administrative observations are used to track ELL student progress. Grades K-8 use the i-Ready diagnostic and instruction program which provides individual growth targets for students in reading and math, and by domain for each area. Secondary schools use USA Testprep and other formative assessment models for reading, math, social studies and science for progress monitoring. Using the LEA's supplemental student data program School Portal (by EDIS), ELL student data from all programs can be easily accessed to monitor growth and target instruction, and can also be viewed alongside state assessment data. The district psychometrician dissects student data, identifying learning gains within achievement levels in state assessment data, as well as learning gaps as indicated by progress monitoring assessments. Data is reviewed by principals and with the appropriate Division of Learning directors, as well as with the Superintendent who directly supervises all principals in the LEA.

District staff responsible for ELL programs meet with school staff to ensure that required and supplemental support are provided for student achievement. The Director of Elementary Learning supervises the ELL program Pre-K through 12 in the district, and several curriculum and instruction specialists and Title resource staff collaborate on ELL programs. The district level ELL Achievement Team - consisting of the Curriculum & Instruction Specialist for ELA & ELL, the Title III ELL/Immigrant Achievement & Parent Liaison, and the Title I Resource and Family Engagement Liaison - work directly with teachers of EL students, and with each school's ELL facilitator on the proper applications, documentation, and final evaluations. The Coordinator of State and Federal Programs is active in ensuring that all components of the grant application are implemented properly and effectively, and has the fiduciary responsibility for monitoring all expenditures. The LEA's educator evaluation model ties student achievement directly to their teachers, school leaders, district level educators. Teachers whose evaluations fall into the Needs Improvement or Unsatisfactory categories participate in the Coaching, Assisting & Supporting Teachers (CAST) program for targeted interventions to improve their professional practice, or if that is unsuccessful, to be counseled into a different profession. Administrators whose evaluations or work falls below the level of expectations of the superintendent receive support, coaching, and possibly a different position, including the possibility of a non-administrative role.

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

- The Director of Elementary Education who oversees ELL grades K-12, along with the Curriculum & Instruction Specialist for ELA & ELL, directly communicate with school principals and teachers not only required components of the district ELL plan, but also of supplemental resources and opportunities;
- The ELL Achievement Team, in combination with Title I Part A efforts, communicates to parents ELL activities and programs in writing through the Parent Guide, which is available in Spanish in print, and in multiple languages through the LEA website;
- The ELL Achievement Team, in combination with Title I Part A efforts, will coordinate outreach efforts for ELL parents to attend meetings specifically for meeting their communication and information needs, and providing them opportunities for input;
- The supplemental Title III ELL/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).
- The Title I Resource & Family Engagement Liaison includes ELL student and family updates and highlights in the quarterly "Title Wave" newsletter, featuring all Title program activities.
- 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 ELL students.
- ELL data and updates are shared monthly at Division of Learning meetings, and is provided as requested at School Board meetings and workshops.
- All stakeholders have access through the LEA's Federal Programs website, via the website'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, ELL and immigrant families, ELL teachers and administrators, LEA staff, and any interested stakeholder. The entire website can be translated into more than 40 languages at the click of a button on the Website's home page.
- 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 any time. Both programs are parent-friendly and can be viewed in multiple languages.
- Translators are utilized when possible/available for ELL 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 Vietnamese and Russian. 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 ELL parent and family information and communication as necessary and appropriate.

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 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.
- 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.
- The Title III ELL/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.
- The Title III ELL/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.
- In addition to the federal programs website available through the home page of the LEA website at www.yourcharlotteschools.net. There are links to other helpful sites where stakeholders can access information and data, including state assessment and school accountability data.

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- In conjunction with the LEA's ELL student progression and achievement reporting, the LEA tracks and reports:
 - o the number and percentage of English learners in the programs and activities attaining English language proficiency based on ACCESS state assessment for English language proficiency; as well as the number and percentage of English learners who exit the ELL program based on their attainment of English language proficiency;
 - In conjunction with the LEA's ELL student progression and achievement reporting, the LEA is developing reporting protocols that identify and report the number and percentage of English learners meeting state academic standards for each of the 4 years after they are no longer receiving services.
 - In conjunction with the LEA's ELL student progression and achievement reporting, the LEA is developing reports through EDIS Student Portal that can customize student assessment and progression reports based on multiple subgroup identifiers, such as ELL and SLD.
 - In conjunction with the LEA's ELL student progression and achievement reporting, the LEA is collecting information on 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.
 - The LEA will be including on its website a link to EdStats, the FDOE tool for data reporting of student achievement, both aggregate and disaggregate by subgroup.
 - The Federal Programs web page for Charlotte County Public Schools, accessible through the LEA's home page at www.yourcharlotteschools.net, hosts the Title III applications for the previous two fiscal years, which include descriptions of how programs and activities supplemented programs funded primarily with State or local funds.
 - 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.
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