

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.

Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. Identify the unique needs of recently arrived immigrants. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews, document reviews, etc.) and the data and information analyzed to determine the need for supplementary services. Summarize results and list proposed needs in order of priority.

Response:

Needs Assessment Response: Briefly provide evidence of need for each of the services that will be funded through this project application. Identify the unique needs of recently arrived immigrants. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews, document reviews, etc.) and the data and information analyzed to determine the need for supplementary services. Summarize results and list proposed needs in order of priority.

With more accurate immigrant data now reported for the LEA, Charlotte County Public Schools has moved beyond simply identifying immigrant students, and is genuinely assessing their needs in terms of language and acculturation, as well as academics and achievement.

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

Multiple sources for information and data:

- Analysis of immigrant student demographics and available prior school records to identify country of origin, home language, English language proficiency, and academic levels;
 - o Recent immigrant families span countries and continents, with the highest numbers being from Hispanic countries of origin, a consistent amount from Haiti and nearby areas, to increasing numbers from the Ukraine and Middle Eastern countries.
- Analysis of available prior school records to identify country of origin, home language, English language proficiency, and academic levels, as language facility is one of the strongest indicators of successful academic progress and healthy social development;
- Analysis of grade level and school placement of immigrant students individually, as the ability to adjust to new cultures varies with the student's age at migration;
- Analysis of immigrant student distribution to identify groups of similar-culture immigrant students within particular schools or areas within the community;
- Informal school site interviews with previously identified immigrant students;
- Analysis of all of the previous items for identification of immigrant students who are ELL eligible and the services they require;
- For immigrant children or youth having arrived just prior to or during SY2016-17:
 - o Analysis of 2017 FSA/NGSSS summative data;
 - o Analysis of 2016-2017 progress monitoring assessments and data for performance and growth through
 - i-Ready (Reading and Math, K-8)
 - USA Testprep (USATP) - (Reading – Grades 9-11, Science – Grades 5 & 8, Algebra I & II, Geometry, Biology, Civics, US History)
- Analysis of student data and performance indicators (attendance, behavior) related to student achievement through EDIS School Portal, the LEA's supplemental student data warehouse and reporting system;
- Title I Parent Survey – provided for in Spanish, and for the first time immediately available in multiple languages through an online platform, school-based assistance for families provided with both the home language and technology components; and
- ACCESS for ELLs results as available for immigrant children and youth identified as ELL.

Modes of input and communication:

- LEA provided Data Days at the beginning, middle, and end of the year to review student individual and sub-group data by class, grade, and school level;
- I-Ready and USATP reports that identify individual gaps in Reading and Math domains to inform instruction;

- LEA Title III school allocations for teacher-designed programs selecting supplemental instructional aids targeted to individual ELL students who may also be identified as immigrant;
- LEA and school Family Engagement Plans that are collaborative efforts among school and parent stakeholders with immigrant and ELL parents specifically invited to participate; and
- Feedback and qualitative data from the supplemental Title III ELL/Immigrant Achievement and Parent Liaison;

Opportunities for reflection and evaluation:

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

The prioritized needs based on data review are as follows:

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

Programs, Services & Activities

Briefly list and describe each of the major proposed programs, services, and activities and include how they are aligned with the needs assessment, achievement standards, and state assessments. If applicable, indicate how the included activities are scientifically research based. Also, describe how the activities will enable LEAs to close the achievement gap and address acculturation needs of students and their families. Identify how the activities proposed are supplementary and do not supplant activities and services funded under state or other federal funds. Describe how the LEA will continue to build capacity at LEA and school levels to address needs and provide enhanced instructional opportunities for immigrant children and youth. Please refer to NCLB Section 3115 (e) Activities by Agencies Experiencing Substantial Increases in Immigrant Children and Youth for guidance on strategies.

Response:

During SY2016-17 CCPS continued a collaborative improvement process, involving all stakeholders at the school and district levels to align School Improvement Plans with the District Strategic Plan (DSP). This process analyzes student data individually and as trends, identifies the barriers most common to student achievement, and shares strategic actions that schools found most effective in reducing the barriers. One of the three main barriers targeted in the DSP is, "Insufficient differentiation as it applies to instructional application and technique." Reducing this barrier demands that all LEA major programs and activities align with the needs assessment for immigrant children and youth, as well as state content and student achievement standards and assessments. Schools identified the need for differentiated instructional approaches specific to learner needs, whether based on immigrant or ELL status, ESE designations, low achievement, or other indicators. To reduce this barrier, LEA major programs and activities are evaluated and modified, with focused differentiation for student achievement of rigorous standards and state assessments.

SY2016-17 major programs, services, and activities serving immigrant students and families include:

- Extend the role and responsibilities of the supplemental position of the Title III ELL/Immigrant Achievement & Parent Liaison

servicing immigrant and ELL students and families, and supporting teachers of these students (This position is split-coded for services as well as funding and accountability between Title III Part A and Title III – Immigrant);

- Continue with the “EL/Immigrant Achievement Team” including the Title III ELL/Immigrant Achievement & Parent Liaison, the Title I Resource & Family Engagement Liaison, and the Curriculum & Instruction Specialist for ELA & ELL that coordinates district efforts in aligning support and resources focused on immigrant and ELL students, families, teachers, and schools;
- Increase immigrant parent outreach efforts to obtain input on multiple issues affecting their children’s education. Several Immigrant/ELL Parent meetings are held during the year, facilitated by the Title III ELL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Engagement Liaison. The meetings for ELL were highly successful for SY2016-17, resulting in the parent request for an ELL/Immigrant Parent Advisory committee for SY2017-18.
- Focus ELL parent outreach efforts to target immigrant parents to provide them with information and materials to assist in their own language acquisition process – consider opportunities to meet the request to host English language classes at schools;
- The Title III/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Engagement Liaison will provide PD for teachers and school leaders in accessing performance indicators as part of the Early Warning System safety net to identify struggling immigrant students;
- Provide for possible additional contracted hours for a bilingual educator in assisting school and district staff in ensuring that immigrant students receive support for language acquisition and academic success, and to facilitate communication between school staff and the parents of immigrant students;
- Provide for possible additional hours for immigrant or ELL paraprofessionals participating in supplementary parent engagement activities for immigrant parent outreach;
- Regularly inform teachers and paraprofessionals of PD opportunities specific to the needs of ELL students;
- Provide all schools with Data Days (funded through Titles I & II), for ELA, Math, Science and Social Studies teachers to drill down into student data, focusing on standards and curriculum alignment, and creating action plans to improve achievement for all students.
- In-depth i-Ready data analysis examined by student subgroup, English language acquisition within subgroups, and comparison to grade level standards. i-Ready provides for gap analysis in reading/math domains for teachers to target areas of weakness. i-Ready diagnostic and reading is core standards-based instruction and assessment based on research that strongly correlates with core-based state assessments.
- Increased use of EDIS School Portal, enabling teachers to create custom reports to compare student state assessment scores with district progress monitoring data, ACCESS for ELLs, and other performance indicators; in School Portal teachers create reports that identify students by home language or other indicators, and create groups based on immigrant or EL status to specifically track immigrant student progression.

Additionally, the LEA will provide for:

- Purchase/subscribe at the LEA level evidence-based programs appropriate for student grade and ability levels to help students acquire English language skills and/or content knowledge. These items may include:
- BrainPop –BrainPop ESL is a comprehensive English language program using engaging animated movies to model conversational English while embedding grammar concepts and vocabulary words. The movies have a spiral approach that reinforces vocabulary, grammar, pronunciation, reading comprehension, and writing skills throughout the program. The building block structure guides students through a step-by-step process to master reading, writing, and speaking English.
- Extend the use of school allocations awarded through Title III for immigrant students as appropriate. Teachers select supplemental resources to assist in English language acquisition and academic achievement of their students. Selections are based on the student immigration or ELL status, data, courses, and evaluation of individual learning needs. Data analysis and needs assessments are required components of selections. The entire process is facilitated by the EL/Immigrant Achievement Team, and monitored by the Coordinator of State & Federal Programs to ensure selections are per grant requirements.

Sample selections 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 also leveled texts in STEM and social studies content areas.
- Leveled readers to facilitate content understanding and language acquisition for EL students; high-low readers with high interest topics;
 - o Vocabulary readers from assorted publishers as appropriate for content area classes to advance learning of core content standards;
 - o Text Connections – With this reading intervention program, students improve comprehension and critical thinking skills. 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.
 - o Technology hardware and applications which engage students through recorded lessons, audio/visual resources, written materials, and interactive lessons and assessments. Mobile technology is very effective as ELL students are not limited to the technology available in any given classroom.
- Multimedia and interactive technology may include smart pens, recorders, Chromebooks, iPads, and other 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 especially effective for secondary learners in courses with advanced vocabulary or technical requirements.

Increasing Supplemental Professional Development Activities

Please describe the supplemental professional development activities to be supported by Title III Immigrant Children and Youth Grant. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement, language acquisition and acculturation. Include in the description how the professional development activities will supplement, not supplant, existing LEA programs.

Response:

During 2017-18 the LEA will use Title III and Title III – Immigrant funds to continue and extend the supplemental position of Title III ELL/Immigrant Achievement & Parent Liaison to assist in identifying the need for, as well as designing and delivering, additional PD activities for school and district staff working with immigrant and ELL students and their families. The responsibilities of this position target immigrant families to help the LEA develop supports and resources for this population, particularly in identifying acculturation needs. This position is a key component of the EL Achievement Team, including the Title I Resource & Family Engagement Liaison, and the Curriculum & Instruction Specialist for EA and ELL. The team collaboratively develops a comprehensive program PD program for the school year. For example, the Title I Resource & Family Liaison is a Thinking Maps trainer who has developed a parent component of Thinking Maps, and added multiple language resources with the help of the Title III ELL/Immigrant Achievement & Parent Liaison.

PD activities planned for 2017-18 include:

- Navigating the Family Engagement Experience for ELL/Immigrant Families
- Using Data for Targeting Student Language and Achievement Gaps
- Using Data for Effective Parent Conferences with ELL/Immigrant Families
- Communicating with Parents for ELL/Immigrant Families
- Cultivating ELL/Immigrant Family Friendly Schools

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

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

The Title III ELL/Immigrant Achievement & Parent Liaison is trained in the use of all language acquisition programs used in the LEA, and in turn trains and provides support for teachers using these and other Title III purchased programs in their classrooms. Title III funds are used for the three specialists listed to attend ELL/Immigrant PD opportunities such as the 2016 Sanibel Leadership Conference and similar programs and the Hooked on Family Engagement Conference. The LEA is increasing subscriptions to other educator PD resources such as PD360 and Beacon Online that feature ELL/Immigrant components. The LEA emphasizes embedded PD opportunities of school and district Data Days and PLCs in accessing ELL/Immigrant subgroup data for teachers and administrators to analyze.

Increasing Parental and Community Participation in the Educational Experience of Immigrant Children and Youth

In accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities for immigrant children and youth that the LEA proposes to impact student achievement and language acquisition. Include the activities that will be implemented to carry out parent involvement activities that build the capacity of parents.

Response:

The priority for immigrant parent involvement per the Needs Assessment is to accurately identify immigrant family cultures, needs, and distribution within the community. The LEA has improved strategies for engaging parents of ELL students as partners in their children's education, and have applied similar strategies for parents of immigrant students. Efforts are focused on the particular needs of immigrant students in encouraging parents to assist their children in comfortably acculturating to their school and community, progressing in English language acquisition, and achieving academic success.

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

- Extending the role and responsibilities of the Title III ELL/Achievement & Parent Liaison to improve formal and informal communication with parents, and cultivate relationships with ELL/Immigrant families in engaging them as active partners in their students' progress;
- The Title III ELL/Achievement & Parent Liaison hosts child-friendly English classes for the parents of ELL/Immigrant students at multiple schools or a central location;
- The Title III ELL/Achievement & Parent Liaison provides classroom teachers and school leaders information specific to the challenges of immigrant families, as well as ideas for acculturation activities that promote the bidirectional sharing of cultural components;
- The Title III ELL/Achievement & Parent Liaison and Title I Resource & Family Engagement Liaison host regularly scheduled, child-friendly meetings with the ELL/Immigrant Parent Leadership group to identify and discuss concerns of ELL/Immigrant families;
- The ELL Achievement Team works together to keep immigrant parents updated on ELL/Immigrant program information and resources through a variety of communication mediums in support of ELL/immigrant language acquisition, acculturation, and academic achievement;
- Encourage use of EDIS Family Portal, a student information program providing achievement, attendance, and behavior information available in four languages (English, Spanish, Creole, and Vietnamese);
- Provide funding for immigrant parents to attend the Family Engagement to Increase Student Achievement Conference in November 2017 in the Tampa/St. Petersburg area.
- Ensure that immigrant parents participate in each school's Family Engagement Planning Team (FEPT) in the spring to provide input on issues specific to immigrant students and families;
- The LEA Family Engagement Plan and the Parent Guide are available in multiple languages through the Parent Guide on the district and school websites;
- Upon registration, new immigrant families are contacted by Achievement & Family Associates (AFAs) in Title I schools to welcome them and provide information on their school and family engagement, including ways they can be involved through school activities, teacher conferences, websites, and other resources;
- The LEA will pursue continued and added partnerships with local radio stations and churches to disseminate information and provide translation services to area immigrant families, not only with the highest population of Hispanic-based communities, but also the increasing Haitian and Ukraine populations; and
- The LEA will extend its list of local translators to access for parent events and informal materials, promote the use of translation programs such as Google Translate and TransAct, and use contracted services for larger projects and materials.

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

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the LEA service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Include a description and complete plan of action of how timely, meaningful, and ongoing consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying and assessing ELLs, and services provided.

Response:

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

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

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

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

For SY2017-18, the Private School Consultation Meeting was held on November 5 of 2015. The 12 private schools invited to attend were:

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

By the end of January 2017, 6 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 SY2016-17, no private schools identified students who may have been eligible for Title III services. Should Title III eligible EL 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 is used as that in computing the per pupil allocation (PPA) for services with Title II. This figure will be used when creating individual student service delivery plans for the private school ELL students.

Process for identifying eligible private school EL students:

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

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

The LEA has been intensely diligent in establishing collaborative partnerships with the private schools in the community. Beyond simply compliance measures and the spirit of the law being met, CCPS has 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.

Coordination of Services (other fund sources)

Identify how services from other federal, state, and locally funded sources coordinate with Title III Immigrant Children and Youth programs; briefly describe in a simple narrative, the type and benefit of the collaborative activities; include the program(s) and primary target group(s).

Response:

The LEA has purposefully coordinated services to immigrant and ELL students and their families through Titles I, II, III, and III – Immigrant. For SY2017-18 the LEA will extend the role and responsibilities for the supplemental position of the Title III ELL/Immigrant Achievement & Parent Liaison in serving immigrant and EL students and families, and supporting teachers of these students. This position is split-funded between Title III and Title III-Immigrant to coordinate services and accountability in meeting the needs of students in either or both groups. Funds from both Title III and Title III-Immigrant are also budgeted for immigrant and ELL parents to attend the Family Engagement conference in St. Petersburg/Tampa in the fall of SY2017-18.

This Title III ELL/Immigrant Achievement & Parent Liaison supports collaboration with school and district initiatives under Title I, and most importantly facilitates coordination with the Title I Resource & Family Engagement Liaison in developing focused family engagement opportunities, communications, and trainings for immigrant and ELL parents. These services area alternately unique to the needs of immigrant and ELL families, but also in conjunction with general family engagement activities to encourage participation with the school and community's general population.

In supporting teachers on approaches to working with ELL/immigrant students and families, Title II funds may be used to offer professional development trainings for teachers and school leaders not only for student language acquisition and achievement, but also for cultivating a welcoming cross-cultural, family-friendly environment that promotes the understanding of and appreciation for diverse cultures. The ELL/Immigrant Achievement Team ensures that Title efforts are supplemental to the immigrant and ELL services required of the LEA, but also appropriately aligned.

Services provided to ELL/immigrant families may also be coordinated with those of the federally funded Title X Homeless program. Should LEA social workers or other student services personnel identify qualifying students who are recent immigrants, the ELL/Immigrant Achievement & Parent Liaison will provide appropriate resources and support.

Collaborative Partners (community based)

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

Response:

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

The ELL/Immigrant Achievement Team is focused on enhancing existing relationships, and developing further collaborative relationships within the schools and the community. Additional collaboration within the LEA includes:

- Family Engagement activities targeted to immigrant and 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 immigrant and EL parents and older students in the family;
- Enhancing the LEA's website to provide current and relevant information, resources, and community links not only for ELL families, but specific to immigrant families; the LEA's website can now be translated into multiple languages;
- 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; the Parent Institute provides for additional cultural components beyond just language acquisition.
- Through the school and district school improvement process and district strategic planning, the LEA is able to meet with school and community stakeholders to receive input on the needs and concerns of ELL students and families.
- The LEA is very active with community stakeholders who support our students and schools in a variety of ways; groups are contacted by the ELL/Immigrant Achievement Team to direct information and resources to ELL and immigrant 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 immigrant and 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 appropriate mentors for ELL/Immigrant students;
 - 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 T 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.

Dissemination of Information of Programs, Services, and Activities

Describe how information about this application will be disseminated to appropriate populations. The description should include how the LEA will ensure that all school-to-home communication will be in the parents/guardians home language unless clearly not feasible.

Response:

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

- The Director of Elementary Education who oversees ELL grades K-12, along with the Curriculum & Instruction Specialist for ELA and ELL, directly communicate with school principals and teachers not only required components of the district ELL plan, but also of supplemental resources and opportunities for ELL/immigrant students;
- The ELL/Immigrant Achievement Team, in combination with Title I Part A efforts, communicates to parents ELL/immigrant programs and resources in writing through the Parent Guide, which is available in Spanish in print, and in multiple languages through the LEA website;
- The ELL/Immigrant Achievement Team, in combination with Title I Part A efforts, coordinates outreach efforts for ELL/immigrant parents to attend meetings specifically for meeting their communication and information needs, and providing them opportunities for input;
- The Title III ELL/Immigrant Achievement & Parent Liaison assists 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, and various media apps such as Facebook, Twitter, and Remind Me;
- 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/immigrant students.
- ELL/immigrant data and updates are shared monthly, and is provided as requested at School Board meetings and workshops.
- The LEA's Federal Programs page on the district website is updated annually. All stakeholders have access through the LEA's home page at www.yourcharlotteschools.net. There are specific segments for Titles I, II, and III, as well as Head Start and Early Head Start. In addition to program specific information, there are links to related sites that are valuable sources of relevant information for parents, ELL/immigrant families, their teachers and administrators, LEA staff, and any interested stakeholders. The entire website can be translated into more than 40 languages on the home page;
- FOCUS and EDIS Family Portal, the LEA's student information systems, have parent accounts that provide access to their students' grades, attendance and discipline information at any time. Both programs are parent-friendly and can be viewed in multiple languages.
- Translators are utilized when possible/available for ELL/immigrant parents. The LEA has been diligent in translating common information, forms, and regular communications into Spanish and French/Haitian Creole, with the most used documents already translated in other languages such as Russian and Vietnamese. The Title III ELL/Immigrant Achievement & Parent Liaison has been key in translating informal communications for schools and families. 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/immigrant parent and family information and communication as necessary and appropriate.

Methods of Reporting Outcomes

Describe the methods that will be used to report student and program outcomes resulting from project(s) funded through this application to parents and other LEA, school, and/or community stakeholders.

Response:

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