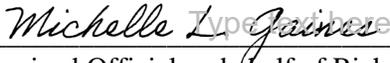


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Hamilton County School District	2 PROJECT NUMBER 240-2121B-1CB01	
3 PROJECT/PROGRAM TITLE Title I, Part A - Improving the Academic Achievement of the Disadvantaged TAPS 21A001	4 AUTHORITY 84.010A Title I, Part A, Basic USDE or Appropriate Agency FAIN#: S010A200009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2020 - 06/30/2021 Program Period:07/01/2020 - 06/30/2021	
7 AUTHORIZED FUNDING Current Approved Budget: \$966,223.00 Amendment Amount: Estimated Roll Forward: \$350,000.00 Certified Roll Amount: Total Project Amount: \$1,316,223.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2021</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2021</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2021</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2020</u> 		
10 DOE CONTACTS Program: Michelle Gaines Phone: (850) 245-0978 Email: Michelle.Gaines@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 121892491 FEIN#: F596000629013	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> <u>July 1, 2020</u> Date of Signing </div> <div style="text-align: right;">  </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number:
1. 21A001

Please return to:

A) Name and Address of Eligible Applicant:

DOE USE ONLY

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

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

Date Received

May 18, 2020

B) Applicant Contact Information

Contact Name: Phyllis Porter

Telephone Number: 386-792-7807 Ext:

Fiscal Contact Name: Michael Vinson

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

Fax Number: 386-792-3681

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

Physical/Facility Address: 5683 US 129 South Jasper, Florida 32052

DUNS Number: 121892491

FEIN Number: F596000629013

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Project (DOE USE ONLY):
1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2020-2021	240-211B-1CB01 240-2121B-1CB01	\$1,316,223.00	\$1,316,223.00

CERTIFICATION

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

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

E) *Rex L. Mitchell* *SUPERINTENDENT* *5/15/20*
Signature of Agency Head Title Date

DOE 100



Richard Corcoran, Commissioner

Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E.** The original signature of the appropriate agency head is required. Complete Signature, Title and Date. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.
-

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2020-
2021**

A) NAME OF ELIGIBLE RECIPIENT: **Hamilton County District School Board**
B) Project Number (DOE USE ONLY): **240-2121B-1CB01**

E) TAPS
Number
21A001

count		Activity	Function	Object	Account Title and Description	FTE	Amount
1	H-4	2	5100	120	<u>Classroom Teachers</u> 2	0.030	\$1,325.00
2	AoF-1	2	5100	120	<u>Classroom Teachers</u> 2	0.490	\$20,000.00
3	AoF-10	1	5100	120	<u>Classroom Teachers</u> 1	0.300	\$16,500.00
4	AoF-10	2	5100	120	<u>Classroom Teachers</u> 2	0.600	\$29,700.00
5	AoF-10	4	5100	120	<u>Classroom Teachers</u> 4	0.120	\$5,808.00
6	AoF-10	3	5100	120	<u>Classroom Teachers</u> 3	0.014	\$660.00
7	AoF-1	1	5100	130	<u>Other Certified Instructional Personnel</u> 1	4.000	\$174,600.00
8	AoF-1	3	5100	150	<u>Aides</u> 3	5.000	\$85,160.00
9	AoF-1	4	5100	150	<u>Aides</u> 4	0.140	\$3,090.00
10	AoF-1	1	5100	210	<u>Retirement</u> 1	0.000	\$17,460.00
11	AoF-1	2	5100	210	<u>Retirement</u> 2	0.000	\$2,000.00
12	AoF-1	3	5100	210	<u>Retirement</u> 3	0.000	\$8,516.00
13	AoF-1	4	5100	210	<u>Retirement</u> 4	0.000	\$309.00
14	AoF-10	3	5100	210	<u>Retirement</u> 3	0.000	\$66.00
15	AoF-10	1	5100	210	<u>Retirement</u> 1	0.000	\$1,650.00
16	AoF-10	2	5100	210	<u>Retirement</u> 2	0.000	\$2,970.00
17	H-4	2	5100	210	<u>Retirement</u> 2	0.000	\$132.50
18	H-4	2	5100	220	<u>Social Security</u> 2	0.000	\$82.15
19	AoF-10	2	5100	220	<u>Social Security</u> 2	0.000	\$1,841.22
20	AoF-10	1	5100	220	<u>Social Security</u> 1	0.000	\$1,023.00
21	AoF-10	4	5100	220	<u>Social Security</u> 4	0.000	\$580.80

22	AoF-10	3	5100	220	<u>Social Security 3</u>	0.000	\$40.92
23	AoF-1	1	5100	220	<u>Social Security 1</u>	0.000	\$10,825.00
24	AoF-1	2	5100	220	<u>Social Security 2</u>	0.000	\$1,240.00
25	AoF-1	3	5100	220	<u>Social Security 3</u>	0.000	\$5,279.92
26	AoF-1	4	5100	220	<u>Social Security 4</u>	0.000	\$191.58
27	AoF-1	1	5100	221	1	0.000	\$2,531.70
28	AoF-1	2	5100	221	2	0.000	\$290.00
29	AoF-1	3	5100	221	3	0.000	\$1,234.82
30	AoF-1	4	5100	221	4	0.000	\$44.81
31	AoF-10	3	5100	221	3	0.000	\$9.57
32	AoF-10	4	5100	221	4	0.000	\$360.10
33	AoF-10	4	5100	221	4	0.000	\$84.22
34	AoF-10	1	5100	221	1	0.000	\$239.25
35	AoF-10	2	5100	221	2	0.000	\$430.65
36	H-4	2	5100	221	2	0.000	\$19.21
37	H-4	2	5100	230	<u>Group Insurance 2</u>	0.000	\$1.00
38	AoF-1	1	5100	230	<u>Group Insurance 1</u>	0.000	\$20,800.00
39	AoF-1	2	5100	230	<u>Group Insurance 2</u>	0.000	\$1.00
40	AoF-1	3	5100	230	<u>Group Insurance 3</u>	0.000	\$26,000.00
41	AoF-1	1	5100	240	<u>Workers Compensation 1</u>	0.000	\$3,492.00
42	AoF-1	2	5100	240	<u>Workers Compensation 2</u>	0.000	\$400.00
43	AoF-1	3	5100	240	<u>Workers Compensation 3</u>	0.000	\$1,703.20
44	AoF-10	3	5100	240	<u>Workers Compensation 3</u>	0.000	\$13.20
45	AoF-10	1	5100	240	<u>Workers Compensation 1</u>	0.000	\$330.00
46	H-4	2	5100	240	<u>Workers Compensation 2</u>	0.000	\$26.50
47	AoF-10	2	5100	240	<u>Workers Compensation 2</u>	0.000	\$594.00
48	AoF-10	4	5100	240	<u>Workers Compensation 4</u>	0.000	\$116.16
49	H-4	6	5100	310	<u>Professional and Technical Services 6</u>	0.000	\$5,048.21
50	F	2	5100	310	<u>Professional and Technical Services 2</u>	0.000	\$6,000.00
51	AoF-1	5	5100	310	<u>Professional and Technical Services 5</u>	0.000	\$6,000.00
52	AoF-1	6	5100	330	<u>Travel 6</u>	0.000	\$6,600.00
53	AoF-1	7	5100	359		0.000	\$1,000.00

					<u>Technology-Related Repairs and Maintenance</u> 7		
54	H-4	1	5100	369	<u>Technology-Related Rentals</u> 1	0.000	\$4,625.00
55	I	AOF #1, Activity 8	5100	369	<u>Technology-Related Rentals</u> AOF #1, Activity 8	0.000	\$29,692.32
56	AoF-1	8	5100	369	<u>Technology-Related Rentals</u> 8	0.000	\$112,703.04
57	AoF-1	9	5100	370	<u>Communications</u> 9	0.000	\$900.00
58	I	AOF #1, Activity 10	5100	390	<u>Other Purchased Services</u> AOF #1, Activity 10	0.000	\$3,000.00
59	AoF-1	12	5100	510	<u>Supplies</u> 12	0.000	\$37,500.00
60	AoF-10	8	5100	510	<u>Supplies</u> 8	0.000	\$2,000.00
61	I	AOF #1, Activity 11	5100	510	<u>Supplies</u> AOF #1, Activity 11	0.000	\$79,750.62
62	F	3	5100	510	<u>Supplies</u> 3	0.000	\$600.00
63	C	1	5100	510	<u>Supplies</u> 1	0.000	\$10,000.00
64	D	1	5100	510	<u>Supplies</u> 1	0.000	\$500.00
65	F	1	5100	510	<u>Supplies</u> 1	0.000	\$11,300.00
66	H-4	3	5100	510	<u>Supplies</u> 3	0.000	\$1,539.18
67	H-4	7	5100	519	<u>Technology-Related Supplies</u> 7	0.000	\$830.00
68	I	AOF #1, Activity 13	5100	519	<u>Technology-Related Supplies</u> AOF #1, Activity 13	0.000	\$1,750.00
69	AoF-1	14	5100	519	<u>Technology-Related Supplies</u> 14	0.000	\$5,203.25
70	I	AOF #1, Activity 15	5100	621	<u>Audio Visual Materials Capitalized</u> AOF #1, Activity 15	0.000	\$1,000.00
71	I	AOF #1, Activity 17	5100	641	<u>Furniture, Fixtures and Equipment Capitalized</u> AOF #1, Activity 17	0.000	\$1,000.00
72	I	AOF #1, Activity 18	5100	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> AOF #1, Activity 18	0.000	\$1,000.00
73	I	AOF #1, Activity 19	5100	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> AOF #1, Activity 19	0.000	\$1,000.00
74	AoF-10	7	5100	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> 7	0.000	\$1,649.00
75	H-4	8	5100	644	<u>Computer Hardware Non-Capitalized</u> 8	0.000	\$2,040.00
76	H-4	9	5100	644	<u>Computer Hardware Non-Capitalized</u> 9	0.000	\$2,000.00
77	I	AOF #1, Activity 21	5100	644	<u>Computer Hardware Non-Capitalized</u> AOF #1, Activity 21	0.000	\$4,250.00
78	AoF-1	20	5100	648	<u>Technology-Related Capitalized Furniture, Fixtures and Equipment</u> 20	0.000	\$5,000.00
79	AoF-1	16	5100	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> 16	0.000	\$3,000.00
80	AoF-1	22	5100	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> 22	0.000	\$2,500.00
81	AoF-1	23	5100	750	<u>Other Personal Services</u> 23	0.000	\$2,000.00

82	AoF-1	AOF #2, Activity 2	6150	160	<u>Other Support Personnel</u> AOF #2, Activity 2	1.000	\$28,545.00
83	AoF-1	AOF #2, Activity 2	6150	210	<u>Retirement</u> AOF #2, Activity 2	0.000	\$2,854.50
84	AoF-1	AOF #2, Activity 2	6150	220	<u>Social Security</u> AOF #2, Activity 2	0.000	\$1,769.79
85	AoF-1	AOF #2, Activity 2	6150	221	AOF #2, Activity 2	0.000	\$413.42
86	AoF-1	AOF #2, Activity 2	6150	230	<u>Group Insurance</u> AOF #2, Activity 2	0.000	\$5,200.00
87	AoF-1	AOF #2, Activity 2	6150	240	<u>Workers Compensation</u> AOF #2, Activity 2	0.000	\$570.90
88	AoF-1	AOF #2, Activity 7	6150	310	<u>Professional and Technical Services</u> AOF #2, Activity 7	0.000	\$3,000.00
89	AoF-1	AOF #2, Activity 5	6150	330	<u>Travel</u> AOF #2, Activity 5	0.000	\$4,000.00
90	B-2	5	6150	330	<u>Travel</u> 5	0.000	\$600.00
91	AoF-1	AOF #2, Activity 6	6150	360	<u>Rentals</u> AOF #2, Activity 6	0.000	\$1,000.00
92	B-2	4	6150	390	<u>Other Purchased Services</u> 4	0.000	\$779.00
93	B-2	10	6150	510	<u>Supplies</u> 10	0.000	\$2,213.23
94	B-2	12	6150	510	<u>Supplies</u> 12	0.000	\$3,250.00
95	B-2	13	6150	510	<u>Supplies</u> 13	0.000	\$700.00
96	B-2	8	6150	510	<u>Supplies</u> 8	0.000	\$2,000.00
97	B-2	3	6150	510	<u>Supplies</u> 3	0.000	\$8,282.23
98	H-2	4	6150	510	<u>Supplies</u> 4	0.000	\$230.25
99	B-2	9	6150	519	<u>Technology-Related Supplies</u> 9	0.000	\$500.00
100	AoF-1	AOF #2, Activity 11	6150	519	<u>Technology-Related Supplies</u> AOF #2, Activity 11	0.000	\$1,000.00
101	I	AOF #11, Activity 2	6300	110	<u>Administrators</u> AOF #11, Activity 2	0.750	\$62,717.00
102	AoF-1	AOF #2, Activity 1	6300	110	<u>Administrators</u> AOF #2, Activity 1	0.500	\$37,486.00
103	I	AOF #11, Activity 3	6300	160	<u>Other Support Personnel</u> AOF #11, Activity 3	1.000	\$31,000.00
104	I	AOF #11, Activity 11	6300	160	<u>Other Support Personnel</u> AOF #11, Activity 11	0.500	\$17,372.00
105	I	AOF #11, Activity 2	6300	210	<u>Retirement</u> AOF #11, Activity 2	0.000	\$6,460.00
106	AoF-1	AOF #2, Activity 1	6300	210	<u>Retirement</u> AOF #2, Activity 1	0.000	\$4,499.00
107	I	AOF #11, Activity 3	6300	210	<u>Retirement</u> AOF #11, Activity 3	0.000	\$1,738.00
108	I	AOF 11, Activity 11	6300	220	<u>Social Security</u> AOF 11, Activity 11	0.000	\$2,325.00

109	I	AOF #11, Activity 2	6300	220	<u>Social Security</u> AOF #11, Activity 2	0.000	\$4,748.00
110	I	AOF #11, Activity 3	6300	220	<u>Social Security</u> AOF #11, Activity 3	0.000	\$1,078.00
111	I	AOF #11, Activity 2	6300	221	AOF #11, Activity 2	0.000	\$544.00
112	AoF-1	AOF #2, Activity 1	6300	221	AOF #2, Activity 1	0.000	\$513.00
113	I	AOF #11, Activity 3	6300	221	AOF #11, Activity 3	0.000	\$252.00
114	AoF-1	AOF #2, Activity 1	6300	230	<u>Group Insurance</u> AOF #2, Activity 1	0.000	\$2,600.00
115	I	AOF #11, Activity 3	6300	230	<u>Group Insurance</u> AOF #11, Activity 3	0.000	\$2,600.00
116	I	AOF #11, Activity 2	6300	230	<u>Group Insurance</u> AOF #11, Activity 2	0.000	\$9,100.00
117	I	AOF #11, Activity 2	6300	240	<u>Workers Compensation</u> AOF #11, Activity 2	0.000	\$1,850.00
118	AoF-1	AOF #2, Activity 1	6300	240	<u>Workers Compensation</u> AOF #2, Activity 1	0.000	\$750.00
119	I	AOF #11, Activity 3	6300	240	<u>Workers Compensation</u> AOF #11, Activity 3	0.000	\$348.00
120	I	AOF #11, Activity 10	6300	310	<u>Professional and Technical Services</u> AOF #11, Activity 10	0.000	\$5,000.00
121	K	AOF #11, Activity 10	6300	310	<u>Professional and Technical Services</u> AOF #11, Activity 10	0.000	\$18,000.00
122	H-1	5	6300	310	<u>Professional and Technical Services</u> 5	0.000	\$942.00
123	I	AOF #11, Activity 4	6300	330	<u>Travel</u> AOF #11, Activity 4	0.000	\$11,340.00
124	I	AOF #11, Activity 12	6300	359	<u>Technology-Related Repairs and Maintenance</u> AOF #11, Activity 12	0.000	\$3,000.00
125	K	AOF #11, Activity #7	6300	370	<u>Communications</u> AOF #11, Activity #7	0.000	\$500.00
126	K	AOF #11, Activity 5	6300	450	<u>Gasoline</u> AOF #11, Activity 5	0.000	\$133.21
127	I	AOF #11, Activity 9	6300	510	<u>Supplies</u> AOF #11, Activity 9	0.000	\$3,500.00
128	K	AOF #11, Activity 8	6300	519	<u>Technology-Related Supplies</u> AOF #11, Activity 8	0.000	\$3,000.00
129	I	AOF #11, Activity 13	6300	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> AOF #11, Activity 13	0.000	\$3,732.81
130	I	AOF #11, Activity 14	6300	644	<u>Computer Hardware Non-Capitalized</u> AOF #11, Activity 14	0.000	\$1,300.00
131	K	AOF #11, Activity 15	6300	692	<u>Computer Software Non-Capitalized</u> AOF #11, Activity 15	0.000	\$1,000.00
132	I	AOF #11, Activity 16	6300	730	<u>Dues and Fees</u> AOF #11, Activity 16	0.000	\$700.00

133	I	AOF #1, Activity 24	6400	120	<u>Classroom Teachers</u> AOF #1, Activity 24	0.000	\$8,000.00
134	I	AOF #1, Activity 24	6400	220	<u>Social Security</u> AOF #1, Activity 24	0.000	\$496.00
135	I	AOF #1, Activity 24	6400	221	AOF #1, Activity 24	0.000	\$116.00
136	I	AOF #1, Activity 24	6400	240	<u>Workers Compensation</u> AOF #1, Activity 24	0.000	\$160.00
137	I	AOF #1, Activity 25	6400	310	<u>Professional and Technical Services</u> AOF #1, Activity 25	0.000	\$20,050.00
138	AoF-1	42	6400	310	<u>Professional and Technical Services</u> 42	0.000	\$24,997.50
139	I	AOF #1, Activity 26	6400	330	<u>Travel</u> AOF #1, Activity 26	0.000	\$15,972.00
140	AoF-1	27	6400	369	<u>Technology-Related Rentals</u> 27	0.000	\$12,446.00
141	AoF-1	28	6400	370	<u>Communications</u> 28	0.000	\$500.00
142	AoF-1	29	6400	390	<u>Other Purchased Services</u> 29	0.000	\$200.00
143	AoF-1	30	6400	391	<u>Subagreements up to \$25,000</u> 30	0.000	\$1,250.00
144	I	AOF #1, Activity 31	6400	510	<u>Supplies</u> AOF #1, Activity 31	0.000	\$8,190.00
145	E	3	6400	510	<u>Supplies</u> 3	0.000	\$843.00
146	E	4	6400	519	<u>Technology-Related Supplies</u> 4	0.000	\$262.00
147	AoF-1	32	6400	519	<u>Technology-Related Supplies</u> 32	0.000	\$2,000.00
148	I	AOF #1, Activity 33	6400	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> AOF #1, Activity 33	0.000	\$1,868.25
149	I	AOF #1, Activity 34	6400	643	<u>Capitalized Hardware and Technology-Related Infrastructure</u> AOF #1, Activity 34	0.000	\$2,000.00
150	E	1	6400	644	<u>Computer Hardware Non-Capitalized</u> 1	0.000	\$7,000.00
151	E	2	6400	649	<u>Technology-Related Noncapitalized Furniture, Fixtures and Equipment</u> 2	0.000	\$1,000.00
152	AoF-1	35	6400	730	<u>Dues and Fees</u> 35	0.000	\$500.00
153	AoF-1	36	6400	750	<u>Other Personal Services</u> 36	0.000	\$5,000.00
154	K	1	7200	792	1	0.000	\$73,988.79
155	AoF-1	37	7300	330	<u>Travel</u> 37	0.000	\$2,912.00
156	AoF-1	38	7800	160	<u>Other Support Personnel</u> 38	0.250	\$4,325.00
157	AoF-10	5	7800	160	<u>Other Support Personnel</u> 5	0.020	\$352.00
158	AoF-10	5	7800	210	<u>Retirement</u> 5	0.000	\$35.20
159	AoF-1	38	7800	210	<u>Retirement</u> 38	0.000	\$432.50
160	AoF-1	38	7800	220	<u>Social Security</u> 38	0.000	\$268.15
161	AoF-10	5	7800	220	<u>Social Security</u> 5	0.000	\$21.82
162		5	7800	221	5	0.000	\$5.10



	AoF-10						
163	AoF-1	38	7800	221	38	0.000	\$62.71
164	AoF-1	38	7800	230	<u>Group Insurance</u> 38	0.000	\$1.00
165	AoF-1	38	7800	240	<u>Workers Compensation</u> 38	0.000	\$86.50
166	AoF-10	5	7800	240	<u>Workers Compensation</u> 5	0.000	\$7.04
167	AoF-10	6	7800	360	<u>Rentals</u> 6	0.000	\$2,985.00
168	AoF-1	39	7800	450	<u>Gasoline</u> 39	0.000	\$2,000.00
169	AoF-1	40	7800	460	<u>Diesel Fuel</u> 40	0.000	\$4,000.00
170	AoF-10	5	7800	460	<u>Diesel Fuel</u> 5	0.000	\$100.00
171	AoF-1	41	7900	379	<u>Telephone and Other Data Communication Services</u> 41	0.000	\$2,000.00
Totals:						14.714	\$1,316,223.00 ✓

Totals:

Code	Description	Total
B-2	Parent and Family Engagement for LEAs with greater than \$500,000 set-aside	\$18,324.46
C	Homeless Education Set-Aside	\$10,000.00
D	Neglected & Delinquent Education Set-Aside	\$500.00
E	Educational Services Funded at the LEA-Level (Not to Exceed 1%)	\$9,105.00
F	Discretionary Educational Services Funded at the School-Level	\$17,900.00
H-1	Private School Administrative Costs	\$942.00
H-2	Private School Parent and Family Engagement	\$230.25
H-4	Private School Instructional Services	\$17,668.75
I	2017-2018 Roll-Forward	\$350,000.00
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$96,622.00
AoF-1	Student Achievement	\$724,758.29
AoF-10	College and Career Readiness	\$70,172.25
	Total	\$1,316,223.00

DOE 101



Richard Corcoran, Commissioner



Hamilton County District School Board

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved: **\$0.00**

Explain the financial incentives and reward system in your district.

Response:
NA

Do you have a Memorandum of Understanding to address the financial incentives and reward system.

Response:
No

B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 9,662.23	\$ 18,324.46
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 8,696.01	\$9,662.25
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$8,662.21

C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved **\$10,000.00**

D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved	\$500.00
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E. Educational Services Funded at the LEA-Level

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved	\$9,105.00
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F. Discretionary Educational Services Funded at the School-Level

LEA's amount reserved	\$17,900.00
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G. Early Childhood

LEA's amount reserved	\$0.00
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H. Private School Services

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

H-1. Private School Administrative Costs	\$942.00
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H-2. Private School Parent and Family Engagement	\$230.25
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H-3. Private School Professional Development	\$0.00
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H-4. Private School Instructional Services	\$17,668.75
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H-5. Roll Forward for Equitable Services	\$
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I. 2017-18 Roll-Forward	\$ 350,000.00
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J. Transportation for Foster Care Children	\$
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K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$ 96,622.00
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L. Reimbursements for Charter School Expenditures	\$
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M. Transportation for School Choice (Not to Exceed 5%)	\$
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Hamilton County District School Board

EQUITABLE PROPORTION OF FUNDS

Total District Allocation		\$966,223.00
Number of Public CLIF	Number of Private CLIF	Total CLIF
1409	28	1437.00
Total Public School Proportion	Total Private School Proportion	
98.05%	1.95%	
Total Public School Allocation	Total Private School Allocation	
\$ 947,382.00	\$ 18,841.00	
	Private School Administrative Cost Reservation	
	\$ 942.00	

Federal Requirements - Specific Program Assurances

In order to request funding, LEAs must agree to the following assurances and ensure that schools served substantially help children meet Florida's challenging academic standards.

Assurance 1, Collaboration: The LEA plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and parents of children in schools served under Title I. Â§1112(a)(1)(A)

Assurance 2, Coordination of Programs: As appropriate, the LEA plan is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. Â§1112(a)(1)(B)

Assurance 3, Migratory Children: The LEA will ensure that migratory and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. Â§1112(c)(1)

Assurance 4, Private Schools: The LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. Â§1112(c)(2)

Assurance 5, NAEP: The LEA will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). Â§1112(c)(3)

Assurance 6, Cross Coordination: The LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Â§1112(c)(4)

Assurance 7, Child Welfare Agency Point of Contact: The LEA will collaborate with the state or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. Â§1112(c)(5)(A)

Assurance 8, Child Welfare Agency Procedures: The LEA will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures will:

- ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
- ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if
 - the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
 - the LEA agrees to pay for the cost of such transportation; or
 - the LEA and the local child welfare agency agree to share the cost of such transportation. Â§1112(c)(5)(B)

Assurance 9, Certification: The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Â§1112(c)(6). The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. Â§1112(e)(1)(A-B)

- At the start of each school year (in a timely manner), and LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.
- When a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified, but teaching out-of-field, the LEA must provide written notification to each parent in a timely manner. This notification should be timely and in letter form on LEA or school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

Assurance 10, Early Childhood Education: In the case of a LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Â§1112(c)(7)

Assurance 11a, Parent Consultation: The LEA will ensure that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Assurance 11b, School Parent and Family Engagement Policy: The LEA will ensure that all requirements outlined in section 1116(b)(1-4) are met.

- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.
- If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection.
- If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state.

Assurance 11c, Policy Involvement: The LEA will ensure that each school served under this part shall meet all the requirements outlined in section 1116(c)(1-5).

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
- Provide parents of participating children - (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

Assurance 11d, Shared Responsibilities for High Student Academic Achievement: The LEA will ensure that all requirements outlined in section 1116(d)(1-2) are met.

- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall - (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Assurance 11e, Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part will meet the requirements outlined in section 1116(e)(1-14).

Assurance 11f, Accessibility: The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Assurance 11g, Family Engagement in Education Programs: In a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

Assurance 12, Private School Consultation: The LEA conducted timely and meaningful consultation with appropriate private school officials, will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116. Â§1117(a)(1)(A), Â§1117(a)(3)(B)

Assurance 13, Private School and LEA Agreement: After conducting the timely and meaningful consultation with appropriate private school officials, the LEA has submitted a copy of the agreement between the LEA and the private school to the ombudsman. Â§1117(b)(1)

Assurance 14, Affirmation of Agreement: The LEA has submitted to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency. Â§1117(b)(5)

Assurance 15, Methodology: The LEA is in compliance with paragraph (1) a LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. Â§1118(b)(1-2)

Assurance 16, Comparability: The LEA is in compliance with the requirements of section 1118(c)(2)(A) concerning comparability if such agency has filed with the state educational agency a written assurance that such agency has established and implemented:

- a LEA-wide salary schedule;
- a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Assurance 17, English Language Learners (ELLs) Notification Requirements: The LEA is in compliance with the requirements of section 1112(e)(3)(A-B), the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

Assurance 18, Constitutionally Protected Prayer: The LEA must certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year.

By checking this box, I hereby certify that the **Hamilton County District School Board** agrees to all Federal Assurances, and will abide by all federal, state and local laws.

Area of Focus

Area of Focus 1

Area of Focus 1: Student Achievement

1. Describe how the LEAs will monitor students' progress in meeting Florida's challenging academic standards by:

- a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Response:

The Hamilton County School District (LEA) supports a well-rounded program of instruction that includes " ... courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local agency, with the purpose of providing all students access to an enriched curriculum and educational experience." (ESSA Statute Section 8002)

The Hamilton County School District will monitor and evaluate the effectiveness of the activities implemented through observations and implementation checklists, i.e., classroom walkthroughs (bi-weekly), analysis of monitoring reports and end of year Florida Standards Assessment scores. They will examine the information collected and determine if the criterion (5% increase) has been met. They will use the data formatively to identify areas of strength and weakness to make adjustments to the instruction and to inform future training needs. Generally, The LEA monitors the implementation of all activities and makes improvements on an on-going basis through monitoring of the activity and through progress monitoring data.

- b. identifying students who may be at risk for academic failure (may use Early Warning Systems);

Response:

Hamilton County High School (HCHS) and Hamilton County Elementary School (HCES) teachers and administrators meet on a regular basis to review and analyze student data. The schools use Performance Matters Early Warning System providing data on attendance, past course failures and discipline reports. Included in the analysis of the EWS in progress monitoring assessment results, state standards assessment results, student grades/progress reports and teacher comments. Students identified as at risk of academic failure receive services and differentiated instruction during class and iii time. Services are determined by the student data analysis, parent input, teacher input and MTSS process.

Students described as at risk of academic failure may be in danger of failing to complete his or her education with an adequate level of skills. The risk factors include low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students (Slavin 1989). Each of these factors can be associated with the dropout rate or at risk of dropping out of school.

- c. providing additional educational assistance to individual students the LEA or school determines need help in meeting Florida's challenging academic standards; and

Response:

Hamilton County School District utilizes highly effective teachers and multisensory, research-based materials augmented with computer-assisted instruction to support literacy development across all ages. MTSS provides a consistent means of data analysis and intervention planning. Students in need of intervention are identified in the earliest grades using teacher observation and i-Ready assessments; in grades 4 and 5 the Florida State Assessment results are used in conjunction. Highly qualified reading interventionists work with students who are identified. Interventions available at the elementary level include Leveled Literacy Intervention, Guided Reading, Mind Play Renaissance Accelerated Reader and Moby Max. The third grade FSA ELA assessment identifies students who are not ready for promotion, and they may attend the Summer Reading intensive intervention program.

Secondary students in Hamilton County School District who are not reading up to grade level receive multisensory interventions for support Tiers 2 and 3 support. At Hamilton County High School (HCHS), the need for reading intervention is determined using student scores on the most recent Florida State Assessment, along with school-based assessment using Performance Matters. Students at every grade level receive support through highly effective teachers who are assisted by a reading coach and trained paraprofessionals, along with rich and varied classroom libraries. Computer-assisted instruction is used to differentiate instruction in several different ways. All students in grades 7-12 who need reading intervention receive multisensory support through LearningAlly student accounts, used for core subject textbooks, English Language Arts books, and self-selected reading. In addition, students in grades 7-9 have a critical thinking class where they receive targeted intervention, and grades 7 - 8 students additionally have a Reading class. The reading interventions used for grades 7 through 8 include i-Ready, Reading Plus, and MindPlay for multisensory instruction. Interventions for grade 9 includes MindPlay.

- d. identifying and implementing instructional and other strategies intended to strengthen improve school conditions for student learning.

Response:

The Hamilton School District conducts a Motivational Climate Survey, Federal Programs Survey a Parent Survey and ESE Survey to gather data from instructional staff, non-instructional staff, parents and community to determine the strategies needed to improve conditions for student learning in the district. Administration and school teams meet to determine from the data the supplemental programs the schools need; iReady, tutoring, art, STEM, and other engaging programs. Professional Development is also determined through data analysis and teacher input via surveys and meetings.

2. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

1.1 Object 130 Salary and benefits for (4) teachers on special assignment, that hold valid Florida Certification to provide direct support to classrooms. (1) position in Title 1 school to provide supplemental support for classroom assessments and data analysis @ 42,000.00 per year 1.0 FTE, (3) positions to provide additional support at Title 1 schools in math, reading, science and literacy for approximately 1,409 students @ \$132,600.00 (3) FTE = Cost \$174,600.00

1.2 Object 120 Salary and benefits after school or during the day tutoring services provided by effective intervention teachers, or retired teachers depending on the grade level and program. Services will be provided to students based on their assessment scores and targeted needs. To be paid hourly at approximately \$33.00 per hour x 1,248 hours @ \$41,200.00 .9 FTE. Number of students TBD by need = \$41,200.00.

1.3 Object 150 Salaries and benefits for Paraprofessionals to provide instructional support for students (5) FTE \$85,160.00

1.4 Object 150 Hourly pay and benefits Paraprofessionals to provide additional instructional support for students 0.14 FTE= \$3,090.00

1.5 Object 310 Contracted Services, Consultants for High-Touch High-Tech science program that enhances class curriculum through discovery style learning and inquiry based dialogue to engage student in exciting STEM projects= \$1,440.00, Challenger Learning Center of Tallahassee= \$4,560.00 and others to be decided to support student academic achievement. Total = \$6,000.00

1.6 Object 330 Admission fees for field trips to enhance academic studies:

Challenger Center (\$650.00 x 4 up to 32 students)=\$2,600.00,

High Magnetic Lab (\$5 x 64 students)= \$320.00,

Stephen Foster State Park (\$345.00)=\$345.00,

Museum of Natural History (\$6.00 x 50 students)= \$300.00,

Mission San Louis (\$2.00 x 225= \$450.00)= \$450.00,

The Georgia Museum of Agriculture and Historic Village (\$4.00 x 75 Tifton, GA)=\$300.00,

Florida State Capitol (No Admission Cost), Deas Farms (No Admission Cost) ,

Historic City of St. Augustine (\$1,000.00)= \$1,000.00,

University of Florida Museum (\$4.00 x 100 students)= \$400.00,

Cummer Museum Jacksonville (\$5 x 77=\$385)= \$385.00;

Museum of Contemporary Art MOCA Jacksonville (\$5 x 100=\$500.00)= \$500.00

Total =\$6,600.00

1.7 Object 359 Repairs and maintenance for Title I owned equipment Total = \$1,000.00

1.8 Object 369 Activity: Provide supplemental learning through web-based diagnostic and instruction software for English, Math and Science to students in Title 1 schools.

\$112,703.04 I Code \$29,692.32 Total = \$142,395.36

• Renaissance Learning Flow 360 with Freckle Math Student (Subscription Renewal 850 licenses @ \$34.00 = \$28,900.00; Annual All Product Renaissance Platform Renewal 1 @ \$750.00) = \$29,650.00

• Educational Learning Systems, Inc. (ELS) Reading Plus (Student Licenses 200 @ 65.00= \$13,000.00; Processing Fee 1 @ 45.00 = \$45.00) = \$13,045.00

• Edmentum at elementary school Study Island Virtual Standard Service Package (1@650= \$650.00; Study Island Science Library Program License 1 @ \$1,375.00= 1,375.00; at high school Study Island: Science Library Program License 1 @ 1,237.50; Study Island Social Studies Library Program License 1 @ \$1,182.50; Study Island Virtual Standard Service Package 1 @ \$ 650.00) = \$5,095.00

• Curriculum Associates, Inc. Multiple Grades i-Ready Math and Reading Diagnostic and Instruction Site License (801-1200 Students 1 Year 1 @ \$24,595.50; High School i-Ready Diagnostic and Instruction 3 @ \$1,500.00= \$4,500.00; i-Ready Math and Reading Diagnostic and Instruction Site License 201-350 Students 1 Year 1 @ \$11,476.00)= \$40,571.50

• Destination Knowledge MindPlay Literacy for GenEd (883 @ \$43.10= \$38,057.30) = \$38,057.30

• WriteScore high school Writing Online (1,008 Licenses @ \$4.96= \$4,999.68; RosterSync + 1 Click Access 1 @ \$168.00= \$168.00) = \$5,167.68

• PowerSchool Group LLC Bank Certica (Performance Matters) (\$3,654.00) = \$3,654.00

• ActiveHistory supplemental worksheets, lesson plans, teacher notes and interactive simulations subscription (1 year @\$89.00) = \$89.00

• Oncourse Systems Lesson Planner/Web Site Hosting Module (50-199 Users for 1 Year with Technical Support 1,946.00) = \$1,946.00

• Teachers Pay Teachers Online Subscription to share lesson plans, ideas (1 @ 120.00) = \$120.00

1.9 Object 370 Postage for communication=\$900.00

1.10 Object 390 Printing of supplemental math worksheets, flyers, brochures and documents Total= \$3,000.00 (Code I)

1.11 Object 510 Supplemental books, workbooks, classroom libraries:

• Consumable workbooks Curriculum Associates- Florida Ready Materials to supplement reading and math (13.73 x1,800= \$24,714.00 + \$2,471.00 shipping)= \$27,185.00;

• Classroom library sets (\$387.00 x 42= \$16,254.00 + \$1,625.00 shipping)= \$17,879.00;

• book bins for classroom libraries (42X \$33.80= \$3388.60 + \$338.86 shipping)= \$3,727.46;

• math manipulatives, art and science for STEM to STEAM program; packets of supplemental materials and supplies for home use to meet Instructional Continuity Plan (\$10x486.00)=\$4,861.00;

• PCG Education English Language Arts Student Journals (\$16,783.20 + 1,678.32 shipping)= \$18,461.52;

• School Specialty/ePS Coach Science (120 @ 6.99 plus shipping \$53.00)= \$583.00;

• 5th grade Mastery Education Measuring Up Science Student Edition (120 @13.95 = 1,674.00 + Science Annotated Teacher Edition 2 @32.95 = \$65.90 total \$1,739.90 + shipping \$173.90)= \$1,913.80;

• Leveled Literacy Intervention take-home readers (584 x 8.00=\$4,672.00 + 467.00 Shipping)=\$5,139.80; Total= \$79,750.62 (Code I)

1.12 510 Materials and supplies for instructional use (glue, glue sticks, scissors, crayons, chart paper, chart paper markers, expo markers, expo erasers, manila folders, manila envelopes, pipe cleaners, tape, card stock, batteries, calculators, calculator wall pockets, paper, pencils, erasers, pens, notebooks, various size binders, sharpie markers, card stock, construction paper, staplers, staples, tape dispensers, clear tape, masking tape, paint, paint brushes, pipe cleaners, squiggly eyes, markers, canvases, foam brayer, clay, glaze, roll pens, acrylics, watercolors, watercolor paper, squeeze bottle, wax, shaving cream, paper plates, beads, string, yarn, rubber cement, calculator wall pockets, notebooks, erasers, Post-It notes)

\$250 x 150 instructional staff = \$37,500.00

1.13 Object 519 Technology-Related Supplies- Supplemental eBooks = \$500.00. Kobo cases for eReaders (\$40x25=\$1,000.00+ \$112.50 shipping)= \$1,112.50 USB flash drives (\$25x5=\$125.00 + \$12.50 Shipping)= \$137.50 Total= \$1,750.00 (Code I)

1.14 Object 519 Technology-Related Supplies- Headsets (\$8.95 x 475 = \$4,251.25 + \$425 shipping) = \$4,676.25, electric pencil sharpeners (\$30 x 5= \$180.00 + \$18 shipping) = \$198.00, laminating film = \$329.00 Cost= \$5,203.25

1.15 Object 621 Audio visual materials capitalized interactive globe Cost= \$1,000.00+ \$100.00 shipping= \$1,100.00 (Code I)

1.16 Object 649 Technology-Related Non-capitalized Fixtures and Equipment: projector (\$411 x 2= \$822), document camera (\$589 x 2=\$1,178.00) Cost= \$3,000.00

1.17 Object 641 telescopes, microscopes Cost=\$1,000.00 (Code I)

1.18 Object 642 die cuts for lettering machine, white boards = \$1,000.00 (Code I)

1.19 Object 643 Smart boards, white boards, computers, colored printer, printers for use in Title 1 classrooms = \$1,000.00 (Code I)

1.20 Object 648 STEM stations with dry erase laminate tops, copier = \$5,000.00

1.21 Object 644 Kobo Space Libra H2O eReader for check out and take home use \$170x25=\$4,250.00. = \$4,250.00 (Code I)

1.22 Object 649 Calculators, camcorder Cost = \$2,500

1.23 Object 750 Substitutes for Title I Classroom Teachers and Aides. = \$2,000.00

1.24 Object 120 Stipends and benefits for teacher to attend training after-school and during the summer = \$8,000.00 (Code I)

1.25 Object 310 Professional and Technical Services consultants NEFEC (\$1,000.00 per day x 5 days= \$5,000.00), Mary Ann Clark training for Leveled Literacy Intervention (\$4,500.00), Renaissance (\$1,500.00), Destination Knowledge (\$2,000.00), B&B Educational Consultants Beatrice Palls (\$2,550.00), Curriculum Associates iReady (\$4,500.00) = \$20,050.00 (Code I)

1.26 Object 330 Professional development for Administrative Staff: Includes travel, registration and meals. Florida Arts Education Association (\$1,600.00 for 2 attendees Ponte Vedra)=\$1600.00, i-Ready User Summit (\$1,300.00 x 3= \$3,900.00 Orlando, FL)=\$3,900.00, FETC Conference (\$1,800.00x 1= \$1,800.00 Orlando, FL)=\$1,800.00, NEFEC GK Math (\$1,000.00 x 3=\$3,000.00)=\$3,000.00, NEFEC Connect (\$1,000 x 3= 3,000.00)=\$3,000.00, Arts 4 All (\$886 x 2= \$1,772.00)=\$1,772.00, FCTM (\$1,200 Jacksonville, FL)=\$1,200.00, FDOE TA (\$900.00)= \$900.00. Cost = 27,312.00

1.27 Object 369 Curriculum Associates, Inc. Multiple Grades Elementary i-Ready Diagnostic & Instruction (3@ \$1,500.00= \$4,500.00)=\$4,500.00; Renaissance Learning Custom Data Integration (1 @ \$2,500.00=\$2,500.00; Annual Coaching Renewal 1 @ \$1,500.00= \$1,500.00)=\$1,500.00; Destination Knowledge Onsite Training & Support (1 @ \$2,000.00= \$2,000.00) = \$2,000.00, Oncourse Systems for Education (1,946.00) Cost = \$12,446.00

1.28 Object 370 Postage for materials for professional and technical training Cost=\$500.00

1.29 Object 390 Printing, binding, reproduction and other nonprofessional purchased services Cost = \$200.00

1.30 Object 391 Printing of materials for professional and technical training, by Panhandle Area Educational Consortium (PAEC), North Florida Educational Consortium (NEFEC) Cost = \$1,250.00

1.31 Object 510 Supplies for professional learning and professional development \$50x50= \$2,500.00, flip charts \$42x20=\$840.00, markers \$20x20=\$400.00, dry erase markers\$20x40= \$800.00, pens \$10x20=\$200, paper \$30x10=\$300.00, pencils \$10x30=\$300.00, art supplies kit \$45x50= \$2,250.00, containers for teachers for classroom materials \$30x20=\$600.00. Cost=\$8,190.00 (Code I)

1.32 Object 519 Technology-Related Supplies- USB drives, e-Books = \$2,000.00

1.33 Object 642 Equipment Non-Capitalized (999 and less) Dry erase boards Cost = \$1,868.25(Code I)

1.34 Object 643 Capitalized Hardware and Technology (1,000 and more) laptop computers, color laser printers Cost= \$2,000.00 (Code I)

1.35 Object 730 Dues and fees for tuition for teachers to achieve full state certification and demonstrate full competency for each core academic content area they teach = \$500.00

1.36 Object 750 Pay substitutes to allow staff to attend professional development opportunities. Cost=\$5,000.00

Function 7300

1.37 Object 330 Travel in and out-of-County: NEFEC Leadership Conference and other local educational events and professional development. (Principal and Assistant Principal)

Function 7800

1.38 Object 160 Bus drivers to transport students, hourly plus benefits for transportation to attend Title 1 approved activities \$22.00 x 197 hours = \$4,325.00 FTE 0.25

1.39 Object 450 Gas for vans for field trips \$2,000.00

1.40 Object 460 Diesel fuel for buses \$4,000.00

Function 7900

1.41 Object 379 Telephone and Other Data Communication Services- Monthly Telephone Charges and Mobile Hot Spots for Title 1 staff to support schools \$2,000.00

1.42 Object 310 DES of Florida – Contracted Services for professional development for Hamilton County teachers. \$24,997.50

Area of Focus 2

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

a. Identify if the activity is at the LEA level and include the evidence-based research for each activity. The four levels of evidence may be used.

(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

Increase parent engagement through effective communication.

Recruitment and training will be provided by the Community Outreach Coordinator to involve parents and families as volunteers which will enable teachers to increase communication with parents to support students and the school. The District will build capacity for engagement through collaboration with United Way to increase volunteers for Reading Pals, pastors and ministers, retired teachers, grandparents, moms and dads and community members.

Activity 1: Salary and benefits for a Title 1 Community Outreach Coordinator to increase parent and community engagement (Focus area 1). 0.5 FTE \$37,486.00 plus benefits. (Not using B-2 because schools' budgets will be used to fund this activity.)

Activity 2: Two (2) Parent Resource Specialist salaries and benefits to work with parents, community and conduct home visits 1.0 FTE \$28,545.00 (Area of Focus 1). (Not using B-2 because schools' budgets will be used to fund this activity.)

Activity 3: Purchase materials and supplies for training and distribution to parents 3 X per year; food and drinks, paper, pens, markers, pencils, envelopes, books, and parent backpacks, poster boards, STEM supplies and printing of materials.

\$8,282.23

Activity 4: Print Compacts for two Title 1 schools in Spanish and English NCR copies @ .40/copy for HCES(1025 copies) and \$.45 for HCHS(810 copies).

\$779

Activity 5: Travel for liaisons and parent resource specialists within the county, region and state to make home visits and attend meetings to address parent engagement. FASFEPA Spring and Fall Forums (\$1,340.00 x 2) = \$2,680.00, Florida Coalition for Homeless Conference (\$650.00 in Orlando, FL) = \$650.00 conferences related to Title I Cost= \$4,600.00

Activity 6: Rental of charter bus or vehicles for parent involvement activity Cost= \$1,000.00

Activity 7: Consultants to work with parents PAEC, NEFEC 2 workshops @ \$1,500.00 per day = \$3,000.00

Evidence-based research:

Parental Involvement and Student Achievement: A Meta-Analysis (Tier 2)

<https://archive.globalfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

NEA. Parent, Family and Community Involvement in Education (2008). www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf (Tier 4)

School Liaisons: Bridging the Gap Between Home and School (Tier 3)

<https://files.eric.ed.gov/fulltext/EJ794797.pdf>

b. Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.

(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

Activity 8: Parent University workshops (1 workshop/grade level) beginning Fall 2020. Provide workshops in parenting, developing skills to help their children with standards and school-related assignments including virtual skills and programs. Supplies are needed for preparing materials/handouts/manipulatives for participants (pens, notebooks, paper, grade-level resources, etc.) Light refreshments and/or finger foods will be provided at meal times according to Florida Statute section 100143(2)(g).

Activity 9: increase parent and community engagement through effective communication- monthly newsletters, Student Agenda/data planners, grade level program information and flyers.

Materials and supplies: ink cartridges

\$500

Activity 10: Host Annual Title 1 Meetings at (2) Title 1 schools at the beginning of the school year 2020.

Provide foods and materials and supplies for approximately 1600 families. Light refreshments and/or finger foods will be provided at meal times according to Florida Statute section 100143(2)(g). Supplies are needed for parents and families attending the Title I annual meeting for handouts and materials that explain the Title I program, parents' rights be involved, and ways families can support instruction in the home.

Activity 11: Effective media program developed to enhance literacy for parents

Effective media programs will be developed at Title 1 schools in addition to print; supplemental ebooks and apps for accessing digital text for all students in elementary, middle and high for access in classrooms will be genre rich sources that provide students with text that are rigorous and engaging and provide supplemental reading for the Florida Standards at each grade level.

School media specialists at the two Title 1 schools will assist parents in selections of non-fiction digital sources based on student interest and teacher input for each grade level with coordination of program through the IT Department.

Teaching toward technological literacy is a part of twenty-first century learning to have the skill to integrate text with images, sound and video; and for selecting the media and outlets for are most appropriate to task, purpose and audience. Students across the grades are expected to use digital tools and resources to produce, publish, interact and collaborate.

2 workshops facilitated by FDLRS staff, media specialists and a translator will provide training in the Fall and Spring: (e-books)

\$1,000

Activity 12: Homework Helper Workshops build capacity for work at home:

Parents learn how to help their children with homework assignments via remote learning. Parents will be encouraged to make daily checks on whether their children have completed their homework. Parents will explore digital devices and web based programs for remote learning. Home work kits: materials and supplies for work at home for 850 students. (school supplies, paper, pencils, pens, crayon, markers, construction paper, kits)

\$3,250

Activity 13: STEM/STEAM Night

STEM/STEAM activities to increase interest and achievement in school and activities to link to literacy. Activities may include the use of math story time with child and parent. Age appropriate hands-on activities will be provided for parent and child with all materials provided to full participate.

Materials and Supplies: Food and non-food items, tri-fold boards for display, crayons, markers, pens, pencils, construction paper, glue sticks, tape, other supplies for specific activities. Light refreshments and/or finger foods will be provided at meal times according to Florida Statute section 100143(2)(g).

\$700

Evidence-based research:

O'Donnell, J., Kirkner, S.L., & Meyer-Adams, N. (2008). Low income, urban consumers' perceptions of community school outreach practices, desired services, and outcomes. *School Community Journal*, 19(2), 147-164. (Tier 3)

Walker, J.M.T., Hoover Dempsey, K. V., Whetsel, D. R., & Green, C. L. (2004). *Parental Involvement in Homework: A Review of Current Research and Its Implications for Teachers, After School Program Staff, and Parent Teachers*.

https://www.researchgate.net/publication/228927833_Parental_involvement_in_homework_A_review_of_current_research_and_its_implications_for_teachers_after_school_program_staff_and_parent_leaders/citation/download (Tier 2)

Evidence -based research:

Achterman, Douglas L. *Have, Halves, and Have-Nots: School Libraries and Student Achievement in California*, dissertation, December 2008; Denton, Texas. (<https://digital.library.unt.edu/ark:/67531/metadc9800/m1/3/>; accessed April 30, 2020), University of North Texas Libraries, UNT Digital Library, <https://digital.library.unt.edu/>; (Tier 4)

Evidence-based research:

School liaison:

<https://files.eric.ed.gov/fulltext/EJ794797.pdf> (Tier 3)

Parent liaison:

<https://www.berkeleyschools.net/wp-content/uploads/2011/07/ParentLiaisonInfoSheetFinal.pdf> (Tier 4)

Evidence-based research:

Berkowitz, T., Schaeffer, M. W., Maloney, E. A., Peterson, L., Gregor, C., Levine, S. C., & Bellock, S. L. (2015). *Math at home adds up to achievement in school*. www.sciencemag.org (Tier 1)

establish the agency's expectations and objectives for meaningful parent and family involvement. Describe how the agency will:

- involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1-2) of section 1111(d).
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:
 - i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - iii. strategies to support successful school and family interactions;
- use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Response:

- *Involve parents and family members in jointly developing LEA plan*

Parent and community meetings are held in the Fall and Spring by the district to gather input from those in attendance as a way to further develop and revise the Title 1 Parent Involvement Policy. Throughout the school year relevant laws and policies are discussed with parents who are allowed a specific time-period to provide their input. Parents, school staff, principals and community members are invited to District Parent Involvement meetings to ensure a good cross section of the district's demographic makeup. Minutes and documentation of the meetings are kept as a record of parent involvement and to record parent and community input. Parent and Community input is also gathered from a parent survey developed and modified for Hamilton County. The survey is distributed to each parent in the district and posted on the Hamilton County School Board's website in both English and Spanish. The results are analyzed by a third-party evaluator and are shared with parents and community through several means. The Title 1 coordinator for the district, assisted by instructional services staff, is responsible for coordinating the development, implementation, and evaluation processes of the parent involvement plan. School based school advisory teams (SAC) consisting of school staff, parents, and community members will review the schools progress toward meeting state and federal standards of parent involvement and to devise strategies to overcome any obstacles or barriers.

- *Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.*

The school district will work with the Florida Department of Education and educational service centers such as the East Coast Technical Assistance Center (ECTAC), North East Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) in the development of the district and school level parent involvement policies and to provide parent activities to improve student achievement and performance and build capacity for parent engagement. Upon completion, each school will submit their school level plan to the district Title 1 coordinator who will review the plan and ensure all required elements are present and completed in a timely fashion to meet required deadlines.

During monthly District Improvement Team meetings each school will be given the opportunity to discuss any activities held that month and suggestions future events. The Title 1 Coordinator and Instructional Services Staff will also monitor the school level plans to ensure compliance with stated objectives. Once the district policy is revised and adopted for the school year (Fall), the district staff will coordinate with each school site to ensure they have a copy of the revised district plan and that the process for revision of the school plan is moving forward. The completed school plan will be submitted to the Coordinator of Title 1 who along with the District Instructional Staff will review the plan to ensure compliance with all required elements of the parent involvement policy.

Parent involvement activities will be scheduled to solicit parental involvement. School staff will be trained to work with parents on topics such as parent conferences, Florida Standards for Parents, and literacy training to help parents understand standards students must master to graduate college and career ready. Parent workshops and activities may be held to provide parents with materials and strategies to work with students at home to increase student achievement.

- *Coordinate and integrate parent and family strategies under this part with strategies from federal, state and local laws and programs.*

Voluntary Pre- Kindergarten and Head Start and Title 1 Coordinator will work directly with the Pre-K Coordinator to coordinate with Head Start to align parent activities to include those from each of these programs, Pre-K students are located in the only elementary school in the district. This will include holding activities that meet the needs of both groups and will be held in a location easily accessible by all participants. Funds can be shared between the programs to meet the expenses of activities, information will be sent to parents. Homeless (Title IX) The Title 1 Coordinator is also the Homeless Liaison for the school district which ensures that any parent activity established through of these programs will be shared with the parents in both programs. This will include holding activities that meets the needs of both groups and will be held in a location easily accessible by all participants. Parents of these students will be provided with a list of the services provided by both programs to show how they work together to provide coordinated services for families. ELL (Title III) The Title 1 Coordinator will work with the schools to coordinate meetings and parent outreach activities for ELL students and parents. The Title 1 Coordinator will work with the Migrant office to coordinate meetings, programs and activities for students and parents. The Title 1 Coordinator will work with the ESE Coordinator to arrange meetings, workshops and activities for students with disabilities. FDLRS (Florida Diagnostic Learning Resources Systems) and Title 1 will collaborate to provide staff training, workshops and activities for students and families.

- *Conduct an evaluation of the content and effectiveness of policy in improving the academic quality of schools*

At the end of the school year (May 2021) school based parent meetings will be held to review the parent involvement policy and the results of any activities held for parents. Evaluations from these activities will be reviewed and discussed at the meeting. The results will also be discussed with each school's SAC team for recommendations and revisions. A website will be made available for the completion of surveys related to parent involvement activities held during the school year. Paper versions of the surveys will be sent home to parents who may not have access to the website. A random sample of the parents participating may be called to gather information as to the effectiveness of the activity participated in by the parent.

All evaluations will be provided in English and Spanish. Barriers such as; low attendance at meetings, need for a translator, transportation to meetings, timely notices of meetings and events, will be taken from the evaluation, discussed and plans made for implementation of the changes in the presentation of the parent activities for the next school year. Data that will be reviewed include parent participation in parent activities, the evaluations of the participants in these activities, and student performance data from the schools that may have been directly related to any of the provided activities. Information derived from the evaluation will be used to refine the parent offerings for the next school year and develop processes and procedures to eliminate any barriers (time of the meeting, child care, location of the meeting, need for an interpreter, etc.) that may have prevented parents from

being involved in the activities provided. An evaluation of the effectiveness of the parent involvement program in Hamilton County will be conducted by a Third-Party Evaluator and the report disseminated to the Superintendent, School Board and schools for review and dissemination to teachers and the school community.

- Use findings of evaluation to design evidence based strategies for more effective parent involvement

The implementation of each strategy will be monitored and its impact of student performance will be reviewed at the end of the year. Any adjustments, indicated by the data, will be made to ensure that only the best strategies are retained as parent involvement tools. And to revise, if necessary, the current plan.

An evaluation of the effectiveness of the Parent Involvement program will be conducted by a third-party evaluator. An analysis of the results of the Title 1 Parent Survey given in May of 2021 will be based on the data from the Hamilton County Title 1 Parent Involvement Survey. Results and a report by the third party evaluator will be shared with School Advisory Councils at each school, teachers, parents and the District Leadership Team in order to evaluate effective practices and barriers and determine modifications to strengthen the parent program.

- Involve parents in the activities of the schools to develop, revise and review the parent and family engagement policy.

Parent involvement opportunities are open to all parents, community members, and concerned citizens in the school district. Hamilton County has (1) elementary school and (1) middle/high that are school served by Title I program funding. The coordinators of federal programs and Title projects are members of the Instructional Services Staff who work directly with school level principals, assistant principals, and the District School Superintendent. A district calendar is developed to assist in the coordination of all parent and community activities in the district. All facilities that will be used to host parent activities are handicapped accessible to allow for parents and children with disabilities to attend. Notices for all events are sent home with students in English and Spanish as appropriate. A contracted service provider is used for translation of documents sent home in Spanish. Coordinators of targeted populations (homeless, ESE, Migrant) will use their contacts to help disseminate the information to parents to ensure all have been notified of the events. Notices originating at school sites will be posted on the district calendar. It will also be placed sent via flyer by backpack, posted on Facebook and put on the marquee of each school sponsoring or hosting an event.

Area of Focus 3

Area of Focus 3: Homeless Education

- 1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

Activity 1:

Provide services for homeless student through reservation of funds for homeless calculated using student data from the needs assessment concerning the number of students in the 2019 Survey 5 coded homeless. 347 students identified with an amount determined to benefit students (\$10,000.00) for a PPA of \$28.82 for supplemental materials and supplies to enable students identified as homeless to be prepared for class and ready for school with materials and supplies to fit their individual needs. (School supplies, paper, pencils, pens, backpacks, notebooks, art supplies, workbooks, calculators).

Area of Focus 4

Area of Focus 4: Neglected and Delinquent Education

- 1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

Neglected or Delinquent students are served in Hamilton County with state and local funds and in special programs to provide additional services including guidance, graduation assistance and coaching and academic tutoring for the students who have a low GPA or are in danger of dropping out of school. ESE students are provided services according to student needs as stated on the student's Individual Educational Plan (IEP).

Activity 1:

The LEA will set aside \$500 (10 students @ \$50 each) to purchase (backpacks, notebooks, paper, calculators, art supplies, pens, pencils, markers and necessary books and supplemental materials and supplies) for students identified as neglected or delinquent or transitioning back into regular school programs.

- 2 Describe how the LEA plan addresses the following Neglected and Delinquent Education areas between correctional and LEA facilities:

- Transitioning
- Dropout Prevention. (View [Dropout Prevention Contact List](#))
- Educational Achievement
- Educational Quality

Response:

a. Transitioning including the movement of students in delinquent and neglected centers from referral to their successful transition back to their home-based school, to completing high school requirements, or to seeking post-secondary education/employment. The programs offered are a coordinated set of activities, including community partners and parents, that focus on improving the academic and social skills while they are in an institution and to resume the educational services of their home communities. The programs also provide follow-up services that students need to continue their education and to meet the challenging State standards required of all students.

b. Dropout prevention services and programs will increase the rate at which students are staying in school, progressing toward graduation, or earning a high school credential. The services are designed to support students who are struggling academically or who may be at future risk of dropping out.

c. Educational Achievement Services of children and youth who are neglected, delinquent, or at-risk are defined as including these goals:

- to improve educational services so that all students have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;
- to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment;
- to prevent at-risk youth from dropping out of school, and to provide dropouts, children, and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.

d. Educational Quality in Delinquent, Neglected settings is defined as including these components:

- A safe, healthy climate that prioritizes education and learning and encourages behavioral and social support services.
- Necessary funding to support educational opportunities for all students within these secure facilities
- Recruitment, employment and retention of qualified education staff with skills relevant to juvenile justice settings.
- Rigorous and relevant curricula aligned with state academic and career and technical education standards
- Formal processes and procedures that ensure successful navigation across systems and smooth reentry into communities.

Area of Focus 5

Area of Focus 5: Educational Services Funded at the LEA Level

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

- Response:**
Virtual development for teachers and parents (train-the-trainer) program to align with the District Continuity Plan. Teacher training and parent facilitation will be provided by FDLRS Gateway.
- Activity 1: Purchase 35 Chromebooks to operate software licenses for training teachers in targeted grades on virtual programs to better communicate and engage with parents who will learn to navigate several virtual programs to enable remote learning.*
- \$7,000*
- Activity 2: Purchase 10 Hot Spot devices for parent check out and use during training of virtual programs*
- \$1,000*
- Activity 3: provide 3 workshops, finger foods; materials and supplies*
- \$843*
- Activity 4: Purchase 30 head sets for use with devices \$238.50 plus shipping \$23.50= \$262.00*

Area of Focus 6

Area of Focus 6: Discretionary Educational Services Funded at the School Level

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

- Response:**
Provide small group intervention during the school day throughout the 2020-2021 school year at Hamilton County Elementary School by highly qualified and effective intervention and classroom teachers using Leveled Literacy Intervention (LLI) by Heinnean and Fountas & Pinnell guided reading selections.
- Activity 1: Replacement materials and supplies for LLI and Guided Reading materials will be purchased to provide ample resources for intervention in reading for 200 students in grades 1-5 who are struggling readers and need additional assistance to become proficient in reading and language arts.*
- \$10,300 plus shipping \$1000= \$11,300.*
- Activity 2: A consultant with LLI and professional development experience will*
- be contracted for 4 days beginning in the Fall of 2020 and ending in Spring of 2021. The professional development will include embedded PD and technical assistance for teachers, administrators and paraprofessionals. Consultant: 4 days X 6 hours/day: \$6000.*
- Activity 3: Quarterly meetings will be held for parents of participating students during the school day to provide information on the LLI and Guided Reading programs and materials on how their child is performing. Meetings may be virtual or face-to-face (variety) to accommodate parents and their work schedules.*
- \$600 -snacks, materials and supplies*

Area of Focus 7

Area of Focus 7: Early Childhood Services

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)

Response:
NA

2 Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the district.

Response:
NA

3 Describe how the LEA will ensure on-going progress monitoring measures will:

- a. align with Head Start Education Standards.
- b. be administered multiple times throughout the program.
- c. provide data to inform instructional focus and strategies for use by the classroom teacher.

Response:
NA

4 Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

Response:
Hamilton County Elementary School begins transitioning from Pre-k to kindergarten with a Pre-k graduation ceremony in May of each year. Parents and community are invited to attend. HCES also provides a Kindergarten Orientation program in the Spring for all parents of students transitioning to kindergarten. Information is sent via flyers (backpack) with all students and posted on Facebook. The program gives the parents an opportunity to become familiar with the school, kindergarten standards, curriculum and expectations. Parents have an opportunity to meet the kindergarten teachers and school administrators. Before school begins in the Fall, a 12-16 hour Bridge program is provided for all entering kindergarten students. Students are provided transportation, breakfast, lunch, and a backpack filled with appropriate school supplies and books to assist in strengthening literacy and mathematics (K-Bridge is funded in Focus area 10-transitioning).

5 In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended with Title I, Part A (TIPA) early childhood programs.

Title I Preschool Blended with:	Number of children served with Title I		Total Number of Students		Describe method which will be used to identify students	Total TIPA Funds Used
	Age 3	Age 4	Age 3	Age 4		
Early Head Start/Head Start/Migrant and Seasonal Head Start	0.00	0.00	0.00	0.00	NA	0.00
Home Instruction for Parents of Preschool Youngsters (HIPPY)	0.00	0.00	0.00	0.00	NA	0.00
LEA Migrant Preschool Program	0.00	0.00	0.00	0.00	NA	0.00
Prekindergarten Program for Children with Disabilities	0.00	0.00	0.00	0.00	NA	0.00
Voluntary PreKindergarten (VPK)	0.00	0.00	0.00	0.00	NA	0.00
NA	0.00	0.00	0.00	0.00	NA	0.00
NA	0.00	0.00	0.00	0.00	NA	0.00
	0	0	0	0		

Area of Focus 8

Area of Focus 8: Private Schools

1 Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.

Response:
The Hamilton County School District Federal Programs office will contact all private schools in the district by certified mail in late November or early December to invite private school principals/directors to an informational meeting with the District. The list of private schools contacted will agree with the list of private schools obtained from the FDOE website. At present, there are five registered private schools in Hamilton County. Follow up calls will be made and emails sent to schools to ensure letters are received and to answer any questions specific to federal program participation. A meeting will be held in December or January between the principals/directors of the private schools, the Title I Coordinator, and other Title grant coordinators and district staff to determine methods for funding, student identification, equitable services to students and parents, and how services will be delivered. Consultation will be ongoing and meetings held at least quarterly throughout the school year. An Affirmation of Consultation will be available at the end of the year (May) to signify by both District and Private Schools that effective consultation took place.

Provide the method used for identifying low-income students for services in private schools.

2 List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials.
 Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.

a. Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

Response:
The private school administrator is responsible for collecting low-income surveys/information (using free and reduced price lunch threshold guidelines or Direct Certification) to identify low-income students in the school. Once low-income students are identified, addresses of the students are verified by both private school officials and Hamilton Title 1 Coordinator to ensure the children reside in eligible school attendance zones. Funding is then generated to provide Title 1 services for the eligible students.

Total Cost \$18,841.00 aligns with Set-Aside Codes H-1 through H-4 for Equitable Services to Private Schools

- 1) Supplemental software program for computer assisted instruction -Renaissance Learning Accelerated Reader Subscription Renewal 1,295.00, Accelerated Math Subscription Renewal 1,330.00, English in a Flash \$800.00 and Star 360 Subscription Renewal \$1,200.00 = \$4,625.00*
- 2) Tutoring to provide academic support to private school students at an hourly rate plus benefits 1 Teacher/Tutor @ \$25.00 per hour x 53 hours = \$1,325.00 @ .03 FTE; Benefits \$261.36 Total Cost = \$1,586.36*
- 3) Purchase consumable materials and supplies for tutoring, paper, pencils, batteries, books, Post-It Charts, markers, dictionaries Total Cost = \$1,539.18*
- 4) Purchase materials and supplies for parent engagement authentic literature, backpacks, pencils, workbooks, calculators, paper Total Cost= \$230.25.*
- 5) Administrative Fees for assistance provided to private schools Total Cost = \$942.00*
- 6) Professional and Technical Services -Services for Hamilton County Students attending Columbia County Schools Total Cost = \$5,048.21*
- 7) Technology- Related Supplies- Supplemental eBooks- \$200. Kobo cases for eReaders \$40 x 12= 480.00, USB flash drives \$25 x 6 = \$150.00. Total Cost = 830.00*
- 8) Kobo Space Libra H2O eReader for check out and take home use \$170 x 12= \$2,040.00*
- 9) Computer Hardware Non-Capitalized equitable services to private schools 10 ChromeBooks @ \$200 = \$2,000.000 total Cost = \$2,000.00*

b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?

Response:
The Title 1 private school program will be evaluated using Renaissance/ Accelerated Reader student data reports (monthly), parent surveys and staff surveys (annually) and TOSWARF (Test of Silent Word Reading Fluency mid-year and end of year). A third party evaluator will analyze the data and submit a report of the effectiveness of the program (Summer 2021). The report will be shared with the private school director.

3 **If checked, the LEA does not have any eligible participating private schools.**

Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

Response:

4 List the LEA's private school Point of Contact:

Name:	Phyllis Porter
Title:	Coordinator
Phone Number:	386-792-7807
Email Address:	phyllis.porter@hamiltonfl.com

Area of Focus 9

Area of Focus 9: **Foster Care**

1 Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

Response:
0.00

2 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.

Response:

Hamilton County School District in partnership with the community-based child welfare agency, Partnership for Strong Families, will follow the district procedure, for a best interest determination for children in foster care to change schools or remain in their school of origin. The LEA receives notification from Partnership for Strong Families that a best interest determination meeting needs to be held. The LEA then coordinates a conference call between school representatives, the District Foster Care Liaison, and Partnership for Strong Families. The Caseworker represents the child and the parent/guardian during the conference call meeting. All parties discuss the topics as outlined in the School Stability Checklist along with all other topics of concerns. At the end of the meeting all participating parties come to a consensus on best interest of the child. The district liaison arranges for the child to receive transportation to the new school or remain in the school of origin.

b. Successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.

Response:

The District Foster Care Liaison in coordination with the Partnership for Strong Families provides training for school level personnel on an ongoing basis to ensure that children in foster care are immediately enrolled in school, even if the child is unable to produce records normally required for enrollment. The enrolling school immediately contacts the school last attended by the child to obtain relevant academic and other important records and relevant information. Transfer of records for students transferring within the LEA is automatic as a result of the student information system (Skyward). For students transferring from out of the district, the school of enrollment notifies the sending school concerning the transfer of student records and maintains a copy of the request and each subsequent request.

c. Development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in collaboration with the appropriate Child Welfare Agency (CWA).

Response:

Transportation will be provided by the district for foster care students to remain in their school of origin unless there is a determination that it is in the best interest of the student to enroll in another school.

The Hamilton County School District in collaboration with Partnership for Strong Families will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the federal Social Security Act.

The Hamilton County School District and Partnership for Strong Families will ensure that, if there are additional costs incurred in providing transportation for maintaining children in foster care in their schools of origin, the School District will provide transportation to the school of origin if:

- *The LEA and Partnership for Strong Families agree to share the cost of such transportation;*
- *The LEA agrees to pay for the cost of such transportation; or*
- *Partnership for Strong Families agrees to reimburse the LEA for the cost of such transportation.*

The district's Foster Care Liaison, upon the conclusion of the best interest determination meeting, will arrange transportation in collaboration with the District Transportation Department and the Homeless Liaison (when appropriate). The Transportation Department works bus routing to transport the child to the school of origin.

3 List the LEA's Foster Care Point of Contact:

Name:	Paula Williams
Title:	Coordinator/Liasion
Phone Number:	386-792-7808
Email Address:	paula.williams@hamiltonfl.com

Area of Focus 10

Area of Focus 10: **College and Career Readiness**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

Title 1 schools will provide activities that help students experience rigorous content areas and ELA, science, technology and mathematics standards that are necessary for transition to college and career readiness.

Activity 1:

An afterschool extended year tutoring program offered at both the elementary and secondary levels for students who are struggling (level 1 or level 2) in core academic classes 10 teachers X 50 hrs X 33/hr

\$16,500.00 + benefits.

Activity 2:

Salary and benefits for teachers to provide summer enrichment, acceleration, credit retrieval and transition programs to provide needed early intervention for students entering K-1, 6-7 and 8-9 (transition grades in Hamilton County) who need additional support and early intervention. Also, students in other grade levels who need assistance in transitioning to the next grade level.

10 teachers X 5 hrs/day X 18 days X \$33/hour= \$29,700 + benefits

\$29,700.00 (summer 2021).

Activity 3: Salaries and benefits for Algebra Boot Camp-1 week summer camp for students - Summer (2021) 1 teacher X 4 days X 5 hours/day x \$33/hour = \$660 + benefits

Activity 4: Provide summer 8 day program for STEM/STEAM enrichment during 2021 for 100 students at HCES and 20 HCHS for middle school students Teacher salaries and benefits for 4 teachers X 8 days X 5.5 X hours per day X \$33/hr=

\$5808 + benefits.

Activity 5: Field trips during the summer program to the Challenger Learning Center (2) trips 1 driver x 8 hours x \$22/hour x 2 trips= \$352.00 + benefits and \$100.00 for diesel fuel

Activity 6: College and Career tours during the school year and school day: North Florida College (Madison, Fl.); Santa Fe College (Gainesville, Fl) Gateway College (Lake City, Fl.) Charter buses for transportation for (Charter buses are necessary due to shortage of school buses and drivers), 3 trips @995=\$2985.

Activity 7: purchase a 3-D printer for student use in the CTE and Entrepreneurial program at HCHS \$1499 plus shipping =1649.00

Activity 8: Materials and supplies for tutoring, extended day extended year, transition and STEM/STEAM programs (books, paper, markers, pencils, scissors, tape, robot kits, LEGOs, tri-fold boards, folders, crayons, theme books, chart paper, glue sticks, notebooks, Post-it notes)=

\$2000

2 Describe the LEA's strategy for implementing the following:

- a. Increasing students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.

Response:

The District Strategic Plan (2019-2021) goals promote high scholastic performance with a career focus. The objectives and strategies of the Plan outline the access to early college, dual enrollment opportunities and career counseling.

- b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1112(c)(2).

Response:

Support for discipline and identification of social, emotional learning programs (such as Conscious Discipline, Social Thinking, etc.) to assist students earlier in their school career to learn self-management social systems and skills to thrive in systems that are diverse and sensitive. Positive Behavior Supports (PBS) and CHAMPS will be implemented in classrooms across the District with in class suspension or out of class suspension for rare cases when students need special assistance.

- c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.

Response:

In 2018-2019, the District developed a collaborative agreement with River Oak Technical School located in Suwannee County and the closest technical school to Hamilton County. Students interested in participating in a vocational training program and/or earning an industry certification not available at the high school are provided transportation to River Oak for participation. Suwannee Valley Transit, a community transportation agency, partnered with the district to transport the students free of charge. It is the goal of the district to ensure students graduate from Hamilton County High School with skills needed to be a successful member of society and provide a program that will assist them in achieving personal goals for post-secondary success (credit for courses). The district has a highly effective teacher designated as a graduation coach who is familiar with CTE courses and Carl B. Perkins funds to work with students and families to increase graduation rate and entry to post-secondary programs.

Graduation rates for Hamilton County High School have shown a slight increase during the past three years. The District is continuing efforts to ensure an upward trend in the data, although there was a decrease in the 2016-2017 school year, there was increase for 2018-2019 and the school grade remains a grade of "C".

School Year Graduation Rates for the last three years:

2016-17 67%

2017-18 74.2%

2018-19 75.0

The Hamilton School District is using an electronic tracking mechanism for monitoring student progress by cohort to ensure individual students are on track to meet graduation requirements. Students targeted as at risk are identified and provided with opportunities to make up course credits as well as participate in "boot camps" prior to retaking End-of-Course exams. Students on track are provided with opportunities for Advanced Placement and Dual enrollment coursework with measured success.

Each year the graduating class has students that graduate with their high school diploma as well as their Associate of Arts degree. All students have access to the Industry Certification programs available at the school and may apply to attend the technical school and college for credit.

Area of Focus 11**Area of Focus 11: Administrative Costs**

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.
(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

1. Indirect Costs - Plan B @ 6.28% = \$76,379.00

2. Provide a Federal Programs Coordinator, that holds a valid Florida educator certification, to implement, review, monitor, provide technical assistance to schools, and administer the Title I program to public Title I schools and private schools receiving Title I services. All public and private schools, their administrators, teachers, staff, students, and parents will benefit from this service. 1 Federal Program Coordinator salary and benefits @ 0.75 FTE = \$62,717.00 LEA uses object 110 for this position. Code I

3. Provide an Administrative Assistant to support Federal Programs Coordinator and Title I public schools by answering telephones, update calendars, prepare memos, letters and other reports. 1 Administrative Assistant salary and benefits @ 1.0 FTE = \$31,000.00 LEA uses object 130 for this position.

4. Provide travel costs for the Federal Programs Coordinator, for Coordinator of Special Projects, Coordinator for Title I Family and Community Outreach, Administrative Assistant, and Title I Fiscal Assistant to provide technical assistance to Title I schools and private schools, as well as, attend regional, state, and national meetings, workshops, and conferences (ECTAC quarterly meeting (\$750.00), ESSEI (Orlando, FL \$1,900.00), Spring and Fall FASFEPA Forums (\$1,340.00 x 3 Title 1 staff x 2 conferences= \$8040.00 to attend Spring and Fall)= \$8,040.00, Florida Coalition Homeless Conference (\$650 x 1 staff= \$650.00 Orlando, FL)= \$650.00 (Code I) = \$11,340.00

5. Provide gas costs for travel when using a district or rental car for the Federal Programs Coordinator to provide technical assistance to Title I school and private schools, as well as, attend regional, state, and national meetings, workshops, and conferences (NAFEPA - Washington DC and Brustein & Manasevit - Spring Forum - Washington DC, FAFEPA Orlando, FL Spring and Fall Forums) = \$133.21

7. Provide the cost of postage from the Title I Office to private schools, FDOE, other LEAs. = \$500.00

8. Provide technology related supplies: ink cartridges for printers \$65 x 15= \$975.00, mouse for computer \$12.50 x 2= \$25.00, battery back up =\$2,000.00 Total =\$3,000.00

9. Provide general materials and supplies for the Title I Office to assist in the administration of the Title I program to Title I public and participating private schools (paper, envelopes, pens, paper clips, staples, post-it notes, post-it charts, poster maker printer paper, binders, dividers, file folders, markers, file labels, address labels tape). \$3,500.00

10. Consultative services:

- East Cost Technical Assistance Center to provide technical assistance and deliverables to the Title I Office in ESSA policy research, project development, project review, ESSA training, and administration of the Title I program to Title I public and participating private schools. \$2,000

- CIC planning Group evaluation services \$3,000

- Professional and Technical Services provided by highly skilled individuals that will assist with the development, implementation and evaluation of Title I programs NEFEC for instructional, technological and professional development services \$1,000

- Contract evaluations services by Dr. Gail Ogawa \$15,000

- Special contracted services from SS Solutions \$2,000

Total (Code I) = \$23,000

11. Object 160 Provide salary and benefits for Fiscal Assistant to support Title I schools @ \$17,372.00 @ .5 FTE (Code I) =\$17,372.00

12. Technology related repairs and maintenance McCrimmons Company to service the copiers and copy use \$250 x 12= \$3,000.00 (Code I) = \$3,000.00

13. Capitalized Hardware and Technology laptop or desktop computers \$1,000x2= \$2,000.00, printer \$350.00, ScanSnap \$500x2=\$1,000.00, to provide support to Title 1 schools Cost = \$3,732.81 (Code I)

14. Computer Hardware Non-Capitalized (999 and less) laptops, desktop PC, MacBook, iPad, printer, scanner, hard drive, monitors Cost =\$1,300.00 (Code I)

15. Computer Software Non-Capitalized Microsoft Office \$500x2= \$1,000.00 Cost \$1,000.00 (Code I)

16. Dues and Fees for Title 1 Coordinator and staff membership for FASFEPA (\$325.00), NAFEPA (400.00) = \$700.00 (Code I)

Other Requirements

1	<p>Reporting Requirements</p> <p>a. Describe the methods and timelines the LEA utilizes to disseminate information about this plan to the appropriate stakeholders and to report student and program outcomes to school staff, parents, and the community.</p> <p>Response: <i>Parents are provided communication regarding their Right to Know information concerning their child's progress on an ongoing basis as well as progress monitoring results for their child in reading, math, writing, science and other coursework. Newsletters/communications that provide information for parents are sent home monthly and with report cards. Connect Ed messaging system is utilized to inform parents of school activities in both Spanish and English. Information is provided in a variety of ways to include: school newsletters, school and district website, Facebook, pamphlets, posters, radio announcements, school marquee, phone calls (with translation), and other information provided by the District. Information is disseminated via social media and local newspapers. The Title I Plan is posted on the District website and copies available upon request from the school and district.</i></p> <p>b. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and /or staff data reporting system. Include the process for reporting services provided to students attending private schools, students in targeted assistance programs, migrant students in Title I, Part A programs, neglected and delinquent children and youth served through the Title I, Part A reservation, as well as students experiencing homelessness and who are served through the Title I, Part A reservation.</p> <p>Response: <i>All data for private schools, homeless, Migrant and neglected or delinquent students, highly qualified teachers and paraprofessionals, and any program that coordinates services with Title I Part A will be kept secure from original collection, updates, maintenance, and destruction. Security will be maintained and only persons with authorized access and district employees will have access to confidential information. Only those with legitimate educational interest will be granted access to information-those persons should be authorized in writing, provided passwords, and understand the importance of maintaining security. Any training will be provided by the HCSD or a contracted service of the District. The Hamilton County School District is currently problem-solving a checks and balances system between the school and district to monitor and verify data accuracy prior to submission of data to the Florida Department of Education. The District data system is Skyward, a relatively a relatively new district and school level data management system. The District receives training and technical assistance on Skyward from NEFEC. Employees continue to receive training according to the needs of each department.</i></p>
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2	<p>Requirement of Equitable Representation of Teachers</p> <p>List the action steps that the LEA will follow to ensure that low-income and minority students are not being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students.</p> <p>Response: <i>The Hamilton County School District makes very effort to hire infield/highly qualified/highly effective staff and to address any disparities. The Personnel Director and school principals participate in a variety of recruitment fairs in the state and at Valdosta State University (Georgia) and other universities in the nation in order to recruit certified/highly effective teachers for the district. Procedures for Recruiting Personnel Outside the District: 1. Staffing needs and financial resources are analyzed annually and during the year when a vacancy or need arises. A recruitment plan is developed to include strategies such as visiting states with declining student enrollments and a surplus of teachers, attending college and university teacher recruitment events, and participating in the regional educational consortium, North East Florida Educational Consortium (NEFEC)'s annual Teacher Recruitment Fair. 2. Appropriate media is utilized for advertisements for instructional vacancies. Methods of advertising may include, social media, the District website, Teachers-Teachers.com nationwide online job board, NEFEC's online job board, professional conventions, professional organizations, radio and/or television, and community newspapers. Career fairs in other states, colleges and universities give this small rural district paths to advertise vacancies. 3. Diversity in Education efforts and strategies are included to assist in the recruitment of minority teachers. Methods include Fall and Spring recruitment fair attendance at predominately minority colleges/universities such as Florida Agricultural and Mechanical University (FAMU), Bethune Cookman University and Edward Waters College.</i></p>
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PUBLIC SCHOOL ELIGIBILITY SURVEY

Ranking Type: districtWide

Date Certain: 02/07/2020

Community Eligibility Program: Option 4 - Direct Certification Data

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (floor percentages)

Response:

The Hamilton County School District serves all schools in order of poverty down to the state's poverty average of 66% based on counts derived from direct certification data and student counts obtained during Survey 3 provided by the FLDOE (filtered for under 5 and over 17). Hamilton is a total CEP District and chooses to utilize the 1.6 multiplier, which raises both schools' poverty rates to 100%. Both schools will receive a PPA of \$581.73 to make an educational difference for students in need of academic support.

District: Hamilton County District School Board

No.	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported 2019-2020 Number of Children Attending Public Schools	Reported 2019-2020 Number of Children from Low Income Families	Reported 2019-2020 Percent of Children from Low Income Families	2020-2021 Number of Children Attending Public Schools	2020-2021 Number of Children from Low Income Families	2020-2021 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2020-2021 PPA Per Pupil Allocation	2020-2021 ISA Total School Allocation	2019-2020 ISA Total School Allocation	Provision 2 Or CEP	1% Allocation for Parental Involvement	Charter School	Del.
1	HAMILTON COUNTY ELEMENTARY SCHOOL	0041	PREK-6	Elem.	N	NO	889	692	77.84%	845	845	100.00%	A	SW	581.73	491,561.85	---	CEP: 20172018	5794.58	NO	
2	HAMILTON COUNTY HIGH SCHOOL	0032	7-12	Senior High	N	NO	514	323	62.84%	564	564	100.00%	A	SW	581.73	328,095.72	---	CEP: 20172018	3867.67	NO	
							1,403	1,015	72.34%	1,409	1,409	100.00%			1,163	819,657.57	0.00		9,662		

* Schools with a Selection Code of E are not totaled in the overall Total School Allocation

Non-Public School Eligibility

District Level Data: **Date Certain: 02/07/2020, not pooling Form A Free and Reduced Lunch NA**

Total Private School Allocation	\$ 18,841.00
Private School Administrative Cost Reservation	\$ 942.00
Total Remaining Allocation	\$ 17,899.00

	A	B	C	D	E	H	I
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Private School Students from Low Income Families	PPA Private School Service	Dollars Generated
1	Achiever`s Christian Academy, Inc.	5430	K-12	20	20.00	639.25	12,785.00
2	Hart 2 Hart	7739	K-12	2	2.00	639.25	1,278.50
3	Lake City Christian Academy	7073	K-12	6	6.00	639.25	3,835.50
Totals				28	28.00		17,899.00

DESCRIPTION OF LEA ACTIVITIES TO SUPPORT REQUIRED RESERVATIONS

A. Financial Rewards & Incentives Reservations:

Please provide the amount that your LEA to provide financial incentives and rewards to teachers who serve in eligible schools identified for comprehensive or targeted support and improvement activities for the purpose of attracting and retaining qualified and effective teachers. [Section 1113(c)(4) of ESSA]

LEA's amount reserved: **\$0.00**

Explain the financial incentives and reward system in your district.

Response:
NA

Do you have a Memorandum of Understanding to address the financial incentives and reward system.

Response:
No

B. Parent and Family Engagement Calculation [Section 1116(3)(A-D) of ESSA]:

	Minimum Reservations	Actual Reservations Amount
REQUIRED reservation - 1% of the LEA's Title I Allocation:	\$ 9,662.23	\$ 18,324.46
Indicate the amount to be allocated (dollar amount) to public schools for parent and family engagement (minimum of 90% is required)	\$ 8,696.01	\$9,662.25
If applicable, Balance to be used for LEA-level Parent and Family Engagement Activities	N/A	\$8,662.21

C. Homeless Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. [Section 1113(C)(3)(A) of ESSA]

LEA's amount reserved **\$10,000.00**

D. Neglected and Delinquent Education Reservations:

An LEA shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. [Section 1113(C)(3)(A)(ii)(iii) of ESSA]

LEA's amount reserved **\$500.00**

E. Educational Services Funded at the LEA-Level

Please provide the amount that your LEA will use for LEA-wide instructional and professional development activities.

LEA's amount reserved **\$9,105.00**

F. Discretionary Educational Services Funded at the School-Level

LEA's amount reserved **\$17,900.00**

G. Early Childhood

LEA's amount reserved **\$0.00**

H. Private School Services

Please provide the amount that your LEA expenditures for non-instructional services and other benefits to eligible private schools. [Section 1117 of ESSA]

H-1. Private School Administrative Costs \$942.00

H-2. Private School Parent and Family Engagement \$230.25

H-3. Private School Professional Development \$0.00

H-4. Private School Instructional Services \$17,668.75

H-5. Roll Forward for Equitable Services \$

I. 2017-18 Roll-Forward \$ 350,000.00

J. Transportation for Foster Care Children \$

K. Administrative Costs (Including Indirect Costs) - Not to Exceed 10% \$ 96,622.00

L. Reimbursements for Charter School Expenditures \$

M. Transportation for School Choice (Not to Exceed 5%) \$

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>